

ANNUAL  
REPORT

Vice-Principal (Culture, Equity, and Inclusion)

Richardson Hall

vpcei@queensu.ca

[www.queensu.ca/vpcei](http://www.queensu.ca/vpcei)

Alternative formats of this report are available on request

# Table Of Contents

Message from the Vice-Principal \_\_\_\_\_ 1

The VPCEI Staff\_\_\_\_\_ 2

Our Work and Mission \_\_\_\_\_ 4

The Vice Principal (Culture, Equity And Inclusion)\_\_\_\_\_ 5

Employment Equity Data \_\_\_\_\_ 6

Equity Web Applications \_\_\_\_\_ 13

Equity Committees \_\_\_\_\_ 15

VPCEI Initiatives \_\_\_\_\_ 18

Communication \_\_\_\_\_ 22

Conclusion \_\_\_\_\_ 23

# Message from the Vice-Principal

It is with great pleasure that we present the 2024-2025 Annual Report for the Office of the Vice-Principal (Culture, Equity, and Inclusion) (VPCEI) at Queen's University. This year has been pivotal in advancing our university's ongoing journey towards fostering an inclusive, equitable, and welcoming environment for all members of our community. With a clear vision informed by Queen's core values of truth, responsibility, respect, freedom, and wellbeing, the VPCEI portfolio continues to build upon its foundational work by enhancing systems, strengthening partnerships, and amplifying our collective impact across campus. The strides we have made this year underscore our dedication to not only celebrate diversity but also to implement meaningful strategies that address systemic barriers and promote equity in every facet of university life.



In October 2024, Stephanie Simpson was awarded the Queen's Distinguished Service Award for her outstanding service.

In this reporting period, the Office of the VPCEI undertook significant advancements in modernizing critical equity web applications that support data collection, monitoring, and reporting for employment equity and compliance purposes. These technological improvements reinforce transparency and accountability, ensuring that the university remains compliant with federal regulations while also equipping campus partners with the tools needed to foster equitable recruitment, retention, and advancement processes for employees and students. Beyond technological innovation, the office has deepened its engagement with university-wide equity committees and working groups, fostering a system of collaboration that drives strategic initiatives related to Indigenization, equity, diversity, inclusion, accessibility and anti-racism (I-EDIAA).

Moreover, the Office's efforts have extended to supporting culturally responsive programming, facilitating community building through Employee Resource Groups, and enhancing key communication initiatives, including public education campaigns and speaker series. Through this multifaceted approach, the Office of the VPCEI is helping to create a campus climate where all voices are heard, valued, and empowered.

This report offers a comprehensive overview of these achievements, illustrating how the combined efforts of our staff, partners, and community members are shaping a more inclusive and equitable Queen's University for today and future generations.

# The VPCEI Staff

---



## **Jill Christie - Executive Director**

As the Executive Director for the Office of the VPCEI, Jill is responsible for overseeing cross portfolio strategic project planning, policy development, the harassment and discrimination intake process, equity data requirements and management information systems. This includes overseeing requirements and data collection as it relates to the Federal Contractors Program (FCP), the equity related sections of the Queen's Collective Agreements and the Queen's Employment Equity Processes. Prior to joining the Office of the VPCEI, Jill worked in the Human Rights and Equity Office from 2003 to 2023.



## **Jenny Corlett - Community Integration Liaison**

As Community Integration Liaison, Jenny is responsible for enhancing the University's recruitment and retention efforts by promoting the Queen's and Kingston community strengths and working collaboratively with university and community partners to support the attraction and employment sustainability of top-talent faculty and staff. Prior to joining the Office of the VPCEI, Jenny worked largely in the Queen's global engagement portfolio and other roles at Queen's from 1998 to 2023.



## **Eddie Daniels - Communications Manager**

As Communications Manager, Eddie is responsible for building and maintaining engagement with the Office of the Vice-Principal (Culture, Equity, and Inclusion) through the design, implementation and evaluation of a communications strategy, programs and events in alignment with the university's strategic goals and priorities. Eddie joined Queen's in 2020 as Communications Coordinator for the Office of the Provost and Vice-Principal (Academic) following an extensive journalism career.



## **Stacey Garwood - Executive Assistant**

Stacey Garwood joined the Office of the VPCEI in 2023 with over 15 years of experience in administrative roles at Queen's University. In her role as Executive Assistant, Stacey is responsible for providing administrative and organizational support to the office by managing projects and ongoing initiatives, and coordinating logistics, scheduling, and communications.



### **Khalil Koudary - Data Analyst**

Khalil Koudary joined the Office of the VPCEI in 2023, bringing his devotion to and passion for unleashing the potential of data analysis for driving positive change. Khalil specializes in translating data insights into strategic decision-making, employing a diverse array of programming languages and data analysis and collaboration tools. His steadfast commitment to diversity, equity, and inclusion aligns seamlessly with the office's mission to foster an inclusive environment.



### **Greg Naçu - Application Developer**

Greg Naçu worked in the Human Rights and Equity Office from 2014 to 2023 as a programmer and software developer. Greg led the development, implementation and maintenance of numerous applications and their databases, including the Training Manager, Queen's Equity Appointments Process (QEAP), and the Diversity and Equity Assessment and Planning (DEAP) tool. He continues to perform similar work in his role as the application developer for the Office of the Vice-Principal (Culture, Equity, and Inclusion).



### **Anderson Rouse – Budget and Finance Officer**

Anderson joined the Office of the VPCEI in 2024 as the Budget and Finance Officer. Anderson has a range of experience in financial management and full-cycle accounting both in provincial government and in the not-for-profit sector. He leads the financial operations of the Office and administers the day-to-day financial operations such as planning, preparing and monitoring budgets, monitoring and reconciling accounts, preparing and analyzing financial reports, modelling and forecasting financial positioning, and leading reporting requirements.



