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Queen’s University is committed to fostering an institutional culture which recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University, by developing policies, programs, practices and traditions which facilitate their free, safe and full participation and by eliminating direct, indirect and systemic discrimination, particularly against members of disadvantaged groups. (Queen’s Equity Statement, approved by Queen’s Senate in 1997) An organization whose members possess a variety of perspectives and talents is richer and better able to cope with change than an organization without such diversity. Diversity, especially in a university is a mark of institutional excellence. (Statement, Council on Employment Equity, Queen’s University)

Introduction

Queen’s University is a participant in the Federal Contractors Program on Employment Equity. The Federal Contractors Program requires that organizations with 100 or more employees who receive contracts of $200,000 or more with the Federal Government commit themselves to implementing employment equity with regard to four designated groups: Aboriginal peoples, persons with disabilities, members of visible minorities and women. This report is based on the criteria of the Federal Contractors Program and includes items identified during the October 21, 2002 on-site Federal Contractors Program compliance review.

The Employment Equity Report 2003 presents the University’s revised employment equity goals (both quantitative and qualitative) and the work plan developed to guide achievement of these goals, includes employment equity data reports for the period since our last report was published in 2000, a workforce analysis based on the current data reports up to and including 2003, and some highlights from the many University employment equity measures that have been implemented.

The information in this report was prepared by Human Resources and the Office of the University Advisor on Equity in consultation with the Council on Employment Equity. The Committee of the Principal and Vice-Principals endorsed the report in their meeting of April, 2003. On May 1, 2003, the University submitted the Report to Human Resources Development Canada, Office of Workplace Equity Programs. Queen’s was notified of a finding of compliance with the Federal Contractors Program in June 2003 (see Appendix: Notification by HRDC of Finding of Compliance with FCP for Queen’s).
Organizational Overview

Queen’s University, founded in 1841, has an enrolment of over 15,000 full-time students. A teaching and research-intensive institution, Queen’s faculty and staff complement consists of over 3,000 employees comprised of academic and general staff. Queen’s Faculty Association and the Canadian Union of Public Employees represent unionized employees. General staff are eligible for membership in the Queen’s University Staff Association. Governing bodies include: Board of Trustees, Senate, University Council and Faculty Boards. Student government is vested in the Alma Mater Society and the Society of Graduate and Professional Students.

Queen’s is an academic community of great diversity, administered in a decentralized fashion, and not susceptible to quick change. All changes are considered carefully to ensure that in introducing them, essential components of the institution will not be jeopardized.

Responsibility for implementation of employment equity falls on a number of academic and administrative officers and ultimately, on all members of the Queen’s community. However, primary responsibility for equity and human rights resides within the mandates of the Office of the University Advisor on Equity (reporting directly to the Principal), the Council on Employment Equity the Senate Educational Equity Committee and Queen’s Human Rights Office.
Quantitative Information

Over the 2002 – 2003 period, the University developed and implemented an employment equity self-identification re-survey of its entire workforce. As a result of the re-survey, based primarily on an electronic census format, which included a rigorous weekly follow-up with those who did not initially reply to the survey, the rate of the return and response was improved with returns reaching 93% and, of those returned, 96% responded to the questions. The improved rate of response increases the employment equity data validity. The data information tables are detailed in the Employment Equity Data Analysis Reports section.

Qualitative Measures

Highlights of some of the measures Queen’s has already established to further employment equity and which were referenced during the on-site compliance review process are summarized in the following. Those measures completed since the on-site compliance review visit in October 2002 are shown in blue text. Details of future plans and goals are provided in the Future Strategies section.

Communications

Communications on equity processes are presented through a number of formats:

- Communications regarding the Federal Contractors Program and the University’s employment equity policies, practices and results are released through articles in University newspapers (i.e., Queen’s Gazette), various University websites (such as the Council on Employment Equity’s web page and the Office of the University Advisor on Equity website), bulletin boards, the web-based Staff Policy Manual, and through meetings of the Council on Employment Equity.
- Managers are advised of the employment equity policy and changes to employment equity procedures through regularly issued updates to the Staff Policy Manual loose leaf binder (also available on the web).
- The University’s employment equity program and procedures to encourage a representative workforce are communicated to those involved in the recruitment and selection of faculty positions through required attendance at employment equity workshops, presented by the Office of the University Advisor on Equity.
- Additional communication strategies are being developed to encourage a broad understanding of employment equity and foster cultural awareness and sensitivity (see section on Future Strategies).
- In conjunction with development of an employment equity census re-survey process, new information packages were designed and distributed to all employees prior to their being e-mailed the new employment equity census re-survey form. The new information package and census form which will be sent to all future newly-hired employees, highlights items such as: importance of returning the census form; endorsement by unions and employee groups of the census process; technique for individuals to change designated group identification, if the need occurs later (i.e., disability), through submission of another census form; inclusion of all other criteria as required by FCP.
Consultations with Employees

Queen’s elicits feedback from employees through a number of mechanisms. This feedback assists the University to develop and make positive modifications to employment processes and the workplace environment.

