

2024-25

I-EDIAA Annual

Report





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A Note of Thanks from the VPCEI



Dear Queen's Community,

As we reflect on another year of progress toward Indigenization – equity, diversity, inclusion, accessibility, and anti-racism (I-EDIAA), I want to extend heartfelt thanks to every department, faculty, and unit that contributed to this collective objective. This work belongs to all of us, and the cultural shifts we wish to see enacted on this campus will be achieved, and are being achieved, through shared vision, collaboration, and perseverance.

This 2024-25 I-EDIAA Annual Report provides a useful snapshot of how the Queen's community is advancing equity and inclusion across an impressive range of university activity. It highlights inspiring initiatives, from the work of the Access and Inclusion team in Undergraduate Admissions, to ongoing and intentional fundraising efforts through Advancement, to groundbreaking curricular developments in the faculties. It also demonstrates how pan-institutional partnerships, such as the collaboration between the Yellow House and Athletics and Recreation on Black Swims, are working to broaden I-EDIAA impact, affirming that as a community we go farther when we work together.

While this Annual Report celebrates many accomplishments, it most certainly does not capture everything; there are numerous programs and individual changemakers not mentioned in this document having tremendous impact across the campus. Notably, you will find updates on work being done by units within the VPCEI portfolio – the Human Rights and Equity Office, the Office of Indigenous Initiatives, the Office of Complaints and Investigations, and the Office of the University Ombudsperson – contained in their own annual reports. You can find links to these separate reports on Page 5 of this document.

The efforts described in this report demonstrate an ongoing and powerful community-wide commitment to fostering a campus environment where people are respected, valued, and empowered to reach their potential.

Thank you once again for your contributions. As we know, the journey to institutional inclusion is challenging and long, but I am proud of how this community shows up to challenge systemic barriers, to learn from one another, and to build better futures at Queen's.

With gratitude and hope,

Stephanie Simpson
Vice-Principal (Culture, Equity, and Inclusion)

Introduction

In this report, we use the term Indigenization – Equity, Diversity, Inclusion, Accessibility, and Anti-Racism (I-EDIAA) to encapsulate the university’s ongoing aspirations and work in these areas. I-EDIAA serves as a reminder that the Queen’s community is made up of diverse individuals, including students, employees, and alumni, each with unique backgrounds and experiences. It reflects our continued need to build support systems that enable all members of our community to thrive.

The Office of the Vice-Principal (Culture, Equity, and Inclusion) compiles the I-EDIAA Annual Report with the help of many units across campus to highlight I-EDIAA endeavours throughout the Queen’s University community. This is not a comprehensive document, and in that spirit, readers are reminded that actions are taking place and being developed in many areas across the university and in many forms. All efforts, large and small, that contribute to making Queen’s a safer and more equitable and accessible place deserve to be celebrated.

The report begins with Queen’s by the Numbers, presenting demographic data broken down by faculty, staff, and students. It then offers highlights of campus-wide initiatives from departments beyond the VPCEI portfolio, including Undergraduate Admission and Recruitment; programs cultivating Black student joy, wellbeing, and community; Athletics and Recreation’s efforts to foster inclusion and belonging; and contributions from Global Engagement, Queen’s University Libraries, the Dunin-Deshpande Queen’s Innovation Centre, Advancement, the Agnes Etherington Art Centre, the Isabel Bader Centre for Performing Arts, the University Secretariat and Legal Counsel, the Office of the Principal and Vice-Chancellor, the Vice-Principal (Finance and Administration), and University Relations.

The report also highlights I-EDIAA initiatives within academic programs, featuring work from the School of Graduate Studies and Postdoctoral Affairs, the Vice-Provost Teaching and Learning, and the Vice-Principal (Research).

The final section focuses on I-EDIAA efforts within Queen’s faculties and schools, showcasing equity initiatives in the Faculty of Arts and Science, Faculty of Education, Queen’s Health Sciences, Faculty of Law, Smith School of Business, and the Smith School of Engineering.

A NOTE ABOUT “I-EDIAA”

The acronym I-EDIAA was adopted by the Human Rights and Equity Office in 2022 to increase focus on, and foster dialogue regarding, areas of inequity particular to Queen’s that are sometimes lost in discussions of “EDI.”



Defining I-EDIAA



Indigenization

Indigenization, separated from EDIAA with a hyphen, remains in the foreground to honour obligations to Indigenous communities, which are separate and distinct from equity and inclusion efforts. This placement also encourages more careful reflection and accountability around exactly how each unit and equity initiative at the university is, in fact, addressing Indigenization before a decision to adopt the full acronym is made.

Equity

This is the guarantee of fair treatment, access, and opportunity for everyone.

Diversity

When we respect and appreciate different ethnicities, genders, ages, national origins, abilities, sexual orientations, faiths, socio-economic status, and class, we are embracing diversity. This also means accepting different life experiences, learning and working styles, and personality types.

Inclusion

Active, intentional, and ongoing engagement with diversity, where each person is valued and provided with the opportunity to participate fully in creating a successful and thriving community is inclusion. It means recognizing the value inherent to the distinctive skills, experiences, and perspectives of all members of our community.

Accessibility

Addressing ongoing and longstanding community concerns about the persistent invisibility of disabled people and voices within equity, diversity, and inclusion work. all.

Anti-Racism

The inclusion of Anti-racism acknowledges this institution’s uniquely stark history of white supremacy and racism, and in recognition of the ongoing contributions campus anti-racism movements have made in positively transforming our institutional culture for the benefit of all.

Additional Reporting

Here you will find the annual reports submitted by members of the VPCEI portfolio. Information included in these reports are not reflected in the I-EDIAA Annual Report.

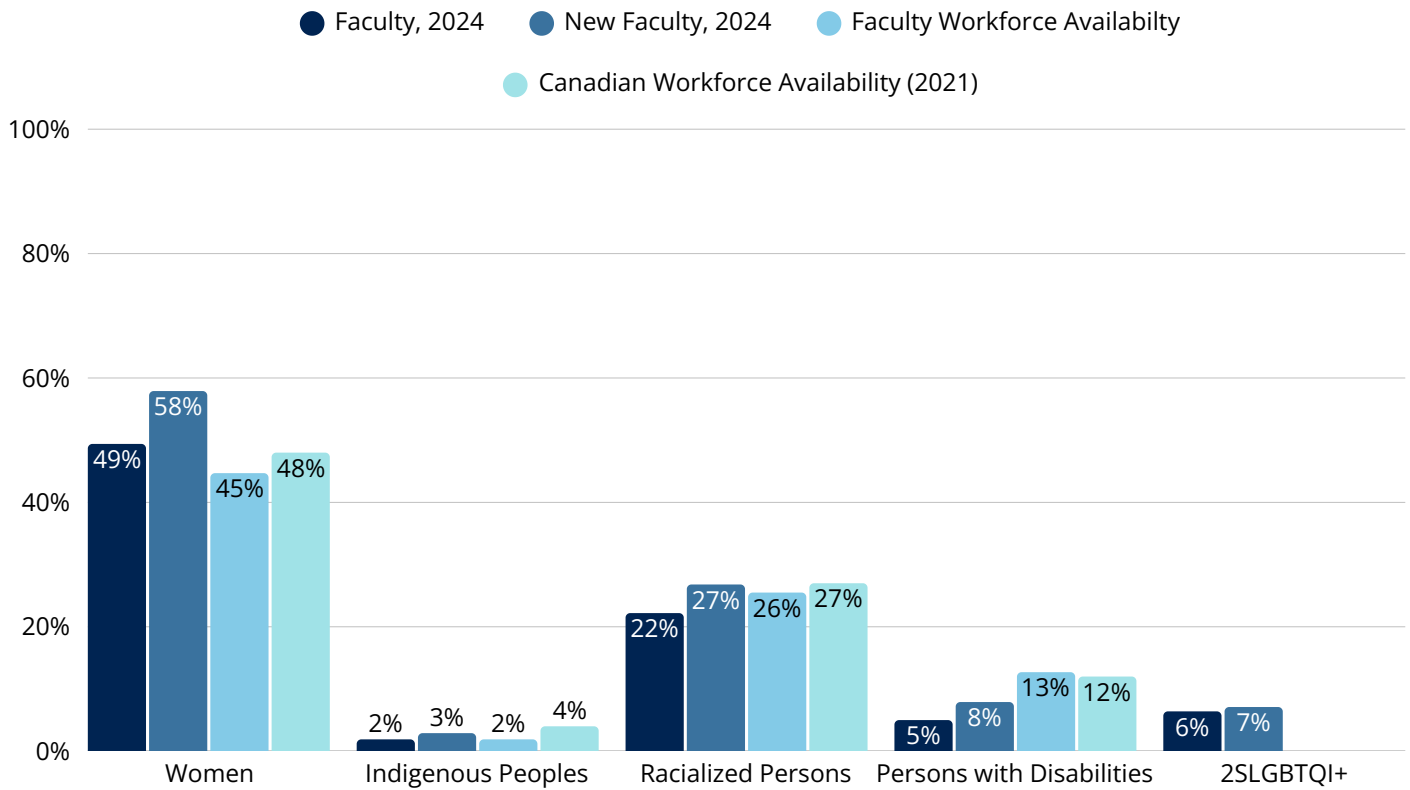


- **Human Rights and Equity Office:** [New Achievements and Contributions Report](#)
- **Office of Indigenous Initiatives:** [Annual Report 2024-25](#)
- **University Ombudsperson:** [Annual Report 2024-25](#)

Queen's by the Numbers



Faculty



Queen's University Faculty Hiring By Equity-Deserving Group, 2024

The graphs include representation rates for the following academic positions:
Professors, Adjunct
Professors, Post-Doctoral Fellows,
Academic Assistants, Librarians, and
Archivists.

Response Rate: Approximately
79.3 (66.3 for new faculty hires)

Data Sources: Human Resource
Information System (gender), "[1
Count](#)" [Queen's Equity Census](#).

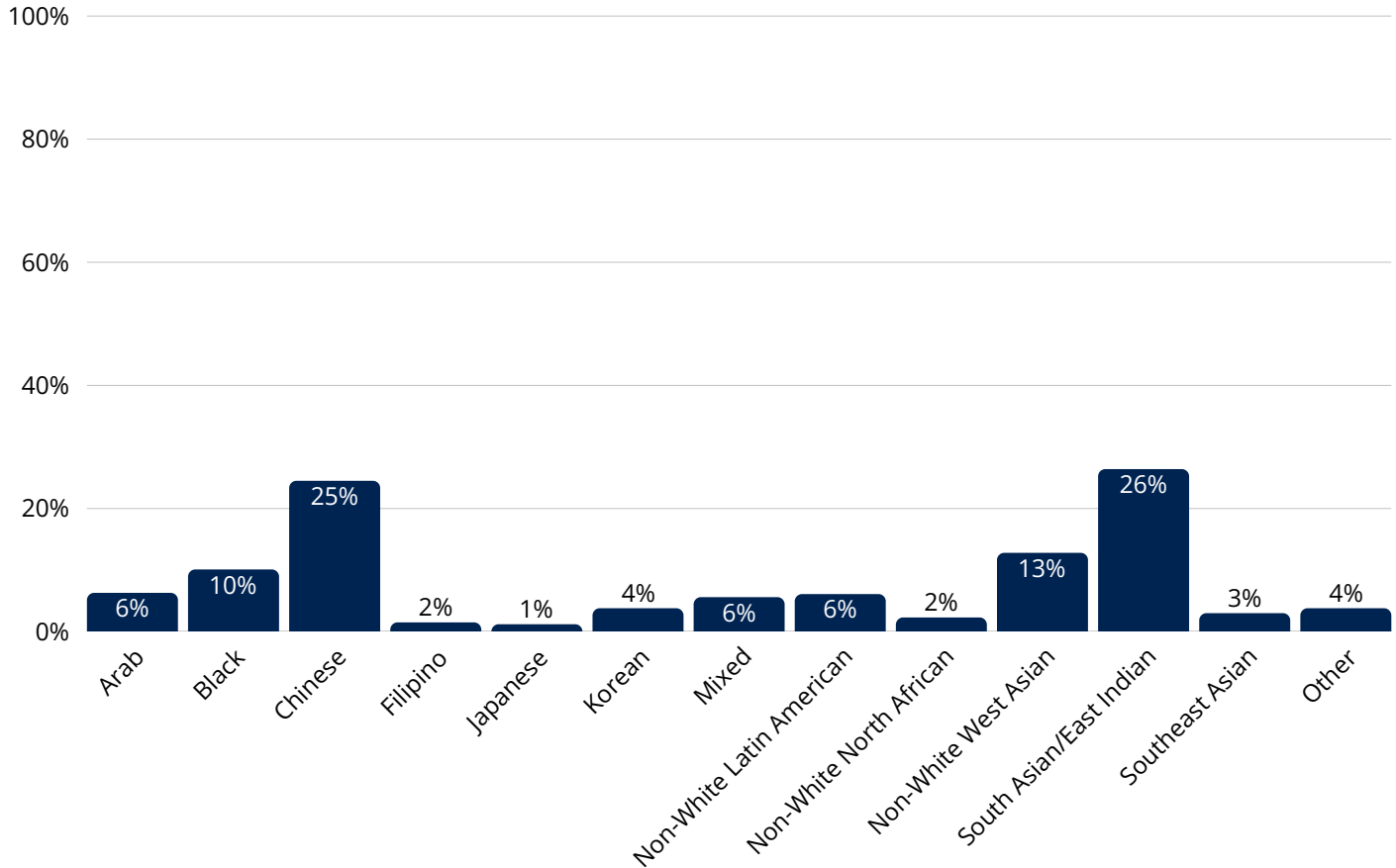
Reporting Period: January 2024 - December 2024



Faculty



● Representation Rates for Racialized Faculty at Queen's, 2024



Representation Rates for Racialized Faculty at Queen's, 2024

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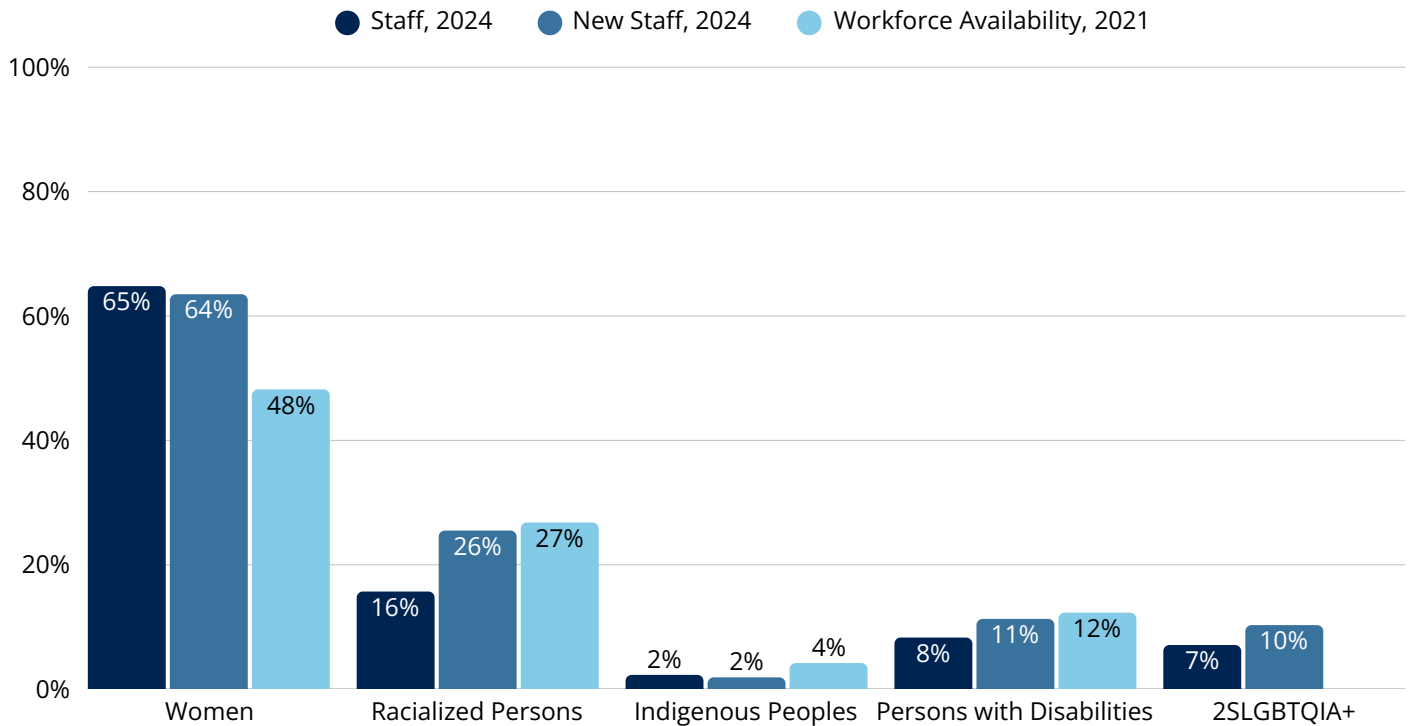
Response Rate: Approximately 79.3 (66.3 for new faculty hires)

Data Sources: Human Resource Information System (gender), "I Count" Queen's Equity Census.