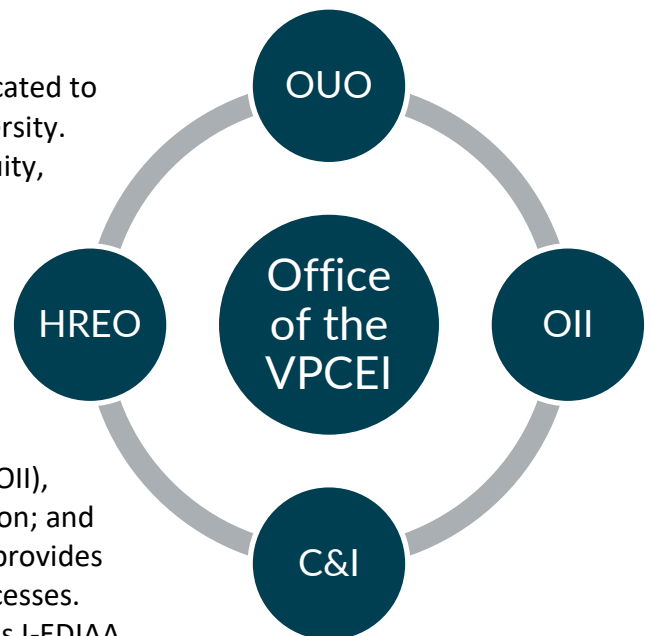
# Our Work and Mission

The mandate of the VPCEI is to advance a university culture that celebrates diversity by actively implementing actions and policies promoting equity. The VPCEI is guided by Queen's core values: truth, responsibility, respect, freedom and wellbeing. These values inform our approach to creating a campus where every member feels valued and supported. By aligning our initiatives with Queen's University's goals and values, we aim to build a vibrant, inclusive campus where everyone has the opportunity to succeed. By fostering a culture of equity and inclusion, we not only enhance the individual experiences of our community members but also strengthen the collective fabric of Queen's University. Our work includes initiatives aimed at:

1. **Communication and Outreach:** Developing effective internal and external communication strategies to highlight our commitment to I-EDIAA and celebrate our diverse community.
2. **Equity Data, Systems and Processes:** Implementing systems to ensure equitable practices in recruitment, retention, and advancement of faculty, staff, and students.
3. **Coordination and Collaboration:** Facilitating partnerships and collaborations across the university, the postsecondary education sector, and the local community to promote shared responsibility and collective action towards I-EDIAA goals.
4. **Compliance and Reporting:** Upholding transparency and accountability with I-EDIAA through compliance and reporting mechanisms.

# Our Portfolio

The VPCEI portfolio brings together several key units dedicated to fostering a culture of equity and inclusion across the university. These include the Office of the Vice-Principal (Culture, Equity, and Inclusion), which provides strategic leadership; the Human Rights and Equity Office (HREO), which monitors the university's employment equity and AODA requirements, offers education and provides human rights and sexual violence advisory services; the Complaints and Investigations Office (C&I), which handles matters requiring investigation under the Harassment and Discrimination Policy; the Office of Indigenous Initiatives (OII), which leads efforts toward decolonization and reconciliation; and the Office of the University Ombudsperson (OUO), which provides impartial guidance and supports fairness in university processes. Together, these units collaborate to uphold the university's I-EDIAA commitments through proactive programming, responsive services, and systems-level change.



# The Vice Principal (Culture, Equity, and Inclusion)

---

The Vice-Principal (Culture, Equity, and Inclusion) plays a critical leadership role in advancing equity, diversity, and inclusion across Queen's University. Her work focuses on ensuring that equity, diversity, and inclusion remain central as the university navigates evolving financial realities and government policies, advocating for fair and accessible opportunities for all members of the university community. Navigating these complex issues requires strategic collaboration with senior leadership and various university committees to ensure that equitable practices underpin institutional priorities and decision-making processes. These broad educational and structural challenges require her coordination across multiple governance bodies and groups to ensure equity remains at the forefront of institutional decision-making.

Her portfolio also emphasizes strengthening the university's inclusivity with regard to diverse student and employee populations. She actively participates in accessibility planning and academic accommodations initiatives, working closely with the Division of Student Affairs and the Human Rights and Equity Office. Furthermore, her leadership responds to emerging social dynamics, such as rising student activism and the prevalence of anti-Equity, Diversity, and Inclusion (EDI) sentiment in mainstream and social media, which poses unique challenges to campus climate. Notably, the Vice-Principal has been deeply engaged in mediating tensions exacerbated by geopolitical issues, including increased reports of antisemitism and Islamophobia linked to the conflict in the Middle East, fostering dialogue between affected student advocacy groups and community leaders.

The Vice-Principal's extensive meeting commitments illustrate her multifaceted engagement with the university's governance, including regular consultations with the Principal, Board of Trustees, Student Government, institutional committees, and diverse internal and external partners. These meetings encompass a wide range of strategic activities, such as risk management related to equity concerns, planning for award recognitions in equity excellence, collaborations on equity in research and oversight of policy revisions on harassment, discrimination, and academic accommodations. She also champions initiatives that enhance campus culture, including Indigenous knowledge integration, anti-hate advisory work, and the hosting of public educational events like the Black Histories and Futures Month launch. Her work is instrumental in fostering an inclusive academic environment that is responsive to evolving student needs, regulatory frameworks, and social realities.



# Employment Equity Data

The Office of the VPCEI is responsible for university wide employment equity data and web applications. This includes managing data requests, monitoring compliance with equity-related policies and procedures, and developing customized surveys to support equitable practices across various university functions. The following overview highlights key areas related to data and monitoring.

## **Data Requests**

There were 19 data requests from various faculties and departments across the university in 2024. These requests have spanned a range of needs, reflecting diverse requirements of our campus partners in supporting I-EDIAA initiatives. A significant portion of these requests involved generating reports on the representation of equity-deserving groups at the university-wide level and within specific faculties and departments. Specific reports were also requested for PSAC 901 and CUPE employees. These reports provide critical insights into areas of underrepresentation and are instrumental in guiding strategic decision-making.

## **Survey Requests (Qualtrics)**

The office develops tailored self-identification questionnaires, using Qualtrics, for key university governance bodies, including the University Council, Board of Trustees, and the Senate. These surveys are designed to collect comprehensive equity deserving group data, ensuring these bodies are representative of the diverse university community.