- One mechanism that encourages input from employees is the Council on Employment Equity, which is comprised of individuals from employee associations and unions as well as from various campus equity-related offices and senior administration. The Council meets monthly to review University procedures and discuss and make recommendations regarding issues of equity.
- Another important means for soliciting employee feedback is through the employee survey process. Recently, the Senate Educational Equity Committee has developed an employee survey seeking input from faculty members regarding equity in employment processes and in the environment for visible minorities and Aboriginal people (see section on Future Strategies).

Positive Environment

Queen’s strives to ensure a positive campus environment.

- These initiatives include processes and policies such as the Queen’s Harassment/Discrimination Complaint Policy. Responsibility for this process lies with the Queen’s Human Rights Office. The Director of that office is chairing the committee that is reviewing procedures for handling personal harassment issues and is involved in preparation of an implementation report (see section on Future Strategies).
- Another process that promotes a positive environment is the Employee Assistance Program, which is continually evolving in order to encompass current issues. EAP can be accessed through a 24 hour 1-800-number and through the EAP website.
- Queen’s Policy Against Campus Violence and the Emergency Response Procedure are available to be accessed on the web.
- The University facilitates various conferences and events including events that help to create a supportive environment for Aboriginal people and visible minority persons; a number of speakers and events were held in February (and features in the Queen’s Gazette) to celebrate Black History Month (i.e., The History of Black People and the Media, 2003 Robert Sutherland Visitor songwriter-activist Faith Nolan, Afro-Caribe Food Night, etc.); Queen’s departments provide financial support for the Annual Aboriginal Studies Symposium; a conference celebrating Aboriginal Awareness Day, Roles and Responsibilities of Aboriginal People in Contemporary Society, was presented by the Queen’s Native Student Association.
- The Lunch and Learn Video Series features a facilitated discussion and a video that focuses on understanding and promoting effective communications with persons with disabilities. As well, the Diversity Workshop Program, which is available to University staff, has continued to evolve since its inception in 2001 and currently provides training sessions covering topics such as diversity, equity and human rights.
- In recognition of outstanding service, the annual Staff Awards are presented at the Principal’s Reception in December, a one-and-a-half hour lunchtime event to which all University Employees and retirees are invited.
**Employment Related Systems**

Queen’s continues to review its policies, procedures and guidelines and revises or develops these as appropriate to further employment equity.

- A new hiring guide was developed when it was determined that staff hiring guidelines needed information specific to hiring situations that arise for those hiring research, grant and contract employees. As a result, in addition to the already existing hiring guidelines, Human Resources developed a guide specifically for this employee group based on best hiring practices and focusing on features that promote employment equity. The guide is on the web at [http://www.hr.queensu.ca/Employ/Hiring.htm](http://www.hr.queensu.ca/Employ/Hiring.htm).
- The Council on Employment Equity, which is mandated to review employment related policies, continues to review and make recommendations. For example, the Council recommended implementation of an exit interview process to encourage employment equity, retention, etc. (see section on **Future Strategies**).

**Recruitment**

The recruitment process at Queen’s includes a number of unique features:

- An applicant self-identification system for faculty positions was established in which applicants are asked to identify whether they are members of designated groups.
- The collective agreement between the University and the Queen’s University Faculty Association features an employment equity clause that highlights a number of positive measures such as well-defined search procedures that require a fully developed search procedure for qualified members of under represented groups.

**Training and Development**

Employee development programs continue to be developed or updated as required. For example:

- Departmental leaders (new heads of departments) attend a two-day management program workshop that provides heads of departments with the information necessary for a broad understanding of human resource management issues.
- The *Administrative Professional* at Queen’s certificate program has recently been developed for administrative staff that would like to build their skills and/or prepare for future opportunities. The program is comprised of a number of workshops, including the recently expanded one-half day diversity/equity/human rights awareness session. Other workshops included in the program address various topics such as effective communications health and safety, accounting, hiring, etc.
- Upon completion of the above mentioned series of in-house half-day and all-day workshops, the attendee is entitled to receive a program certificate.
Retention and Termination

In order to review and develop processes that impact on employment-related issues (campus climate, retention of employees, etc.), an exit interview questionnaire was developed and will be directed to each employee who terminates from Queen’s (see section on Future Strategies). Plans to develop the exit interview process resulted from research and recommendations of the Council on Employment Equity, which is mandated to review and make recommendations regarding policies and processes related to human resource issues.

