



Annual Report
2023-24

Indigenization - Equity, Diversity, Inclusion, Accessibility, and Anti-Racism



Contents

Message from the Vice-Principal (Culture, Equity, and Inclusion)

3

Introduction

4

Queen's by the Numbers

6

Highlights of 2023-24 Campus Community Initiatives

14

Embedding I-EDIAA in Academic Programs

33

Enhancing I-EDIAA in Faculties and Schools

37

Message from VPCEI

Queen's University continues to strengthen its commitment to fostering inclusive excellence and community through dedicated equity efforts which play a crucial role in advancing the university's Indigenization – Equity, Diversity, Inclusion, Accessibility and Anti-Racism (I-EDIAA) objectives. The initiatives highlighted in this report reflect the efforts of many dedicated people throughout the university to continuous progress.

One notable effort is the recent opening of the Outdoor Indigenous Gathering Space, which is an essential part of Queen's commitment to truth and reconciliation and a visible reminder of our collective obligations. The structure, which provides a dedicated place for ceremony, learning, and reflection, was designed using inspiration from traditional Anishinaabe wigwams.

The university continues to make significant strides in the recruitment of students, staff, and faculty from equity-deserving communities. For instance, the Access and Inclusion team in Undergraduate Admission and Recruitment increased its outreach to prospective students from under-represented communities by 80 percent.

Additionally, an Immigration Consultant was appointed to help facilitate the recruitment of international faculty and staff.

Recruitment of a diverse community of learners and workers must be combined with proper supports and resources. This critical element ensures an environment conducive to thriving.

Policy enhancements, such as the I-EDIAA Concerns, Suggestions, Complaints and Reporting Policy approved by the Advancement Leadership Team (ALT), provides resources for staff who wish to voice concerns, make suggestions, file complaints, or report incidents related to I-EDIAA matters.

As the university welcomes an increasing number of students with accessibility needs, Student Wellness Services is one of several units providing necessary supports. The disability accommodations intake process is now streamlined, which makes finalizing accommodation needs prior to the start of the academic term easier and faster for new students.

Fostering an environment that is welcoming to people of diverse backgrounds is a shared responsibility. It cannot be the work of a single unit, individual, or program. We all must contribute to dismantling systems that are inherently inequitable to groups and individuals which, historically and presently, consciously and inadvertently, have been excluded from the life and work of our institution. Together we can bring the ideals of I-EDIAA to life, recognizing everyone has value and deserves the opportunity to thrive at Queen's.

My sincere gratitude to everyone who plays a role in supporting and championing equity across the Queen's community.

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



Additional information on Queen's I-EDIAA resources

- [Office of the Vice-Principal \(Culture, Equity, and Inclusion\)](#)
- [I-EDIAA & VPCEI annual reports](#)
- [Human Rights and Equity Office I-EDIAA New Achievements and Contributions](#)
- [Truth and Reconciliation Commission Task Force annual reports](#)

Introduction

The many institutional efforts and initiatives conducted within the sphere of equity, diversity, and inclusion at the university go well beyond a simple label. Describing this work, and its many layers, is not easy and often does not reflect the true breadth of the changes and accomplishments taking place. It is also clear there is always more to be done. To better assess our progress and what remains to be addressed, it is important we capture and celebrate the efforts of departments across the university with respect to equity and inclusion.

The term Indigenization – Equity, Diversity, Inclusion, Accessibility, and Anti-Racism (I-EDIAA), has been used in this report to encapsulate the university's aspirations and efforts in this area. I-EDIAA is a reminder that the Queen's community comprises many individuals – students, faculty, staff, and alumni – with diverse and distinctive backgrounds.

It reflects our unique history and underscores areas where work is needed to ensure proper support systems are in place for everyone to thrive at Queen's.

Furthering the university's mission of advancing I-EDIAA, the Office of the Vice-Principal (Culture, Equity, and Inclusion) was established June 1, 2023. Among the Office of VPCEI's many important responsibilities are enhancing the university's commitment to ensuring a workplace culture that truly welcomes and celebrates diversity and inclusion. Additionally, the office has been established to support the university in ensuring we live our values and that our human resources, organizational structure, processes, and culture are properly aligned to fulfill our mission.

Led by Stephanie Simpson, the Office of the VPCEI oversees the work of the Human Rights and Equity Office, Office of the University Ombudsperson, Office of Indigenous Initiatives, and the newly created Office of Complaints and Investigations.

The I-EDIAA Annual Report serves to highlight I-EDIAA endeavors across the Queen's University community and is not a comprehensive document. 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.

A note about "I-EDIAA"

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

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

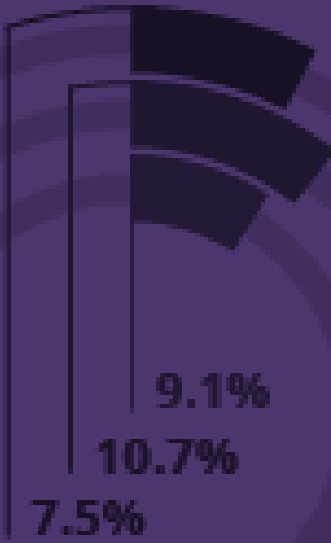
Addressing ongoing and longstanding community concerns about the persistent invisibility of disabled people and voices within equity, diversity, and inclusion work.

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.



25.4%
13.7%



Queen's by the Numbers

Faculty

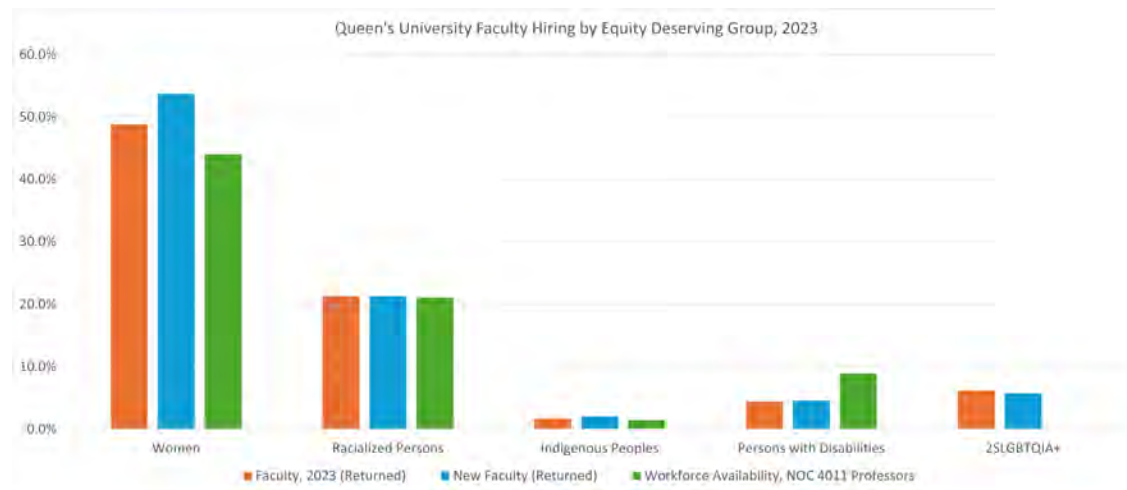
Queen's University Faculty Hiring By Equity-Deserving Group, 2023

The graphs include representation rates for Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians, and Archivists.

Response Rate: Approximately 79.2 (64.7 for new faculty hires)

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

Reporting Period: January-December 2023



Faculty

Representation Rates for Racialized Faculty at Queen's, 2023

The graphs include representation rates for Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians, and Archivists.