The office continued to support Housing and Ancillary Services in creating a fair and equitable resident selection process. The office launched the Equity Census for the residents of An Clachan and John Orr Tower in October 2024. This census is the second step in our collaboration with Housing and Ancillary Services, following the Applicant Demographics Equity report last year.

Similarly, the office developed a self-identification questionnaire for the Postgraduate Medical Education program. This survey provides a snapshot of the representation rates of equity-deserving groups within the current program.

To support continuous improvement efforts, the office maintains and manages training feedback data for the HREO, using Qualtrics. This process involves cleaning the raw data to ensure accuracy and consistency, followed by the creation of detailed reports tailored to each training. These reports provide actionable insights to help enhance training effectiveness and inform future program development.

To better understand and support diversity within the NSERC CREATE program, VPCEI staff administered self-identification questionnaires to all applicants and participants. The collected data was carefully cleaned and securely stored to maintain confidentiality and data integrity. Analysis of this information helps inform equity, diversity, and inclusion initiatives and shapes program strategies to foster a more inclusive research community.

Since 1999, [the Student Applicant Equity Census](#) has been administered to all students applying to undergraduate and graduate programs at Queen's University. The university has broadened the

scope of the Census over the years. In 2007, the Faculty of Law and Faculty of Education were incorporated into the process. Now, applicants to all programs at Queen's receive the same Census. The Census asks applicants to voluntarily indicate whether they identify as an Indigenous person, a person with a disability, and/or a racialized person. It also seeks to determine the overall economic makeup of applicants by asking for information on gross family income, the level of parental education and the size of the applicant's hometown. Responses are not used in the admission selection process; rather, the collected information is utilized for planning purposes in the pursuit of educational equity.

From its inception, the census has been coordinated by both the Human Rights and Equity Office and the Office of the University Registrar. In October 2024, the Human Rights and Equity Office and the Office of the VPCEI took over responsibilities held by the Office of the University Registrar to create and administer the surveys.

The process began by reaching out to faculty representatives from all units to obtain lists of applicants. These lists were then imported into Qualtrics, enabling targeted distribution of the self-identification survey invitations. To maximize response rates, there were three reminder emails sent prior to the survey's closing date. Upon survey completion, the survey results were shared with the Institutional Research and Planning (IRP) team, who maintain the student applicant census dashboard to support ongoing analysis and reporting.

### **Compliance Monitoring and Reporting**

Another key area has been monitoring and reporting on compliance with the [Queen's Equity Appointments Process \(QEAP\)](#) and other mandatory requirements, such as the [JCAA Compliance Report](#). Analysis of faculty hires ensures the university is adhering to Collective Agreement guidelines, thereby upholding the commitment to fair and transparent hiring practices.

In 2024, 597 faculty hires were recorded in QEAP. Regarding staff hires, the Office of the VPCEI imported over 400 CareerQ competitions to the QEAP Application, which signifies increased engagement with the Employment Equity process for Staff.

### **Employee Engagement Survey Data**

Using data from the 2022-23 Employee Engagement Survey, the office developed detailed internal reports further analyzing responses from faculty and staff who self-identify as members of equity-deserving groups, including women, racialized persons, persons with disabilities, and Indigenous peoples. These reports involved segmenting the data to highlight group-specific trends and insights, providing the institution with valuable information to guide targeted equity, diversity, and inclusion initiatives and enhance workplace engagement strategies.

### **I-EDIAA Training Data Report 2019 – 2023**

At the request of the Human Rights and Equity Office, the VPCEI staff conducted a comprehensive analysis and cleaning of the I-EDIAA training data spanning from 2019 to 2023. This multi-year report provided detailed insights including enrolment trends, comparisons of training modalities (online versus in-person), and trainee demographics broken down by department and faculty. In addition, the report measured training intensity and analyzed participation by class and category. A thorough

training validity assessment was also performed to evaluate the completeness and quality of training records. These insights support strategic planning and continuous improvement of the institution's training programs.

### **Retention Data**

As part of its responsibilities under the University's Employment Equity Plan, the office analyzed retention rates among equity-deserving groups. A review of data from 2022 to 2024 reveals notable trends, especially in the retention of women, Indigenous Peoples, and racialized persons.

<b>Group</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>Change (2022-2024)</b>
<b>No EDG</b>	<b>89.6%</b>	86.8%	88.6%	<b>▼ 1.0%</b>
<b>Women</b>	<b>88.0%</b>	87.2%	85.9%	<b>▼ 2.1%</b>
<b>Indigenous Peoples</b>	<b>90.0%</b>	85.7%	82.8%	<b>▼ 7.2%</b>
<b>Racialized Persons</b>	<b>84.8%</b>	82.6%	84.4%	<b>▼ 0.4%</b>
<b>Persons with Disabilities</b>	<b>86.2%</b>	86.0%	82.2%	<b>▼ 4.0%</b>
<b>2SLGBTQIA+</b>	<b>83.5%</b>	85.2%	83.1%	<b>▼ 0.4%</b>
<b>Trans/Non-Binary</b>	<b>86.3%</b>	89.8%	86.7%	<b>▲ 0.4%</b>

From 2022 to 2024, Indigenous Peoples experienced the most significant decline in retention, with a 7.2% drop, the largest among all equity groups. Persons with disabilities saw the second highest decrease, with retention falling by 4.0%. In contrast, racialized persons showed signs of recovery in 2024: after a decline from 84.8% in 2022 to 82.6% in 2023, retention rose to 84.4% in 2024. Trans and non-binary employees had the strongest overall retention, with a 0.4% increase over the three-year period.