Reasonable Accommodations

This is an ongoing process at Queen’s and includes:

- Modifications and improvements to workstations and other facilities to accommodate individuals when such situations develop or are identified. One recent situation involved making modifications to both the building and the workstation in order to adequately accommodate the individual involved.
- Applicants who are deaf or hearing impaired can communicate with Human Resources via TTY/TDD at 613 533-6641.
- Information is also available in alternate format to those who require and request it; i.e., raised tactile format, computer disk, etc. The process for communicating to employees and to managers about the availability in alternate format will receive broader exposure in the future due to planned initiatives (see section on Future Strategies).
- Issues of safety are addressed through a number of measures. For example, emergency phones are located across campus, and identified by blue lights and yellow boxes with large buttons to signal an emergency or threatening situation. An emergency can be signalled by either using the phone or simply pressing the large emergency button.
- For those planning a wheelchair visit to Queen’s, information about accessibility on campus is available on the web through accessing the Virtual Accessibility Tour: A Wheelchair User’s Guide to Queen’s website.
- Each year a number of historical or older campus buildings are renovated and made physically accessible (i.e., previously, Goodes Hall, LaSalle Building, etc.). Recent renovations to the Faculty of Law building, Macdonald Hall, include upgrades to ensure that the building is completely accessible to those with physical disabilities.
Summary of Workforce Analysis

This workforce analysis summary provides an overview of the representation of women, Aboriginal persons, visible minorities and persons with disabilities in Queen’s workforce for the period ending January 2003, identifies specific areas of under-representation – based on a comparison with the appropriate external workforce data – and highlights some of the actions identified in the goals and workplan. The analysis is based primarily on the 14 National Occupational Classifications (NOC 1 – 14) listed in the data tables.

Tables 1 through 13 provide the 2003 employment equity data analysis tables associated with this summary. Table 1 presents detailed data analysis information by NOC, provides employment equity representation data for Queen’s, and external availability data based on the appropriate area of recruitment. As well, Table 1 cites the areas in which Queen’s has achieved a representation of the four groups that compares favourably with the appropriate external workforce availability as well as areas where improvement is required. Tables 2 through 13 provide additional data reports on the 2003 representation at Queen’s. Progress in representation over previous years is included in the remaining Tables 14 through 22.

**Senior Administration (NOC 1 and 2)**

At the senior manager level (positions such as principal, vice-principal, etc.), representation of women approaches that anticipated from external availability data (a representation gap of less than one) and persons with disabilities are represented at a rate greater than would be anticipated from external availability. There are no Aboriginal persons among senior managers. However, this is a representation equivalent to external availability. With regard to visible minority persons among senior managers, representation is less than would be expected from external availability.

Among the middle and other manager occupational group, there are a significant number of women at Queen’s at the level of dean, associate dean, university registrar, etc. Indeed, in the middle and other manager occupational group as a whole, women occupy 41.4% of the 116 positions, a much greater representation than the 33.6% external availability. Therefore, a number of women at Queen’s are potentially available for future senior administrative positions.

With respect to persons with disabilities among middle managers, representation is greater than would be expected from external availability. For visible minority persons, representation is considerably less than would be anticipated from the external availability.

In an effort to improve areas of under-representation, an Exit Interview process and a Faculty Employment Equity Survey (see section on Future Strategies) have been developed and, when distributed, are intended to provide information about the experiences of Queen’s employees and assist in determining the reasons for under-representation, particularly for those who are visible minority or Aboriginal persons.

**Professional Employees (NOC 3)**

Within the professional occupational group, librarians, archivists and university teachers are covered by the QUFA collective agreement and its employment equity clause which recognizes particular
measures to promote equity in the employment of designated groups including “an active search for qualified members of under-represented groups” and successful completion by those participating in selection processes of a mandatory training workshop with respect to the various aspects of employment equity.

In the overall professional group which totals 1,952, women, Aboriginal people and visible minority persons are represented less than would be expected from external availability data. Representation of people with disabilities is slightly less than would be expected from the external availability. However, it is worth noting that when the three employee groups are considered on an individual basis, representation varies from that of the overall professional group. For example, among the 404 professionals in the Research and Contract group, representation of visible minority persons (17.3%) is greater than would be anticipated from external availability, and among the 222 professionals in the general staff group, Aboriginal persons and persons with disabilities have a greater representation than would be expected from external availability.

Faculty positions (professional librarian, archivist, regular academic, adjunct academic, academic related and academic assistant) comprise 1,326 of the total professional positions. Among these, representation of persons with disabilities exceeds the external availability data while representation of women, Aboriginal persons and visible minorities is less than would be expected from the external availability.

Improved representation of persons with disabilities among faculty is attributed in part to the employment equity re-survey process in which many employees – having last completed a survey several years ago – self-identified this time with disabilities. Concern for retention of faculty members including those who are visible minority persons and Aboriginal people prompted design of the Faculty Employment Equity Survey with the intention of identifying issues that impact on climate and retention of employees including designated groups (see section on Future Strategies).