Reporting Period: January 2024 - December 2024



Staff



Queen's University Staff Hiring By Equity-Deserving Group, 2024

The graph includes representation rates for the following PeopleSoft categories: Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

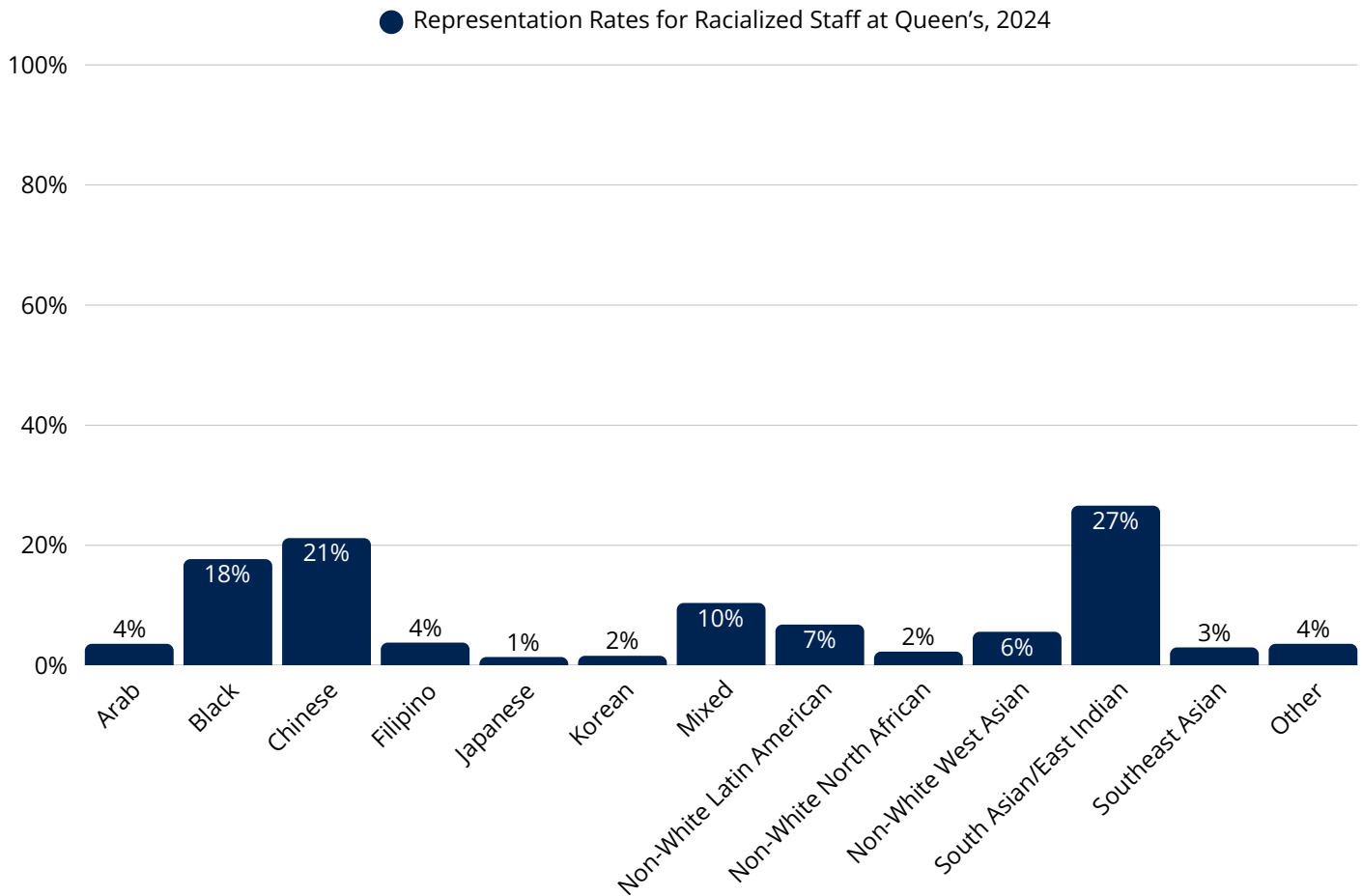
Response Rate: Approximately 90.3 (77.4 for new staff hires)

Data Sources: Human Resource Information System (gender, "I Count" Queen's Equity Census).

Reporting Period: January-December 2024



Staff



Representation Rates for Racialized Staff at Queen's, 2024

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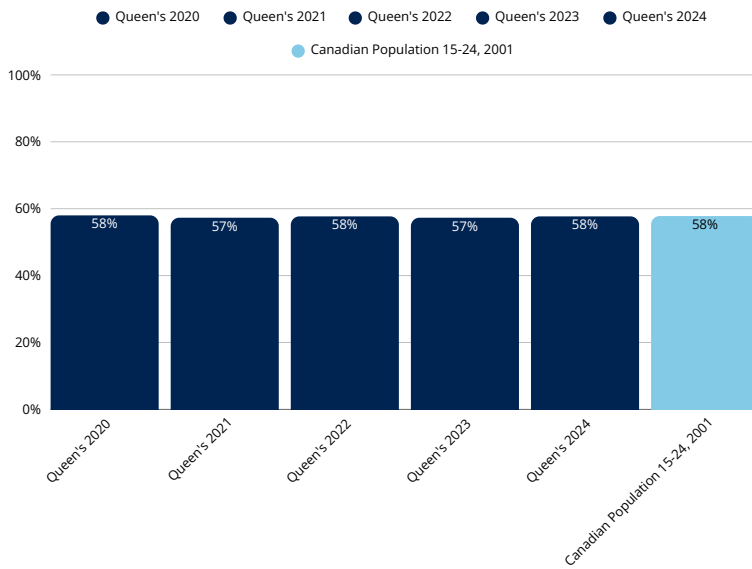
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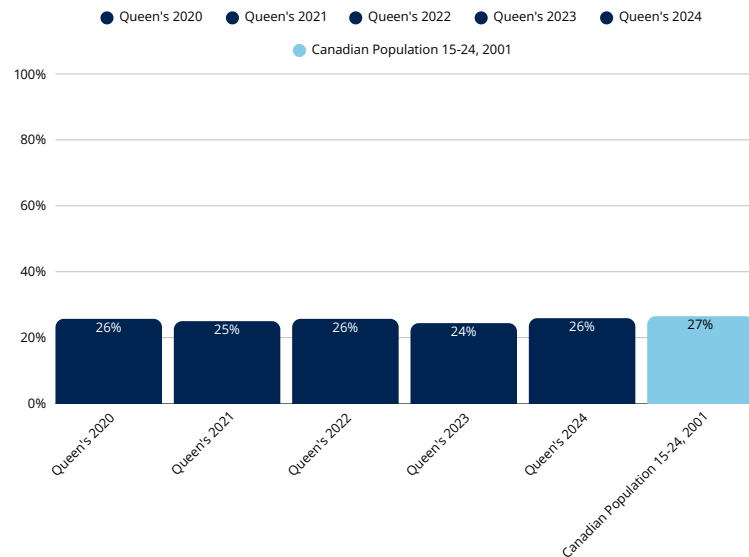
Reporting Period: January 2024 - December 2024



Students



Women



Racialized Persons

Student Representation Rates for Queen's 2024 (via self-identification) Compared to Canadian Population, age 15-24

The graphs outline student representation rates. The data do not include individuals undertaking non-degree programs, certificates, diplomas, visitors, or exchange students.

Response Rates: 49.5-50.0, Women 100%

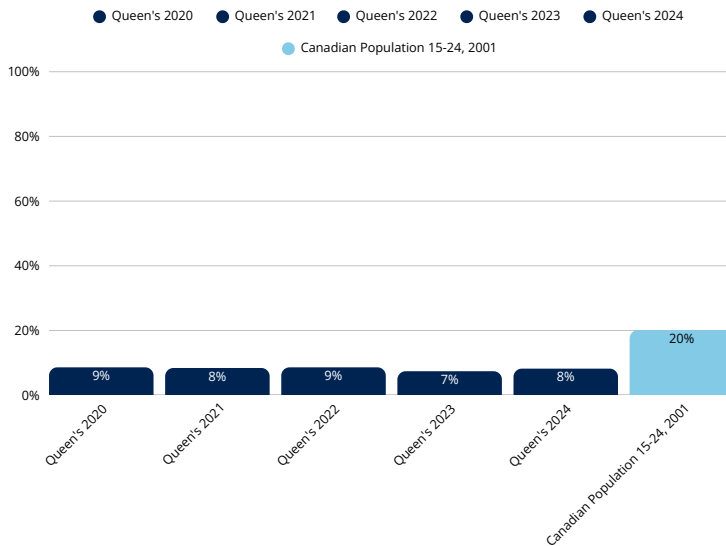
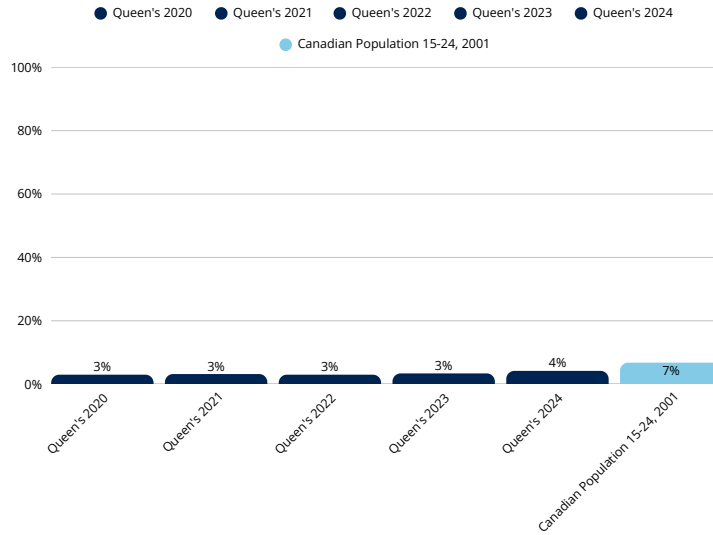
Data Sources: Queen's Student Data: Student Records System (gender), I Count, Equity Census, National Survey of Student Engagement (NSSE), Canadian Graduate and Professional Survey (CGPSS), Ontario Universities' Application Centre (OUAC).

Canadian Population Rates: Statistics Canada 2021 Census and Canadian Survey on Disability.

Students



Indigenous Persons



Persons with Disability

Student Representation Rates for Queen's 2024 (via self-identification) Compared to Canadian Population, age 15-24

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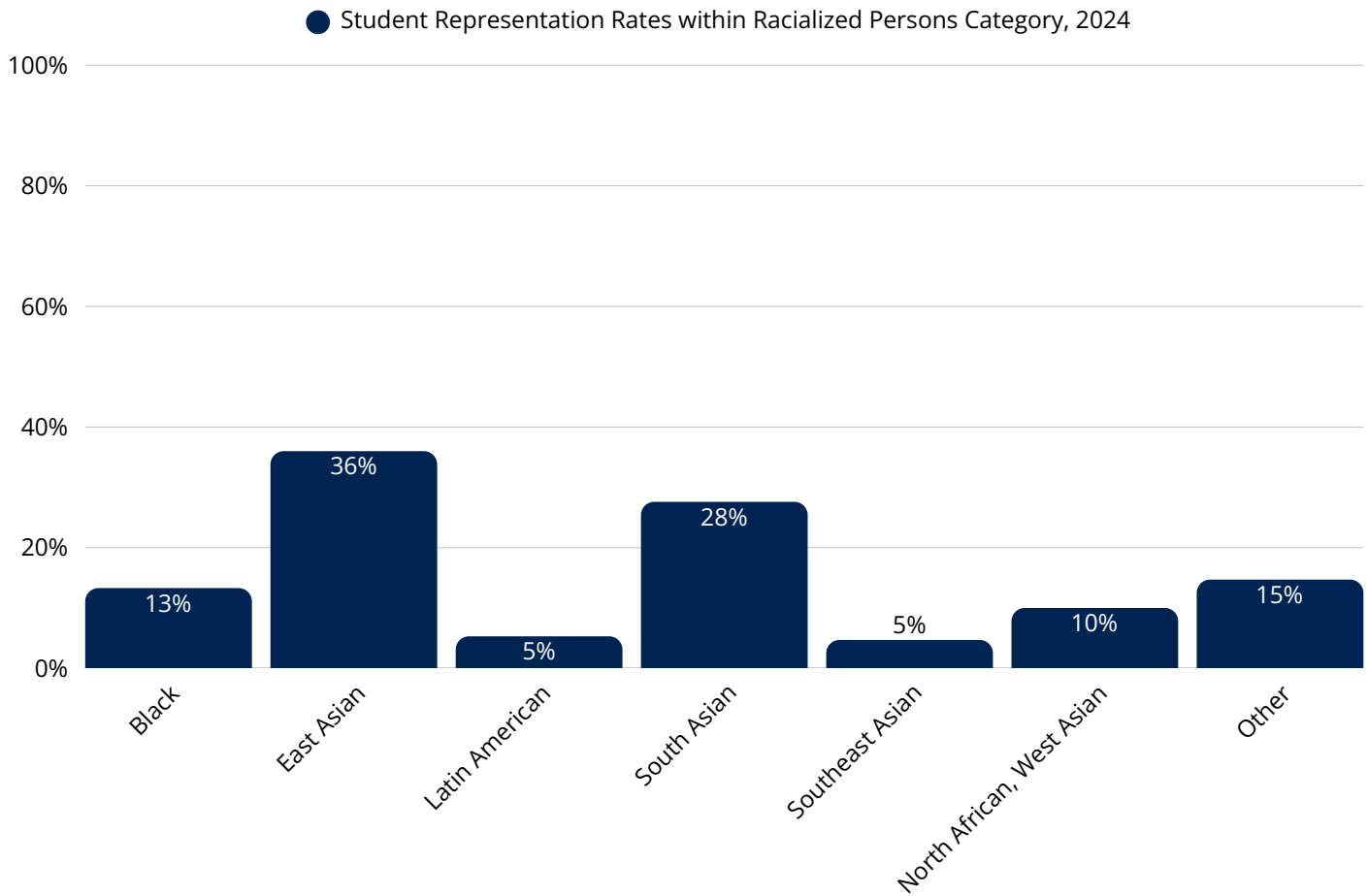
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Students