### **Cyclical Program Reviews**

Cyclical Program Reviews (CPRs) are internal evaluations of Queen's undergraduate and graduate academic programs with the objective of ensuring academic quality and integrity at Queen's University. The process is monitored through the Queen's University Quality Assurance Processes (QUQAPs), mandated by the Council of Ontario Universities (COU) in consultation with the Ministry of Training, Colleges and Universities (MTCU). Each program under review is required to map discipline-specific outcomes onto articulated Degree Level Expectations (DLEs) through the following five major components of QUQAPs: Self-Study, Evaluation (peer review) by a Review Team, Internal responses from the Unit Head(s) and appropriate Dean(s), Analysis of program review reports by the Senate CPR Committee, Provost's recommendations and plans to implement, monitor and follow-up on those recommendations.

According to Section 6 of the CPR Self-Study form entitled *Equity, Diversity and Accessibility*, all departments are required to take equity into consideration and provide information on "how the Program(s) has/have addressed the University's equity goals."

In order to assist academic units in completing the equity and diversity requirements of CPRs, the Office of the VPCEI prepares individual reports outlining the following:

1. A brief analysis of the key equity findings
2. Most underrepresented designated group rankings for faculty and staff
3. The unit's compliance with the employment equity hiring process
4. Designated group representation in appointments and hiring processes
5. Compliance with the mandatory employment equity training
6. Equity and accessibility training reports

In 2024/2025, the Office of the VPCEI provided detailed reports to the HREO for the following two (2) units: Psychology and School of Medicine. The HREO then assisted the units in providing a narrative to address the university's equity goals in accordance with Section 6.

## **Data Collection and Workforce Analysis**

Each year, the Office of the VPCEI conducts a workforce analysis to assess how well Queen's employees reflect the Canadian workforce in relation to the four designated groups.

In 2024, representation among all equity-deserving groups in faculty roles increased slightly. However, with the exception of racialized groups, equity-deserving group representation decreased slightly within staff positions.

Equity Deserving Group Profile						
Queen's Employees	2020	2021	2022	2023	2024	Canadian Workforce (2021)
Women						
Faculty	44.8%	46.5%	47.1%	48.8%	49.6%	48.2%
Staff	65.3%	64.5%	65.2%	64.9%	64.8%	
Indigenous Peoples						
Faculty	1.6%	1.5%	1.8%	1.7%	1.9%	4.1%
Staff	2.3%	2.5%	2.5%	2.7%	2.4%	
Persons with Disabilities						
Faculty	3.8%	3.7%	4.4%	4.4%	4.9%	9.1%
Staff	6.5%	6.9%	7.5%	8.4%	8.3%	
Racialized Persons						
Faculty	16.9%	18.5%	20.7%	21.3%	22.0%	26.8%
Staff	10.0%	12.6%	13.9%	15.3%	15.8%	
Totals						
Faculty	41.9%	41.1%	40.7%	42.9%	43.3%	
Staff	58.1%	58.9%	59.3%	57.1%	56.7%	

### **Federal Compliance Requirements**

In October 2024, Employment and Social Development Canada, a division of the Government of Canada, informed the university of their subsequent compliance assessment. For this subsequent assessment, Queen's was required to submit their designated group workforce data to the Labour Program by November 7, 2024.

As a result of the assessment, Queen's was found to be in compliance with the requirements of the [Federal Contractors Program](#) (FCP) under the [Employment Equity Act](#).

Based on a review of the information submitted by the Office of the VPCEI, the following recommendations were provided by the Labour Board:

- Queen's University was able to meet only 15 of the 28 goals set during their previous compliance assessment. This equals 54% of goals met, which does not meet the 80% threshold necessary to demonstrate reasonable progress. As efforts have been made towards achieving employment equity in the workplace, it is recommended that the organization continue to implement hiring practices that encourage recruitment in the four designated groups to reduce or eliminate current gaps.
- Since the highest gaps in representation are occurring for racialized groups and persons with disabilities at the professionals group level, we recommend that you put in place special measures to achieve the goals set in the current assessment and to increase the representation of these designated groups within your organization.
- Given that several gaps still remain, the organization may want to target the occupational groups where the gaps are higher, especially for racialized groups and persons with disabilities and establish recruitment goals and ways to eliminate obstacles to hiring of these designated groups in these occupations.



Under the terms of the FCP, the next assessment will be initiated on November 7, 2027. For the next assessment Queen's has identified 21 goals. The goals listed below (not in order of importance) are based on present gaps in designated group representation and are identified by [Employment Equity Occupational Groups \(EEOGs\)](#).

Equity Deserving Group	Goal #	EEOG	Representation Goal (%)	Actual Representation in 2024 (%)	Present Gap
Women	1	04	50.0%	48.3%	-7
	2	13	50.0%	38.3%	-35
	3	14	9.9%	0.0%	-1
Indigenous Peoples	4	05	4.5%	3.1%	-1
	5	09	2.8%	1.8%	-1
	6	11	4.3%	0.0%	-1
	7	13	5.0%	2.9%	-3
Racialized Groups	8	02	17.6%	11.9%	-11
	9	03	22.6%	16.8%	-117
	10	04	25.%	15.2%	-21
	11	06	17.5%	6.7%	-2
	12	09	12.8%	0.0%	-7
	13	11	8.5%	4.0%	-1
Persons with Disabilities	14	03	8.9%	7.5%	-28
	15	04	7.6%	7.1%	-1
	16	05	27.5%	12.3%	-10
	17	06	10.1%	0.0%	-2
	18	07	10.0%	8.9%	-9
	19	09	7.8%	3.5%	-2
	20	11	10.8%	8.0%	-1
	21	13	10.7%	6.8%	-8

# Equity Web Applications

## **ICOUNT Queens Census Application**

As mentioned above, Queen's is required to submit assessment reports to the [Federal Contractors Program](#). The Federal Contractors Program applies to all organizations with more than 100 employees who receive money from the Federal Government or bid on Federal contracts worth \$1 million or more. These institutions are required to maintain information on the representation of the four designated groups within their workforces in order to meet the compliance reviews conducted by the Labour Standards and Workplace Equity Division of Employment and Social Development Canada.

The Office of the VPCEI collects equity deserving group self-identification information through the ICOUNT Queen's Equity Census Application. In 2023, VPCEI staff completed a full redesign of the original 2008 application and successfully launched the new version. After a full year in use, the updated application is operating smoothly. Over the past year, staff have also focused on completing the required reporting for the Federal Contractors Program using data from the new ICOUNT system.

