Your Voice Counts!
Our University-wide Results

Queen's UNIVERSITY

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Honouring the land

Queen's University is situated on traditional lands of the Anishinaabe, Haudenosaunee and Huron-Wendat peoples. We are grateful to the land and the waters that sustain us and our work, and to the Indigenous communities who have stewarded them since time immemorial and whose continued presence and leadership here is central, vibrant, and vital.

We acknowledge the role of educational institutions and of Queen's University in contributing to the colonial project and the oppression of Indigenous peoples. We commit to continual learning and action toward respectful relationships with, and justice for, Indigenous communities.

We are all treaty people and accept our collective responsibility to create an institutional culture in which all people, in their diversity, are able to live, to learn, to work, and to thrive.
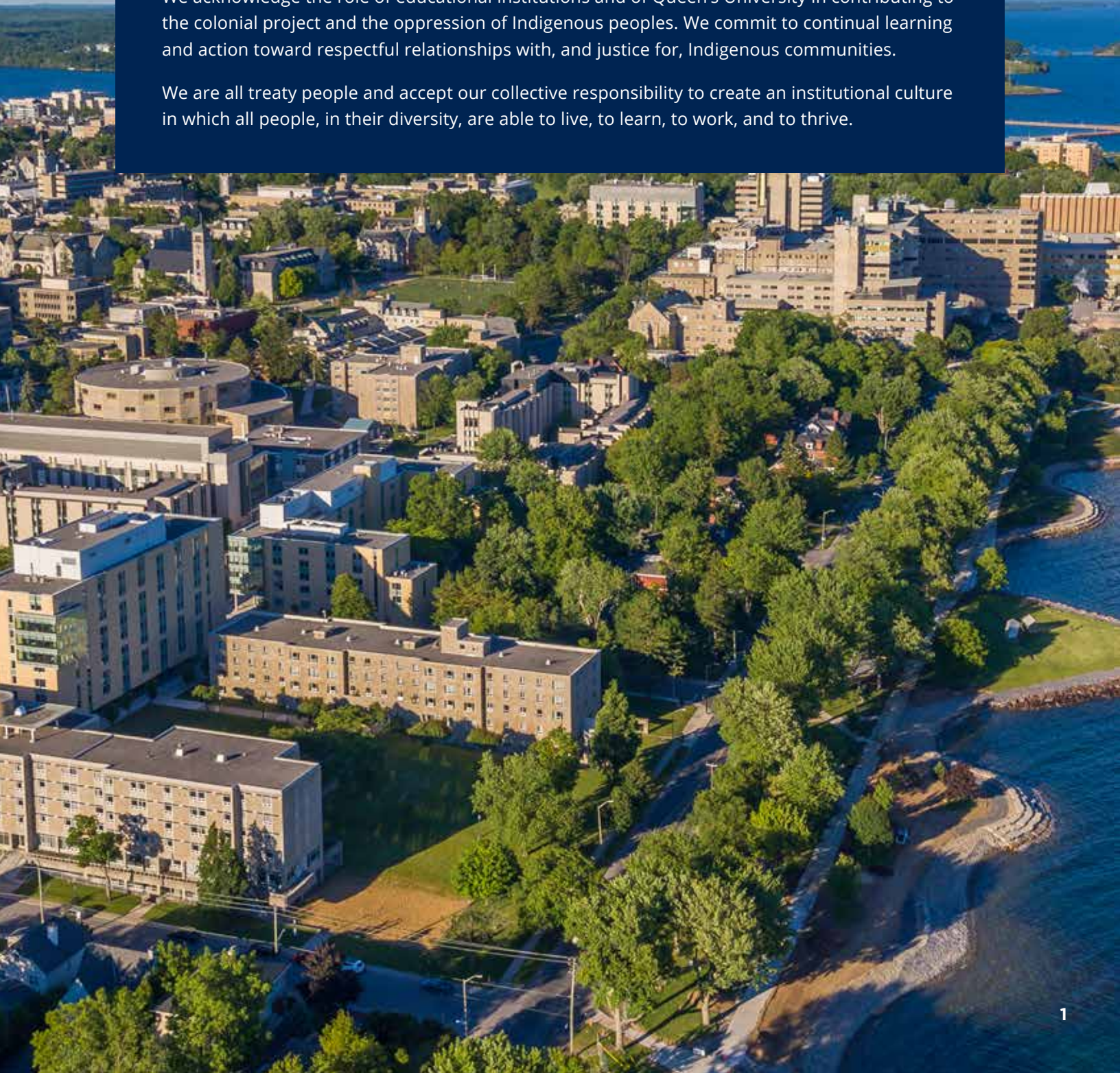
Acknowledgements

Thank you to all employees who took the time to take part in the survey

On behalf of the Principal's Office and Senior Leadership, Metrics@Work, Human Resources, the Human Rights and Equity Office, Institutional Research and Planning, and the Survey Implementation Advisory Committee.

We are pleased to present the 2022-2023 Employee Experiences Survey Report. The strong response from over 3,800 employees is testament to our shared commitment to making Queen's a welcoming, supportive, and safe place for all faculty and staff. Your insights have been invaluable and have already directly informed the university's efforts to foster a more inclusive and equitable working and learning environment.