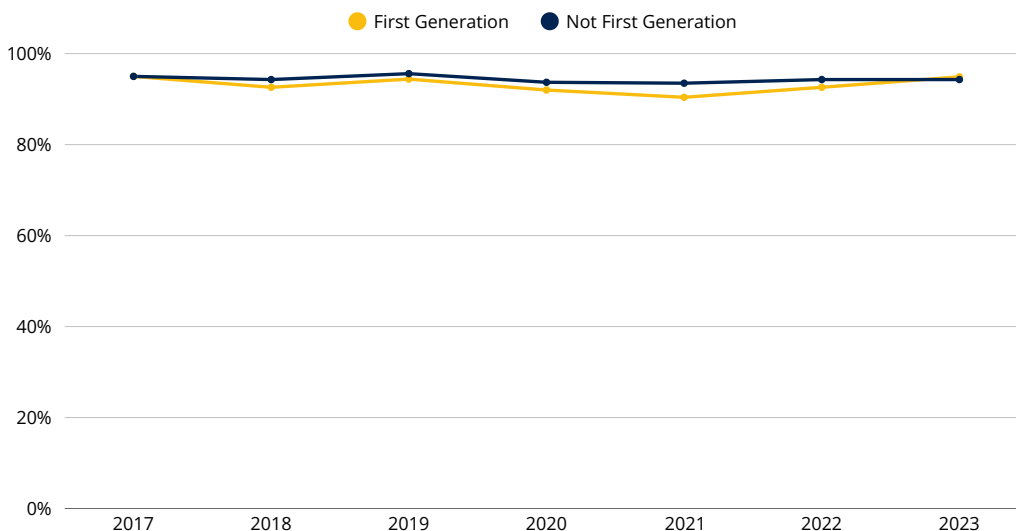
Student Representation Rates within Racialized Persons Category, 2024



Year 1 to Year 2 Student Retention Rates



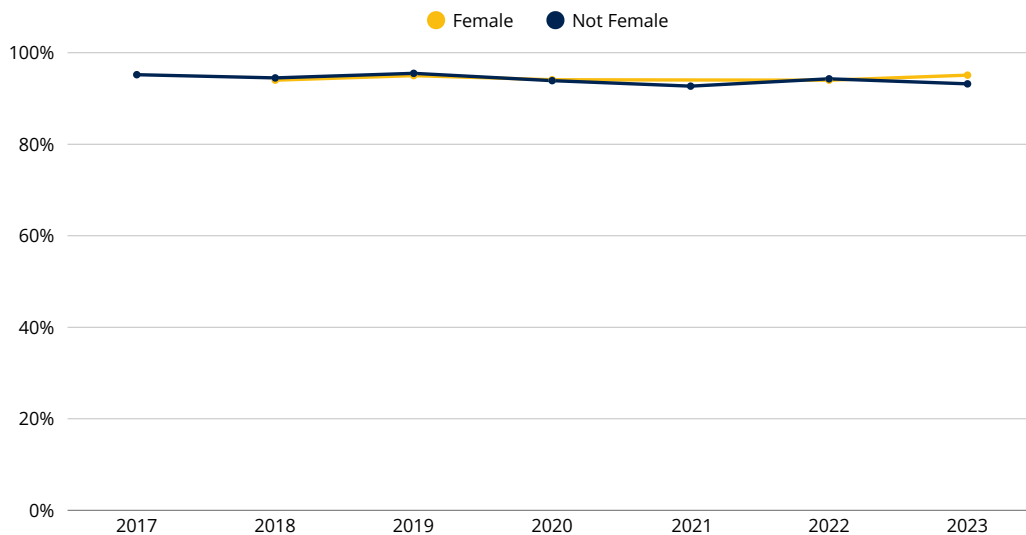
First Generation



Year 1 to Year 2 Student Retention Rates



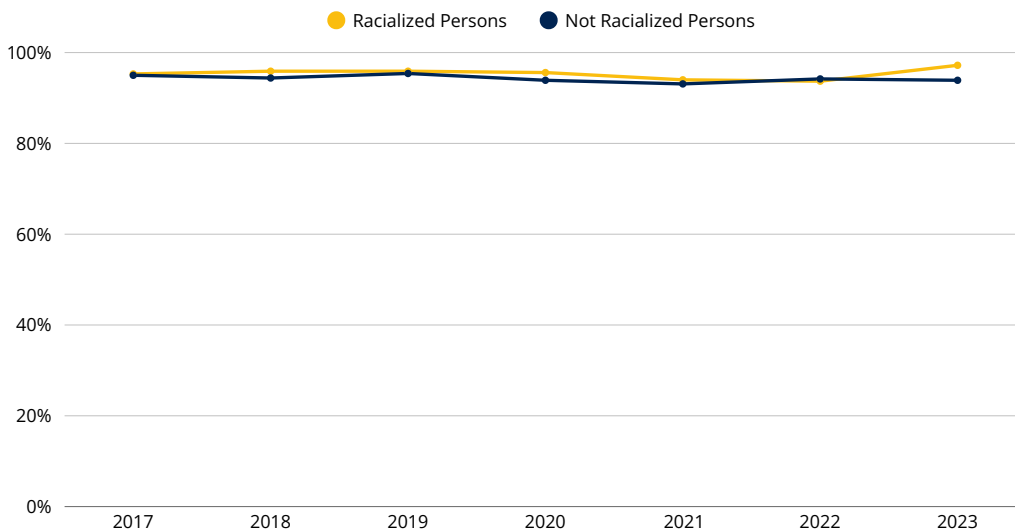
Female



Year 1 to Year 2 Student Retention Rates



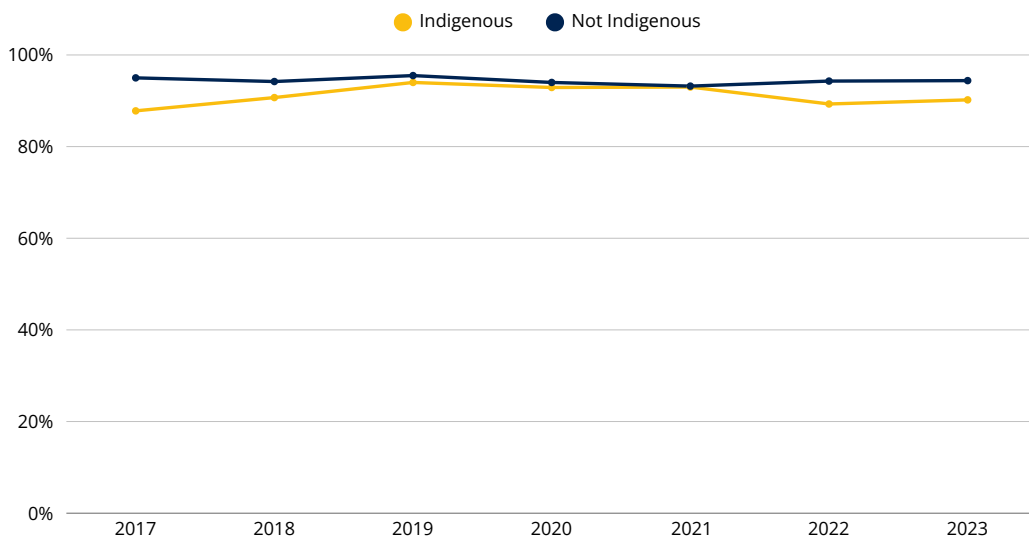
Racialized Persons



Year 1 to Year 2 Student Retention Rates



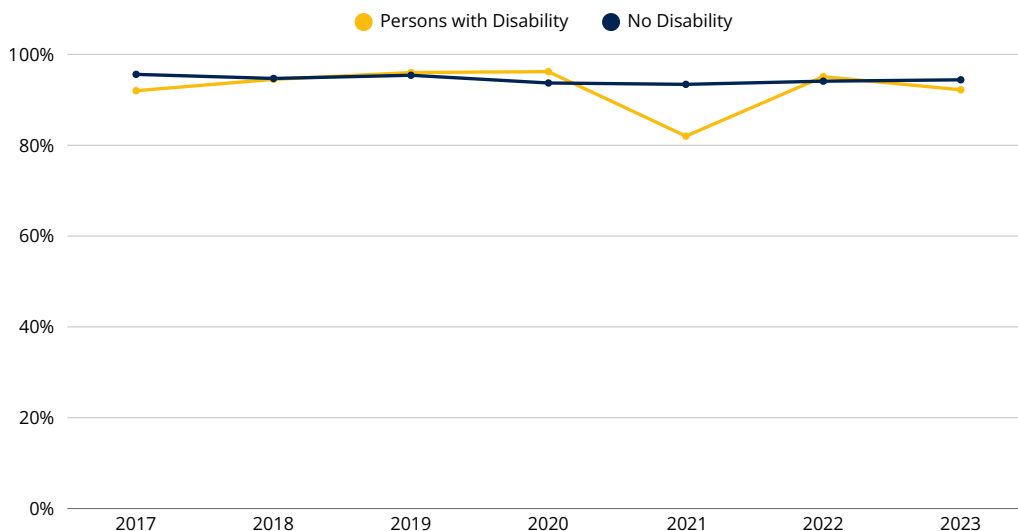
Indigenous



Year 1 to Year 2 Student Retention Rates



Persons with Disability



Highlights

of Queen's 2024-25 I-EDIAA Campus
Community Initiatives



Admission and Recruitment

Expanding Outreach and Strengthening Pathways To Queen's

The Access and Inclusion team in [Undergraduate Admission and Recruitment](#) continues to advance I-EDIAA priorities by expanding outreach to under-represented communities and reducing barriers to post-secondary education. In 2024 to 2025, the team reached more than 10,000 students through 480 outreach activities, representing a 40 per cent increase from the previous year. These activities included workshops and webinars, high school and community partner visits, post-secondary fairs, and campus trips.

As a result of this work, Queen's saw an 8 per cent increase in admission offers to students who interacted with the Access and Inclusion team, reflecting the impact of sustained and relationship-based outreach.

Highlights detailed below from 2024-2025 demonstrate the university's continued commitment to access, inclusion, and student success through equity-focused recruitment and support.

- New partnerships with community-based organizations in Atlantic Canada to promote opportunities at Queen's and increase awareness of regional awards that support equity-deserving students.
- The Explore and Enrich Campus Tour, which brought prospective students and community partners from the GTA, Ottawa, and Kingston for a firsthand introduction to campus programs, services, and supports. Participants engaged with Equity Ambassadors and Financial Aid representatives to learn more about student life, funding opportunities, and academic pathways.
- A new process developed in collaboration with Residence Admissions and Financial Aid and Awards to cover residence deposits for students receiving needs-based entrance awards. This initiative helps reduce financial barriers and improve access to residence.
- A series of residence webinars delivered in partnership with campus units, reaching equity-deserving students, including those requesting accessibility accommodations, first-generation applicants, and international students.
- This year also marked a significant milestone with the graduation of Queen's first Promise Scholar, a moment that reflects the university's long-term commitment to access and financial support for students from underserved communities. The Promise Scholars program was established to reduce financial barriers and provide dedicated wraparound support, helping to ensure that students not only access post-secondary education but also thrive throughout their academic journey.



Diversifying Queen's Through International Undergraduate Recruitment and Enrolment

The university continues to take steps to diversify international undergraduate enrolment. Initiatives implemented by Undergraduate Admission and Recruitment in Student Affairs in 2024-25 include:

- Expanding the programs available for winter entry including Arts, Science, Computing, and Health Science so that international students have more flexible pathways to begin their studies at times that align with their academic calendars, and to better navigate permit and arrival challenges.
- Increasing both our in-person and virtual "MasterClass" video lectures from top professors and researchers at Queen's to inspire students to consider studying abroad as well as to showcase Queens' global expertise.
- Expanding the International Peer Ambassador program so that prospective and incoming international students can access timely, relevant insights from current students with lived experience, helping them better understand the application process, academic expectations, and life at Queen's from a student perspective.
- Expanding the Queen's Commitment Package intended to reduce barriers to attending Queen's and help students acclimatizing to Canada, while ensuring students have access to supports that they need.

Creating Pathways Of Belonging and Support For International Students

The following examples highlight how Queen's continues to build a welcoming and supportive environment for international students.

Welcome Week Integration of International Student Clubs

- To better reflect the diversity of the student community, the Queen's University International Centre (QUIC) introduced a new initiative during Fall 2024 Welcome Week that invited student clubs led by international students or focused on global engagement to take part. This four-day program fostered early connections between incoming international students and AMS-ratified clubs, helping to build pathways to campus involvement, peer support, and a sense of belonging.

Kingston's International Student Symposium

- In 2025, Queen's University co-hosted the second annual Kingston International Student Symposium alongside regional and community partners. Centred on the theme "Building Community and Navigating Life After Graduation," the event featured alumni panels, immigration advising sessions, and a community resource fair. QUIC co-developed a specialized session with St. Lawrence College focused on employment pathways and immigration planning. This collaboration advanced equitable access to timely, relevant information and reflected Queen's commitment to supporting international students' transition beyond graduation. The symposium strengthened cross-sector partnerships and deepened Queen's role in fostering long-term belonging and success for international students in the Kingston region.

QUIC Satellite Advising Services

- In 2024, QUIC introduced a rotating satellite immigration advising service to increase accessibility across campus. A certified International Student Advisor now offers full-day support once a month at West Campus, Goodes Hall, and in Residence. This service enhances outreach, increases awareness of available supports, and helps foster a more informed and inclusive university community.



24-25 Campus Community Initiatives

Cultivating Black Student Joy, Wellbeing, and Community



The Yellow House Student Centre for Equity and Inclusion officially launched the Black at Queen's program, a series of spaces, events, and activities rooted in the philosophy of Black joy, for students to thrive and find community, a sense of belonging, and empowerment. This program kicked off with the Black Welcome, an event gathering Black students, staff, faculty, and community members to connect in September. The welcome included cultural food, music, and a chance for a professional headshot.

Another highlight is Black Swims, a partnership with Athletics and Recreation, that provides weekly opportunities for Black Queen's students, faculty, staff, and Black Kingston community members to foster an inclusive environment at the campus pool. The swims are a mix of lessons given by Black instructors and free swim time to empower participants to feel safer, more confident, and a greater sense of belonging in the water. It aims to address cultural and generational barriers, as well as the legacies of intentional harm, ensuring a meaningful tribute that fosters healing and connection within the community.

The Shift Project

Highlighting Voices of Students with Disabilities

The Shift Project in the Student Experience Office provided a platform for students with disabilities to share their lived experiences and perspectives in the form of a Shift Short Episode. A viewing of the episode took place as part of Student Voices Week in March, as a collaboration between The Shift Project and practicum students from the School of Nursing. The event featured a screening, reflection activity, and Q&A panel with students featured in the Shift Short video. The post-event survey showed increased awareness and confidence in supporting peers with disabilities.

Student Athletes Challenging Violence Against Women

For Moose Hide Campaign Day in March 2025, The Shift Project, in collaboration with the Office of Indigenous Initiatives, hosted a conversation between Cultural Advisor Allen Doxtator, Te ho wis kwûnt, and members of the Queen's Men's Rugby Team about men's role in challenging violence against women, girls, and Two Spirit folks. The conversation was recorded and released in a three-part series on YouTube. The videos and related content had over 35,000 views and were featured as a Post Secondary Spotlight in the Moose Hide Campaign's annual report.



Expansion of Gender Diverse Wellness Retreat

The Yellow House Student Centre for Equity and Inclusion's second annual Gender Diverse Wellness Retreat was held in April 2025, bringing 26 trans, non-binary, genderqueer, agender, and other gender-diverse student attendees, and five gender-diverse student staff, on a three-day trip to the Queen's University Biological Station at Elbow Lake to take part in activities that helped them create connections, reflect on their experiences, and celebrate their identities.