## **Exit Survey/Internal Transfer Application**

The Exit Survey/Internal Transfer Application was developed in 2014 to help ensure that all exiting employees have an opportunity to complete an [Exit Survey](#). In addition to the exit survey, an internal transfer survey is available for employees to complete when transferring departments. Each month, the office identifies employees who have transferred departments, using PeopleSoft HR, and shares this employee information with the HREO. The HREO then sends the transferring employee a survey. A total of 113 employees transferred departments in 2024-2025. Of the 113, 55 completed the Internal Transfer Survey. A total of 271 employees were terminated in 2024-2025. Of the 271, 27 completed the Exit survey. It is believed that the low return rate may be due to a missing alternative email field for terminated employees in PeopleSoft.

The HREO completed a report analyzing data from the Exit Surveys and Internal Transfer Surveys conducted between 2021 and 2024. This report offers a comparative analysis, key takeaways, and recommendations. The report is shared with the Faculty, Staff, Recruitment and Retention UCARE Sub-Council to support planning efforts.

## **The Queen's Equity Appointments Process (QEAP) Application**

[The Queen's Equity Appointments Process \(QEAP\) application](#) was developed in 2016 to monitor the recruitment processes for employees. It was developed with the goal of assisting departments in increasing their equity compliance and ensuring that various stages of the process are initiated at the appropriate time. In 2024-2025, 154 departments across campus used the QEAP application to monitor their employment equity processes. During the 2024-2025 year, VPCEI staff developed several new features within the QEAP Application. These included a posting exception system, automated email reminders to Employment Equity Representatives when a competition has been inactive for 30 days, and a [dynamic webpage listing current EE Representatives](#) to help hiring committees identify designated representatives across the university.

### **Renewal, Tenure, Promotion and Continuing (RTPC) Application**

The university is mandated to collect, track and report on Renewal, Tenure, Promotion and Continuing (RTPC) data as it pertains to QUFA faculty applicants. The RTPC data is used to inform the Employment Equity Representative (EE Rep) and to assist the Human Rights and Equity Office in completing their annual compliance report to the Joint Committee for the Administration of the Agreement (JCAA) and the Senior Leadership Team. In 2024, the RTPC application underwent extensive upgrades. The development of the new RTPC web application involved several key updates and enhancements to improve functionality and modernize its features. The changes aim to make the system more modern, efficient, and user-focused.

### **The Queen's Training Manager**

The Queen's Training Manager was developed in 2019 to manage online (self-paced) and in-person or virtual training sessions. The Queen's Training Manager enables the creation of new online modules and in-person or virtual workshops, automates email communication to registrants, allows units to track individual participation in education sessions, facilitates administrators in distributing registration links, and supports electronic sign-in for attendees. As of September 2024, there are 86 courses managed through the Queen's Training Manager. To date the following units are using the Queen's Training Manager: the Human Rights and Equity Office, the Centre for Teaching and Learning, Facilities, Human Resources, the Office of Indigenous Initiatives, the Office of the University Ombudsperson, the Records and Privacy Office, Student Services, Student Wellness, and the Office of the Vice-Principal Research.

### **The I-EDIAA Training Portal**

[myTraining Record](#) is a dynamic webpage populated by the Queen's Training Manager, allowing employees to review their training history and identify required Human Rights and Equity courses. In 2024, the training portal was updated to include a new section that alerts employees when courses are nearing expiration.

### **The Client Management Tool**

The Client Management Tool (CMT) was developed in 2021 to help the Human Rights and Equity Office (HREO) manage client services. The CMT allows clients to request services using an online web intake form and allows the HREO to record client data. Last year, the VPCEI staff worked primarily on updating the ability for other units in the VPCEI Portfolio to use the CMT (VPCEI staff and Ombudsperson) while continuing to maintain appropriate levels of data security. This year, VPCEI staff worked on customized reporting for each department within the Tool.

### **The Diversity and Equity Assessment and Planning (DEAP) Tool**

To achieve the goal of better understanding the working environment and climate relating to equity and diversity at the university, the Human Rights and Equity Office developed the DEAP Tool with 12 indicators of equity achievement that units can use to ensure that equity, diversity, and inclusion are embedded within all facets of their operations. The Diversity and Equity Assessment and Planning (DEAP) Tool was initially developed in 2015 to assist Academic Units to better understand the environments and climate relating to equity and diversity in their units. In 2018, the Administrative DEAP Tool was created for non-academic units. The VPCEI assisted with revising the tool in 2024/2025 creating a new branch within the DEAP Tool for Researchers.

# Equity Committees

The Vice-Principal (Culture, Equity, and Inclusion) Chairs or Co-Chairs committees and groups entrusted with establishing and nurturing an inclusive and equitable university community. These committees assist in transforming Queen's University into a space that empowers individuals to reach their full potential, while studying and working at Queen's. These committees include:

## **The University Council on Anti-Racism and Equity (UCARE)**

The University Council on Anti-Racism and Equity (UCARE) was established to coordinate, monitor, and report on the progress of university-wide initiatives to address racism and promote equity, diversity, and inclusion. The Council helps to shape the vision and strategy of the university and serves as a critical voice for diversity and inclusion at Queen's. The UCARE met three times during this period to review and discuss several key reports, including the Harassment and Discrimination Intake Annual Report, the I-EDIAA Annual Report, and the Strategic Research Plan. Members also received updates from the Yellow House, the HREO, and the Division of Student Affairs, along with presentations on the Employee Experience Survey results for racialized employees, the Education Leader in Residence project on anti-racist pedagogy, and the Bicentennial Vision.