Response Rate: Approximately 79.2 (64.7 for new faculty hires)

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

Reporting Period: January-December 2023



Staff

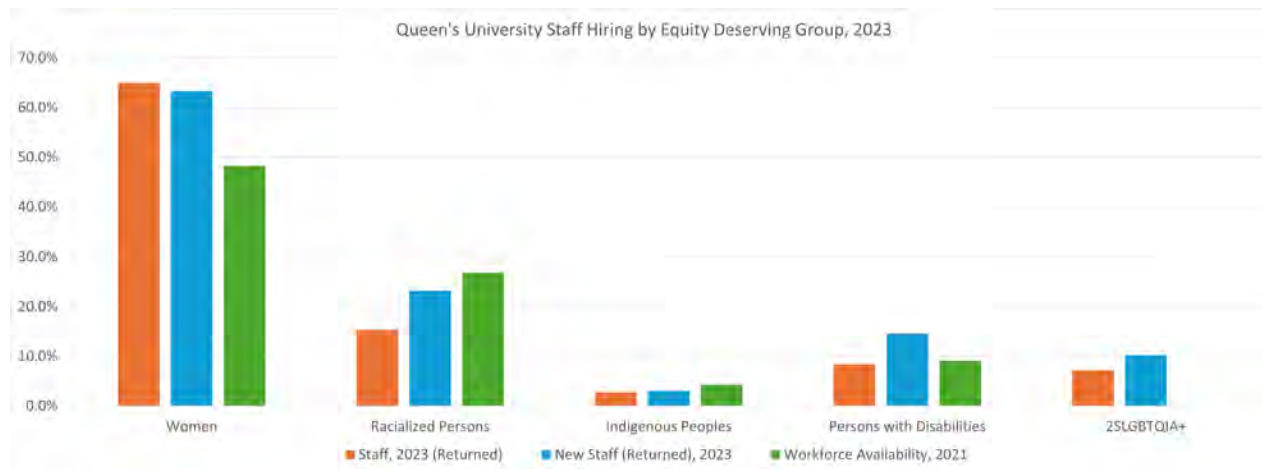
Queen's University Staff Hiring By Equity-Deserving Group, 2023

The graph includes representation rates for Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

Response Rate: Approximately 91.4 (80.0 for new staff hires)

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

Reporting Period: January-December 2023



Staff

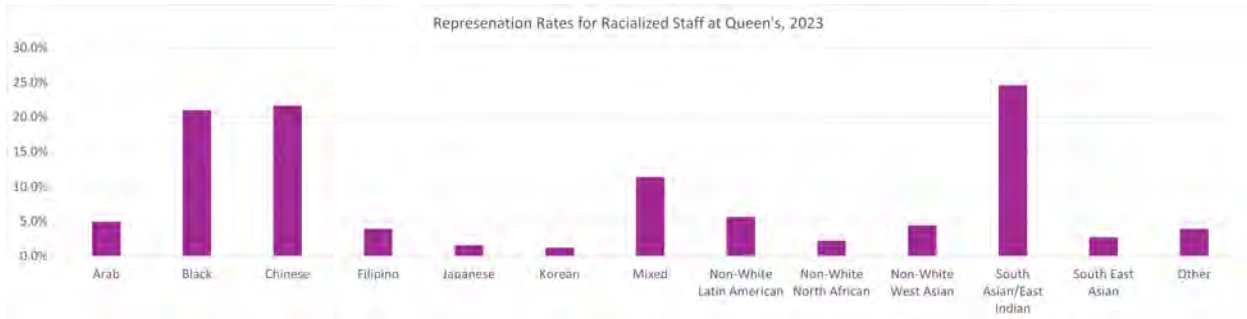
Representation Rates for Racialized Staff at Queen's, 2023

The graph includes representation rates for Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

Response Rate: Approximately 91.4 (80.0 for new staff hires)

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

Reporting Period: January-December 2023



Students

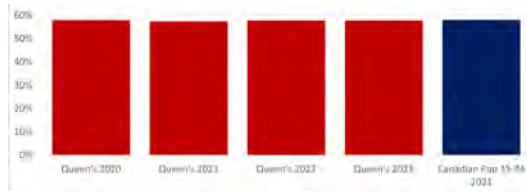
Student Representation Rates for Queen's 2023 (via self-identification) Compared to Canadian Population, age 15-24

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

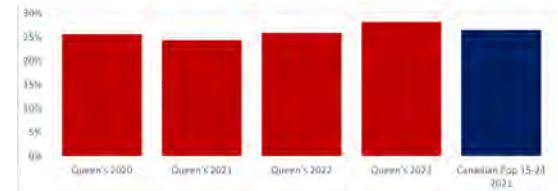
Response Rates: 49.5-50.0, Women 100%

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 (CGPS), Ontario Universities' Application Centre (OUAC). Canadian Population Rates: Statistics Canada 2021 Census and Canadian Survey on Disability.

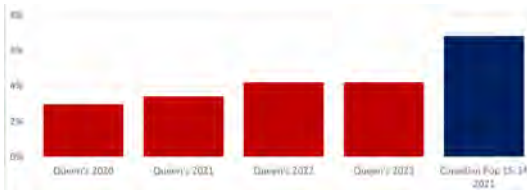
Women



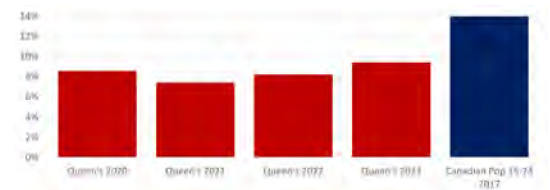
Visible Minority



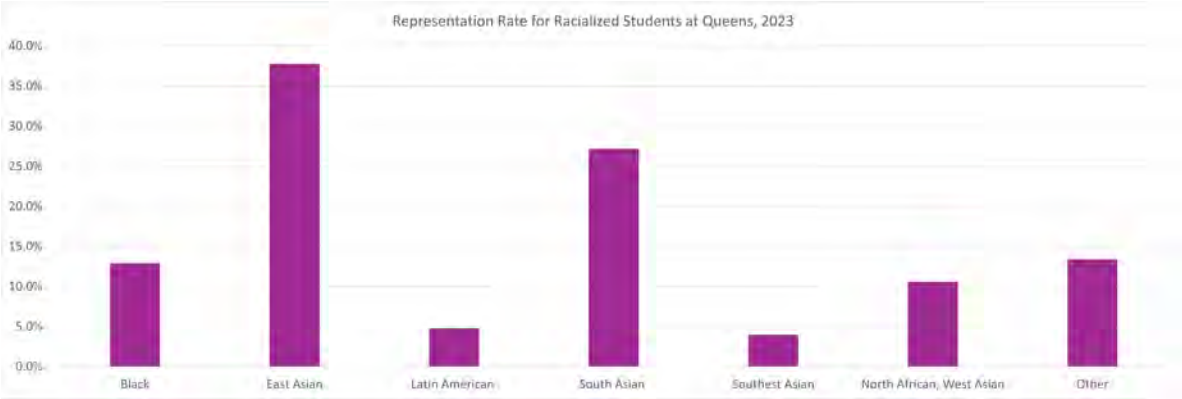
Indigenous Persons



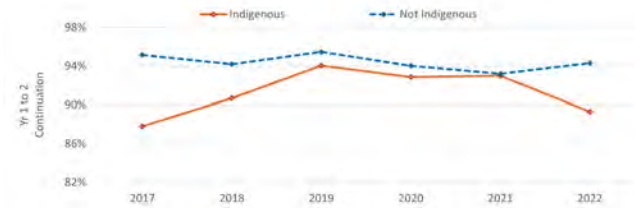
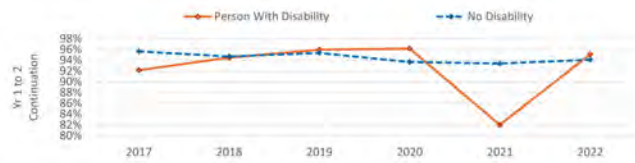
Persons with Disability



**Student
Representation
Rates within
Racialized
Persons Category,
2023**



Year 1 to Year 2 Student Retention Rates





Highlights

of Queen's 2023-24 I-EDIAA
Campus Community Initiatives

Career Gateway Program



Photo provided by the Queen's School of English

Members of Cohort 2 along with several members of Cohort 1 celebrate graduating from the Queen's Career Gateway Program.

The third cohort of the three-year pilot for the [Queen's Career Gateway Program](#) is underway. The QCGP is the first of its kind in the Canadian higher education sector and is led by the Office of the Vice-Principal (Finance and Administration) in partnership with Queen's School of English, Human Resources, the Human Rights and Equity Office, and Facilities and Residences.