The survey measured 42 key drivers related to employees' views about, and experiences in, their workplace including issues of respect, physical and psychological safety, work recognition, job clarity, and opportunities for professional development. This report summarizes the survey results, highlighting areas of strength and areas where further improvements can be made.

We acknowledge that the survey results reflect a particular point in time, and that much has changed on our campus since the survey was launched in 2022. Queen's, like other Canadian post-secondary institutions, now faces challenges – from budgetary constraints to threats of workplace violence - that were, perhaps, not as acutely felt just over a year ago. Still, the survey contains very useful data and offers important insight into the aspirations, needs, and concerns of people within our community. Your voice counts. It is deeply respected and it is being heard. Our hope is that this report will serve as a foundation for ongoing and meaningful conversations and actions that will continue to propel us forward on our journey toward a welcoming, equitable, and inclusive workplace.

Once again, we extend our sincere appreciation to each and every one of you for your active participation and dedication to making Queen's a place where every employee can thrive.

Sincerely,

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

Donna Janiec
Vice-Principal, Finance and Administration

Executive summary

Launched in May 2022, the Employee Experience Survey exceeded expectations and benchmarks in employee participation. The survey measured over 42 key drivers of engagement across a variety of themes, including work recognition, physical safety, professional development and respect. Over 3,800 employees replied to the survey which is a response rate of 68% of our employee population.

The survey was conducted after several disruptive years of a global pandemic. The university thought it important to assess the current needs of its employees and determine what steps it could take to improve conditions in the workplace. While results on overall employee engagement were good, it was clear there were certain areas for targeted improvement: employee recognition; support and resources for mental health; and, opportunities for professional development.

> Improving workplace culture is the sixth strategic goal in Queen's strategic framework, and the university is committed to creating an environment in which all members of our community can flourish. I am grateful to everyone who took part and appreciate the time and effort you gave to conveying your thoughts and perceptions of our workplace.
>
> – Principal Deane

Several actions designed to address these priority areas are already underway:

- **Enhancing Wellbeing and Preventing Burnout Certificate:** Designed to support managers with strategies to enhance the wellbeing of their team and to prevent burnout. This certificate program was launched in January 2023 and has engaged over 138 leaders—with 39 who have completed the full certificate as of September 1, 2023. The program is complementary, courtesy of Human Resources, and is expected to be offered an additional time this year.

- **Putting Recognition and Reward on the Agenda:** Launched in Spring 2023 as part of the Thrive 365 calendar, this program introduces the Queen's community to the Appreciation and Recognition Toolkit which was created to foster connectivity and maintain a positive workplace culture by better acknowledging the contributions made by employees.

- **QMPG Monthly Newsletter:** This regular email newsletter for managers raises awareness of managerial and leadership development initiatives. Several units across the university offer employee learning opportunities—like IRC, Smith Executive Education, HR, and HREO, to name a few—so the newsletter seeks to gather opportunities and resources into a single, easy-to-read update for managers to support learning and development on teams campus-wide.

- **PAGGAS: Principal's Action Group for Gender and Sexual Diversity (PAGGAS)** continues to improve university climate for all Queen's students, faculty, staff, and alumni who are part of the 2SLGBTQ+ community or who are gender non-conforming. Current initiatives include research and action on gender inclusive washrooms and changerooms and improving university practices and systems related to naming and community safety.

- **Employee Resource Groups:** Several established Queen's ERGs play an important role in creating spaces where equity-deserving employees can gather, support each other, and develop professionally.

We anticipate continuing to survey employees every three years to measure and direct our efforts.

Introduction

Throughout the year, thousands of Queen's staff and faculty contribute their skills, creativity, and talents toward making the university an outstanding place to live and to learn and to seek and share knowledge in the service of humanity and the planet. It is through the efforts of our people that Queen's can deliver upon its mission- to solve the world's most significant and urgent challenges.