The retreat, which increased in size and length, is a collaboration between the Yellow House and Student Wellness Services. Yellow House's Sexual and Gender Diversity Advisor and Student Wellness Services [2SLGBTQ+ psychotherapist](#) worked together to engage community and plan and facilitate the retreat to ensure a meaningful focus on therapeutic spaces and student wellness. The 2024 and 2025 retreats were both generously supported by the FAS EDII Fund.



24-25 Campus Community Initiatives

Fostering Inclusion, Belonging, and Community Through Athletics and Recreation

Queen's Athletics and Recreation (A&R) promotes connection through inclusive and adaptive sport programming, culturally relevant events, and partnerships.

- A&R hosted 160 Queen's student volunteers and more than 100 community participants for the Winter Adapted Games in January 2025. Student clubs taking part included Students 4 Special Olympics, Best Buddies, and Friday Friends and also featured performances from Harmony Dance Collective, an AMS club dedicated to creating inclusive dance classes for persons with disabilities.
- As part of KFL&A Gets Active Month in March 2025, Queen's Athletics & Recreation hosted a free "Try It" Wheelchair Basketball and Seated Volleyball adaptive sport session. Drop-in Wheelchair Basketball ran for the fall term with great success and this year's Q Sportsfest featured a Seated Volleyball Tournament.
- Queen's Women's Basketball team members were guest coaches at the Kanyen'kehá:ka Pride Basketball Program's summer camp at Quinte Mohawk School in July 2024. The program aims to help Indigenous youth identify positive and negative aspects of relationships and helps them understand the role that culture can have in developing their relationships with self, others, and their communities.
- Queen's Men's Hockey team collaborated with The Navigators of Canada, to introduce and teach new Canadians about hockey. International students and community members were invited to attend a varsity game and take part in a session with the team to learn more about one of Canada's favourite pastimes.



Early Arrival Program for Jewish Students

To support religious observance and create a more inclusive move-in experience, Residence Life collaborated with Queen's Hillel to support the launch of an early arrival program for Jewish students observing Shabbat. The program allowed first-year students to move in before the start of Shabbat and participate in a welcoming event hosted at Hillel House, where they also received their residence keys. A total of 52 students participated.



Ban Righ Hall Celebrates 100th Anniversary

In March 2025, [Housing and Ancillary Services](#) celebrated the 100th anniversary of [Ban Righ Hall](#), Queen’s oldest residence, in alignment with International Women’s Day.

The event honoured the legacy of the female alumni and women’s residence advocates who spent nearly 24 years planning and fundraising for Ban Righ Hall. More than half of the building’s original construction costs were raised through teas, bake sales, bridge parties, and small donations.

Today, Ban Righ Hall is home to 63 female-identifying students. The centenary celebration featured remarks from Queen’s Chancellor Shelagh Rogers and Rector Niki Boytchuk-Hale, along with displays of photographs and historical artifacts that reflected the residence’s rich history and enduring impact.

Inclusive Learning Supports Rooted in I-EDIAA Principles

Student Academic Success Services (SASS) continues to advance I-EDIAA priorities by increasing the accessibility and inclusiveness of academic skills programming.

To support neurodiverse learners, SASS partnered with the AMS Social Issues Commission and Accessibility Queen’s to host six sessions of the Accountability Café, offering dedicated study space and peer support. SASS also ran three academic skills support groups specifically designed for students with ADHD.

SASS deepened its support for mature women students through a partnership with the Ban Righ Centre, delivering four structured academic skills sessions and five drop-in writing support events in a space tailored to their learning needs.

SASS provided writing and academic skills support for the Supporting Aboriginal Graduate Enhancement (SAGE) writing retreat for Indigenous graduate students, helping to create an affirming environment where Indigenous students could focus on their scholarship and build academic confidence.

In recognition of the diverse identities and lived experiences that shape students’ academic journeys, [SASS again recruited a peer blogger](#) from an equity-deserving community. The blog series, published throughout the year, offers insights into the academic challenges and successes of first-year students from underrepresented backgrounds.

Showcasing Student Employers Who Champion I-EDIAA



Career Services hosted the new Employment Through the Lens of Equity & Diversity Networking Breakfast in October 2024, as part of Fall Career Fair activities. Students engaged in meaningful, guided discussions with representatives from several companies and organizations who have made a commitment to advancing the principles of Equity, Diversity, and Inclusion. Employers and students made connections and discussed topics including I-EDIAA commitments, recruitment and hiring practices, career development and support, and workplace culture

and policies. In addition to the employers who participated in the networking breakfast, all 221 employers who attended a career fair at Queen's in 2024-25 were invited to share their I-EDIAA initiatives, which were highlighted using online exhibitor guides for student-attendees.

The Queen's Undergraduate Internship Program (QUIP) expanded its network of campus partners to promote equity-based job postings to students. Key collaborators included the Office of the Rector, The Shift Project, the Adaptive Technology Centre, Four Directions Indigenous Student Centre, the Black Studies Program, and Celebrate Women in Computing. A specific example of an opportunity that received additional promotion was a new 12-month I-EDIAA internship through Athletics & Recreation. To further support these initiatives, QUIP expanded employer consultations, increased proactive outreach to students in relevant academic programs and to campus partners, added new social media posts and integrated information about QUIP during student advising sessions.

Expansion Of Career Supports

Career Services introduced or expanded several supports aimed at serving equity-deserving students, including:

Introduction of a low-stimulation room to support neurodivergent students and others who benefit from a calm, quiet environment while accessing career support. The space is available for appointments, interviews, or simply as a retreat during events or job fairs, promoting inclusion through sensory-friendly design.

Expanding the suite of online, career-focused resources to better support equity-deserving students, new and updated webpages and downloadable tipsheets were developed for BIPOC students, students with disabilities, and 2SLGBTQIA+ students, including guidance on disclosure and requesting accommodations during the job application process.

Global Engagement

The [Office of the Vice-Provost Global Engagement](#) continues its commitment to build a diverse, equitable, inclusive, and anti-racist community, and to further the university's global learning opportunities and connections, through the pillars of the Global Engagement Strategic Plan.

The portfolio was successful in numerous Government of Canada scholarship calls over the past year, including the Canadian International Development Scholarships and Global Affairs Canada Scholarships. These initiatives provide participants coming to Queen's with financial means to participate in inclusive educational, technical, and professional training. These experiences also provide participants with the opportunity to engage in productive dialogue across differences and to meaningfully apply lived experiences, as well as cultivation of equity-minded classroom experiences.

With an emphasis on removing barriers for equity-deserving students, the VP Global Engagement published the final Report of the Working Group on Reaching Underrepresented Students. This project aims to identify the specific gaps and barrier in Queen's institutional policies, practices, and procedures that currently prevent or otherwise discourage students who are racialized from accessing, participating in and having supported and positive experiences on exchange program due to their social location. The final report identifies strategic and sustainable solutions to systemic obstacles. The portfolio will continue to engage with faculty international offices on the implementation of these recommendations to ensure equitable access for all students.

The portfolio continued fostering global connections through the relaunch of the Ambassadors' Forum. The spring forum advanced collaboration on SDG 16 – Peace, Justice and Strong Institutions. Bringing together this group of diplomats from the Asia-Pacific region signals a collective commitment to provide access to justice for all and underscores a willingness to build effective, accountable, and inclusive institutions at all levels. Staff commitment to ongoing education saw strong engagement with equity-based talks and courses. Staff continue to engage with campus resources and those of our international colleagues by taking part in internships, equity-based talks and courses designed to shift perspective through an alternate lens. Of particular interest to the team was the [Re-Imaging Academia Speaker Series](#), which saw healthy engagement from staff.

Talks/Training/Webinars

- Talk: GSO Knowledge-sharing: Exploring Learning Experiences of Students of African Descent in Black Centred Spaces (November 2024).
- Talk: Beyond Admissions: The Need for Policies and Practices to Ensure Black Students' Success at University by Dr. Carl E. James (February 2025).
- Talk: Re-Imaging Academia Speaker Series: Intersecting Identities and Mental Health: Culturally Informed Strategies for Supporting Marginalized Students (May 2025).
- Talk: Intersecting Identities and Mental Health: Culturally Informed Strategies for Supporting Marginalized Students, Dr. Arunima Khanna (May 2025).
- Training: Dismantling Antisemitism Training (January 2025).
- Event: Kanonhsyonne Janice Hill Retirement - Outdoor Indigenous Gathering Space - June 2024.
- Online course: New Zealand History, Culture and Conflict: A Museum Perspective (New Zealand's social history focused on colonial conflict and reconciliation – FutureLearn) December 2024.
- Course Module: Decolonizing Global Engagement, Human Rights and Equity Office (April 2025).

Global Engagement: Partnership Development in Priority Regions

Mexico-Canada Research and Learning Hub Launch

Ambassador of Mexico to Canada, Carlos Joaquín, visited Queen's in spring 2025 to formalize this initiative. This partnership acknowledges that Mexico and Canada have an interest in developing and fostering cooperative relationships, establishing collaborative connections, promoting friendship, mutual understanding, and a desire to strengthen collaboration in education and research.

Research and Content Development

Finalization of the [Reaching Underrepresented Groups \(RUG\) Report](#) posted May 2025. A joint initiative with Vice-Principal (Culture, Equity, and Inclusion) to identify gaps and barriers to participation in international exchanges. Review of [Identity Abroad](#) resources in cooperation with the Office of the VPCEI.

Events and Awards

Emerging Leaders of the America's Program (ELAP) Faculty Mobility Visit

Lucie Lévesque (School of Kinesiology and Health Sciences) and Master's students visited the Physical Activity and Lifestyle Program and the University of Guadalajara where students presented research proposals. Students were exposed to the importance of culturally and contextually responsive and inclusive research methods. These types of opportunities reinforce the value of international academic exchanges in fostering knowledge sharing, mentorship, and collaborative problem-solving.

2025 Canadian Queen Elizabeth II Diamond Jubilee Scholarships program (QES)

Queen's University has been successful in its application in the call for proposals for a project titled Transdisciplinary Knowledge Translation for Social Transformation: Building Climate Resilient Communities through Co-development. The project aims to provide future leaders with the skills required to tackle the challenges of building climate-resilient communities. Over the next three years, Queen's will send 24 undergraduate students from Smith Engineering, Global Development Studies, and Health Sciences to Botswana, Colombia, and India to undertake 8- to 12-week community-based resilience projects.

Queen's Elizabeth Scholars (QES) Columbia

Queen's partnership with Universidad Autónoma de Occidente (UAO) allows up to eight Queen's students to participate in an eight-week research experience over the 2025 spring term, while actively engaging in Colombia's environmental and social justice challenges.

- Vice-Provost Global Engagement (VPGE), Smith School of Engineering, and DDQIC welcomed Canadian International Development Scholarships (BCDI) African Scholars to campus as part of BCDI 2030 [Project: Equitable Healthcare in Sub-Saharan Africa in the Digital Era](#) – seven African scholars arrived with financial support for research stays in 2025.
- VPGE invited application for [Administration of Global Affairs Canada](#) undergraduate and graduate awards, Canada-ASEAN (Association of Southeast Asian Nations), SEED (Scholarships and Educational Exchanges for Development), ELAP (Emerging Leaders in the Americas Program), and Study in Canada Scholarships. Funding supports country-specific mobility programs for incoming students to Queen's.

24-25 Campus Community Initiatives

Queen's University Library

The Library continues to welcome the Queen's and Kingston communities with the message "You belong at the Library." Spaces, collections, events, services, and people all support a diverse community.

The Stauffer Library main floor renovation added new user benefits including:

- Doubling the size of the Adaptive Technology Centre (ATC), including new group study rooms, a quiet low-sensory pod, and enhanced lab space.
- Adding a space for students with children, with a playpen and beanbag chair, so they can safely care for their children, while accessing library resources.
- Four accessible computers with accessibility programs.
- Wheelchair accessible spaces throughout including in the new classroom.
- Gender-neutral bathrooms including one with an adult changing station.



The Library added to the growing Indigenous art collection in Stauffer, with a stone sculpture by David Maracle of Tyendinaga for prominent and permanent display, and collaborating with Agnes, who mounted their exhibition, "Spirits of the Land" by local Cree artist duo Jaylene Cardinal and Dakota Ward. The paintings remained on view at least through the National Day for Truth and Reconciliation 2025.

Library displays reflected the community and included Pride Month, Indigenous History Month, National Day for Truth and Reconciliation, Treaties Recognition Week, Black Histories and Futures Month, International Women's Day, Trans Day of Visibility, and Blind Date with a Book. This allowed the library to highlight the range of available materials and encouraging students to explore new types of books.

Queen's University Library Collections

The Library continues to prioritize collecting in areas historically underserved across all faculties, while encouraging students and faculty to take an I-EDIAA lens when evaluating sources for inclusion and diverse perspectives/voices. One of the ways these voices are highlighted is through curating featured collections for days and months of significance, and subject guides on a variety of topics in support of I-EDIAA. For example, this year Humanities, Business and Social Sciences:

- Continued collaboration with the Alma Mater Society to further develop the Student Reads Collection at Stauffer Library. This collection highlights diverse voices and includes contemporary and historical literary and genre fiction, poetry, translated works, classics, and books by new and emerging authors.
- Curated featured collections, including Asian Heritage Month, Black Histories and Futures Month, the National Day for Truth and Reconciliation, Indigenous History Month, Pride, as well as library research guides on topics supporting I-EDIAA.
- Participated in a collaborative initiative by the Canadian Association of Music Libraries Collections Committee to collect works by Canadian Indigenous composers. Queen's collection includes 24 scores by Ian Cusson (Métis) and 10 scores by Sherryl Sewepagaham (Cree-Dene).

Law Library and Information Resources Departments:

- Completed a multi-year project to reclassify Indigenous legal materials to the more accurate and respectful KI classification (Law of Indigenous Peoples) in the Library of Congress schedules, building on the work of the University of Victoria.
- Continued to expand Law Graphic Novel collection.

Archives continues to prioritize rare book, special collections, and archival acquisitions in Canadiana through an I-EDIAA lens as significant works or archives become available, including working with donors.

- During Treaties Week 2024, Archives presented the Daniel G. MacMartin treaty commissioner diary at events in Toronto and Timmins, in partnership with the Archives of Ontario, Indigenous communities, and other organizations. Alongside Ontario's copy of Treaty No. 9, the diary was shared with thousands of Indigenous and settler Canadians.
- The Adaptive Technology Centre (ATC) continued to collaborate with Queen's Student Accessibility services (QSAS) to provide a wide range of services, assistive technologies, accessible formats, and a dedicated study environment for students with accessibility needs.
- Law library staff are working on a report regarding library support for scholarship related to Indigenous laws and legal orders, and collaborated on several presentations this year.
- During pride month, Library staff were invited to a special Drag Cycle with Rowena Whey at the Queen's ARC.

Dunin-Deshpande Queen's Innovation Centre (DDQIC)

African Initiatives and Program Growth

The Dunin-Deshpande Queen's Innovation Centre (DDQIC) African Initiatives aim to support the growth of entrepreneurship across Africa, encouraging employment, innovation, and sustainable economic growth. Fellows of the Jim Leech Mastercard Foundation Fellowship on Entrepreneurship (JLMCF) often return as mentors and program coaches, contributing to enduring change in their communities. The DDQIC is now partnered with 60-plus programs and universities across Africa, the most recent additions being Strathmore University in Kenya, Botho University in Botswana, and the University of Kigali in Rwanda. The program now has over 6,000 engaged students, from over 350+ universities, and creates 300+ jobs each year in Africa.