The program creates employment pathways and learning opportunities for newcomers to Canada, refugees, and those from equity-deserving groups with limited English language skills. The newest cohort welcomed nine participants – four in Facilities and five in Residences.


Gateway English Conversation Buddy Program

In response to the urgency and strong interest of Gateway graduates to continue English conversation opportunities and build a sense of community, a new, short-term buddy initiative was co-created by staff from the Office of the Vice-Principal (Finance and Administration) and the Human Rights and Equity Office. The program kicked off in June 2024 under the auspices of the Queen's Global Connect (QGC), an ERG for international employees. Nine buddy pairs were matched and are meeting regularly as part of this initiative.

Expanding Outreach to Under-Represented Communities

In 2023-24, the Access and Inclusion team in Undergraduate Admission and Recruitment, Student Affairs significantly increased its reach and impact, interacting with over 9,000 prospective equity-deserving and first-generation applicants, an 80 percent increase over the previous year.

The dedicated staff and 20 peer Equity Ambassadors ran 400 workshops, a 95 percent increase. The most requested presentations were Ontario Student Assistance Program (OSAP) and Financing Your Education, Navigating the Ontario University Application Centre (OUAC) Application Process, and Post-Secondary 101: College and University.



The team also welcomed 200 prospective students from the GTA to Fall Preview, and 200 students and family members to March Break Open House, on a day-long organized bus trip to campus.

The Access and Inclusion team provided 200+ hours in individualized support to equity-deserving applicants to Queen's; the most common topics of discussion were course selection, program selection, and academic requirements (averages and grades).

Undergraduate Admission and Recruitment

Boosting Services for Students with Disabilities

Student Wellness Services in Student Affairs provides support to thousands of students at Queen's each year, including an increasing number of students with disabilities who are registered with Queen's Student Accessibility Services (QSAS) to secure individualized academic accommodations based on documentation. QSAS staff work with campus partners, and with the students, to help remove disability-related academic barriers.



In 2023-24, QSAS implemented several new initiatives to enhance student support

Accessibility advisors are now portfolio-based by faculty or discipline to enhance collaborations with faculty members, faculty offices, and embedded counsellors in faculties and schools.

A streamlined intake process makes it easier and faster for new students to finalize their accommodations before the start of the academic term.

Daily drop-in appointments provide students immediate access to an advisor to get quick questions answered.

QSAS also released an online [Student Intake Guide](#) - an all-in-one resource that introduces QSAS, its team, services and supports, and provides detailed information on processes and documentation requirements.

Student Wellness Services

Outdoor Indigenous Gathering Space



"There are so many teachings embedded in our pre-contact architectural forms that we tried to bring into the space, and I hope that is of use to anyone who teaches, learns, or shares knowledge here. It is so rare for institutions to have spaces like this that are usable spaces that are outdoors and connected to the land. These places are really powerful."

- Eladia Smoke

Smoke Architecture

Inspired by traditional Anishinaabe wigwams, [the new space](#), which opened in fall 2023 near the south end of Tindall Field, is an important place of ceremony, learning, and reflection for the Queen's community. Funded by a donation from Bader Philanthropies, Inc. – long-time supporters and donors to Queen's, as well as funding from the Office of the Principal, Office of the Provost, and from the Faculty of Arts and Science.

As part of the Queen's ongoing commitment to truth and reconciliation, the structure's location was selected to work in harmony with other notable Indigenized areas of campus, including the Kanonhweratónhtshera G'di-mikwanim (The Welcoming Room) in nearby Mackintosh-Corry Hall, and new Indigenous spaces in the neighbouring Agnes Etherington Art Centre, being created as part of Agnes Reimagined. The new space joins a wider array of Indigenous spaces across campus, like the Endaayaan-Tkanónsote student residence and its outdoor courtyard Indigenous gathering space.

Confronting Past Actions



In fall 2023, members of the Queen's, Kingston, and Canadian medical communities gathered to mark the unveiling of a new Queen's Remembers plinth commemorating those impacted by a 1918 ban that prevented the admission of Black students to Queen's medical school up until 1965.

In 2019, the university moved to confront its past actions, issuing a formal apology for the racist policy in an official ceremony and committing to ongoing efforts to support Black student access to, and success in, medical professions.

"It was a great injustice that altered their futures and the course of their lives and careers. This plinth, like others on campus, enhances our understanding of the university's history for community members and visitors to campus."

- Principal and Vice-Chancellor
Patrick Deane



Immigration Consultant

In 2023, the Office of the Provost and Vice-Principal (Academic) introduced a new position critical to attracting and retaining international faculty and staff, and bringing international visitors to the university. The immigration consultant supports faculties, departments, and researchers in relocating international talent and facilitating arrangements for international visitors to Queen's.

This position leads the university's immigration processes for faculty and staff and provides expert advice to senior leadership and the university community on immigration issues. Through its various responsibilities and activities, this position works to promote a culture of inclusion, with a commitment to the university's equity, diversity and inclusion initiatives, which are designed to foster an inclusive, supportive, and welcoming work environment for all.



Immigration and Relocation Support

Together Against Hate

University Relations' Integrated Communications team collaborated with the Office of the Vice-Principal (Culture, Equity, and Inclusion) and the Human Rights and Equity Office to design an anti-hate campaign that highlights Queen's as an inclusive and safe space and raises awareness of support resources. The campaign involved student, staff, and faculty consultations in its development early in 2024 and launched in September.

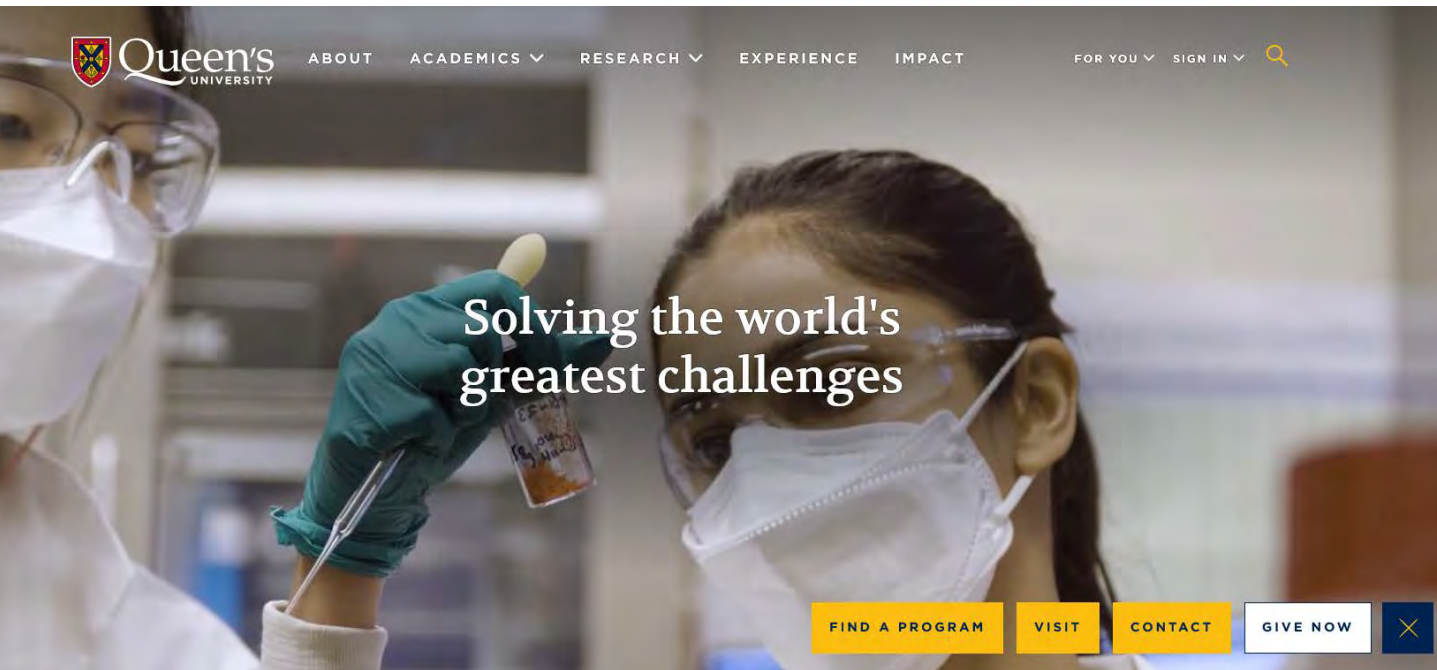


Together Against Hate

Homesite Accessibility Audit

In February 2023, the University Relations (UR) team relaunched the flagship website for the university – queensu.ca homepage – and several other sites representing the first level pages of the queensu.ca web environment. This new site replaced what was built more than a decade earlier under Web Content Accessibility Guidelines (WCAG) 2.0 Level A compliance requirements. After the relaunch, queensu.ca Siteimprove accessibility score jumped from 75.7 (out of 100) to 96.9 under WGAG 2.0 Level AA compliance standards. Through continuous improvement of the code, the site reached and maintained an accessibility score of 100.