While doing so, all employees deserve to feel safe, respected, included, and valued, and to be given the support they need to thrive in their workplace. In recent years several initiatives have been launched to improve the organizational culture at Queen's for all employees, but there is still much that needs to be done.
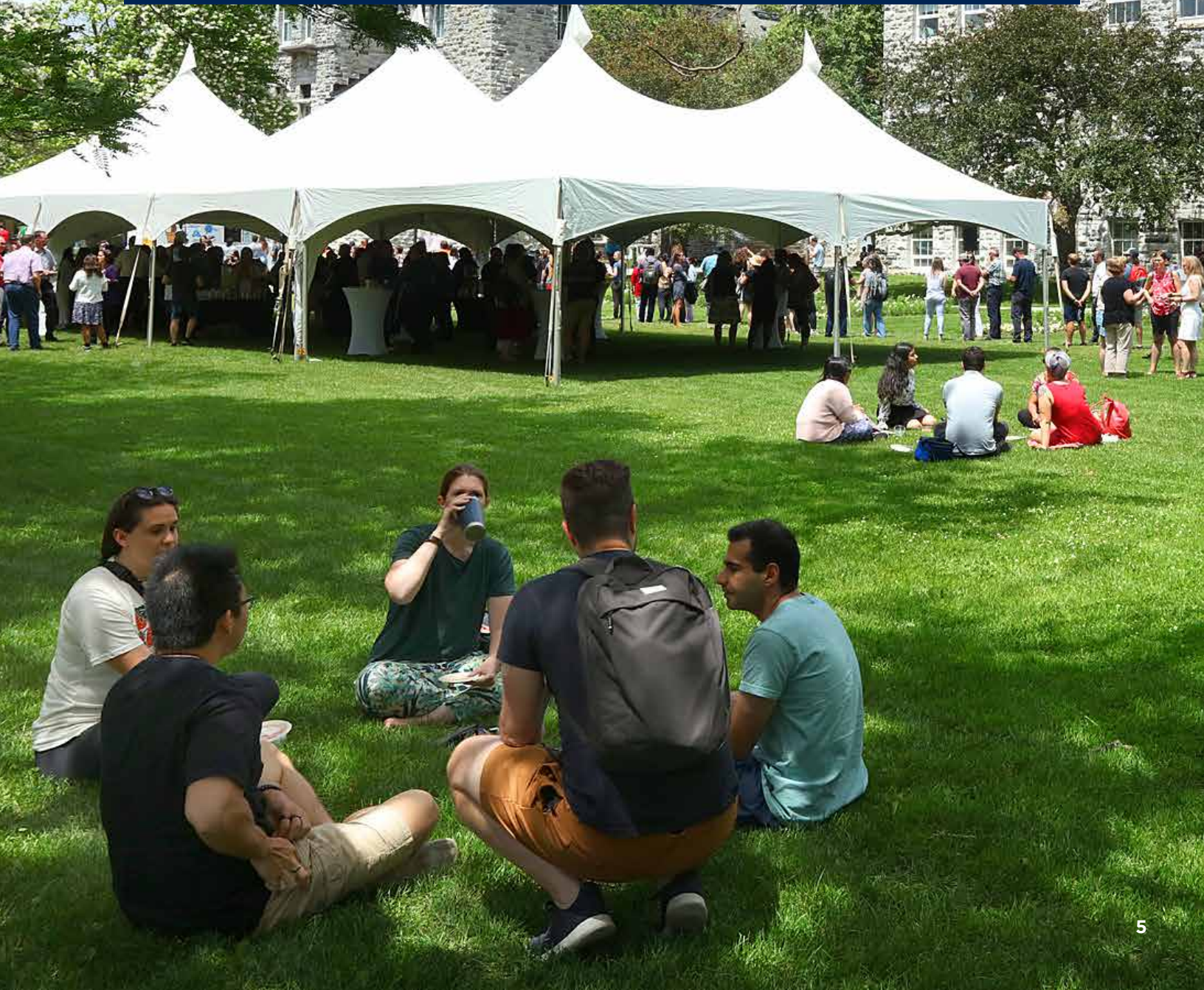
Queen's Strategy

Mission

Queen's is the university for the future. We stand on a history of strength but are unafraid to challenge assumptions of the past. We offer an exceptional student experience, attract and cultivate excellence and leadership, and push the boundaries of knowledge through research — in service to an inclusive, diverse, and sustainable society.

Vision

The Queen's community — our people — will solve the world's most significant and urgent challenges with their intellectual curiosity, passion to achieve, and commitment to collaborate.

In July 2019, Principal and Vice-Chancellor Patrick Deane held a year-long series of conversations with staff, faculty, students and alumni. In the "Report on the Conversation", he noted that staff and faculty had expressed concerns with aspects of the workplace culture at Queen's. He advised that experiences of collaboration and collegiality were not universally shared and that the homogenizing elements of Queen's traditions needed to adapt to better embrace diversity and ensure all members of the community feel included.

The **Queen's Strategy**, developed from the Principal's conversations and adopted in May 2021, expresses that the university's values are truth, responsibility, respect, freedom, and wellbeing. One of the six strategic goals is Organizational Culture. "To be successful and fulfill our vision for the future, all members of our community must feel respected, safe, valued, and empowered to thrive."

The university's commitment to meet this goal has been explicit: "We will achieve our vision and our commitment to making a global impact by….ensuring that in the workplace we live our values, and that our human resources, organizational structure, processes, and culture are properly aligned.

Survey design

In response to the information provided by employees and the strategic commitments made by the university, in the spring of 2022, Principal Deane announced that an Employee Experiences Survey would ask faculty and staff members across the university about their experiences of the university's working environment and culture.

While the pandemic presented unprecedented challenges for employees and the institution, the university moved forward with its plan to conduct an employee engagement survey. A centralized mechanism that would enable staff and faculty to share feedback, as well as the collection of systemic-level data, was necessary.

The survey instrument, designed and administered by workplace consultant, Metrics@Work, examined 42 themes, or "drivers of engagement", related to employees' views about, and experiences in their workplace, including issues of respect, physical and psychological safety, work recognition, job clarity, and opportunities for professional development. Questions under these 42 themes were further designed to indicate respondents' degree of engagement with their specific job, their working group or team, their faculty/shared services unit, and the university as a whole. Metrics@Work was able to compare results from its standard question sets on employee engagement with information from its higher education database[1].

For Queen's and our continued focus on Indigenization – Equity, Diversity, Inclusion, Anti-Racism and Accessibility (I-EDIAA), it was critical to expand the survey beyond employee engagement, to also consider the impact of one's lived experience at the university. Therefore, questions related to employment equity, employee health and well-being, support for equity-deserving groups, and demographics/identities were added to the survey. As these questions were unique to the Queen's survey, results could not be compared to results from other institutions.