Among faculty positions, the lack of women among Canada Research Chairs is a concern at Queen’s and at the national level. It is worth noting that the pool of women candidates for these positions is small and universities are competing for the same candidates. However, proactive recruitment strategies are being explored and designed (see section on Future Strategies) to increase the pool of qualified applicants for Canada Research Chair positions.

Semi-Professional and Technical Positions (NOC 4)

Among the 325 semi-professional and technical positions, women are well-represented and visible minorities and Aboriginal persons also exceed the representation that would be expected from external availability. With respect to persons with disabilities, however, representation is less than anticipated based on availability.

Supervisory Positions (NOC 5 and 6)

Among other supervisors (general office, finance, records, etc.), women are well represented (68%) with 34 of the 50 positions currently occupied by women, a representation that is much greater than
the 57.9% external availability. Other designated groups are not represented among other supervisors.

With respect to the 13 supervisors, crafts and trades occupational positions at Queen’s, there are gaps in representation for both women and persons with disabilities.

**Administrative and Senior Clerical (NOC 7)**

Among the administrative and senior clerical occupational group, there are 535 employees. Women comprise 91.6% of the administrative and senior clerical occupational group, a greater representation than would be expected from the 84.9% external availability representation. Visible minority persons and Aboriginal people are also represented at a rate greater than would be expected from the external availability. With regard to persons with disabilities, the 3.0% Queen’s representation is less (-10) than the 4.9% external availability.

**Skilled Sales, Service and Skilled Crafts &Trades Workers (NOC 8 and 9)**

There are five employees in the skilled sales and service occupational group. Two are women, a representation greater than would be expected from external availability. For Aboriginal persons, visible minorities and persons with disabilities, there is a 0 gap between Queen’s representation and external availability representation.

Among the 60 skilled crafts and trades workers at Queen’s, representation of each of the four designated groups is less than would be expected based on external availability.

**Clerical Positions (NOC 10)**

Women continue to be highly represented among Queen’s clerical positions. Women occupy 304 (87.9%) of the 346 clerical positions exceeding (by 51) the number that would be anticipated from external availability. Representation of Aboriginal persons exceeds external availability while representation of visible minority persons and people with disabilities is less than would be anticipated from external availability.

**Intermediate Sales and Service Personnel (NOC 11)**

Representation of persons with disabilities among the 15 intermediate sales and service personnel exceeds external representation while representation of women and visible minority persons is less than would be anticipated based on the external availability data. Aboriginal persons are not represented in this occupational group, equivalent to the external availability.
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Improved representation of persons with disabilities among faculty is attributed in part to the employment equity re-survey process in which many employees – having last completed a survey several years ago – self-identified this time with disabilities.

Concern for retention of faculty members including those who are visible minority persons and Aboriginal people prompted design of the Faculty Employment Equity Survey with the intention of identifying issues that impact on climate and retention of employees including designated groups (see section on Future Strategies).

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Representation of persons with disabilities among the 15 intermediate sales and service personnel exceeds external representation while representation of women and visible minority persons is less than would be anticipated based on the external availability data. Aboriginal persons are not represented in this occupational group, equivalent to the external availability.

**Semi-Skilled Manual, Other Sales/Service, Other Manual Workers (NOC 12, 13, 14)**

The semi-skilled manual occupational category at Queen’s includes positions such as delivery clerk, driver and postal clerk. Among the eight employees in this category, representation of persons with disabilities is less than would be anticipated based on external availability while representation of Aboriginal persons exceeds that of the external availability data.

Other sales and service positions at Queen’s include positions such as caretaking attendant, custodian and parking attendant. Women comprise 47 of the 163 positions, less (by 42) than would be anticipated from the external availability data. Representation of visible minority persons is also less than the external availability while Aboriginal persons exceed the representation that would be anticipated from external availability.

Among the seven employees in other manual workers (includes positions such as groundsworker and trades helper), representation of women and persons with disabilities is less than would be expected from external representation.
Overall Representation

Aboriginal People

The number of Aboriginal people in the Queen’s workforce is not large (33) and is less than what might be anticipated from external availability. Although within many of the occupational categories (i.e., administrative and senior clerical), representation of Aboriginal persons meets or even exceeds external availability, in other areas (i.e., professional occupations) there are still representation gaps.

Persons with Disabilities

There was a significant increase over the previous year in representation of persons with disabilities in Queen’s overall workforce, attributed to a large degree to the Queen’s employment equity re-survey conducted in conjunction with implementing a new employment equity data system. Nevertheless representation continues to be less than what would be expected from the external availability.

Visible Minority Persons

Visible minority representation in our overall workforce (7%) is slightly less than expected from the external availability data (7.2%). However, within certain occupational groups, particularly those where recruitment is conducted at the national level (i.e., senior and professional positions), representation is considerably less than would be expected from external availability.