During the fall of 2023, understanding that full compliance with accessibility standards requires more than automated testing, University Relations engaged consultants to provide an accessibility audit of the site.



Through manual auditing processes, the consultant team identified the degree to which the site complies with the AODA regulations and provided a detailed report of any deficiencies in coding and content. The University Relations Digital Strategy team then worked to address the compliance gaps. Upon a re-audit in winter 2024, confirmation was received that all UR-managed homesite pages fully conform to the WCAG 2.0 AA regulations. With the learning gained through this process, the Digital team is identifying similar issues across other University Relations websites and in the Queen's enterprise content management system, WebPublish.

Principal's Impact Courses

The [Principal's Impact Courses](#) program is part of a long-term commitment to transform curricula and enhance already-existing undergraduate courses or develop new courses that support the [Queen's Strategy](#). Proposed courses are meant to boost student learning for impact, promote student research, integrate I-EDIAA principles and practices, strengthen local and global connections, and focus on significant and urgent challenges.

Allyship and Community Engagement	Global Health Policies and Practice	Field Course in Kinesiology and Health Studies
Creating change through appropriate and meaningful partnerships for health equity, Applicant Team: Colleen Davison, Department of Public Health Sciences and Eva Purkey, Department of Family Medicine	Applicant Team: Samantha Belbin and Beth Richan, Health Sciences and Health Studies at Bader College, Kim Sears, School of Nursing, and Anita Goldschmied, Interdisciplinary Studies in Global Health and Disability at Bader College	Food as Fuel, Justice, and Revolution, Applicant: Courtney Szto, School of Kinesiology and Health Studies

In Health and Sickness	Indigenous Law in Context
How Pandemics Shaped the History of the World, Applicant: Aditi Sen, Department of History	Applicant: Lindsay Borrows, Faculty of Law

Policy Advancement

University Secretariat and Legal Counsel



Sexual Violence Policy Revisions

After detailed information sessions and the opportunity for feedback, the University Culture Committee and Board of Trustees approved revisions to the university's Sexual Violence Policy designed to ensure ongoing effective and trauma-informed responses to address sexualized violence and procedures. The Policy plays a key role in helping to foster a safe and inclusive campus community, specifically in addressing and responding to gender-based violence and sexualized violence impacting other marginalized populations.

Indigenous Council Terms of Reference

The office spent several months working with the Office of Indigenous Initiatives to rewrite the terms of reference for the Indigenous Council in 2022-23. The revised terms are designed to reflect the work and recommendations of the Truth and Reconciliation Commission of Canada Final Report (2015) and Queen's Truth & Reconciliation Task Force Final Report (2016). While the terms were discussed at the Council in 2023-24, staffing challenges in the Office of Indigenous Initiatives resulted in some delays related to their approval. The terms of reference will be presented to the Council again in fall 2024 when its updated membership meets.

Policy Analyst (Equity)

The unit's Policy Analyst (Equity), who completed a two-year term contract in February 2024, reviewed a large portion of Board and Senate policies. Policies that were reviewed through an equity lens, with I-EDIAA-related changes reviewed and approved, include the Policy on the Selection of Honorary Degree Candidates, Non-Member Participation at Senate and Senate Committee Meetings, the Board Policy on Chairs Emeritus/a and Trustees Emeritus/a, and the Board's Principal Emeritus Protocol.

[University Secretariat and Legal Counsel](#)

Queen's Advancement



Office of Advancement

The Advancement Leadership Team (ALT) approved the I-EDIAA Concerns, Suggestions, Complaints and Reporting Policy. At its core, this internal policy seeks to provide avenues for staff to voice concerns, make suggestions, file complaints, or report incidents related to I-EDIAA matters.

The Office of Advancement's Senior Advisor, I-EDIAA partnered with the Development team and the Donor Experience department to undertake two separate initiatives. The purpose of this project was to review and make recommendations to enhance external programming to ensure they are grounded in I-EDIAA principles. All recommendations were approved and will be implemented in 2024-25.

In October, the Office of Advancement along with the Office of Indigenous Initiatives wrapped up the in-person learning component of *A Mile in Their Shoes: Truth, Empathy, and Reconciliation*, which is a program for a group of 40 alumni who participated in a powerful journey of the mind and spirit to begin their own path toward Reconciliation.

Diversity Through Research

Vice-Principal Research

New Resources and Training Opportunities

- The VPR Portfolio is finalizing its “Accessibility in Research” online training series, which will equip researchers with the knowledge base necessary to incorporate accessibility considerations within their teams and at different stages of the research process.
- The McDonald Institute launched a new [EDII website](#) with information about EDII initiatives and programming. The Institute continues to expand the implementation of the [Diversity and Equity Assessment Planning \(DEAP\) Tool](#) for researchers at Queen’s and with institutional partners across Canada. Other initiatives include launching an “[Advancing EDII Fund](#)” for astroparticle physics.

New Committees and/or Working Groups

- The portfolio launched the National Day for Truth and Reconciliation (NDTR) Working Group to create strategies for engagement and education, and for actioning our commitments to reconciliation as a portfolio.
- The Payments to Indigenous Partners Working Group created recommendations to improve the payment processes to Indigenous individuals, communities and organizations, based on the environmental scan of U15 institutions.

Vice-Principal Research Portfolio:
Integrating EDII

New Strategies, Programs, Services and Practices

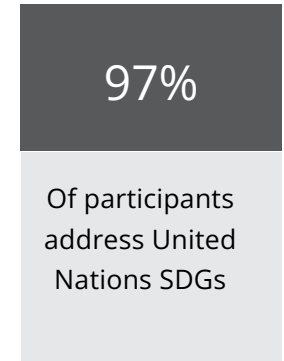
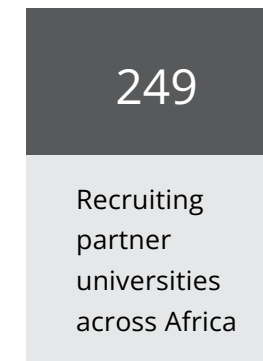
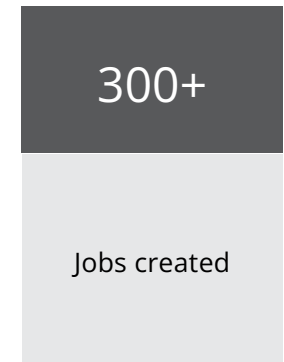
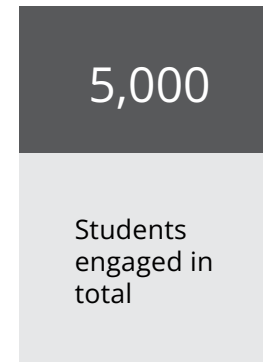
- Implemented a new process whereby researchers are encouraged to seek advice from financial services before finalizing budgets and setting plans to move funding to Indigenous partners. This will address potential barriers, improve and maintain collaborative relationships with Indigenous communities.
- Liaised with VPCEI and OII to diversify the promotion of USSRF and USRA summer research programs for undergraduate students and increase participation from equity-deserving groups. Eight Indigenous students and 12 Black students are participating in the Summer 2024 USRA program.