The survey was comprised mostly of Likert-style questions on a 7-point scale ranging from Strongly Disagree to Strongly Agree. Some open-ended, comment questions were included allowing employees to expand on their experience and offer suggestions for improving workplace culture.

The survey was designed to be strictly confidential and Metrics@Work housed all individual responses anonymous to Queen's. Employees were invited to complete the survey during May 2022 in either online or paper formats.

[1] The Metrics@Work Post-Secondary Database contains data on engagement from 13 Canadian post-secondary institutions that have used the Metrics survey instrument: Western University, York University, McMaster University, Toronto Metropolitan (Ryerson) University, Lakehead University, Laurentian University, Wilfred Laurier University, University of Lethbridge, Niagara College, Fanshawe College, New Brunswick Community College, Red River College and Algonquin College

Survey implementation

The engagement model used by Metrics@Work produces survey results from across the university (i.e., university-wide results) and within Faculties and Shared Service Departments (i.e. faculty/departmental results). University-wide results, as covered in this report, will help the university to make broader, systemic improvements to our overall culture at Queen's. Faculty/departmental results will enable specific faculty or departmental wide action to take place against the results that matter most to employees in those units.

University-wide results will also provide an important benchmark that will allow Queen's to track its progress over the coming years with respect to reaching its goal of improving organizational culture. Queen's plans to survey the employee population on overall experiences of campus climate every three years.

The initial plan (see Fig 1.1) was for the results of the survey to be shared across the university in the fall of 2022. However, in order to ensure a consistent, university-wide approach to data sharing and action planning, the university postponed the release of this summary report, as well as departmental results until a unified strategy, under the direction of an Employee Experiences Survey Implementation Advisory Committee, could be finalized.
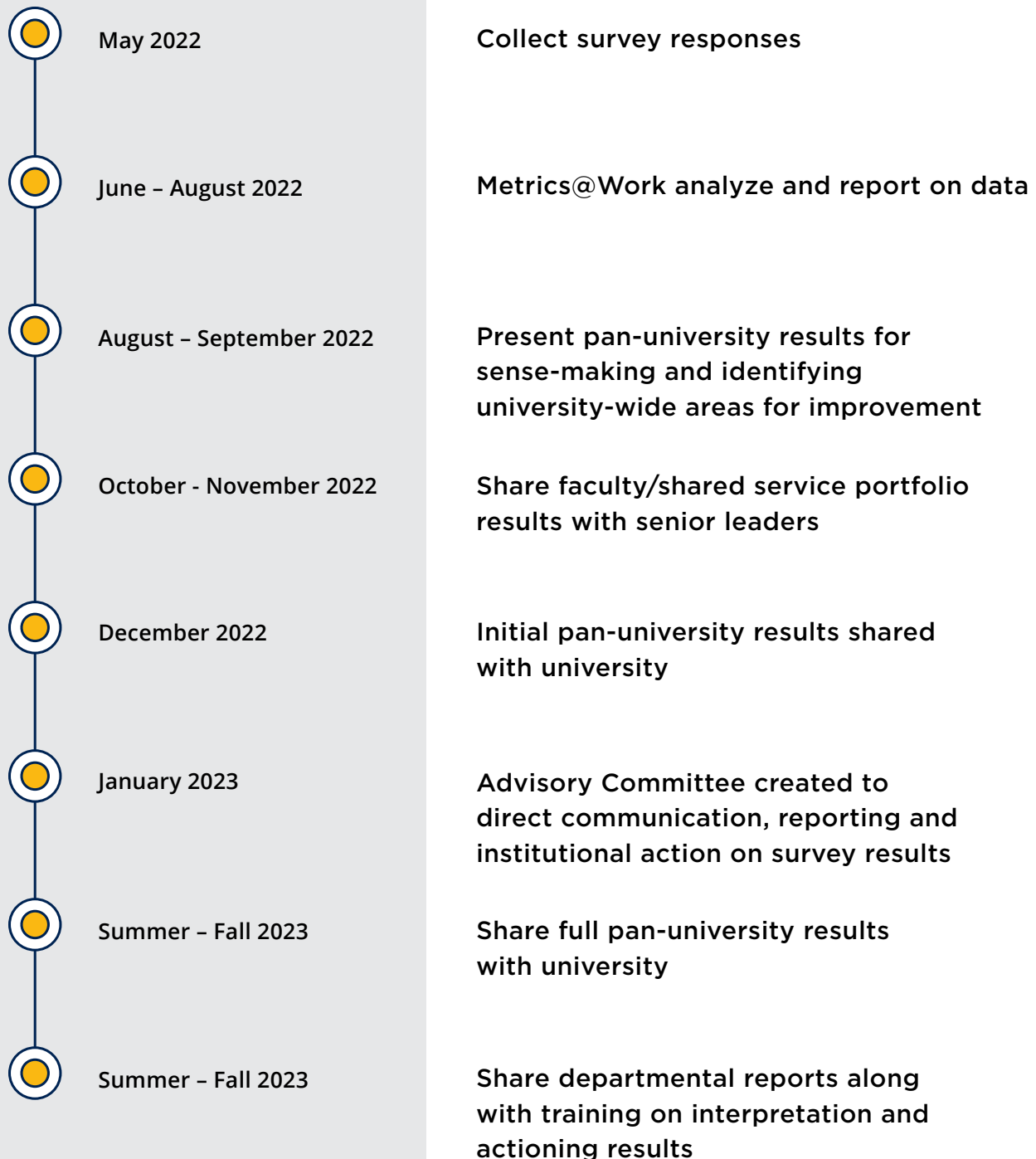
While many employees were understandably eager to see more detailed survey results, it was equally important that the institution develop a structure that would help us collectively move forward on action planning for this and future surveys.