The Jim Leech Mastercard Foundation Fellowship offers a validated curriculum, resources, networking, and coaching to aspiring African entrepreneurs. To date, over \$180,000 in funding has been awarded to founders, of which 50 per cent has been awarded to women-founded ventures. At the heart of the JLMCF program is commitment to inclusive innovation, and that means breaking down barriers for women in entrepreneurship. Since 2021, the program has seen a 14 per cent increase in female applicants, a 30 per cent increase in female retention from the Explore to Ignite phases, and over 55 per cent of pitch competition funding has been awarded to women-led ventures.

Fellows such as Audry Ashleen Chivanga, founder of Mediqueeless, have used the fellowship as a launchpad, transforming not just their ventures, but their own sense of leadership and purpose.

"The program changed me into a person who focuses on putting in the work to make things happen," says Chivanga. "I understand that connecting with people is a skill I need as an entrepreneur —understanding their needs and how I can help."

These outcomes are the result of intentional design – from targeted recruitment and tailored training to an inclusive curriculum designed for founders who may be juggling career and household responsibilities. Additionally, the Fellows benefit from a strong network of female mentors and role models. Graduates of the program often become mentors for other aspiring African female entrepreneurs. By creating a space for connection, confidence-building, and practical skill development, the Fellowship continues to grow a new generation of female changemakers across Africa.



Dunin-Deshpande Queen's Innovation Centre (DDQIC)

Key Program Outcomes and Impacts

- Supporting entrepreneurship, industry expansion, and job opportunities in Africa
- JLMCF Fellows contribute to change in their families and communities
- 250 recruiting partner universities across Africa
 - Currently: 6,000 Applicants, 1,000 in Explore, 200 in Ignite, 60 in launch
 - 6,000 students engaged in total
 - 20+ mentors per year
 - 300+ Jobs created annually
 - 97 per cent of participants address United Nations SDGs
- Gender Representation
 - 50 per cent of ventures awarded through the pitch competition are women-founded.
- The program provided female mentors for aspiring female entrepreneurs to gain insights and look up to Delivery Partners:
 - **Ghana**
 - EJobs4All Project with Community Economic Development Initiative (CEDI) Ghana (2022 to date)
 - Joyce Ababio College for Creativity and Design (2022)
 - University of Professional Studies (UPSA) Accra (2025)
 - **Uganda**
 - Quest School (2022 to date)
 - **Nigeria**
 - UNESCO's Innovation to Transform Education Training (2023)
 - Future Perspectives (2023 to date)
 - **Kenya**
 - Kenya School of Technical and Vocational Education and Training (KSTVET) (2024)
 - Strathmore University (2024)
 - **Botswana**
 - Ministry of Entrepreneurship, Government of the Republic of Botswana (2023 to date)
 - University of Botswana (2023)
 - Botho University (2024 to date)
 - **Rwanda**
 - University of Kigali (2024 to date)
 - **Cameroon**
 - African Institute of Mathematical Sciences (AIMS) Cameroon (2025)

Awards and Recognitions:

- First in People's Choice Award and second in Global Community Engagement Initiative of the Year.
- Winners of the Principal's Globally Engaged Innovation Award in acknowledgement of integration of global perspectives in teaching and learning.

Supporting Ventures Making A Difference for People with Disabilities

This year, DDQIC welcomed two different ventures into the Queen's Founders and Innovators Initiative (QFII) who are working on solutions related to accessibility. Handfluence won the DDQIC award in the 2025 Mayor's Innovation Challenge. They are working on a solution for deafblind and deaf individuals to have greater independence and engagement with public services and private businesses. The team is developing three solutions, including a robotic hand to help ASL speakers interact effectively with non-ASL speakers.

Another venture, NARWAL, is creating a solution to increase the quality and adoption of accessibility testing on websites across the Internet. Despite accessibility guidelines, adaptive technology users often come across webpages that do not work effectively with their technology. NARWAL will test existing and developing websites to ensure that they work effectively with technologies such as screen readers, eliminating the barriers that many of these technology users face on a regular basis.

Dunin-Deshpande Queen's Innovation Centre (DDQIC)

Supporting Diversification of Queen's Campus

The DDQIC hosted Toronto's John Polyani Collegiate Institute (JPCI) in May for the third year in a row during their visit to Queen's. The goal of the visit was to encourage youth to set their sights on post-secondary education and consider the benefits of an entrepreneurial education. Additionally, the trip served to mitigate financial barriers associated with on-campus university visits.

The students attended a guided campus tour, participated in workshops on design thinking, the innovator's mindset, and engaged in hands-on learning at SparQ Studios makerspace. JPCI participants dropped into a variety of student services, to learn about the support systems available at Queen's. They also had the opportunity to spend time in downtown Kingston, getting to know the city and feeling more comfortable here.

Youth Outreach: Future Leaders Initiative at Queen's 2024-2025

The Future Leaders Initiative at Queen's (FLIQ) is an entrepreneurship skills program and pitch competition for students from international high schools, as well as those from equity-deserving youth, including low-socioeconomic urban communities, rural communities, and Indigenous communities in Canada.

The program runs annually from August to May and invites hundreds of youths to complete online training in foundational entrepreneurship topics, earn a micro-credential from Queen's University, and develop and pitch a business idea inspired by the [United Nation's Sustainable Development Goals](#). FLIQ has engaged three Canadian high schools, one in Vietnam, one in Taiwan, and one in Honduras, serving over 150 student participants with minimal funding. Over 70 students earned a Queen's micro-credential from the program in Starting Your Innovation Journey.

Program for Inmates at Collins Bay Correctional Institute

From March to April 2025, DDQIC piloted an 8-week entrepreneurship program for inmates at the Collins Bay Institute in Kingston. The program brought together 10 men who completed training on Innovator's Mindset, Design Thinking, Customer Discovery, Business Model Canvas, Pitching, and more. Five of the men successfully completed all deliverables and received a certificate of completion from Queen's University.

Community partner Norman Musengimana, Business Development Manager at Kingston Economic Development Corporation, joined for a guest speaker session on practical steps the men could take to start their businesses upon their release. Norman is also the founder of the Black Entrepreneur Ecosystem for Southeastern Ontario. The session was opened up to Ethnocultural inmates who were interested in learning more about his experience in growing and supporting the community of black entrepreneurs in the region.

24-25 Campus Community Initiatives

Advancement

Accountability and Leadership

The Advancement Leadership Team (ALT) Introduced a policy that sets clear expectations for planning and funding Advancement-wide and unit-level engagement activities. The policy promotes collaboration, inclusion, and a sense of belonging by encouraging accessible, values-driven team-building experiences aligned with Queen's EDI commitments. It includes specific guidance on inclusive practices, allowable expenses, and responsible stewardship of resources.

Enhanced Accessible Communications

- Improved pre-registration materials to clearly communicate all accessibility measures in advance.
- Updated event registration forms and name badge processes to ensure pronouns and preferred names are respectfully collected and used.
- Designated contact person on event materials for guests to inquire about or request accessibility accommodations.



Culture and Climate at Queen's

Employment Equity (EE) Representative Program

- Expanded the pool of EE representatives within Advancement and provided them with additional training and resources beyond the standard HREO offering.
- Established regular EE representatives meetings to foster shared learning and provide a forum for questions and reflections based on past hiring competitions.
- Implemented a standardized application scoring rubric used across all competitions. Individual scores are submitted to the EE representative, who consolidates them into a summary chart to guide the hiring committee's application review discussions.
- Developed a pre-meeting agenda template for hiring panels that includes:
 - A discussion of the role and expectations;
 - Clarification of the EE representative's role;
 - Agreement on timelines;
 - An overview of the scoring rubric;
 - Tips for effectively using Human Resources hiring management tool, CareerQ.
- Ensured that at least one I-EDIAA-related interview question is asked of all candidates during the hiring process.
- Created a set of standardized email templates that EE representatives share with hiring committees to promote consistent communication and process clarity across Advancement.

24-25 Campus Community Initiatives

Advancement

Fundraising

- Conducted a review of fundraising language and introduced the concept of shifting from traditional “donor-centered” terminology to “partnership-based” language to better reflect equity, shared power, and institutional values.

Fundraiser Safety and Capacity

- Identified a gap in protections and training for staff navigating emotionally unsafe interactions with donors.
- Recommended creation of a written framework for psychological safety and role-play sessions to practice challenging conversations.

Equity Lens on Case Development:

- Reviewed draft cases for inclusive language and context.
- Recommended improvements for how colonialism, racism, and systemic barriers are acknowledged in cases, especially those related to African and Indigenous communities.

Outright gifts and pledges valuing \$5.1 million, or 6% of the total fundraising achievement, were given to support initiatives with an Indigenization - Equity, Diversity, Inclusion, Accessibility, and Anti-racism such as student awards and programming (see Table 1 below).

Equity-Deserving Groups	Student Award Assistance	Other University Programming	Total
Women	\$2,032,366	\$1,266,062	\$3,298,427
Indigenous People	\$166,850	\$807,466	\$974,315
Racialized/Visible Minorities	\$25,229	\$16,500	\$41,729
Refugees/Immigrants	\$3,269	\$0	\$3,269
Persons with Disabilities	\$251,571	\$9,470	\$261,041
First Generation	\$218,665	\$0	\$218,665
Supports Multiple Equity-Deserving Groups	\$186,826	\$79,400	\$266,226
Total	\$2,884,776	\$2,178,897	\$5,063,673

Training and Education

- In May 2023, the Office of Advancement partnered with Smith Business to join the Canadian Centre for Diversity and Inclusion. Membership was renewed for a second year in 2024, fostering a continued benefit of access to valuable resources including monthly newsletters, unlimited training and education opportunities, and an extensive online knowledge repository.
- Advancement is planning to develop role-specific I-EDIAA training for Development staff in collaboration with HREO. The goal is to integrate equity, diversity, and inclusion principles into onboarding and embedding I-EDIAA impact into performance development planning.

24-25 Campus Community Initiatives

Agnes Etherington Art Centre



The [Agnes Etherington Art Centre](#) has demonstrated significant commitment to advancing I-EDIAA initiatives throughout the 2024–2025 fiscal year. Key achievements include expanding community-led programming, deepening partnerships with diverse artists and cultural organizations, and creating accessible spaces for critical discourse around identity, resistance and belonging. Agnes prioritized free programming with no experience required, removing barriers to participation while centering voices from marginalized communities. Through exhibitions, workshops, lectures, and community partnerships, Agnes fostered dialogue about anti-colonial methodologies, queer liberation, Palestinian liberation, and the experiences of diasporic communities across the Global South.

Notable partnerships included collaborations with the Vera List Center for Art and Politics in NYC, Queer Collage Collective in Kingston, Reelout Queer Film Festival in Kingston, Gallery 44 in Toronto, Toronto Biennial of Art, No.9 Gardens in Lyndhurst, Museum London, and City of Kingston, demonstrating Agnes’s commitment to building networks that support I-EDIAA work locally and internationally. Agnes’ programming consistently asked critical questions about anti-colonial methodologies, liberatory modes of artmaking, and solidarity, while providing platforms for artists and scholars from diverse backgrounds and perspectives.

Agnes Etherington Art Centre Exhibition Highlights

Ukutula: Our Timeless Journeys served as a cornerstone exhibition centering ancestors and belongings from Lang collection of African Art, alongside contemporary artworks from the broader diaspora. The exhibition featured works by Winsom Winsom, Camille Turner, Jessica Karuhanga, Jill Glatt, and Anthony Gebrehiwot, articulating transformational voyages across space, time, and spiritual realms. The exhibition asked critical questions: "What does it mean to settle in a place with such an unsettling history? How do our journeys transform who we are?" This curatorial approach exemplified Agnes' commitment to centering racialized diasporic experiences and intergenerational knowledge transmission.

A Smile Split by the Stars: An Experiment by Katherine McKittrick

This experimental exhibition initiated by Queen's Professor Katherine McKittrick engaged artists, writers and poets in dialogue with nourbeSe philip's poem, "Meditations on the Declension of Beauty by the Girl with the Flying Cheek-bones," generating reading sessions, a poetry reading, musical performance, panels, guided tours and engaged discourse across Gender Studies, Geography, Black Studies, Sound Studies and Art History. Many students and faculty from Queen's were involved in the production of the exhibition, including Juliane Okot Bitek, Trish Salah, Chloé Savoie-Bernard, Yaniya Lee, Aaliyah Strachan, and Muna Dahir. Agnes collaborated with many organizations including: Gallery 44, Images Film Festival, Revolutionary Demand for Happiness Working Group, Canada Research Chair in Black Studies, and Modern Fuel.

Talkin' Back to Johnny Mac x 2 represented a powerful example of Agnes' commitment to addressing Indigenous resilience and contemporary activism. This second iteration brought together artists Peter Morin (Tahltan Nation), David Garneau (Métis Nation of Saskatchewan), Leah Decter, and Jimmie Kilpatrick for performances at the former site of the John A. Macdonald statue in City Park. The programming investigated themes of colonial memory, contemporary activism, and future solidarities, culminating in guest curator Dr. Erin Sutherland's Dunning Lecture "Party-Crashers: A Conversation on Monuments and Counter-Monuments." The project demonstrated Agnes' willingness to engage directly with contentious issues of colonialism and monument removal while centering Indigenous voices in critical dialogue.

Toronto Biennial of Art: Sameer Farooq showcased Agnes' role in supporting contemporary artists through residency programming. Artist Sameer Farooq created Flatbread Library, a major installation examining global migration through the lens of flatbreads sourced from diasporic bakeries, including the Palestine Bakeshop in Toronto, and across the Greater Toronto region. The work troubled idealized narratives of archival material and national identities while celebrating migratory patterns and cultural exchange. Agnes provided studio space, research support through student assistants, and facilitated connections with Queen's Cultural Studies Program, demonstrating Agnes' commitment to supporting contemporary artists investigating representation through new museum practices.



Isabel Bader Centre for the Performing Arts

A highlight of the Isabel's programming in 2024-25 featuring I-EDIAA priorities continued to be the IMAGINE Arts Incubator Program. This is a highly successful, much sought-after competitive program, which provides support for emerging artists from diverse backgrounds to do recordings and performances at the Isabel, inspired by innovative musical creation projects on current social and cultural themes.

This past season saw the re-naming of the Isabel's Karen Hitchcock Rehearsal Hall as the Karen Hitchcock Recital Hall, which aligns with the increased use of this wonderful space for performances as well as rehearsals. The Isabel was delighted to offer a new Friday Night series of four shows featuring local artists performing in this intimate setting. These shows were enormously popular and each was presented to a sold-out audience. Performers included the Kingston Indie group Tiny Horse, Kingston band, Kasador, Kingston roots-pop artist Alex Mundy, and local singer-songwriter Chris Brown.

Diversifying audiences and accessibility are strategic priorities in all aspects of programming and operations at the Isabel. The layered diversity in the shows described above, and the relaxed setting and varied content in the Friday Night series, were key factors in drawing new, and more diverse audiences to the Isabel.

Building audiences was also enhanced by operational firsts in the past year, such as new, low ticket pricing for the Friday Night series, discounted and free ticket opportunities for students and underrepresented groups, free coat check, free parking, and, in support of artists, making the Isabel a commission-free venue, meaning 100 per cent of merchandise sold at a show goes directly to the artist.

The Isabel is expanding I-EDIAA even further in programming, operations, and spaces in the coming season, the theme of which is inspired and curated around the Mohawk concept of "Extending the Rafters."

Isabel Bader Centre for the Performing Arts

Indigenization – Equity, Diversity, Inclusion, Accessibility, and Anti-Racism are at the forefront of programming and operations at [the Isabel Bader Centre for the Performing Arts](#) and were featured throughout the Isabel’s 10th anniversary season in 2024-2025.