## **I-EDIAA Practitioners Group**

The I-EDIAA Practitioners Group is an informal community of practice whose aim is to create a space for sharing initiatives, information, and resources. The I-EDIAA Practitioners Group fosters collaboration between practitioners on campus, promotes best practices, and builds capacity in I-EDIAA principles. The I-EDIAA Practitioners Group met three times during this time and discussed key I-EDIAA Initiatives across each portfolio. Here are some examples of the initiatives discussed: the revisions to the Harassment and Discrimination Policy and Procedure, Navigating Free Expression, Fostering Respect on Campus, concerns about race and racism on campus, Antisemitism and Islamophobia Education, the Re-imagining Academia Speaker Series, the Employment Equity Forum, and the Dimensions Program. Each meeting concluded with a roundtable discussion highlighting ongoing I-EDIAA efforts across the university.

## **Principal's Action Group for Gender and Sexual Diversity (PAGGAS)**

Established at the request of the Principal, the purpose of the Action Group is to initiate and support actions that will improve the climate for participation in the life of the university for all Queen's students, faculty, staff, and alumni who are part of the 2SLGBTQIA+ community or who are gender non-conforming. PAGGAS serves as a conduit for connecting ideas and proposals to the resources needed to enact them. Over the course of twelve meetings during this period, the group actively engaged in a wide range of discussions related to equity and inclusion on campus. Topics included revision of the Gender-Inclusive Washroom Policy, support to Campus Planning in updating the campus map to include the locations of gender-inclusive washrooms and changerooms, gender-affirming care resources in Student Wellness Services, the Workplace Accommodation Policy, and gender identity questions on university forms. PAGGAS also examined issues related to name changes and gender identity in Financial Services' Acquire system, student name change process in university systems, and washroom safety in Residences for gender-diverse students. Other key areas of focus included availability and wayfinding of gender-inclusive washrooms and changerooms, both generally and during convocation. A major project was hiring an intern through the Queen's Doctoral

Internship in University Administration (QDIUA) program in partnership with the Office of the VPCEI to conduct an audit and report on gender-inclusive washroom and changeroom facilities on campus. Additional discussions addressed proctor training and gender-inclusive washroom accommodations during exams, responding to issues and needs of 2SLGBTQIA+ and gender-diverse students as identified by Yellow House and SAGGAS representatives, and outreach to campus units.

### **National Day for Truth & Reconciliation Working Group**

The purpose of this working group is to put thoughtful plans and actions toward reconciliation efforts at Queen's University in a manner that engages community during the week of the National Day for Truth and Reconciliation and throughout the year. The Working Group is responsible for planning and coordinating events, initiatives, and supports commemorating the National Day for Truth and Reconciliation (NDTR) at Queen's. It develops key messages that promote learning and action around Truth and Reconciliation, working in collaboration with communication teams across the university to ensure these messages are widely shared.

The NDTR Working Group met seven times during this period and discussed several key initiatives, including the planning of an Art Exhibit in collaboration with the Agnes Etherington Art Centre and Union Gallery to highlight Indigenous perspectives and stories. The group also coordinated the Sacred Fire ceremony, organizing speakers and the Firekeeper to honour the tradition. Additionally, they managed T-shirt sales in support of Orange Shirt Day, helping to raise awareness and donations in support of the Kingston Native Centre and Language Nest. Preparations for the flag-raising ceremony of the Survivor's Flag on September 23 were also a priority, alongside the development of an educational exhibit in Mackintosh-Corry Hall to highlight resources on the painful legacy of residential schools and promote ongoing engagement with Truth and Reconciliation efforts.

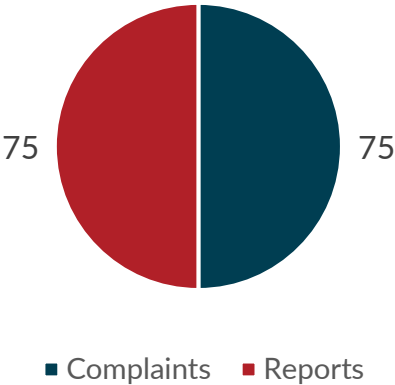
### **Queen's University Anti-Hate Advisory Group**

The Queen's University Anti-Hate Advisory Group (QUAHAG) provides broad guidance to university administration on effective approaches to hate prevention and response, in consultation with communities targeted by hate, as well as literature/research on leading and promising practices. The QUAHAG builds relationships between communities targeted by hate and university/Kingston community partners involved in the provision of services related to hate-incident response, communication services, safety, health, and wellbeing supports. The QUAHAG does not respond directly to emergencies; however, the QUAHAG's Community Support Subcommittee may liaise with the university's hate emergency systems to ensure that culturally sensitive and trauma-informed services for victimized individuals and communities are in place and that institutional support is appropriately communicated.

The group met three times during this period to discuss several key topics that include metrics from the Anti-Hate Campaign, the Minister of Colleges and Universities' Directive on anti-hate and anti-racism, and the 2023–2024 harassment and discrimination intake data. QUAHAG also received updates on the recommendations from the Campus Safety and Emergency Services (CSES) Report and reviewed proposed updates to the Harassment and Discrimination Policy. Additional discussions focused on the development of a bystander campaign and the current hate incident response process.

**Harassment and Discrimination Intake Assessment Team**

The Harassment and Discrimination Assessment Team, chaired by the VPCEI, meets weekly to review submissions made through the Harassment and Discrimination Policy and to determine if the complaints/reports meet the bar for investigation. From September 1, 2024 to August 31, 2025, there were 150 reports/complaints submitted through the H&D Policy. The annual Harassment and Discrimination Intake report can be found here: [H&D Intake Report](#)



**Other Committees**

Members of the Office of the VPCEI are often invited to take an active role on other Committees on and off campus, including: the Anti-Racism Task Force (City of Kingston), Campus Planning Advisory Committee, Freedom of Information and Protection of Privacy Act Group, Data Sharing and Access Sub-Committee, FSSRS UCARE Sub-Council, PSE ASI Assessment, Curriculum, & Instruction Working Group, ERG Recommendations Working Group, VPFA Shared Services Forum, Queen’s Renew Project, University Culture Committee, Data Trusteeship Committee, Group, Global Engagement Working Group, Campus Disruption/Incident Group, Kingston Immigration Partnership Steering Committee, Indigenous Oversight Committee, Scarborough Charter Steering Committee, Anti-Hate Policy and Procedures Sub-committee, the U15 German Canadian Exchange Planning Group, Commitment Scholars Awards, Indigenous Council, Space Booking Group, Academic Accommodations Interim Working Group, and the I-EDIAA Strategic Communications Working Group.