The Employee Experiences Implementation Advisory Committee, made up of representatives from a range of Shared Service Departments and Faculties, was convened to consider the results and recommend changes to policies and programs that would help respond to concerns raised. This group is also responsible for determining the implementation plan post-survey, including communication to the Queen's community and providing guidance to faculties and departments on sharing and actioning unit specific results.

As communicated by the Principal in the fall of 2022, there are three priority areas of action for university-wide results including, employee recognition, support and resources for mental health, and professional development. This report details some of the actions taken to date to address areas for improvement raised by the survey responses, as well as the university's plans to continue addressing organizational culture and to support positive experiences for Queen's employees.

Figure 1.1 – survey implementation timeline

May 2022

Collect survey responses

June – August 2022

Metrics@Work analyze and report on data

August – September 2022

Present pan-university results for sense-making and identifying university-wide areas for improvement

October - November 2022

Share faculty/shared service portfolio results with senior leaders

December 2022

Initial pan-university results shared with university

January 2023

Advisory Committee created to direct communication, reporting and institutional action on survey results

Summer – Fall 2023

Share full pan-university results with university

Summer – Fall 2023

Share departmental reports along with training on interpretation and actioning results

Who completed the survey?

Participation rates in the Queen's Employee Experiences Survey were 10% higher than comparable results at other Canadian post-secondary institutions. Ultimately, Queen's response rate was 68%, with 76% of staff and 52% of faculty, completing the survey. Of that 68%, 75% were staff, and 25% were faculty.

It is important to also review the response rates to the survey for equity-deserving groups at Queen's. Reviewing equity response rates helps ensure that the voices and perspectives of all members of the Queen's community are heard and considered. The table below offers a further breakdown of the percentage of equity-deserving groups that responded to the survey.

Response rates for equity-deserving groups

|	Survey respondents	Percentage survey respondents	Percentage staff and faculty 2022*
Total	3843		
Women	1965	51.1%	57.9%
Racialized groups	432	11.2%	16.7%
Indigenous Peoples	92	2.4%	2.2%
Persons with disabilities	415	10.8%	6.2%
2SLGBQI+ employees	303	7.9%	6.2%
Transgender employees	54	1.4%	1.0%

*2022 representation of equity-deserving staff and faculty taken from the Queen's ICOUNT census based on total population.
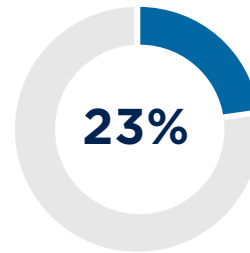
Work location

Based on the survey results, employees who completed the survey worked in different settings.
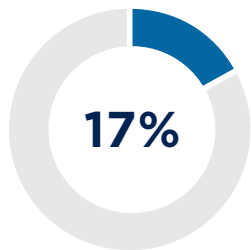
18%
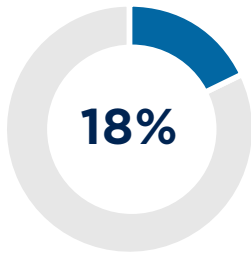
Working fully
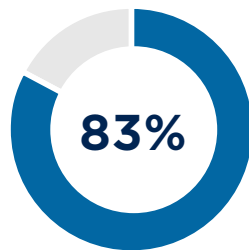remote

58%
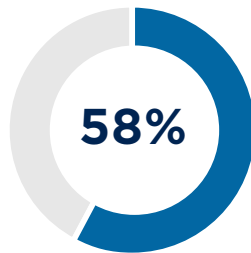
Working partially
remote and partially
on campus

23%

Working fully
on campus
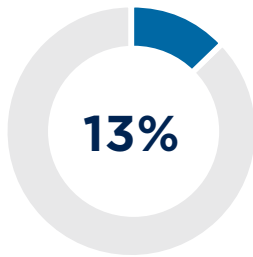
Leadership roles of respondents

17%

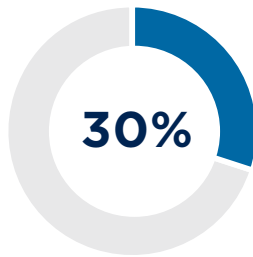Leaders (at least one
direct report)

83%

Employees
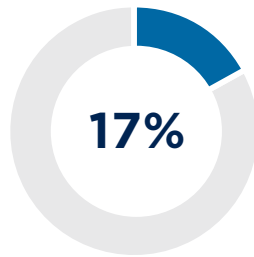(no direct reports)

Length of time working at the university

Respondents to the survey had worked for the university for varying lengths of time.
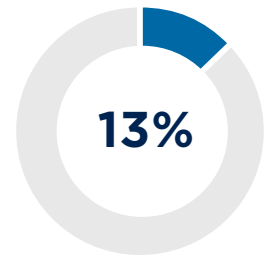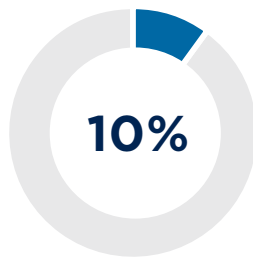
13%
Less than 1 year