African Initiatives and Program Growth

The Dunin-Desphande Queen’s Innovation Centre (DDQIC) African Initiatives supports the growth of entrepreneurship across Africa, encouraging employment, innovation, and sustainable economic growth. Fellows of the Jim Leech Mastercard Foundation Fellowship on Entrepreneurship 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 more than 5,000 engaged students, 300+ mentors per year, and has created 260+ jobs in Africa.

The Jim Leech Mastercard Foundation Fellowship (JL MCF) offers a validated curriculum, resources, networking and coaching to aspiring African entrepreneurs. To date, more than \$60,000 in seed funding has been awarded to female founders. This is more than 57 per cent of the prize pool. Fifty per cent of ventures awarded funding through the JL MCF final pitch competition are women-founded. These women often become mentors for other aspiring African female entrepreneurs.

In the 2023 Triple E Awards (Entrepreneurship and Engagement Excellence Awards in Higher Education), the DDQIC was awarded first place in the People's Choice Award and second in the Global Community Engagement Initiative of the Year. The DDQIC also received the 2024 Principal's Globally Engaged Innovation Award for the integration of global perspectives in teaching and learning.



[Jim Leech Mastercard Foundation Fellowship on Entrepreneurship](#)

Expansion of Future Leaders Initiative at Queen's

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-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 six Canadian high schools, two in Vietnam, and one in Honduras, serving more than 230 student participants with minimal funding to date. DDQIC collaborates closely with Queen's Undergraduate Recruitment to identify priority regions for recruitment.

As part of FLIQ, in May 2024 the DDQIC hosted students from the John Polanyi Collegiate Institute (JPCI) in Toronto. 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 an introduction to university life talk led by Black Youth in STEM, went on a guided campus tour, participated in workshops on design thinking and the innovator's mindset, and engaged in hands-on learning at the circuit station in the Makerspace. JPCI students also dropped into a variety of student services, to learn about the support systems available at Queen's.

Youth Entrepreneurship and Innovation

Equity and Inclusion in Student Mental Health Services

Student Wellness Services (SWS) in Student Affairs secured a \$100,000 grant from the Bell Let's Talk Post-Secondary Fund that will increase mental health supports for students who identify as Queer, Trans, Black, Indigenous, or People of Colour (QTBIPOC). The grant will fund a new two-year fellowship for recently trained QTBIPOC-identifying counsellors to work in SWS, providing one-on-one appointments, walk-in counselling, and group counselling.

This fellowship program expands SWS' capacity to serve QTBIPOC students, while advancing and supporting the careers of newly trained QTBIPOC counsellors in a clinical, post-secondary setting. Counselling Fellows will gain substantial clinical experience in a supportive counselling community.

Queen's will provide the required annual hours of clinical supervision for full licensure of recently graduated counsellors, as well as administrative supervision, equipment, office space, and professional development opportunities required to maintain regulatory college membership.



Photo by James Paddle-Grant

Bell Canada's Paula White (right) presents grant to Cynthia Gibney (centre), Executive Director of Queen's Student Wellness Services (SWS), and Shannon Bovey (left), Clinical Manager, SWS.

"The goal of the new QTBIPOC Counselling Fellowship program is to increase accessibility to culturally resonant mental health services for QTBIPOC students at Queen's. By providing newly trained counsellors with post-practicum job opportunities, we're building a bridge between emerging QTBIPOC professionals and students seeking guidance from people who stand with them in significant aspects of their identity."

- Shannon Bovey, Clinical Manager, Internship Programs,
Student Wellness Services

Rethinking Museum Practices

Under the leadership of Director and Curator, Emelie Chhangur, AGNES has undergone massive transformation through Agnes Reimagined in the past three years. This shift is embodied in the design process and new structural frameworks that center decolonial, anti-racist, inclusive and accessible methodologies. This centering conditions an ecosystem of spaces and practices whose lively interconnections are set in motion through thoughtfully curated spaces, programs, exhibitions, and inclusive encounters with the Queen's community and Kingston at large, including nearby areas like Belleville, Odessa, and Prince Edward County.



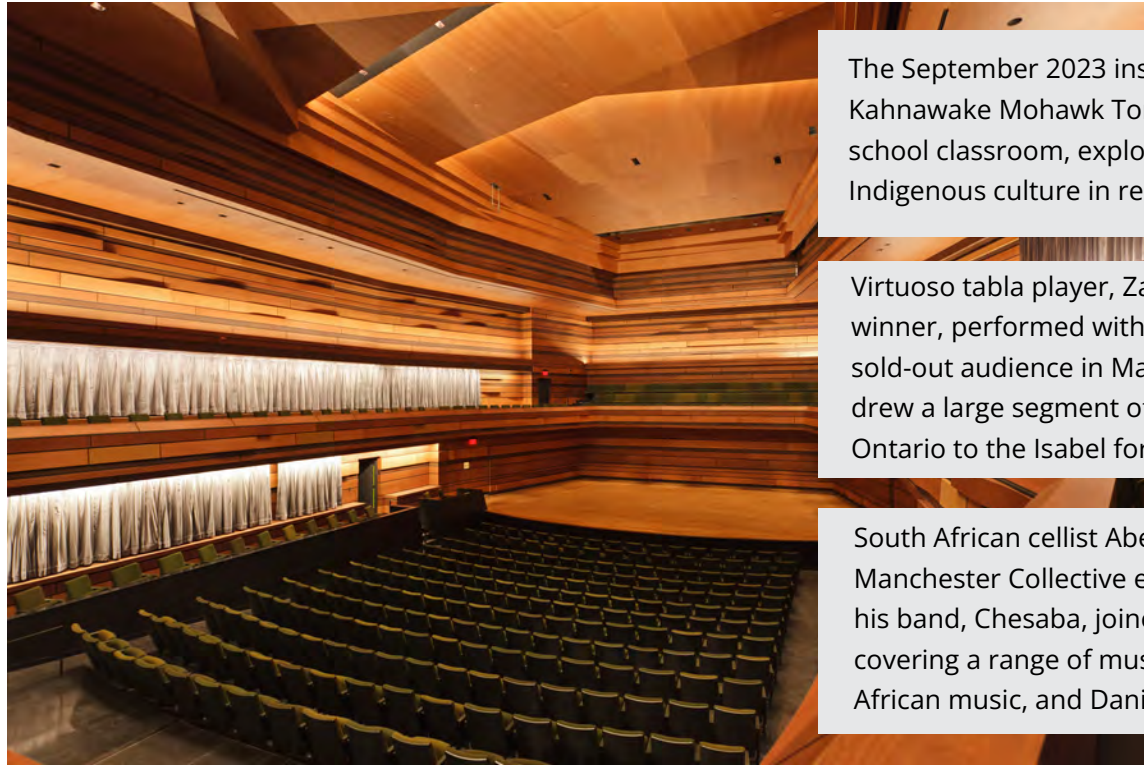
The second commissioned film in the award-winning Artists at Agnes series, [Winsom](#), was released in February 2024. This online film series spotlights the work of artists represented in AGNES' diverse collection. Ideas and stories behind the artworks unreel through informed, first-hand accounts. *Winsom*, a short documentary produced by Agnes was screened as part of Kingston Canadian Film Festival, winning the best short film award. Braden Dragomir of Untold Storytelling directed the film and worked alongside artist Dr. Winsom Winsom to explore her practice as a spiritually informed multi-media artist.

[Digital Agnes](#) kickstarted several incredible projects – in person and online – upholding I-EDIAA principles. One project, [Patterns for All Bodies \(PfAB\)](#), is led by Chief Curator, Alicia Boutilier, alongside Digital Coordinator, Danuta Sierhuis, and the collections management team at AGNES. PfAB brought to life the historical process of dress construction and self-fashioning, paying homage to the origins of the Dress Collection while animating it for the present and future. The patterns are available for free download so that any body can make the clothes, or have the clothes made for their own body. As part of PfAB, local drag artists re-envision and re-inhabit individual garments, during the opening celebration, with an iconic drag ball extravaganza. Also featured was a film screening of “Kingston is Burning” and a talk with Dr. Tommy Mayberry on hate and transphobia. Additionally, Digital Agnes started the project, [Queering the Collection](#), focusing on queer, trans, and intersex histories in AGNES' collection.