Women

Women comprise 52.4% of Queen’s workforce and in a eight of the fourteen occupational categories, including the middle and other managers category, have achieved a representation that would be anticipated from the external availability data or, in some cases, exceeds the availability data. Nevertheless, in other important areas (i.e., the overall professional category), representation is less than would be expected from external availability.
Improving Retention and Climate

As a result of concerns for retention of employees, as well as a commitment to enhance the climate for employees at Queen’s and increase representation in areas of under-representation, two mechanisms – an exit interview questionnaire and faculty equity survey (see section on Future Strategies) - were developed and designed with the intention of identifying and addressing issues that may impact on retention, climate and representation.

The first, an exit interview questionnaire, which is being designed for distribution to all employees, will begin to be distributed in the Fall of 2003. It will ask employees who terminate their employment at the University about their experiences at Queen’s and will also request that respondents self-identify as to their designated group status.

The second, a survey involving faculty members currently employed at Queen’s, is designed to assist with retention and climate issues, particularly for those who are Aboriginal and visible minority faculty.

Promotions, Terminations, Hires

Representation of Aboriginal persons among those promoted in the year ending January 2003 was equal to their representation in Queen’s workforce (0.9%). Among women, the rate of promotions exceeded their rate of representation in the overall Queen’s workforce. For example, women received 76.9% of the overall promotions and, among professional and middle manager positions, the rate of promotion for women was also greater than would be anticipated from their representation in Queen’s workforce. Visible minority persons received 5.1% of promotions while they comprised 7% of Queen’s workforce. Their rate of promotion, however, was greater among some of the occupational categories. For example, among the professional category within the faculty group, visible minorities were promoted at a rate greater than their representation in the category. Persons with disabilities comprise 4% of the overall Queen’s workforce and received 2.3% of promotions. With regard to terminations and hires, the numbers of hires among women, visible minorities and persons with disabilities was greater than the numbers of terminations from each of these three groups. For Aboriginal persons, the number of terminations correlated to the number of hires. Nevertheless, terminations were sufficient to impact on Queen’s representation.
Salary

Many factors impact on salary. Past experience, for example, will have an impact and length of service and level of education will often relate to salary. As well, retirements by employees who have long service will impact salary distribution. The Salary Quartiles by NOC and Designated Group and the Salary Summary by Range for Designated Groups for the year ending 2002 and the year ending 2003 provide information on salary status. With regard to placement in the salary quartiles, designated group members occupy quartiles 3 and 4 less frequently than others. However, the salary summary by range demonstrates an increase over the previous year in representation of designated group members in the higher salary ranges. For example, between 2002 and 2003, the percentage of women increased significantly in a number of the higher salary ranges (i.e., $90,000 - $99,000, $80,000 - $89,000, etc.) This is also true for visible minority persons (i.e., salary range $80,000 - $89,000
Based on Queen’s workforce data representation and the related workforce analysis summary, Queen’s has established goals, plans and processes to promote equity in representation of designated groups in its workforce. Qualitative and quantitative goals along with a workplan for attaining the goals have been established to assist in achieving a University workforce that is representative of the pool of potential, qualified candidates.

Quantitative Goals

Queen’s has established long-term quantitative goals covering a six-year period as well as an action plan for development of a program to establish short-term goals and timetables with departments so that they will be able to set individual departmental goals that collectively will help the University move toward our 2010 goals. Table 12, Queen's University Goals, details our quantitative goals for the six-year period and, as well, references our process for three-year, short-term goals.

Note: The external workforce availability data used as a comparator in Table 1 and referred to throughout this report is from the 1996 Census of Canada data, the most current data available at the time this report was prepared. It is expected that once the 2001 census data reports become available, Queen’s representation will compare less favourably with the census data, due to the increased diversity in the Canadian population and in the workplace.

Qualitative Goals and Workplan

The University has established a number of qualitative goals in order to provide an overall direction for achieving employment equity. These include actions appropriate to achieve the goals, a timeframe for their achievement, and designation of a person responsible for implementing the various actions. The following outlines the seven qualitative goals and details the actions established to achieve these goals:
**Goal I: Communication**

*Ensure a comprehensive communication strategy through developing and implementing communication processes that create a climate of support and deeper awareness of Queen’s commitment to its employment equity program, a broader understanding of various policies that apply to its employment equity program and accessibility processes, as well as providing information on cultural awareness and sensitivity training.*