# VPCEI Initiatives

---

## Support for Employee Resource Groups

Employee Resource Groups (ERGs) help create an inclusive workplace by giving equity-deserving groups a formal structure within an organization to support their unique needs. ERGs contribute to community building within organizations and provide an avenue for all employees to learn more about diverse groups. ERGs provide professional development opportunities to develop skills such as project management, budget development, public speaking and committee organization which are directly transferable to the workplace.

Throughout the 2024-2025 year, the Office of the VPCEI staff assisted ERGs with scheduling events, coordinating storage space and assisting with financial management. VPCEI staff also assisted ERG leads with website development and revisions as well as event promotion. A few highlights were:

- Centralizing ERG funding under the Office of the VPCEI
- Working with QMVN and QUMIN on website development
- Creating the ERG Collective TEAMS Channel
- Providing an ERG information table at the New Faculty Orientation and the Principal's BBQ
- Working closely with the ERG Recommendations Working Group on finalizing the ERG Release Time Policy
- Creating an onboarding email template for new ERGs

## Antisemitism and Islamophobia Training for Leaders

As part of the university's ongoing efforts to provide an inclusive campus for all Queen's community members, including those in the Jewish and Muslim communities, the Office of the Vice-Principal (Culture, Equity, and Inclusion) offered an antisemitism workshop entitled **Developing an Intersectional Lens for Dismantling Antisemitism and Upholding Equity and Justice on Campus** and an Islamophobia session entitled **A Teachable Moment on Islamophobia**.

These in-person sessions provided senior leaders, administrators, and frontline employees responsible for responding to concerns an invaluable opportunity to deepen their understanding and equip them with strategies to foster a more inclusive environment. A total of 51 senior leaders participated in the Islamophobia training, while 63 attended the Dismantling Antisemitism workshop.

### **I-EDIAA Funding and VPCEI Budget Requirement**

Queen's University strives to create an inclusive and welcoming environment in which diversity is valued and celebrated by all members of the campus community. The **Inclusive Community Fund** was established in 2018 to further these goals by providing financial support to host programs, events, initiatives, or projects that serve to promote a more inter-culturally informed, tolerant, and inclusive campus community. Established by a \$50,000 annual contribution from the Office of the Vice-Principal (Culture, Equity, and Inclusion), the fund is available to any Queen's student or employee.

The **Black Student Initiative Fund** was created to support Black student-led events, programs, initiatives, and projects on campus through the existing Inclusive Queen's Community Fund process. Additionally, the Office of the Principal and Vice-Chancellor has committed an additional \$25,000 every year to the fund, bringing the annual total to \$75,000.

During the 2024/2025-year, staff in the Office of the VPCEI reviewed and streamlined the funding request process. The updated VPCEI funding request form now consolidates all three types of requests submitted to the office: the Inclusive Community Fund, the Black Student Initiative Fund, and funding requests from Employee Resource Groups.

From May 2024 to April 2025, there were 21 requests for funding through the ICF, five requests through the BSIF, and two requests from Employee Resource Groups. The following initiatives were funded through the ICF:

The Teaching Development Conference, the Ban Righ Centre 50<sup>th</sup> Anniversary Celebration, for Health, Beyond Words, Paint by Numbers, Revved up, Black Histories and Futures month Opening Ceremonies, the Malcolm Peat Lectureship, QUMSA 2025 Ramadan Iftar, Queen's Research Mentorship program, Lunar New year, Pride at Queen's, Honouring the Word Warriors and Black Studies Summer Seminar Series.

The Office of the VPCEI has been actively managing its financial responsibilities across several key areas. This includes finalizing templates and meeting with departments that report directly to the VPCEI to develop 2024–25 projections, with regular check-ins to update financial forecasts. A consolidated three-year budget and narrative were also developed for the VPCEI portfolio, with input and support provided to individual units. Updates to the 2024–25 financial projections — comparing budgeted versus actual figures, were compiled for submission to the Board, with final versions expected by mid-March. In parallel, preparations have begun for the 2025–26 budget cycle, which will incorporate revised salary forecasts.

The VPCEI team has also been engaged in managing internal and external funding initiatives. This includes collaborating with OII to prepare interim and mid-year reports for the Indigenous Student Success Fund (ISSF), drawing on contributions from campus partners in Engineering, Education, Health Sciences, and Four Directions Indigenous Student Centre. Additionally, financial tracking related to Complaints and Investigations continued.

## **Employee Relocation**

The Office of the VPCEI has played an active role in supporting employee relocation, particularly for incoming faculty, staff, postdocs, and senior leaders. This has involved apartment viewings, real estate tours, rental searches, and logistical support such as airport transportation and spousal employment referrals. Support was also provided for housing, banking, driver's license and vehicle registration, tax and accounting resources, neighbourhood information and general settlement in Kingston. Faculty candidates visiting from out of town were also provided with campus tours and housing information to help familiarize them with the community.

The team collaborated closely with internal and external partners to deliver a seamless relocation experience. Regular meetings with the University's Immigration Consultant, helped coordinate communication strategies and enhance immigration support services. Information materials, including slide decks about the services available, were developed for HR and staffing officers. These presentations highlighted the immigration and settlement services available to new hires, including those with expiring post-graduation work permits.

A new website providing extensive information and resources for immigration and relocation support services was launched in September 2024: [Employee Immigration and Relocation Support](#). Ongoing support has extended to new employees across multiple faculties and departments, including Education, Health Sciences, the Faculty of Law, ARC, the Faculty of Arts and Science, Smith Engineering and Smith Business, and Mining Engineering. By actively responding to inquiries and collaborating with external institutions, the Office continues to refine and strengthen its relocation support services to ensure new employees feel welcomed and well-supported in their transition to Queen's and Kingston.