30%
1 to 5 years

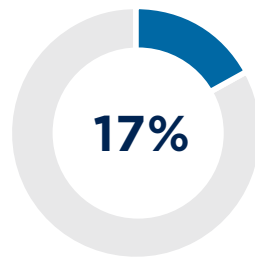**17%**
6 to 10 years

13%
11 to 15 years

10%
16 to 20 years

17%
More than 20 years

Survey questions and interpretation

The survey asked respondents what they think and feel about their jobs, their team, their department or unit, faculty/shared service, and the organization as a whole. This is because employees can feel differently engaged to one's immediate team than they do with the faculty or university. The questions posed to respondents measured 42 engagement drivers or predictors of what makes employees feel engaged about their work and workplace. Respondents used the following 7-point Likert scale when responding to questions measuring drivers of engagement:

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
◯	◯	◯	◯	◯	◯	◯

What are drivers of engagement?

Specific work factors in the employees' environment (e.g., those related to the job, team, faculty/shared service or organization as a whole) that contribute to overall feelings of engagement. Actions for improving engagement are typically targeted at the driver level.

Queen's results across all 42 engagement drivers fall between the scores of 55 and 88 which suggest that even our lowest areas are moderately positive in nature.

Engagement driver scores are based on the arithmetic mean of responses across a 7-point Likert response scale and then converted to a 0 to 100 range, much like a test score. Therefore, the scores represent an average level of agreement with the statement (i.e., not the % of people who are engaged) on a scale from 0-100.

Interpreting engagement driver scores

Scores of 75 or higher represent strong positive results and are areas for Queen's to celebrate, maintain and/or consider leveraging further. Scores of 50 or less represent potential areas for improvement and may be areas the institution decides to strengthen. Scores between 50 and 75 represent areas for further exploration for the university to determine whether these moderately positive engagement drivers are worth further attention.

Employee engagement at Queen's

University-wide engagement scores

70.0
All employees

71.8
Staff

67.6
Faculty

The survey found that overall employee engagement at Queen's, a score derived from the combination of responses to all 42 engagement driver statements, was 70.0 - slightly above the average at other institutions (69.3). The overall engagement for staff was 71.8 and faculty was 67.6.

Job, Team, and Faculty/Shared Service engagement scores:

The 42 drivers can be further organized into four clusters, with increasingly larger context: Job, Team, Faculty/Shared Service Department and Queen's University. The definitions provided on the survey when responding to the 42 engagement drivers were as follows:

Job: These questions were about work roles or the specific job that an employee does on a regular basis.

Unit/Team/Internal department: These questions were about the unit, team, or internal department within a faculty or university shared service department. This is the part of the organization with which the work the employee does is directly associated.

Faculty/University shared service department: These questions were about the faculty/university shared service department and are about an employee's experiences in relation to the broader, strategic level under which their team resides.

Queen's University: These questions were about an employee's experience with Queen's University as a whole.

Employees' greatest engagement was with their job with slightly decreasing engagement with their team, faculty/shared services department, and the university as a whole. This pattern is consistent with results at other post-secondary institutions.

Employees reported slightly declining overall engagement from their job, to their team, to their faculty/shared service, and, finally, to the university.

Job	76.2
Team	66.1
Faculty/Shared service	65.1
University	63.8
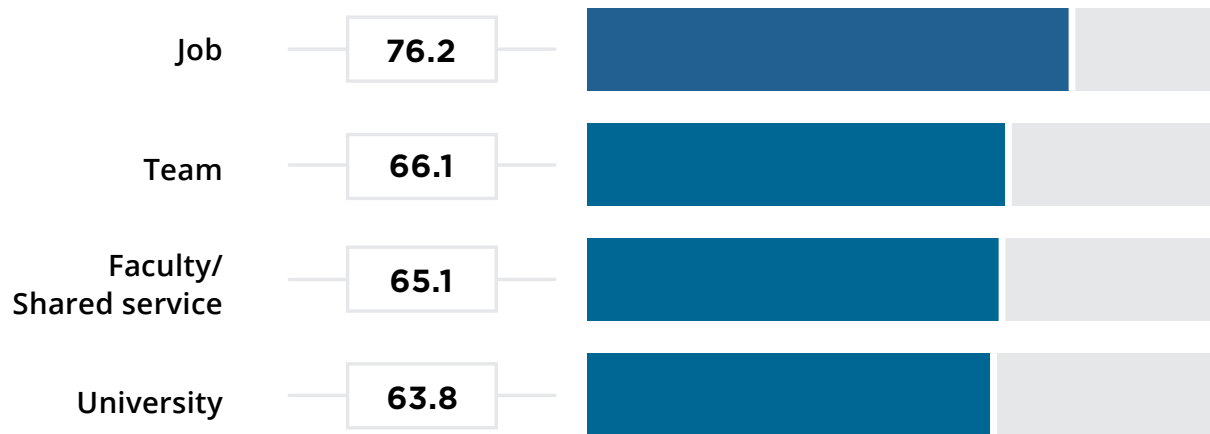
Institutional results for all engagement drivers

The following table gives the scores, for each driver from highest to lowest. The Queen's University Grand Driver Average is 70.0, which is the result of averaging all engagement driver averages together into a single representative score.

