

Document	Terms of Reference: PGME Committee on Equity, Diversity, Inclusion, Indigeneity and Accessibility.
Date Approved	March 3rd, 2026
Approved By	Postgraduate Medical Education Committee
Review to Commence	March 2029
Responsible Portfolio/Unit/Committee	Postgraduate Medical Education Committee
Responsible Officer(s)	Associate Dean, Postgraduate Medical Education

Purpose

The PGME EDIIA Committee provides leadership, guidance, and oversight to advance equity, diversity, inclusion, Indigeneity, and accessibility within postgraduate medical education at Queen's University. The committee functions within the existing Queen's Health Sciences EDIIA governance model and advances shared priorities at the postgraduate level.

The Committee advises the Associate Dean, PGME, and works collaboratively with programs, faculty, staff, and learners to foster a learning environment that is inclusive, culturally safe, and free from discrimination or bias.

The committee's primary goals are to:

- Identify systemic barriers to equitable participation and success within PGME.
- Promote initiatives that support diverse recruitment, selection, and retention of residents and faculty.
- Embed EDIIA principles into policies, curricula and the learning environment.
- Strengthen accountability and reporting structures to ensure sustainable progress.

Mandate

The Committee will:

Advisory and Policy Role

- Review and advise on PGME policies, procedures, and practices including CaRMS interviews, through an EDIIA lens.
- Recommend revisions to ensure alignment with human rights legislation, accreditation standards, and institutional EDIIA strategies.

Curricula and Training

- Support the integration of EDIIA and competencies of cultural safety into the curricula and through faculty development.
- Promote inclusion of Indigenous health and anti-racism education consistent with the Truth and Reconciliation Commission's Calls to Action.

Representation and Learning Environment

- Review mechanisms for equitable representation in leadership, committees, and teaching roles.
- Support initiatives to improve the learning environment, including responding to learner feedback on inclusion, belonging, and respect.

Collaboration

- Liaise with university-level EDI offices, Indigenous initiatives, and accessibility services to ensure coordination and alignment.

Data and Accountability

- Provide an annual report to the Postgraduate Medical Education Committee (PGMEC) and Associate Dean, PGME.

Membership

Membership will reflect the diversity of the PGME community and include representation from learners, faculty, and staff.

Core Membership:

- Chair
- PGME Office staff representative
- Program Director representative (minimum one from Royal College, one from CFPC programs)
- Program Administrator representative
- Resident representatives (minimum one from Royal College, one from CFPC programs).
- Indigenous Health representative
- Accessibility and/or Human Rights Office representative
- Member-at-large

Ex-Officio (non-voting):

- Associate Dean, PGME
- Director, PGME Wellness Office
- Associate Director, Operations, PGME

Term

- Members will serve a two-year renewable term.

Meetings

- The Committee will meet quarterly.
- Additional meetings may be convened at the discretion of the Chair.
- Quorum will consist of 50% plus 1 of voting members, including at least one resident representative.
- Minutes and action items will be recorded and distributed by the PGME Office.

Reporting Structure

- The Committee reports to the Associate Dean, PGME, through the Postgraduate Medical Education Committee (PGMEC).
- Subcommittees or working groups may be struck to address specific initiatives (e.g., recruitment, curricula etc.).
- Annual summary reports and recommendations will be presented to PGMEC and as appropriate to FHS EDIIA leadership.

Review of Terms of Reference

These Terms of Reference will be reviewed every three years or as required to ensure alignment with university and accreditation standards.