Relocation Service Components	Number of Clients
Immigration and Settlement Services	9
Moving Services	6
Housing	17
Healthcare	9
Childcare	3
Schools and Neighbourhoods	3
Employment Support for Spouse/Partner	10
Driver's License/Vehicle Registration & Banking	5
Faith and Cultural Communities	1
City of Kingston Information	5
Other Topic*	18

\* Additional relocation support included topics such as summer camps, making connections in Kingston community, mortgage loans and legal advice, public library access, activities for kids, language classes, telecommunications, and police check information.

### **Employee Onboarding and Recruitment**

The VPCEI staff is contributing to and supporting the Human Resource team in developing new programming and tools to revise and revitalize the New Hire Orientation and Onboarding for new employees.

In collaboration with the Human Resources Manager, Talent Requisition, the VPCEI staff represented Queen's University at the April 9 KEYS Employment Services Annual Job Fair, which had more than 2,300 keen job seekers in attendance. The VPCEI coordinated the Queen's representation at the inaugural Welcome to Kingston event in October, hosted by the City of Kingston to welcome newcomers and their families to the Kingston community.

### **Reimagining Academic Speaker Series**

The Office of the VPCEI hosted a five-part virtual speaker series titled “Re-Imagining Academia” to explore critical issues related to Indigenization, Equity, Diversity, Inclusion, Accessibility, and Anti-Racism (I-EDIAA) in Canadian higher education. The series aimed to amplify underrepresented voices, challenge institutional norms, and propose transformative practices through public dialogue and education

The Speaker Series featured five engaging sessions led by scholars from Queen's University and beyond, each addressing critical themes related to equity, inclusion, and student success. Dr. Carl James opened the series by highlighting the need for systemic policies to support Black students beyond admission. Dr. Mark Green followed with a powerful call to move past performative gestures and authentically center Indigenous knowledge. Dr. Jay Dolmage examined accessibility in academia, challenging institutions to broaden their definitions of equity. In the fourth session, Dr. Arunima Khanna explored culturally informed mental health strategies for marginalized students with intersecting identities. The series concluded with Dr. Andrew Campbell's session on affirming and supporting 2SLGBTQIA+ students in higher education. Collectively, the series attracted strong attendance and fostered meaningful dialogue on creating more inclusive academic environments.

Recordings of each session are available on the Re-Imagining Academia webpage, hosted by the Office of the Vice-Principal (Culture, Equity and Inclusion):

<https://www.queensu.ca/vpcei/initiatives/re-imagining-academia-speaker-series>

# Communications

The Office of the VPCEI has played a critical role in communications of various forms by liaising with leadership, multiple units and individuals across Queen's University.

## **Gazette Articles**

The following Gazette articles were published this academic year by the Office of the VPCEI:

May 2, 2024: [Kanonhsyonne \(Janice Hill\) receives Indspire Award for Education](#)

June 6, 2024: [Celebrating inclusion and mapping out the future of diversity at Queen's](#)

June 20, 2024: [Kanonhsyonne \(Janice Hill\) retires after three decades at Queen's](#)

September 6, 2024: [September events recognizing National Day for Truth and Reconciliation](#)

September 26, 2024: [Queen's raises Survivors' Flag](#)

September 27, 2024: [Queen's hosting sacred fire on National Day for Truth and Reconciliation](#)

October 4, 2024: [National Day for Truth and Reconciliation events culminate with Sacred Fire](#)

October 23, 2024: [Norma Barrett takes on role as University Ombudsperson](#)

January 30, 2025: [Black Histories and Futures Month 2025](#)

April 30, 2025: [Restoring joy through Black Swims](#)

## **Website updates**

Significant website updates and maintenance have supported the promotion and accessibility of key equity-focused initiatives. The Inclusive Queen's website saw continued development, including updates to the Culture section to better reflect ongoing progress and commitments. New content was added to the General Support and Advocacy Resources pages, offering centralized access to services for students, staff, and faculty. Dedicated pages were created or refreshed for the Black Student Initiative Fund and Global Connect, helping to highlight opportunities and engagement for Black and international communities at Queen's. The Speaker Series was also featured with updated session details to encourage participation and share recordings. In addition, updates to the BHFM (Black History and Futures Month) page ensured timely communication about events, resources, and initiatives taking place across campus.

## **Anti-Hate Campaign**

The [Together Against Hate](#) campaign highlighted important resources and supports available for Queen's community members should they experience or witness hate, harassment, or discrimination. The Office of the VPCEI and University Relations developed the Together Against Hate Campaign with crucial input from student groups, faculty and staff to ensure it resonates with its intended audiences. The Alma Mater Society (AMS) Executive and Social Issues Committee, Hillel Queen's, and the Queen's University Muslim Students Association provided key feedback, while staff from the [Human Rights and Equity Office](#), the Queen's Anti-hate Advisory Group, and university faculty and staff contributed their expertise.

# Conclusion

Looking forward, the Office of the VPCEI remains unwavering in its commitment to ongoing innovation, transparency, and collaborative action. Central to this work is our dedication to fostering a culture of belonging. Creating a campus environment where every individual is not only included but genuinely valued, seen, and heard. We recognize that true inclusion goes beyond policy and requires creating spaces and places where diverse voices are actively listened to and where everyone feels empowered to bring their full identity to the community.

To this end, we remain deeply committed to supporting and promoting the vital work of the Human Rights and Equity Office, the Office of Indigenous Initiatives, the Office of Complaints and Investigations, and the Office of the University Ombudsperson. These offices play an essential role in upholding rights, fostering equitable practices, addressing concerns, and ensuring that all members of our community have access to fair, respectful, and supportive resources. Their efforts are foundational to building trust and accountability across campus.

The pursuit of a more inclusive Queen's University is a shared responsibility, demanding continuous engagement and heartfelt commitment from all members of our community. By upholding our values and embracing the principles of I-EDIAA, we are building a university culture where all can thrive and contribute their fullest potential. This report reflects the progress made and points to the important work ahead as we strive together to shape a welcoming, equitable, and vibrant future, one in which belonging is the foundation of who we are.