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>1. Continue to publish the series of Gazette articles intended to</td>
<td>Gazette Office, Senior Administrators, Equity Office, Queen’s Human Rights,</td>
<td>Monthly and ongoing</td>
</tr>
<tr>
<td>create a better understanding of employment equity, diversity, cultural</td>
<td>Employment Equity Council, etc. as per schedule.</td>
<td></td>
</tr>
<tr>
<td>awareness and the University’s commitment to employment equity.</td>
<td></td>
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</tr>
<tr>
<td>Schedule senior administration and others with expertise in equity/diversity to write articles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Regularly advise employees of results of employment equity program.</td>
<td>University Advisor on Equity</td>
<td>Annually</td>
</tr>
<tr>
<td>3. Ensure that all employees and prospective employees are made</td>
<td>University Advisor on Equity, Human Resources</td>
<td>Ongoing</td>
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<tr>
<td>aware that information (including census forms) will be made</td>
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<tr>
<td>available to them in alternate format, upon request.</td>
<td></td>
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<tr>
<td>4. Continue process of sending new hires information packages</td>
<td>University Advisor on Equity</td>
<td>Two to three month periods</td>
</tr>
<tr>
<td>including information about employment equity as well as information</td>
<td></td>
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<tr>
<td>about the census that they will receive shortly after hiring.</td>
<td></td>
<td></td>
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<tr>
<td>5. Continue to provide attendees at <em>New Employee Orientations</em> with</td>
<td>University Advisor on Equity, Queen’s Human Rights, Associate VP (Faculty</td>
<td>Ongoing</td>
</tr>
<tr>
<td>information about the employment equity program.</td>
<td>Relations), Human Resources</td>
<td></td>
</tr>
<tr>
<td>6. Continue to develop and offer training on cultural awareness and</td>
<td>Queen’s Human Rights, Human Resources, International Centre, Aboriginal</td>
<td>Ongoing</td>
</tr>
<tr>
<td>sensitivity to employment equity related issues.</td>
<td>Centre</td>
<td></td>
</tr>
<tr>
<td>7. Make regular announcements concerning information that applies</td>
<td>Health, Counselling &amp; Disabilities, University Advisor on Equity</td>
<td>Ongoing</td>
</tr>
<tr>
<td>to reasonable accommodation and remind people of available services.</td>
<td></td>
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<tr>
<td>8. Ensure managers are aware of the resource person who can advise</td>
<td>Human Resources, University Advisor on Equity</td>
<td>Ongoing</td>
</tr>
<tr>
<td>them on ways to accommodate persons with disabilities and ensure that</td>
<td></td>
<td></td>
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<tr>
<td>they are also aware of the need to accommodate including making</td>
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<td></td>
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<tr>
<td>material available in alternate format upon request.</td>
<td></td>
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<tr>
<td>9. Develop a Senate Educational Equity website. Maintain other sites</td>
<td>Senate Educational Equity Committee</td>
<td>Fall 2003</td>
</tr>
<tr>
<td>that outline equity policies/procedures (hiring guidelines, outreach</td>
<td></td>
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</tr>
<tr>
<td>recruiting contacts, Council on Employment Equity website, *Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Replace retiring Council on Employment Equity members after wide</td>
<td>Human Resources, University Advisor on Equity</td>
<td>2003 and ongoing</td>
</tr>
<tr>
<td>consultation to ensure a representative employee membership.</td>
<td></td>
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</tbody>
</table>
### Goal II: Processes to Evaluate and Facilitate Adjustments to Programs

_Establish processes to enable evaluations and facilitate adjustments to the University Employment Equity Program, including retention and climate issues._

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finalize development of and implement a faculty and a staff <em>Exit Interview Questionnaire</em> process for distribution to employees who terminate from Queen’s and intended to gain knowledge about employees’ experiences while at Queen’s. Include request for those who are members of designated groups to self-identify.</td>
<td>University Advisor on Equity</td>
<td>Fall 2003 and ongoing</td>
</tr>
<tr>
<td>2. Review and analyze responses to the above exit interview process, including issues of retention and climate. Develop a report and recommendations.</td>
<td>University Advisor on Equity</td>
<td>2004 and ongoing</td>
</tr>
<tr>
<td>3. Finalize development of and implement an <em>Employment Equity Survey</em> for distribution to faculty members and designed to gain knowledge of and address the experiences of visible minority and Aboriginal faculty members.</td>
<td>Senate Educational Equity Committee, Vice-Principal (Academic)</td>
<td>2003</td>
</tr>
<tr>
<td>4. Review and analyze responses to the above <em>Employment Equity Survey</em>, including issues of retention and climate. Develop a report and recommendations.</td>
<td>Senate Educational Equity Committee, Vice-Principal (Academic)</td>
<td>Fall 2004</td>
</tr>
</tbody>
</table>

### Goal III: Positive Climate

_Develop and implement processes that will continue to enhance the climate for all employees including women, persons with disabilities, Aboriginal people and visible minority persons._