Scores of 75 or higher represent strong positive results and are areas for Queen's to celebrate, maintain and/or consider leveraging further. Scores of 50 or less represent potential areas for improvement and may be areas the institution decides to strengthen. Scores in between 50 and 75 represent areas for further exploration for the university to determine whether these moderately positive engagement drivers are worth further attention.

Institutional results for all engagement drivers

Rank	Driver category	Engagement driver	Score
1	Team	Physical safety	88.7
2	Organization	Feel physically safe on campus	82.2
3	Team	Inappropriate behaviours not tolerated	80.8
4	Job	Role clarity	80.2
5	Team	Respect	80.1

Institutional results for all engagement drivers

Rank	Driver category	Engagement driver	Score
6	Team	Leader availability	79.7
7	Job	Job control	77.5
8	Team	Psychological safety	76.7
9	Team	Leader satisfaction	76.7
10	Team	Leader responsive to ideas	76.4
11	Team	Intradepartmental cooperation	74.9
12	Job	Innovation	73.7
13	Organization	Respect on campus	73.1
14	Faculty/Shared Services	Proud to be associated	73.0
15	Team	Challenges and mistakes are opportunities to learn	72.4
16	Academic	Research is respected and valued	71.9

Institutional results for all engagement drivers

Rank	Driver category	Engagement driver	Score
17	Team	Conflicts addressed by leader	71.0
18	Organization	Inclusive workplace	70.4
19	Team	Professional development	70.3
20	Team	Individual recognition	70.0
21	Team	Effective leader planning	69.7
22	Organization	My work supports strategic priorities	69.5
23	Job	Communication	68.5
24	Academic	Recognition for excellence in teaching	68.4
25	Team	Comfort raising issues	67.9
26	Team	Feedback received from leader	67.1
27	Team	Involvement in decision making	67.0

Institutional results for all engagement drivers

Rank	Driver category	Engagement driver	Score
28	Job	Workload	66.6
29	Academic	Training and professional development	66.5
30	Organization	Feel informed	66.2
31	Job	Work-life balance	65.7
32	Faculty/Shared Services	Satisfaction with leadership	64.5
33	Organization	Clear executive planning	64.1
34	Team	Social support for coping with stress	64.0
35	Academic	Colleague research discussions	63.7
36	Organization	Satisfaction with executive leadership	63.1
37	Organization	Opportunities for professional development	62.4
38	Faculty/Shared Services	Satisfaction with communication	62.3

Institutional results for all engagement drivers

Rank	Driver category	Engagement driver	Score
39	Academic	Recognition of service contribution	61.7
40	Organization	Adequacy of services for mental health	61.0
41	Academic	Consider academic leadership role	55.9
42	Job	Work recognition	55.4

*Table Footnote: Engagement Drivers in the Academic category were only asked to those who were identified as faculty.
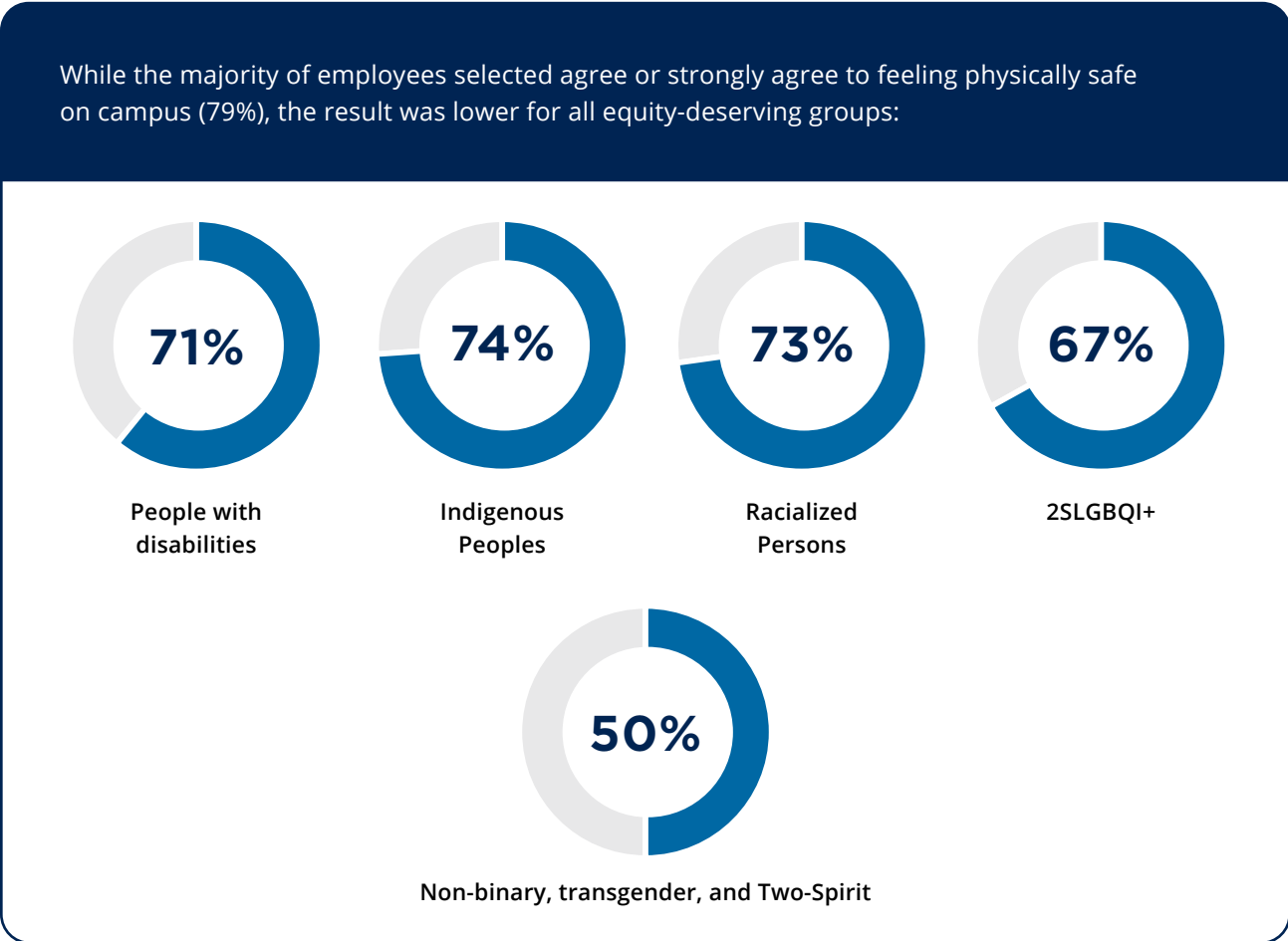
Equity-deserving groups