[Agnes Etherington Art Centre](#)



Isabel Bader Centre for the Performing Arts



The September 2023 installation “Faded Memories of Home” by Kahnawake Mohawk Tom Wilson, recreated a residential school classroom, exploring the systemic erasure of the Indigenous culture in residential schools.

Virtuoso tabla player, Zakir Hussain, a two-time Grammy award winner, performed with his Classical Hindustani Indian Trio to a sold-out audience in March 2024. Zakir Hussain’s performance drew a large segment of the South Asian community in Eastern Ontario to the Isabel for the first time.

South African cellist Abel Selaoe accompanied the UK Manchester Collective ensemble in April 2024. Selaoe and his band, Chesaba, joined Manchester Collective in a program covering a range of musical styles, including classical, original African music, and Danish folk songs.

Building Connections

The Director of the Isabel is working with the Jones and Jones Group, a Canadian consultant, on building connections with Black and other diverse audiences, and colleagues across the performing arts sector, with the aim of growing and diversifying our audiences. This is a strategic priority coming out of the pandemic shutdowns.

Indigenization

The Isabel’s Indigenous programming, including shows, concerts, and events, is identified as “Listenings” to reflect the importance of listening as a fundamental aspect of Indigenous ways of knowing.

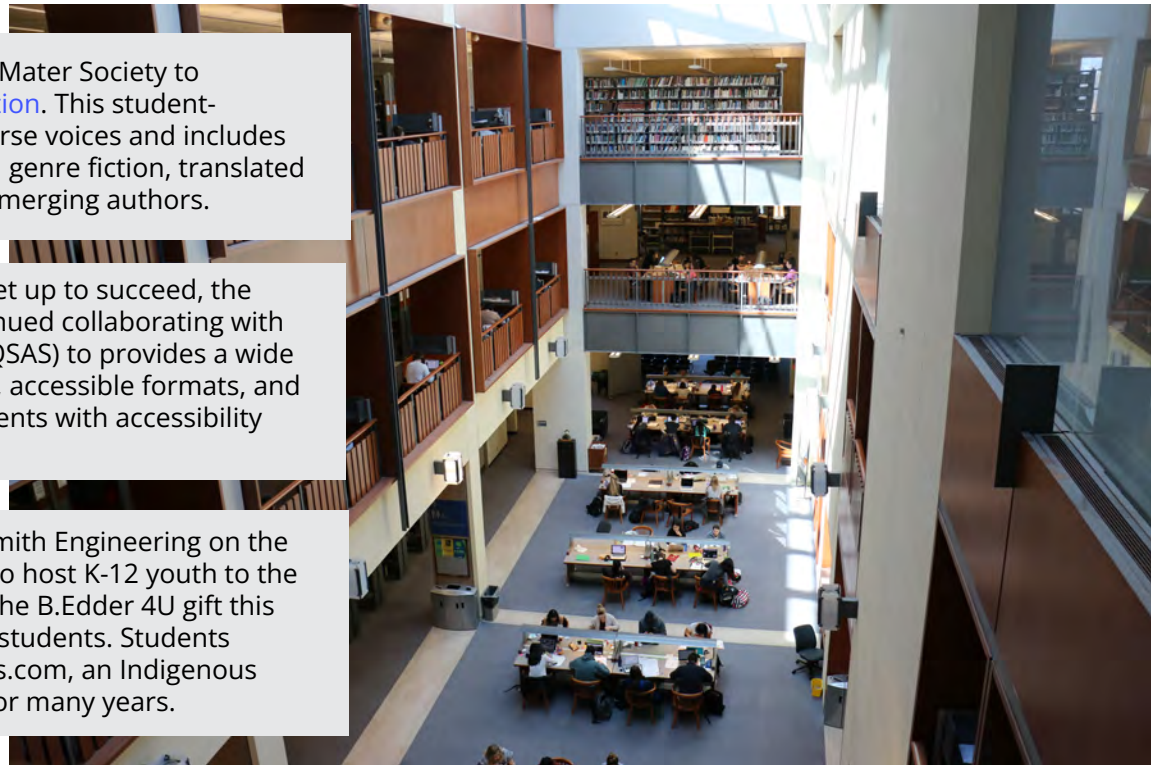
[Isabel Bader Centre for the Performing Arts: Strategic Plan](#)

University Library

Library staff collaborated with the Alma Mater Society to introduce the new [Student Reads collection](#). This student-selected fiction collection highlights diverse voices and includes contemporary and historical literary and genre fiction, translated works, classics, and books by new and emerging authors.

Ensuring students with disabilities are set up to succeed, the Adaptive Technology Centre (ATC) continued collaborating 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.

The Education Library partnered with Smith Engineering on the [Black Youth in STEM summer program](#) to host K-12 youth to the Education Library. The library received the B.Edder 4U gift this year from Year 4 Concurrent Education students. Students donated 50 new books from GoodMinds.com, an Indigenous book distributor we have worked with for many years.



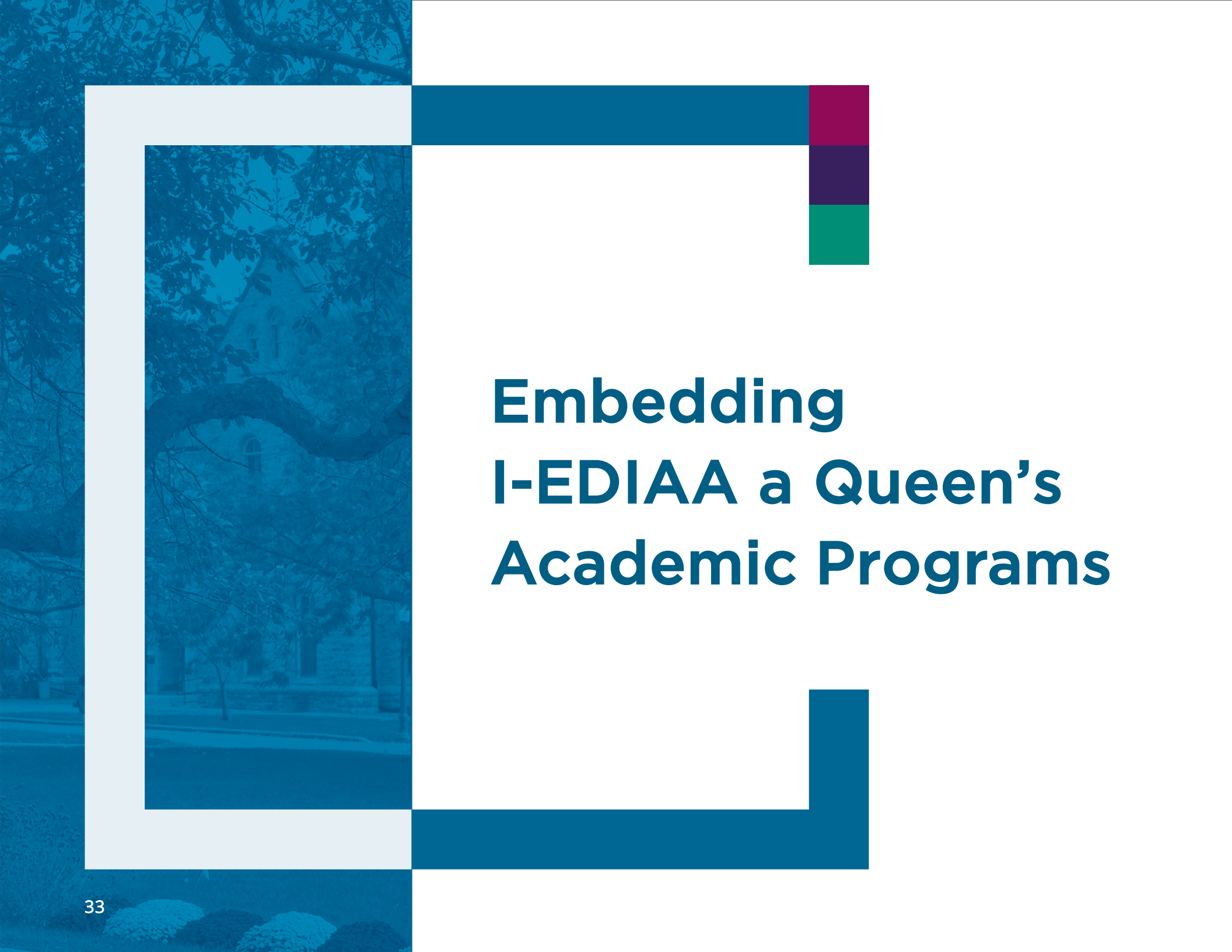
Providing Learning Opportunities

Between April and June, Stauffer Library hosted the Witness Blanket in the Fireplace Reading Room. The Witness Blanket is a powerful, large-scale art piece on loan from Canada's Museum of Human Rights that represents Indigenous resilience and symbolizes ongoing reconciliation efforts. Inspired by a traditional woven blanket, the piece is crafted from over 800 items reclaimed from residential schools, churches, government buildings, and traditional and cultural structures from across Canada.