In fall 2025, the Indigenous welcome in the main Performance Hall was updated and recorded by four staff members in turn at the Isabel. This refreshed welcome emphasizes the importance the performing arts can play in Indigenization processes.

The Isabel’s Indigenous programming, including show, concerts, and events, is identified as “Listenings” to reflect the importance of listening as a fundamental aspect of Indigenous ways of knowing. Processes of decolonization, diversity, and inclusion were also reflected throughout Isabel programming in the past season, including highlights below:

Inuk soprano **Deantha Edmunds** shared original selections from her award-winning Indigenous classical album, *Connections*. She performed alongside the New Orford String Quartet, sang sacred selections in Inuktituk from her album “Pillorikput Inuit: Inuit Arias for All Seasons,” as they were sung in Nunatsiavut 200 years ago.

Five years after rising to international acclaim with his seminal award-winning album *Wolastoqiyik Lintuwakonawa*, **Jeremy Dutcher** returned to the Isabel’s performance hall with a new band and pivotal new music, part of his *Motewolonuwok* tour.

Megumi Masaki is a pianist, multimedia, and interdisciplinary performing artist. Titled “Hearing Ice,” their program at the Isabel explored new models of interaction and integration of sound in multimedia works through new technologies. This work responds to Truth and Reconciliation Calls to Action, and examines how human rights and environmental issues can be communicated through music and multimedia performance to create narratives that speak truth to power.

Offered during Black Histories and Futures Month, **Branford Marsalis** and his quartet’s performance at the Isabel was also a highlight drawing a full house of enthusiastic concert goers. Known for its unrivaled spirit in both live and recorded performances, the **Branford Marsalis Quartet** has long been recognized as the standard to which other ensembles of its kind are measured.

The Isabel was delighted to welcome **The Kingdom Choir** in concert during the 10th anniversary season. Drawing from various religious traditions, the choir presented a wonderfully engaging program of music that drew a full house and a new, diverse audience which was enthusiastic and moved by this impactful performance.

University Secretariat and Legal Counsel



University Secretariat and Legal Counsel (USEC) I-EDIAA initiatives

- University Councillors receive a monthly newsletter that includes promotion of I-EDIAA education and training opportunities related to Elder Talks, Positive Space, Red Dress Day, Moose Hide Campaign Day, NTDR, and Indigenous History month.
- The office completes an annual equity census for the Senate, University Council, and Board to assist in meeting our desire for highly diverse governing bodies at Queen's.
- USEC continues to display the Wampum Belt at all Senate meetings and recognize its importance in each meeting's opening remarks.
- The Board approved the naming of the university's outdoor Indigenous space.
- New trustees are provided with various orientation modules that focus on I-EDIAA at the university.
- All legal counsel staff in the unit continue to complete annual EDII education as mandated by the Law Society of Ontario.
- Governance staff also continue to complete various EDII-related training modules and opportunities, including elder meet and greets and sessions offered through Human Resources and the Human Rights and Equity Office.
- The Legal and Business Manager for the unit has completed the Staff Equity Representative training and now serves as Employment Equity Representative on hiring committees within and outside of our unit for staff hires.
- The Records Management and Privacy Office ensured a competition run in December 2024 to hire a new Records Manager met the equity requirements. We ensure our staff complete minimum I-EDIAA training and encourage more as appropriate.

24-25 Campus Community Initiatives

Office of the Principal and Vice-Chancellor

Principal's Implementation Council on the United Nations Sustainable Development Goals

Through research, teaching, outreach, and stewardship, the Queen's community is advancing social impact, contributing to climate action, building inclusive societies, and promoting equitable access to health care and quality education. To guide this work, the [Principal's Advisory Council on the UN Sustainable Development Goals \(SDGs\)](#) developed a shared vision and goals for meaningful university-wide engagement. This process resulted in a comprehensive SDG Operational Framework to shape the university's approach in the years ahead. Most recently, following broad consultation, an implementation group has been established to coordinate efforts across the university and put the framework's actions into practice.



Principal's Council on Community Engagement

When universities engage with communities, they foster learning, collaboration, and growth. Through community-engaged learning, students deepen their education and empathy by applying knowledge in real-world settings, while faculty and staff gain insights that strengthen their work. The Principal's Council on Community Engagement developed the [Community Engagement Framework](#) to embed meaningful, reciprocal community-engaged learning opportunities across the university and throughout various communities. Grounded in principles of inclusion and respect, the framework guides how Queen's collaborates with community, industry, and government partners across three priority areas: partnerships, teaching and learning, and research.

24-25 Campus Community Initiatives

Office of the Principal and Vice-Chancellor

Principal's Student Initiative Fund

The Principal's Student Initiatives Fund (SIF) supports student participation in projects devoted to the principles of personal growth and/or community service and engagement. Several I-EDIAA initiatives are funded each year – some examples include:

- Hygiene Hope Initiative – Two conferences were hosted with the goal of educating students on the social determinants of health affecting individuals in homelessness. Key educational outcomes of the event included better understanding how structural and systemic barriers create housing instability in Ontario. Students also got involved in community development projects and assembled hygiene kits to deliver to shelters and foodbanks (this is ongoing).
- QBCC'25 Black Formal hosted by Queen's Black Clubs Caucus – An opportunity for Black students to experience an evening of dancing, culturally relevant food, and music while connecting and creating memories with their peers. Additionally, the event celebrates Black fashion, style, and influences through outfits, designs, and themes.
- Convergence Conference hosted by the Black Undergraduate Coalition – This event brought together over 120 attendees from 10 universities across Ontario, creating space for networking, learning, and organizational collaboration among Black undergraduate student leaders.
- Women in Neuro Conference – Conference provided a supportive space for women in neuroscience to share findings, connect with peers, and engage with leaders in the field. The event fostered an inclusive environment where early-career researchers and established faculty could discuss cutting-edge neuroscience while addressing challenges in academia.
- Queen's Feminist Leadership in Politics – an annual conference showcasing influential women from the realms of business, politics, academia, philanthropy, and motivational speaking. The event offers delegates hands-on workshops, valuable networking opportunities, personalized mentorship, and more, empowering them to excel in leadership paths.

Picnic Table Seating Installed Across Campus

Following requests for more outdoor seating, a wellness and inclusion initiative led by the Vice-Principal (Finance and Administration) portfolio and supported by the Office of the Principal and Vice-Chancellor, 37 picnic tables were installed at 11 locations across campus in 2025.



Vice-Principal (Finance and Administration)



Queen's Career Gateway Program Graduation and Pilot Conclusion

On March 26, Vice-Principal (Finance and Administration) celebrated the graduates of the third cohort of the Queen's Career Gateway Program (QCGP), who completed their English language studies. During a time of sharing, the participants emphasized their gratitude to Queen's and the tremendous impact the experience has had on them. Most participants were recent newcomers to Canada just prior to starting the QCGP. The conclusion of this cohort marks the end of the QCGP's three-year pilot.

During this three-year span, VPFA hosted 27 participants, 17 of whom are employed at Queen's today, while one secured employment in the local community. The Gateway program helped create meaningful opportunities for these individuals and their families.

To achieve a meaningful impact to participants, it took the successful collaboration between partners across the university and in the community. These collaborators and supporters include Queen's School of English, Facilities, Residences, the Human Rights and Equity Office, Human Resources, ReStart Employment Services, and Immigrant Services Kingston and Area (ISKA), local union partners, and the City of Kingston.

Expanding the Tuition Assistance Program

The Tuition Assistance Program, as negotiated in the new collective agreements for CUPE and USW unions in Spring 2025, was successfully expanded to include some non-credit learning opportunities. By updating the program to be more inclusive of all types of learning, including learning that does not result in a degree, an increase in access to those who learn in different ways and for different purposes than the traditional undergraduate/graduate degree granting programs was accomplished. Non-credit learning examples include programming offered by the Queen's School of English and other professional virtual/asynchronous options.

24-25 Campus Community Initiatives

Vice-Principal (Finance and Administration)

Personal Growth and Professional Development

IT Services launched its new Personal Growth and Professional Development Program in May 2024, to ensure all employees get fair and equal treatment in development opportunities.

Leadership Programming

Human Resources launched new leadership programming to create more opportunities for employees to build networks across the institution and develop individual and team leadership skills essential to fostering a diverse and inclusive workplace. In 2024-25, over 131 applications were received across all three programs including Exploring Leadership, Emerging Leadership, and Advancing Leadership. Demand for the programs continues to be high, with positive feedback following the launch event in December. Additional opportunities have been created for 2025.

Supporting Queen's Employee Resource Groups

Human Resources and Office of the VPFA team members contributed to the [Employee Resource Group Leaders Time Release Policy](#) created in 2024-25 and released in March 2025. This policy development, in partnership with the [VPCEI portfolio](#), helps enshrine support for ERGs by formally recognizing the effort and time of those employees who volunteer to lead ERGs. Supporting ERGs in a policy-based manner is an institutional commitment to not only bring together employees who share a dimension of diversity, but it also holds managers accountable to ensure those employees are given paid release time to contribute to ERGs.

Queen's Parents and Caregivers Village

The Office of the VPFA was pleased to support the [Queen's Parents and Caregiver Village \(QPCV\)](#) in hosting its inaugural community-building event, [Support the Supporters](#), on April 8. Approximately 45 guests enjoyed lunch sponsored by the VPCEI Inclusive Community Fund, as they gathered to learn from Queen's own [Dr. Afolasade Fakolade](#) and her research on caregiving.

The QPCV is Queen's newest ERG and aims to provide a supportive network where caregivers facing similar challenges can share experiences, resources, and strategies. The ERG seeks to build community and promote a more sustainable and inclusive culture where our employees can thrive personally and professionally.

Queen's Global Connect

[Queen's Global Connect](#), sponsored and supported by the Office of the VPFA, launched as a formal Employee Resource Group for international employees, following a celebration event on November 6, 2024. VPFA office staff provide administrative, advisory and project management assistance by serving on the GC Organizing Committee. The formalization of GC as an ERG aligns with VPFA strategic goals and reaffirms a commitment to making Queen's an inclusive community, paving the way for GC's continued success based on the impact they have achieved so far.

Vice-Principal (Finance and Administration)

Prioritizing Indigenous Ways of Knowing

- Facilities continues to leverage past consultations and traditional Indigenous practices in interacting with the built environment to inform the design and implementation of new capital projects. Landscape design for new projects now includes seating circles alongside benches and seating walls. The newly completed John Deutsch University Centre (JDUC) includes a seating circle at the west side of the facility as does Endaayaan – Tkanónsote. The interior of the JDUC also includes a seating circle with a skylight directly overhead to bring in natural light. New projects in design over the last year demonstrate a continuing commitment as both the Agnes Etherington Art Centre and Duncan McArthur Hall include seating circles as part of the landscape design as well as within the interior of both facilities.
- Over the last two years Facilities has committed to meeting the vision of the Agnes Etherington Art Centre redevelopment by having Indigenous and Western worldviews sit side by side in both architecture and programming. This was exemplified by bringing this to focus at the City of Kingston Heritage Committee and City Council where typically a heritage structure would have pre-dominance in the context of redevelopment. The design of Agnes was brought forward and approved by City Council as a result of this vision and the importance of it both locally and nationally.
- A groundbreaking ceremony was held on June 9, 2025, for an Indigenous learning centre that is being built at the Elbow Lake Environmental Education Centre. The ceremony was led by Indigenous Elder Al Doxtator and Lisa Maracle, Associate Vice-Principal (Indigenous Initiatives), OII. Facilities Project Manager, Erik Harmsen, who is the project lead, attended the groundbreaking ceremony.



Vice-Principal (Finance and Administration)

Prioritizing Accessibility

- Campus Planning continues to manage the Queen's University Facility Accessibility Design Standards (QFADS) which go above and beyond building code requirements. All projects with a value greater than \$2 million are reviewed by the Built Environment Advisory Group (BEAG) (chaired by Tony Gkotsis, Director, Campus Planning and Real Estate) to get perspectives on projects from our community members with lived experiences. The BEAG helps to determine prioritization for spending accessibility funds. This year, a few smaller access projects were completed, and funds are being saved to create an accessible entrance to Stirling Hall.
- Leaders in the VPFA Portfolio contribute to the Senior Accessibility Advisory Group. In addition, Tony Gkotsis, Director, Campus Planning and Real Estate, chairs the Council of Ontario Universities Post Secondary Education Accessibility Standards Implementation Working Group: Physical Barriers. The group is tasked with responding to new potential standards for accessibility that would be required province wide.
- The John Deutsch University Centre (JDUC), which fully reopened in Summer 2025, now has three all-gender washrooms on each floor of the new addition, with one on each floor being a universal washroom with an adult-change table. This brings this building in close alignment with recommendations from the Principal's Action Group for Gender and Sexual Diversity on all-gender washrooms. Accessibility in the facility has been significantly improved with accessible entrances now at each façade of the new building.
- Over the last year, the designs completed for Duncan McArthur Hall include a new accessible ramp at the entrance to the facility and plans for new all-gender washrooms and universal washrooms within the building.

Thrive 365

With guidance from the [Campus Wellbeing Framework \(CWF\)](#), Thrive programming advances CWF priorities of Belonging and Social Connection, Personal Wellbeing, Places, and Culture, helping to nurture an environment of support and belonging for all employees.

- In November 2024, the campus [celebrated a decade of Thrive](#), which featured over 50 well-attended events.
- HR launched new Thrive 365 programming including nine customized sessions based on programming from Workplace Strategies for Mental Health, and increased focus on developing learning sessions featuring equity-deserving educators.
- HR launched a pilot leadership program in November 2024, Brave Leadership, which intends to build on the Mental Health Leadership Certificate by improving culture through intentional action and allyship.
- Human Resources was a grant recipient for both the Matariki Grant and the Mindful Campuses Grant. The Matariki Grant will help build supports for our community through the creation of a digital micro-learning series meant to introduce ERGs on campus and bite-sized wellness content. These videos will form the foundation of a shared digital learning library for staff and faculty across Matariki Network institutions. The Mindful Campuses Grant supported Thrive 365 programming over the last year.

University Relations

University Relations (UR) promotes Queen's as a diverse and inclusive university through government advocacy, digital strategy, and marketing and communications campaigns. Its work involves collaborations with faculty and departmental units across campus, and it supports the institution's commitments and actions to advance I-EDIAA with strategic initiatives and activities year-round.

Integrated Communications

UR's Integrated Communications (iComms) team offers strategic communications guidance, advice, and support to cross-campus units, collaborating to advance I-EDIAA initiatives. Key highlights of their work in the 2024/25 period include:

- **Culture and Inclusion Working Group:** In early 2024, UR renamed the group the I-EDIAA Strategic Communications Working Group and moved to strengthen coordination and information sharing around culture and inclusion initiatives at Queen's. The group is comprised of communications and marketing leads and equity and diversity representatives from across campus. It meets four times a year, with each meeting focused on learning from guest experts, and through collaborative discussions on university-wide communications. The group supports storytelling and outreach for initiatives such as Black Histories and Futures Month, National Indigenous Peoples Day, Pride, and other national days of recognition.
- **Online Properties:** iComms manages content across Queen's primary digital platforms, including the university website, social media accounts, and the Queen's Gazette. Indigenization - Equity, Diversity, Inclusion, Accessibility, and Anti-racism are embedded in every part of this work, helping to shape editorial processes and storytelling. The team collaborates with partners across campus to promote initiatives and events that reflect Queen's I-EDIAA commitments through coordinated, multi-channel campaigns and content creation. In 2024–25, iComms highlighted a wide range of efforts aligned with these priorities, including International Women's Day, the National Day for Truth and Reconciliation, and programming from the Yellow House Student Centre for Equity and Inclusion. Content also featured the Positive Space program, the opening of Indigenized campus spaces, like the Indigenous Outdoor Gathering Space, and supports for international students. These are only a few examples that reflect the broader, ongoing effort to advance inclusive excellence through Queen's central communications.
- **Sexual Violence Prevention Campaign:** The Brand team worked with the Human Rights and Equity Office (HREO) to build a campaign to address sexual violence on campus, developing clear, proactive messaging, creative assets, and amplification strategies. Launched in 2024, the student-facing campaign focused on fostering a community of consent. Although the initial rollout faced challenges due to social media platforms content policies, the team resolved these issues to ensure compliance and delivery. The same creative ran in September 2025, coinciding with Consent Week, helping reach students effectively and reinforcing Queen's commitment to a safer, more respectful campus environment.