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
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</thead>
<tbody>
<tr>
<td>1. Develop and implement a policy and procedure to deal with personal harassment issues (in addition to existing human rights Harassment/Discrimination Complaint Process).</td>
<td>Queen’s Human Rights Office, Principal</td>
<td>2003/04</td>
</tr>
<tr>
<td>2. With regard to the Exit Interview process outlined in Goal II, once the report and recommendations have been completed and approved, implement an action plan related to employment equity, campus climate and retention issues.</td>
<td>Council on Employment Equity, University Advisor on Equity, Principal, Vice-Principal, Deans</td>
<td>2004</td>
</tr>
<tr>
<td>3. In respect to the proposed <em>Employment Equity Survey</em> outlined in <em>Goal II</em>, once the report and recommendations are finalized and approved, implement the recommendations and an action plan with regard to retention and campus climate.</td>
<td>Senate Educational Equity Committee, Employment Equity Council, Principal, Vice-Principal, Deans</td>
<td>2004</td>
</tr>
<tr>
<td>4. When implementing 2 and 3 above, consider, in particular, areas of workforce for which numerical goals were established, including glass ceiling issues for women.</td>
<td>University Advisor on Equity, Employment Equity Council, Deans, Department Heads</td>
<td>2004</td>
</tr>
</tbody>
</table>
### Goal IV: Monitoring the Goals and Workplan

Monitor implementation of this workplan and effectiveness of the University’s employment equity program and goals and develop departmental goals.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>1. Monitor employment equity data analysis reports with regard to</td>
<td>University Advisor on Equity, Council on</td>
<td>Annually</td>
</tr>
<tr>
<td>progress toward achievement of Queen’s qualitative goals,</td>
<td>Employment Equity</td>
<td></td>
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<tr>
<td>established to increase representation of women, visible minority</td>
<td></td>
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<tr>
<td>persons, Aboriginal persons and persons with disabilities in our</td>
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<td></td>
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<tr>
<td>workforce. Report and make recommendations as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Monitor employment equity data analysis reports for</td>
<td>University Advisor on Equity, Council on</td>
<td>Annually</td>
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<tr>
<td>representation within occupational groups in which good</td>
<td>Employment Equity</td>
<td></td>
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<tr>
<td>representation of the four designated groups (Table 2) has been</td>
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<tr>
<td>achieved to ensure that representation continues to be maintained</td>
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<td></td>
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<tr>
<td>and that no gaps have developed. Report and make</td>
<td></td>
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<tr>
<td>recommendations as appropriate.</td>
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<td></td>
</tr>
<tr>
<td>3. Monitor achievement of actions outlined under each of these</td>
<td>University Advisor on Equity, Council on</td>
<td>Annually</td>
</tr>
<tr>
<td>seven Qualitative Goals. Make recommendations as appropriate.</td>
<td>Employment Equity</td>
<td></td>
</tr>
<tr>
<td>4. Develop a program to establish goals and timetables with</td>
<td>University Advisor on Equity, Council on</td>
<td>2003/04</td>
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<tr>
<td>departments so that they can set individual departmental goals that</td>
<td>Employment Equity</td>
<td></td>
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<tr>
<td>collectively will help Queen’s move toward our 2010 goals.</td>
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</tbody>
</table>

### Goal V: Employment Equity Workforce Information Data System

_Establish processes to enable evaluations and facilitate adjustments to the University Employment Equity  
Program, including retention and climate issues._

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
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</thead>
<tbody>
<tr>
<td>1. Complete the conversion of the remaining required Federal</td>
<td>University Advisor on Equity, Human Resources</td>
<td>2003/04</td>
</tr>
<tr>
<td>Contractors Program employment equity data reporting processes so</td>
<td></td>
<td></td>
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<tr>
<td>that all reports currently prepared by Queen’s Human Resources</td>
<td></td>
<td></td>
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<tr>
<td>(terminations, hires and promotions reports) are prepared using the</td>
<td></td>
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<tr>
<td>new employment equity data system.</td>
<td></td>
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</tr>
<tr>
<td>2. Update the system with the most recent (2001) external workforce</td>
<td>University Advisor on Equity, Human Resources</td>
<td>As released by</td>
</tr>
<tr>
<td>availability data when it is released to those employers covered by</td>
<td></td>
<td>Federal Contractors</td>
</tr>
<tr>
<td>the Federal Contractors Program.</td>
<td></td>
<td>Program</td>
</tr>
<tr>
<td>3. Continue to update the employment equity database through self-</td>
<td>University Advisor on Equity</td>
<td>Ongoing</td>
</tr>
<tr>
<td>identification surveys of all new hires. Prior to the survey, send</td>
<td></td>
<td></td>
</tr>
<tr>
<td>information packages to new hires. Do follow-ups with those who</td>
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<tr>
<td>do not return their form in order to ensure maximum returns.</td>
<td></td>
<td></td>
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<tr>
<td>4. At regular intervals, notify employees of the process whereby</td>
<td>University Advisor on Equity</td>
<td>Ongoing</td>
</tr>
<tr>
<td>they can change their employment equity self-identification (i.e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disabilities)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal VI: Recruitment Related Processes