Collections

The library continues to prioritize collecting in historically underserved areas across all faculties, and encouraging students and faculty to take an I-EDIAA lens when evaluating sources for inclusion and diverse perspectives/voices. These voices were highlighted through curating displays and [featured collections](#) for I-EDIAA days and months of significance, and subject guides on a variety of topics supporting I-EDIAA.

[Queen's University Library](#)



Embedding I-EDIAA a Queen's Academic Programs

Fulfilling I-EDIAA Goals Through Teaching and Learning

The Office of the Vice-Provost (Teaching and Learning) has made it a priority to support academic units as they reflect on how their programs fulfill I-EDIAA goals and identify areas for future improvement. Each time staff met with academic units preparing for cyclical program review, the discussion included a focus on how they are diversifying program curricula to align with the revised Degree Level Expectations. The team produced guidance documents for these units to help them evaluate their programs across a range of dimensions.



The guidance advises units on alignment of teaching and learning activities, centering on I-EDIAA goals.

It includes examples of I-EDIAA focused learning outcomes to help units develop such learning outcomes for their programs. Building on this individualized support, two workshops empowering units to meet their I-EDIAA goals were offered in collaboration with the Centre for Teaching and Learning.

Framing questions on I-EDIAA were added to the proposal template for major modifications to programs. A research project was initiated to analyze progress in Indigenization and decolonization evidenced in previous cyclical program reviews, with the goal to identify and share examples of good practice with other academic units.

Team members collaborated with partners across the institution to develop and implement key policies and programs related to advancing the aims of I-EDIAA, including the development of a Senate policy on the National Day for Truth and Reconciliation, and implementing the new Ventus accommodations management system.

Developing staff capacity

Continuing professional development focused on I-EDIAA was also undertaken within the unit as staff participated in several I-EDIAA focused trainings including, Positive Space, the Elder Lunch & Learn sessions, and facilitated sessions for the members of the Senate Committee on Academic Development and Procedures on I-EDIAA in governance.

Organizational Culture



Centre for Teaching and Learning: I-EDIAA

The Centre for Teaching and Learning serves on over 50 committees and working groups and engages in research at the university, provincially, and nationally including:

- Scarborough Charter: Teaching, Learning and Student Success Subcommittee
- Council of Ontario Educational Developers Curriculum Accessibility Working Group
- Queen's Senate
- Senate Cyclical Program Review Committee
- RUG Research Project: Reaching Underrepresented Groups
- Shift Survey
- Canadian Anti-Racism Educational Developers CoP
- Indigenous Knowledges Curriculum Research Working Group
- Ventus Project Working Group
- International TA Support Working Group (informal collaboration with SGSPA, QUIC, SASS)
- Arts & Science Equity, Diversity, Indigeneity, and Inclusion Council

Embedding Indigenization-Equity, Diversity, Inclusion, Accessibility and Anti-Racism principles into the culture of Queen's is a core value of the Centre for Teaching and Learning. As we continue to work at all levels of the university with educators, learners, staff, departments, and Faculties, the CTL remains committed to continuing to enact equitable teaching excellence principles.

Scholarship of Teaching and Learning

Members of the Centre for Teaching and Learning released three publications that have I-EDIAA implications this year:

- Split-Site Course Design: A Pilot Study on Integrating Traditional and Active Learning Classrooms by Michael P. A. Murphy, Andrea Phillipson & Andrew Leger
- “Infusion rather than isolation: Integrating principles of equity, diversity, inclusion, decolonization, and Indigenization in toolkits for remote instruction during the COVID-19 pandemic” by Robin Attas, Lauren Anstey, Lindsay Brant, and Karalyn McRae
- ChatGPT? We need to talk about LLMs by Yasmine Djerbal and Rebecca Sweetman

Associate Director, Yasmine Djerbal, also co-presented (with Rebecca Sweetman, ASO) a paper on Designing an Equitable Future of Learning with Activist Multimedia at Technology and Education Seminar and Showcase (TESS) 2022: The Hybrid Experience, which focused on the newly developed training curriculum called “Activist Design in Educational Multimedia.”

Members of the CTL also engaged in ongoing research throughout the university including participating in the RUG Research Project: Reaching Underrepresented Groups, Open Education Resource Committee (OER), Wholistic Curriculum Design and more.





Enhancing

Indigenization - Equity,
Diversity, Inclusion,
Accessibility, and Anti-Racism in
Queen's Faculties and Schools

2023-24 Highlights of I-EDIAA Initiatives

Faculty of Arts and Sciences



In 2023-2024 the Faculty of Arts and Sciences continues to prioritize Indigenization - Equity, Diversity, Inclusion, Anti-Racism, and Accessibility as the first guiding principle in the [Faculty's Strategic Plan](#). This past year focused on programming, initiatives, and awards dedicated to recognizing, rewarding, and supporting I-EDIAA. Several key I-EDIAA initiatives have now been running for several years showcasing FAS' [focus on creating sustainable change](#).

In 2023, FAS launched two new post-doctoral fellowships for Indigenous Students and for Black Studies. This program builds on the success of the Pre-doctoral Fellowship program, which has been offered since 2019, to provide additional [support to emerging scholars](#).

EDII Fund

The Dean's Equity, Diversity, Inclusion, and Indigenization (EDII) fund supported a wide range of [initiatives and programming](#). Included in these was It's a Vibes Ting by The Revolutionary [Demand for Happiness working group](#), based in Black Studies, described by its members as a sound lecture on [sonic kinship](#) as a reparative act.

Black Scholars Excellence in Mentorship

The [Black Scholars Excellence in Mentorship \(BSEM\) Award](#) recognized a new cohort of mentors in its second year. These funded awards acknowledge and celebrate the mentorship work undertaken by the Black community within FAS at Queen's.

Faculty of Arts and Science

2023-24 Highlights of I-EDIAA Initiatives

Faculty of Education

The Faculty of Education remains steadfast in our efforts to enhance inclusivity, equity, and diversity within our learning environment. The Faculty's Equity, Diversity, Inclusion, and Decolonization (EDID) Committee, established in 2019, continues to play a pivotal role in promoting and supporting these initiatives across all faculty units. Our I-EDIAA initiatives for the 2023-2024 academic year include the following highlights.

On July 1, 2023, Dr. Tracy-Ann Johnson-Myers was hired as our Equity, Diversity, Inclusion, and Decolonization (EDID) Coordinator. She leads initiatives aimed at fostering a diverse and inclusive atmosphere conducive to work, learning, and research across the faculty and the broader university community.

In fall 2023, the Faculty of Education launched its renewed Equity, Diversity and Inclusion webpage, which provides

resources and information crucial to advancing equity, diversity, and inclusion in the faculty and at Queen's.

In spring 2024, a Guide to Inclusive Teaching was created for instructors. This resource helps faculty cultivate an inclusive learning environment. Dr. Johnson-Myers will offer workshops on the Guide this fall open to all faculty and instructors.

The faculty continues to support the impactful work of Teacher Candidates of Colour (TCC) and the GSA through our Teaching Excellence Fund and other in-kind support from dedicated faculty and staff. We were also thrilled to see so many from the Faculty of Education community at the Pride Parade this year, especially with our own Dr. Lee Airton as Parade Marshall.