University Relations

Integrated Communications

- **Times Higher Education Impact Rankings:** iComms coordinated the rankings submission, which measure universities' contributions to advancing the United Nations Sustainable Development Goals (SDGs), showcasing institutional initiatives that support I-EDIAA communities on campus and beyond. Queen's placed in the top 10 globally for its commitments to the SDGs for the fifth consecutive year in 2025.
- **Indigenous Initiatives:** Throughout the year, iComms collaborated with the Office of Indigenous Initiatives and other campus partners to shape, plan, and promote activities, stories, and moments that advance Indigenization and reconciliation. Some of the many initiatives included coverage of Indigenous graduate convocation traditions, supports for Indigenous students in STEM, and commemorative moments such as the National Day for Truth and Reconciliation, the Survivors' Flag raising, National Indigenous Peoples Day, and the naming of the Indigenous Outdoor Gathering Space.
- **Indigenous Applicant Handbook:** The Brand team is leading the creation of an Indigenous Applicant Handbook to showcase why Queen's is an exceptional choice for Indigenous students. The resource highlights a wide range of dedicated services and culturally relevant facilities that support Indigenous learners throughout their academic journey. Featuring authentic photography and student stories, the viewbook will amplify Indigenous voices from within the Queen's community. By emphasizing the university's welcoming, supportive environment, and commitment to truth, reconciliation, and leadership development, the viewbook will demonstrate how Queen's fosters the growth and success of the next generation of Indigenous leaders.

Government and Institutional Relations (GIR)

Over the course of the 2024/25 reporting year, GIR pursued a number of activities and initiatives that included elements to advance the university's I-EDIAA goals, including:

- **Queen's-Weeneebayko Health Education Campus planning grant proposal:** GIR supported Queen's Health Sciences' (QHS) initiative to advance the Queen's-Weeneebayko Health Education Campus, which aims to transform health care sustainably and address the disparity in health outcomes for remote Indigenous communities in Mushkegowuk territory by building a sustainable supply of health human resources that come from these western James Bay region communities. In addition to training more healthcare practitioners, this initiative would increase Indigenous representation within various health professions to improve healthcare service provision for Indigenous peoples. In collaboration with QHS, the GIR team supported a planning grant proposal and continued to build awareness with key stakeholders in the federal and Ontario governments. GIR also submitted funding requests as part of the federal and provincial pre-budget consultations.

University Relations

Government and Institutional Relations

- Exemptions to the International Study Permit Cap: In January 2024, Immigration, Refugees and Citizenship Canada (IRCC) introduced a cap on the number of study permit applications that could be accepted for processing, which has reduced the number of international students coming to Canada by about 40 per cent. For 2025, Ontario received 181,590 applications, which is anticipated to result in 116,740 permits for students intending to study at Ontario's institutions. Of the 181,590 applications, 32,579 have been reserved for master's and doctoral degree programs. GIR met with officials in both the federal and Ontario governments to advocate for exemptions to the cap, including important exemptions based on equity grounds. This included exemptions for students studying in Canada through scholarship programs that aim to provide access to higher education for students, including vulnerable populations supported through Government of Canada scholarships. Following this advocacy, the federal government granted some additional exemptions, including for Global Affairs Canada Scholarship recipients.

Digital Strategy

The I-EDIAA initiatives for the Digital Strategy team this fiscal year focused primarily on digital accessibility and compliance with our responsibilities under the Accessibility for Ontarians with Disabilities Act (AODA). Examples of our activity include:

Training: UR team engaged in continual learning via industry blogs and webinars, LinkedIn Learning modules, whitepapers, and vendor information/webinars for how to create and publish information in accessible formats. The Digital Strategy team also supported course design and facilitation for the HR Learning Catalogue:

- The Digital User Experience Manager in University Relations, created an "HTML for Beginners" skills development opportunity. This was offered through the HR Learning Catalog six times from May through December 2024 and several times again in early 2025, with more sessions planned through the fall. This is significant to I-EDIAA in that an understanding of semantic HTML is inextricably linked to creating accessible web content.
- Digital User Experience Manager developed a second digital-skills workshop, "Writing for the Web: Crafting engaging, searchable, and inclusive content," which also has a focus on accessibility and inclusive practices online. First offered in March 2025, three sessions have been run so far this year, and the workshop will continue to be promoted through the HR learning catalogue for the foreseeable future.

University Relations

Digital Strategy

Accessible Websites: Before new University Relations websites are launched, sites are rigorously reviewed for compliance with the legislation, and any non-compliance issues are resolved before publishing. This applies to web content published using Queen's central web publishing tool (WebPublish) as well as other vendor platforms and custom-built platforms.

Such was the case for the [Digital Engagement Resources website](#), which was relaunched in October 2024 on our WebPublish CMS. It is currently scoring 100% towards WCAG 2.1 Level AA conformance). The Brand Central and Digital Engagement Resources websites, which are both created and managed by the University Relations team, provide comprehensive guidelines for the design and content of all print and digital materials produced on behalf of Queen's University. These platforms establish standardized practices to ensure consistency and accessibility across institutional communications.

For instance, the visual identity standards hosted on the [Brand Central website](#) regulate the use of typography, font sizing, and colour schemes, ensuring that all Queen's content remains legible and accessible across various media. Additionally, the Digital Engagement Resources website serves as a key resource for promoting compliance with accessibility legislation and integrating best practices for the creation of accessible digital content. Both resources are widely utilized by marketing and communications teams across the university, reinforcing a commitment to inclusive and effective communication.

The Digital Strategy team also provided one-to-one direct support for usability and accessibility in launching the university's [Immigration and Relocation Support Services website](#). In further collaboration with the Human Rights and Equity Office, the Digital Strategy team is reviewing the university's [Accessibility Hub](#) for potential improvements.

WebPublish Service: There is ongoing CMS development with attention to accessibility, and governance of online content. The Digital Strategy team is responsible, in partnership in ITServices, for the ongoing development of the WebPublish service (Queen's custom content management system for publishing websites and related support). As we continually develop and expand the range of publishing options through the platform, attention to accessibility and AODA compliance remains a priority.

With a team member as co-chair of the Website Governance Committee, the governing body for the WebPublish service, we ensure quality and accessibility compliance for all sites newly published through this centralized service. This includes awareness of I-EDIAA concerns and connecting site editors to relevant resources.

Our track record on enhancing accessibility through WebPublish is consistent: the average accessibility score (tracked through Siteimprove) for sites published through the WebPublish service is consistently several points higher than those published on other platforms.

Embedding

I-EDIAA in Queen's Academic Programs





School of Graduate Studies and Postdoctoral Affairs (SGSPA)

Research Collaboration with Indigenous Communities

Indigenous Research Collaboration Day, Indigenous Perspectives on Health, was held on November 8, 2024. SGSPA, in partnership with the Office of Indigenous Initiatives, co-hosted this annual event. The ways in which scholarship and research at Queen's intersect with Indigenous research were highlighted throughout the day. The event included a keynote address by Dr. Alex McComber, Department of Family Medicine, McGill University.

EDII Self-Identification

SGSPA continues to include new self-identified demographic questions on the SGSPA application process to support resource and award distribution for successful equity-deserving applicants to graduate programs. Further, SGSPA modified the application form to ask if names of self-identified Indigenous students can be provided to Four Directions for further connection. This provides more opportunities for Four Directions to connect with and support these prospective graduate students.

Training and Education

SGSPA hosted writing camps intended to help graduate students and postdoctoral fellows prioritize wellbeing and writing development, fostering work-life balance and community building. These included the Dissertation Boot Camp, Dissertation Day Camps, and PA Day Writing Circles.

Indigenous Admissions Policy

The Indigenous Admissions Policy allows Queen's to increase the number of Indigenous applicants to Graduate Studies. This policy welcomes and encourages inquiries and applications for all graduate programs from Indigenous candidates. To be considered, applicants must self-identify as Indigenous upon application for admission. Indigenous candidates' academic, cultural, personal, and professional background, and other factors indicative of capacity for graduate level study and research, are considered and evaluated accordingly on an individual basis by the applicable graduate program personnel, allowing for personalized consideration and increased representation.

School of Graduate Studies and Postdoctoral Affairs (SGSPA)

Indigenous Community-Based Research Fund (ICRF)

SGSPA collaborated with VPR (Indigenous Initiatives), the Department of English, and Office of Indigenous Initiatives to establish the Indigenous Community-Based Research Fund (ICRF), to enable and recognize the research and knowledge contributions of Indigenous knowledge keepers and community members to graduate student research at Queen's. First piloted in 2021-22, this program supports graduate students in their research and relationship building with Indigenous knowledge keepers and community members. The SGSPA Dean's Office Operating Budget has provided funding for several projects that align with the Fund's goals and the office is helping to develop and strengthen relationships with Indigenous communities, as well as promote Indigenous research excellence.

Equity Admissions Census

As part of the SGSPA application to graduate studies at Queen's, applicants are invited to complete a series of equity questions. These optional questions enable the School to monitor recruitment, admissions, and awards for students of equity-deserving groups to promote a diverse culture of graduate education at Queen's.

Teyonkwayenawá:kon – Graduate Scholarship

The School continues to offer the Teyonkwayenawá:kon – Graduate Scholarship to welcome and support new Indigenous graduate students. This scholarship is available to incoming Indigenous graduate students who self-identify at the time of application. Selection is conducted through the annual Fellowships competition held each year in May-June. There are 10 scholarships available, valued at \$15,000.

PhD Community Initiative

The PhD Community Initiative (PhD-CI) collaborated with organizations to support equity-deserving and vulnerable members, locally and nationally. Organizations include the Community Foundation for Kingston and Area, the Kingston Economic Development Corporation, the City of Kingston, the Ban Righ Centre, and Student Academic Success Services. These intentional partnerships continue the programs commitment to supporting organizations with a strong I-EDIAA lens. Started in 2016, the PhD-CI brings together graduate students from different programs of study into interdisciplinary teams of three to five members to assist organizations in addressing a particular issue or challenge of importance to their operations.

Office of Postdoctoral Affairs I-EDIAA Initiatives

- Workshops as part of the Certificate in Professional Development for Postdocs program: Introduction to the Human Rights and Equity Office, December 2, 2024.
- Grant Writing, January 8, 2025, with the emphasis on how to build I-EDIAA practices into applications.
- Reconciliation and enhancing engineering projects and research with Indigenous knowledge, February 12, 2025.
- Supporting the application of Dr. Fanwang Meng (Banting Postdoc in Chemistry) to the EDIA Champions Award (successful).

24-25 I-EDIAA in Queen's Academic Programs

Teaching and Learning

In 2024–2025, the Teaching and Learning portfolio continued to advance efforts to embed I-EDIAA across policy development, community building, resource creation, and program design, further integrating principles into everyday practices and institutional processes.

The Vice-Provost (Teaching and Learning) (VPTL) team led meaningful initiatives including community consultations, policy reviews, and the development of new program proposals that intentionally centred I-EDIAA. In parallel, the [Centre for Teaching and Learning \(CTL\)](#) supported the Queen's community through extensive engagement with departments and individual educators, promoting equity-focused, research-informed, and evidence-based strategies in all aspects of teaching and learning. Collectively, these efforts are enhancing educational equity and learning experience across all faculties.

Policy Efforts By VPTL Team

- The team opened consultation on the policy on the National Day for Truth and Reconciliation as the time for review of the policy arrived. The Vice-Provost (Teaching and Learning) sought feedback from the Indigenous Council and the Indigenous Knowledges, Curriculum and Research Working Group. We asked that group the most appropriate way to consult with Indigenous people on the policy revision, and as a result asked colleagues in the Office of Indigenous Initiatives to request feedback from the people and groups it is in contact with.
- Addition of both the Associate Vice-Principal (Human Rights, Equity, and Inclusion), and the Associate Vice-Principal (Indigenous Initiatives) to the New Program Proposal process, at both the pre-approval stage and the full proposal stage. At the pre-approval stage they consult on the development of the program, and at the full proposal stage they sign off on the proposal. This has been a missing factor in the new program proposal process; while there has been a section on I-EDIAA in the proposal for some time, the Human Rights and Equity Office (HREO) portfolio has not been a part of the process until now. Amid streamlining processes to make them more efficient, this is something we chose to add to the process.
- The team continues to encourage units to use the DEAP tool in the work preparing their Self-Studies for cyclical program review.
- Ongoing staff training on I-EDIAA topics, included sexual and gender diversity and working with neurodiverse colleagues.

Working with Queen's community

Members of both the Office of the Vice-Provost (Teaching and Learning) and the CTL actively worked with the HREO to incorporate training on I-EDIAA in decision-making for Senate committees by developing tailored scenarios.

Every member of the CTL team sat on at least one committee or working group that impacted I-EDIAA on campus and completed 15 publications and presentations on topics related to I-EDIAA.

24-25 I-EDIAA in Queen's Academic Programs

Teaching and Learning Programming

All Teaching and Learning programming is delivered with I-EDIAA in mind, but 10 events led with I-EDIAA as the central theme. With more than 500 people engaging with our programming from across campus this year, educational equity remains a pillar of our work.

This year, the Showcase of Teaching and Learning at Queen's launched the Queen's Teaching and Learning Month and had presentations on I-EDIAA topics, including Innovative, Global Education at Scale – The Jim Leech Mastercard Foundation Fellowship (JLMCF) on Entrepreneurship in Africa; Teaching Activism and Empowering Changemakers; Breaking Boundaries with AI: Supercharging Learning and Collaboration; and Explaining Race to Counteract Racism: Pedagogical Implications, Risks and Rewards.

Website Resource Development

- Two new Exemplar Courses were added to Globally Engaged Curriculum resources.
- Community Agreements in Your Classroom Resource for building equitable classroom communities.
- Collaborating with HREO Reflective Dialogues and Learning Communities Positionality Module was developed to engage in critical reflection on positionality.
- Created a new resource for departments, "Elevating Teaching through Departmental Leadership" to help understand what supports are available.
- The TA Essentials Modules were launched this year, including modules on Inclusion: I-EDIAA at Queen's University (Module 2), Accessibility & Academic Accommodations and Considerations (Module 3), Assignments and Exams (Module 4).