*Continue to develop procedures and materials to guide and improve the recruitment process and encourage a representative workforce.*

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to develop and implement recruitment processes intended to address the issue of under-representation of women among Canada Research Chairs, an issue at Queen’s as well as nationally.</td>
<td>University Advisor on Equity, Vice-Principal (Academic), J.C.A.A., Vice-Principal (Research)</td>
<td>2003 and ongoing</td>
</tr>
<tr>
<td>2. Continue to maintain and develop University hiring guidelines, as appropriate, with a focus on features that promote and explain the goals of employment equity.</td>
<td>Human Resources, J.C.A.A, Vice-Principal (Academic), Deans, Department Heads</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3. Continue to provide employment equity training and information workshops to those involved in faculty recruitment, as per the terms of the agreement between Queen’s University and QUFA.</td>
<td>Associate Vice-Principal (Operations &amp; Facilities)</td>
<td>2003 and ongoing</td>
</tr>
</tbody>
</table>

### Goal VII: Workplace Accessibility

*Continue to improve Queen’s workplace so that people with disabilities are able to function comfortably and efficiently.*

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain the web based <em>Wheelchair User’s Guide to Queen’s</em> to assist those traveling or intending to travel by wheelchair on campus, increasing their awareness of the most accessible and recommended routes.</td>
<td>Associate Vice-Principal (Operations &amp; Facilities)</td>
<td>2003 and ongoing</td>
</tr>
<tr>
<td>2. Ensure that new construction and University modifications and retrofits comply with the technical requirements for accessibility.</td>
<td>Associate Vice-Principal (Operations &amp; Facilities), Health, Counselling &amp; Disabilities</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3. Present information sessions that create positive communications when interacting with persons who have disabilities including sessions such as the Lunch and Learn discussion group which focused a session on the video <em>Ten Commandments of Communicating with Those with Disabilities.</em></td>
<td>Human Resources</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4. Develop a yearly action plan for accessibility and report to the Ontario Government under the Ontarians with Disabilities Act.</td>
<td>University Advisor on Equity, Accessibility Queens’ (AMS), Accessibility Oversight Committee</td>
<td>September 2003 and ongoing</td>
</tr>
</tbody>
</table>
Employment Equity Data Analysis Reports

Methodology

The data in this report were collected through Queen’s University Human Resources and the Office of the University Advisor on Equity. Since 1990, Queen’s employees have been sent self-identification questionnaires and asked to indicate whether they were members of the four designated groups. In 2002 – 2003 the Office of the University Advisor arranged for a re-design of the survey process including an electronic re-survey of Queen’s entire workforce. Commencing in 2003, all of Queen’s employment equity data reports, excepting for the reports on terminations, hires and promotions (completed in Queen’s Human Resources), have been completed in consultation with Associum Consultants.

Employment Equity Data Analysis Tables

Employment equity data tables contained in the following pages provide information on representation in Queen’s workforce for the period January 30, 2002 through January 29, 2003 as well as earlier reports for the periods 1999 – 2002. The reports are as follows:

**Employment Equity Data Reports for Year Ending January 29, 2003**

- Table 1: Workforce Representation and Availability
- Table 2: Designated Group Staff Profile
- Table 3: Designated Group Profile by NOC – All Employees
- Table 4: Designated Group Profile by NOC – General Staff
- Table 5: Designated Group Profile by NOC – Faculty
- Table 6: Designated Group Profile by NOC – Research and Contract
- Table 7: Representation of Promotions in Queen’s Workforce by Designated Group and National Occupational Classification
- Table 8: Termination and Hires by Designated Group and NOC Level
- Table 9: Salary Quartile by NOC Level and Designated Group – All Employees
- Table 10: Salary Summary by Range by Designated Group
- Table 11: Salary Summary by NOC
- Table 12: Queen’s University Goals
- Table 13: Census Response and Returns Gender Profile

**Employment Equity Data Reports for the Years Ending January 1999 through 2002**

- Table 14: Designated Group Staff Profile
- Table 15: Designated Group Profile by NOC (All Employees)
- Table 16: Designated Group Profile by NOC (General Staff)
- Table 17: Designated Group Profile by NOC (Faculty)
- Table 18: Group Profile by NOC (Research and Contract Staff)
- Table 19: a & b: Analysis of Terminations and Hires by Designated Group &NOC
- Table 20: Representation of Promotions in Queen’s Workforce by Designated Groups and NOC
- Table 21: Salary Summary by Salary Range for Designated Groups
- Table 22: Salary Quartile by NOC and Designated Group