The faculty celebrated Black Futures in Education featuring profiles, stories, and videos of Black faculty, staff, and students in our community. This included sharing stories such as graduate student Paul Akpomuie, a Nigerian poet and doctoral student and his inspiring work around the Poetics of Migration.



Faculty of Education: Equity, Diversity, Inclusion, and Decolonization Committee

2023-24 Highlights of I-EDIAA Initiatives

Smith Engineering

Over the past year, the faculty has undertaken significant initiatives to support equity, diversity, and inclusion across various dimensions, including mental health, Indigenous representation, raising the profile of women in engineering, accessibility, and support for Black students.

Mental Health

The faculty's commitment to mental health is exemplified by Dr. Jim McLellan's recognition as a Champion for Mental Health. This award recognizes his efforts in creating a supportive learning environment, fostering a sense of community, and promoting student well-being.

Indigenous

Mary Gallerneault, a Métis PhD student and member of the IBET Momentum program, created a project focusing on integrating big data analysis and machine learning into manufacturing workflows.

Cameron Bishop, an MSc student, who explores Indigenous perspectives on the ethics of machine learning, reflecting the faculty's openness to incorporating Indigenous viewpoints in cutting-edge fields.

The Queen's AISES Rocket Team's victory in the NASA First Nations Launch competition in 2023 highlights the practical achievements and recognition of Indigenous students in STEM.

Women in Engineering

Supporting women in engineering is a priority for the faculty. The Career Monday Series builds community by connecting students with professional advice and lived experiences from female role model experts.

Accessibility

The faculty has also made significant strides in promoting accessibility. Glenda Watson Hyatt, an MME MSc student, won the 2023 Mitacs Award for Outstanding Innovation. Her work focuses on promoting and implementing accessibility by developing online resources, training materials, and best practices to advance equity in employment for individuals with speech disabilities and increase their workforce participation.

Black Student Support

The faculty's support for Black students in STEM is highlighted by the success of the Black Youth in STEM program, which won Actua's Experience Award for inspiring Black youth to develop a love for STEM learning. This program fosters early interest and engagement in STEM fields.

Inclusion, Equity, Diversity and Anti-Racism Awareness

Smith Engineering has taken important steps to foster an approach dedicated to diversifying the student body and its culture. DiversiPro, a leader in diversity consulting, worked with the faculty's executive and management teams in a project to evaluate individual and group culture competency and overall level of readiness for diversity and change. This process has offered strong insights for the faculty leadership team, who are taking DiversiPro's research to help build a roadmap for transformation, both on individual and collective levels.

[Smith Engineering: Diversity and Inclusiveness Framework](#)

2023-24 Highlights of I-EDIIA Initiatives

Health Sciences

The inaugural Associate Dean, Indigenous Health, Dr. Sarah Funnell started in her role effective September 2023. Dr. Funnell will strategically guide Queen's Health Sciences (QHS) in ongoing efforts in Indigenous health and reconciliation. The start of this role has also meant the launch of the QHS Office of Indigenous Health, which works alongside QHS Office of Equity and Social Accountability both located at the Nest - QHS EDIIA Initiatives. EDIIA Admissions is a current strategic priority under the QHS Radical Collaboration Plan, guided by the Associate Dean, Equity and Social Accountability (Dr. Colleen Davison) who seeks to advance more equitable and inclusive admission practices and processes.

- In September 2023, members of Queen's, Kingston, and the Canadian medical communities gathered to mark the unveiling of the Queen's plinth honouring Black medical students. Dr. Oyedeji Ayonrinde served as master of ceremonies. The gathering provided a moment to acknowledge the past, recognize the present, and look with hope toward the future.
- In December 2023, QHS hosted the annual QHS EDIIA General Assembly, an opportunity for EDIIA Champions to gather and share how they are advancing recommendations outlined in the QHS EDIIA Action Plan.
- The QHS Belonging Project was also launched, providing a platform for learners, staff, and faculty to share stories of belonging or not belonging at QHS. The collected stories will help guide strategic EDIIA priorities and be developed into case studies for curriculum and professional development.
- The QHS Outreach and Summer Program and Weeneebayko Area Health Authority (WAHA) Sumer Camp are in their third year of providing health sciences educational outreach to youth.

[Queen's Health Sciences](#)



2023-24 Highlights of I-EDIAA Initiatives

Faculty of Law



In 2023-24, Queen's Law continued to expand its mission of fostering a vibrant, diverse, and equitable academic and organizational culture.

The faculty finalized its search for a Queen's National Scholar in Indigenous Legal Studies, and announced the appointment of Kimberly Murray, a Mohawk lawyer, researcher, teacher and executive leader in June 2024. Kimberly will assume her new role in January 2025. Kimberly will focus on excellence in learning experiences to students, in developing innovative, collaborative and interdisciplinary research programs, and a commitment to the principles of Indigenization, equity, diversity inclusion, anti-racism and accessibility.

During the academic year, the faculty's I-EDIAA efforts were supported by the Law Students' Society's (LSS) Equity, Diversity, Inclusivity and Indigenization (EDII) Committee through a series of EDII Roundtables. The Roundtables provided an opportunity for student representatives from equity deserving clubs to identify systemic barriers, and to work collaboratively alongside senior administration to address inequities.

The faculty was honored to support Black and Indigenous students and allies at the Isaac and Kawaskimhon Moots this year, as well as attendance at national conferences including the Black Law Students Association of Canada, the Indigenous Bar Association's Annual Conference, and the Federation of Asian Canadian Lawyers Conference, and the student-run Queen's Conference on Indigenous Reconciliation.

The JD Curriculum Committee completed its review and produced a final report including recommendations in advancing TRC Call to Action #28. The faculty will seek to implement these recommendations with the goal of introducing a mandatory course on Indigenous Law, Indigenous Legal Traditions and Theory, and/or Aboriginal Law to advance reconciliation objectives enshrined in the faculty's Strategic Framework.

The faculty continues to provide ongoing and dedicated support to equity deserving students through our Equity and Academic Success Coordinator, Director of Indigenous Initiatives and EDI, and other administrative support leads. In addition, the faculty works closely with student groups/clubs including the Black Law Students Association, the Indigenous Law Students' Alliance, Queen's Muslim Law Student Association, OUTLaw (2SLGBTQ+ law students and allies), Queen's Conference on Indigenous Reconciliation, and the Queen's Asian Law Students Association, among many others.

[Queen's Law Anti-Racism Working Group](#)

2023-24 Highlights of I-EDIAA Initiatives

Smith School of Business

Smith School of Business continues to work towards a diverse, safe, and inclusive culture through a variety of initiatives. The school's commitment to I-EDIAA is woven into its new strategic plan which was launched in the Fall of 2023. Highlights include:

Scholarships for diverse students:

- Smith's Black and Indigenous Scholarships awarded to 11 Black and two Indigenous students across nine Smith programs.
- Smith PhD-MSc student received a Robert Sutherland Fellowship, created to support students from under-represented groups to attend Queen's.
- Four students from the University Pathways Program (a tri-business school partnership supporting Black high school students considering post-secondary education) will attend Smith, partially funded by Smith's EDII Fund.



- New supports for international students – workshops on academic success, soft skill development, intercultural competency. Plus, staff training on supporting English Language Learners.
- Hiring equity-deserving students for recruitment events and funding a PhD student position as an editorial assistant for the international journal, Equality, Diversity and Inclusion.
- Launching a peer mentorship program supporting Indigenous students interested in international exchange.
- Collaborating on "Identity Abroad," a campus-wide initiative supporting incoming and outgoing exchange students from equity-deserving groups.
- Hiring an Indigenous Business Scholar (in progress).
- Partnering with the Apitipi Anicinapek Nation to create a custom leadership program that aligned with community's strategic initiatives and goals.
- Researching Canada's Black trailblazers in accounting, led by Smith faculty member Steve Salterio, and partnering with Marcia Annisette (York University) and Tisha King (University of Waterloo).

[Smith School of Business: EDII Commitment](#)