I-EDIAA: Workshops and Events

- Establishing Classroom Culture: Community Agreements
- Nourishing Your Mind; Nourishing Your Class: Embracing Your Wellbeing for Pedagogical Progress
- Transforming Passion into Pedagogy: Igniting Creativity in the Classroom
- Accent Discrimination and (Re)Institutionalized Listening
- Practical Tools for Inclusive Teaching: Designing Inclusive Assessments
- Accessible onQ
- Building Inclusive Teaching Communities
- Linguistic Justice in the Age of Artificial Intelligence: A Conversation
- Practical Tools for Inclusive Teaching: Neurodiversity in Higher Education: Understanding, Engaging, and Advocating

Committees and Working Groups

- Senior Accessibility Advisory Group (Dale Lackeyram)
- Accessible Learning and Student Retention and Supports Advisory Group (Dale Lackeyram)
- Education Developers in Anti-Racism Community of Practice (Yasmine Djerbal)
- University Council on Anti-Racism and Equity (UCARE) (Yunyi Chen)
- Teaching and Learning Space Visioning and Utilization Steering Committee (Karalyn McRae)
- Teaching and Learning Spaces Working Group (Rebecca Sweetman, and Kaitlin McDonald)
- Council of Ontario Educational Developers Curriculum Accessibility Working Group (Nevena Martinović)
- I-EDIAA Strategic Communications Working Group (Aimee Burtch)
- Online Accessibility Community of Practice (Selina Idlas)

24-25 I-EDIAA in Queen's Academic Programs

Vice-Principal Research

New positions to support I-EDIAA

Assistant Professor in the Indigenous Knowledges & Perspectives Program, O'nahkwi:yo Kelly Maracle, has been appointed as the inaugural Indigenous Research Ethics Lead. Throughout her three-year term, O'nahkwi:yo Kelly Maracle will support the development of an Indigenous Research Ethics Board (IREB) — a foundational initiative designed to ensure that the ethics review of research involving Indigenous communities is guided by reciprocal, respectful, and culturally grounded practices.

This work builds on a collaborative effort by the VPR portfolio and the Office of Indigenous Initiatives and extensive consultation with Indigenous and settler faculty, staff, students, and community members, as well as national experts, who identified strong support for the creation of a standalone IREB at Queen's, as described in the [2022 Indigenous Research Ethics Report](#).

New strategies, changes to policies, programs, services and practices

- Queen's was selected to participate in the Dimensions: Equity, Diversity and Inclusion Canada Program, administered by the Natural Sciences and Engineering Research Council (NSERC) on behalf of the Tri-Agency. The Dimensions Program invites post-secondary institutions to take part in a transformation to increase EDI and help drive deeper cultural change within the research ecosystem by identifying and eliminating obstacles and inequities faced by equity-deserving groups. Participation in the Dimensions Program represents a collaboration between the VPR and the VPCEI offices and provides a roadmap to action our commitment to developing an I-EDIAA in research strategy, embedded in the Strategic Research Plan 2025-2030.
- The VPR staff conducted interviews with the Canada Research Chair (CRC) holders at Queen's to understand successful practices and persistent barriers to full participation in the program from the perspective of I-EDIAA, and to inform the new version of the CRC EDI Action Plan.

New resources and training opportunities

The Carbon to Metal Coating Institute (C2MCI) launched the EDI Research Excellence Award valued at \$5K. The first award category offers up to 12 awards to HQP who identify as members of equity deserving groups who demonstrate research excellence. The second category offers up to three awards to HQP who demonstrates research excellence and made significant contributions to promoting and championing I-EDIAA. This year 15 awards were distributed.

- The [Accessibility in Research](#) online training series. The purpose of this training is to equip researchers with the knowledge base necessary to incorporate accessibility considerations within their teams and at different stages of the research process. More information can be [found here](#).
- An online course on [Undergraduate Research Experience](#). The course increases awareness and access to undergraduate research opportunities at Queen's. It also challenges some common myths about who can engage in research and what it looks like.

Enhancing

I-EDIAA in Queen's Faculties and Schools



Faculty of Arts and Science

In 2024-2025 the Faculty of Arts and Science continued to prioritize I-EDIAA. The year saw several successes including:

The Indigenous Hockey Research Network

The Indigenous Hockey Research Network received \$2.5 million funding from the Social Sciences and Humanities Research Council of Canada Partnership Grant. Created in 2019 at Queen's University, the Network is focused on making hockey not only safer and more inclusive, but also expressive of Indigenous values and is an incubator for anti-racism and decolonial change. Sam McKegney (Department of English Literature and Creative Writing) is the primary investigator and co-director of the Network.

Stuart Hall Outstanding Mentor Award

Faculty of Arts and Science Professor Daniel McNeil (Department of History, Cultural Studies) earned the Stuart Hall Outstanding Mentor Award from the Caribbean Philosophical Association (CPA). The Stuart Hall Award honours the legacy of a legendary intellectual whose work has profoundly impacted cultural studies, media studies, and our understanding of race, identity, and representation.

Danielle Lussier - Order of Ontario

Danielle Lussier (Languages, Literatures, and Cultures), Queen's inaugural Chair in Indigenous Knowledges and Perspectives was appointed to the Order of Ontario. Red River Métis and citizen of the Manitoba Métis Federation, a lawyer and advocate for legislation and law reform, Dr. Lussier is recognized for her work developing Indigenous pedagogies and exploring new pathways to reconciliation and decolonization through the transformation of post-secondary education and the legal profession.

Black Excellence in Mentorship Awards

Two faculty members and two graduate students in the Faculty of Arts and Science have earned Black Excellence in Mentorship Awards. They included Joseph Kangmennaang (Faculty, School of Kinesiology and Health Studies); Daniel McNeil (Faculty, Department of History); Christina Pilgrim (Graduate Student, Department of Sociology); and Roberta Edem Abbeyquaye (Graduate Student, Department of Film and Media).

Faculty of Education



I-EDIAA thrived at the Faculty this year through research, teaching, and resource development. For example, Drs. Lindsay Morcom and Jennifer Davis established a research partnership with Universidad Técnica del Norte. As part of this collaboration, they led a visit to Ecuador with Indigenous graduate students, where participants from both countries engaged in knowledge sharing and cross-cultural learning. The STEAM+ research group partnered with a high school in the GTA on a community garden project rooted in Indigenous ways of knowing.

Resource Creation

The Equity, Diversity, Indigeneity, and Decolonization (EDID) Coordinator led the creation of several resources, including a downloadable guide to Inclusive Teaching, an EDID Terminology Guide and an EDI in Research Resource. These resources are available to the Queen's community and anyone concerned about equity in teaching, learning and research.

Engagement and Change Events

The Genders and Sexuality Alliance (GSA) hosted a Queer Prom for local teens. The community connections continued with the annual Neurovibes event which brought together local teachers, parents, and researchers to celebrate and advocate for neurodiversity in education. Many of these initiatives were supported by the Centre for Community Engagement and Social Change. The Centre was established in 2024 and is focused on advancing equitable and inclusive education.

Source for the Community

The Faculty's Anti-Racism and Diversity Resources continue to be used by educators in K-12 and post-secondary.

Faculty of Health Sciences

It was an eventful and energetic academic year for [QHS EDIIA Initiatives](#). QHS had a strong focus on supporting a diversity of prospective and current students facing systemic barriers on their journey to health sciences education. In the fourth year of the [QHS Outreach and Summer Program](#) for Kingston high school students, Queen's has been establishing partnerships with the [Community of Support](#), and [Mushkiki Miikan](#), launching the Black Student Admission Pathway for the MD Program, and recruiting a new Indigenous Recruitment and Student Advisor, Nathan Cheechoo.



Wellness Series

To better support the sense of belonging of QHS staff and faculty, QHS hosted the [Belonging Wellness Series](#), collaborated with the Office of Professional Development Educational Scholarship (OPDES) to launch the [Respectful Collaboration: Teamwork in a diverse workplace](#) modules (including Understanding antisemitism and Islam 101 and islamophobia) and facilitating in-person Being an Upstander simulation sessions. QHS also established the Indigenous Health Scholars Network.

Community Engagement

To enhance ongoing engagement with the [QHS EDIIA Action Plan](#), QHS EDIIA Initiatives hosted the 2024 annual QHS EDIIA General Assembly with a focus on community engagement, inviting a series of community partners across Kingston.

Belonging Project

QHS EDIIA Initiatives continues to support the [Belonging Project](#) to collect testimonies of belonging or not belonging on campus and hosts research and practicum trainees to mentor the next generation of EDIIA-informed practitioners.

Faculty of Law

Cultivating an Inclusive Culture

Early in 2025, the Queen's Law and Queen's Law Clinics, in partnership with the Kingston Native Centre and Language Nest, received \$179,000 in funding from The Law Foundation of Ontario to develop local, Indigenous-focused legal services.

The faculty launched an Indigenization – Equity, Diversity, Inclusion, Anti-Racism and Accessibility (I-EDIAA) Committee in Spring 2025. The purpose of the committee is to cultivate an inclusive community and culture, create welcoming spaces for working, learning, and socializing for all students, faculty, and staff; ensure equitable and inclusive policies, processes, curricula, and events; support marketing, recruitment, and retention initiatives that enhance a diverse teaching and learning community; and to routinely monitor, evaluate, and report on our collective progress. The committee includes representation from staff, faculty, and students.

The faculty engaged in early outreach to prospective Indigenous students and sent out its first offers of admission to Indigenous applicants in November 2024.

Black and Indigenous Student Support

The faculty continued its efforts to support Black and Indigenous students and allies at the Isaac and Kawaskimhon Moots, attendance at national conferences including the Black Law Students Association of Canada and the Prisme Conference hosted by the Canadian Association of LGBTQ2S+ Lawyers and continues to provide ongoing and dedicated support to equity deserving students and student groups/clubs.

A Call to Action

In January 2025, the Faculty Board passed a motion to include a course in Indigenous Peoples, Law and Reconciliation in its first-year JD curriculum, responding to TRC Call to Action No. 28. The course will launch in the Winter Term of the 2025-26 academic year.

National Scholar Addition

In 2024-25, Queen's Law welcomed Kimberly Murray as Queen's National Scholar in Indigenous Legal Studies in January 2025.

Smith School of Business

Smith School of Business' commitment to build a vibrant, diverse and inclusive academic and work environment is rooted in a culture of respect and equity. This past year, initiatives were implemented to support faculty and staff, enhance the educational experience, and increases the diversity in programs.



Scholarships

- Establishment of The Ian Friendly Women in AI Graduate Scholarship to support female students in Master for Management in Artificial Intelligence to help address the significant gender gap in the AI sector.
- Smith's Black and Indigenous Scholarships awarded to 17 students in 11 programs.

Student Experience

- Since 2021, the international exchange peer mentorship program for Indigenous students has supported 51 students.
- Smith faculty are using experiential learning to address I-EDIAA challenges. e.g. Master of International Business students select one of the United Nations Sustainable Development Goals (SDGs) and develop creative solutions – culminating in presentations of their impact initiatives.
- For Black History and Futures Month, Smith hosted a joint discussion and chat with students from Queen's, Brown University, and Cornell University featuring faculty from each including Dr. Eddy Ng, of Smith School of Business.

Staff and Faculty Development

- Establishment of a network for women-identifying faculty for resource sharing, mentoring, and learning.
- Launch of the Ian Friendly Indigenous Initiatives Fund supporting research, thought leadership and programs advancing Indigenous business knowledge and contributing to economic reconciliation.
- Establishment of the Smith Engagement Committee to promote inclusion in the workplace.
- Launch of the Smith's EDII Symposium for staff and faculty on Inclusion and Responsible Management.

Smith Faculty of Engineering

Indigenous Engagement and Advancement

Smith Engineering continues to demonstrate leadership in Indigenous student success through innovative programming and recognition of Indigenous excellence. The STEM Indigenous Academics (STEMInA) Research Experience Program, developed in 2023 and administered by Indigenous Futures in Engineering, provides meaningful research placements for Indigenous STEM undergraduate students. Recent projects include community-based climate research, astroparticle physics, and biomechanical engineering. A highlight in early 2025 included a student visit to SNOLAB, enabling first-hand learning experiences in cutting-edge research environments.

The Faculty also celebrates Indigenous excellence among students, featuring news on standout individuals such as IBET Momentum Fellow Mary Gallerneault, whose research applies machine learning to manufacturing workflows. Experiential learning opportunities for undergraduates also played a role in showcasing Indigenous student achievement. The Queen's AISES Rocket Team, comprised of 16 Indigenous undergraduate student members, earned international recognition through their performance at the NASA First Nations Launch competition, spotlighting Indigenous leadership and technical excellence in aerospace design.

Supporting Women in Engineering

Smith Engineering remains committed to advancing women in engineering through targeted programming, student supports, recognition of excellence, and a vibrant faculty and alumnae network.

In 2024–2025, the Women in Engineering Undergraduate Summer Research Awards enabled undergraduate students who identify as women or allies to engage in meaningful research placements across Smith departments. With financial support and opportunities to connect through events such as the annual IWED luncheon and lab tours, these students explored graduate-level research, built supportive networks, and gained mentorship from faculty and peers. A unique component of the program links each awardee with alumni and past recipients in their department to foster continuity and long-term career guidance.

This year's recipients represented nearly every discipline in Smith Engineering, from Engineering Physics and Mechatronics to Mining and Computer Engineering. Their contributions ranged from cutting-edge lab projects to award-winning capstone designs. The program also included celebratory events such as research showcases, socials, and opportunities to engage with that year's honorary degree recipient, Dr. Veena Rawat.

Smith Faculty of Engineering

The Chair for Women in Engineering (WiE) led a full calendar of initiatives that spanned mentorship, outreach, and visibility campaigns. Monthly WiE Lunches provided inclusive, recurring community touchpoints. Signature events included "Women in Research," "Iron Willed: Women in STEM," the "Road to Tenure" workshop, and participation in high-profile moments such as International Women's Day, GoEngGirl, and the Ontario University Fair. WiE student groups (QWiSE, Robogals, Q-WASE, and QWAI) continued to lead grassroots engagement and outreach, amplifying women's voices and visibility throughout the year.

Queen's Engineering was proud to celebrate the achievements of dozens of women-identified students, faculty, and alumnae; many of whom were honoured nationally and internationally, such as Dr. Rachel Baker (Forbes 30 Under 30), Dr. Heidi Ploeg (WXN Canada's 100 Most Powerful Women), and several NSERC grant recipients.

Accessibility and Pathways to Education

Smith Engineering continues to broaden access pathways through the College Bridging Pathway Program, supporting students transitioning from college diplomas to engineering degrees at Queen's. Throughout 2024, the program featured stories of individual student successes, such as Luigi Burjato, who entered third-year studies via the Bridge pathway – in an effort to raise the profile of bridging students and grow interest across the sector. Community outreach activities also emphasized accessibility, with features like the Wave Tank Outreach Program engaging youth at Science Rendezvous, promoting hands-on learning experiences and awareness of accessible pathways into engineering.

International Student Inclusion

Smith Engineering expanded its peer-mentorship supports for incoming international students. The Peer Mentor Program connected upper-year international students with new arrivals, helping ease transition challenges and foster community integration. Initiatives like "Countdown to Queen's" packages, in collaboration with Arts and Science, continued to promote an inclusive onboarding experience.

Supporting Black Excellence

Smith Engineering has recently introduced a dedicated BIPOC Embedded Counsellor to enhance mental health support for students who identify as Black, Indigenous, or People of Colour. This role provides culturally informed, identity-affirming counselling services tailored to the unique experiences and challenges faced by BIPOC students. The BIPOC counsellor is embedded within the Student Services office, allowing for a more accessible and personalized approach to wellness support, and works in collaboration with campus partners to foster an inclusive and supportive environment that prioritizes the wellbeing and success of all students.

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Black Youth in STEM

The Faculty continued to advance targeted supports for Black student success through outreach, mentorship, and graduate education pathways. The Black Youth in STEM (BYiS) program was a cornerstone of these efforts in 2024-2025, delivering STEM workshops and mentorship opportunities to Black youth across Kingston and the Greater Toronto Area (GTA). BYiS was profiled for its impactful mentorship model, providing early connections to university environments and STEM role models.

At the graduate level, Smith Engineering strengthened its commitment through the IBET PhD Project (Indigenous and Black Engineering and Technology). PhD student Dr. Yvonne Anabaranze was recognized for championing mentorship for Black students, creating inclusive research environments, and supporting increased representation of Black scholars in engineering academia. In 2025, she was featured in an article for her leadership in fostering belonging and guiding the next generation of Black engineers via the IBET program.