Queen's employees do not all experience the workplace in the same way, and we must be cautious about how aggregated scores can obscure the diversity of lived experiences.

Disaggregating our overall positive engagement scores reveals greater gaps in people's experiences of belonging and positive culture, particularly for equity-deserving employees. In a community that values diversity and inclusion, the university must ensure it is acting to address the needs of all employees, including those who are most marginalized.

Engagement scores were notably lower for transgender, non-binary, and disabled employees (64.1, 61.7, and 59.1 respectively) when compared to overall employee engagement scores. The following charts illustrate a number of areas where the level of agreement with certain indicators of engagement was significantly lower for equity-deserving group members when compared to employees overall.

NOTE: Percentages reported in this section are based on response. Results given illustrate statistically significant differences with a meaningful strength of correlation.

While the majority of employees selected agree or strongly agree to feeling physically safe on campus (79%), the result was lower for all equity-deserving groups:

71%
People with disabilities

74%
Indigenous Peoples

73%
Racialized Persons

67%
2SLGBQI+

50%
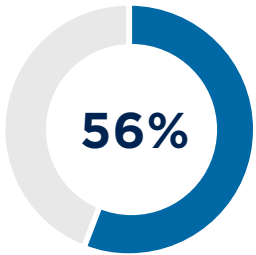Non-binary, transgender, and Two-Spirit

While 76% of all employees reported being treated with respect in their team, the result was slightly lower for Indigenous employees and significantly lower for persons with disabilities and transgender, non-binary, and Two-Spirit employees.

73%
Indigenous Peoples

63%
People with disabilities
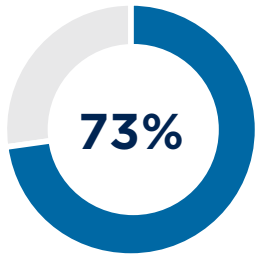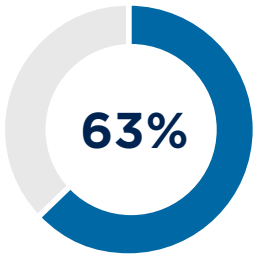
56%
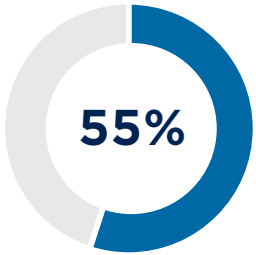Non-binary, transgender and Two-Spirit

Similarly, while 73% of all employees reported being treated with respect on campus, the percentage was lower for women, racialized employees, Indigenous employees, employees with disabilities, and non-binary, transgender, and Two-Spirit employees.
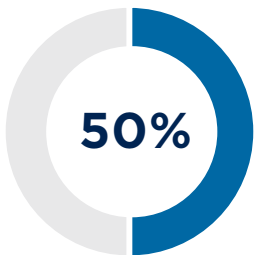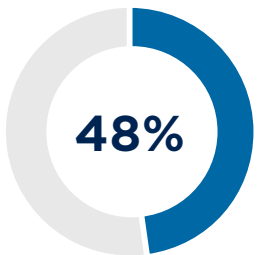
61%
Women

59%
Racialized Persons

55%
Indigenous Peoples

50%
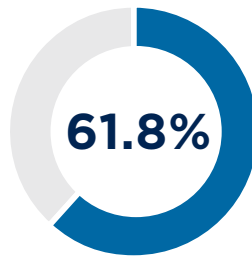People with disabilities
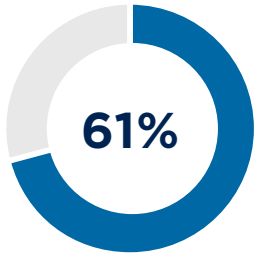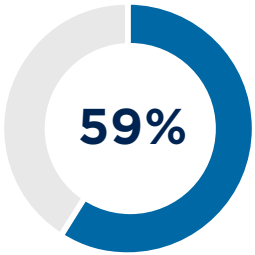
48%
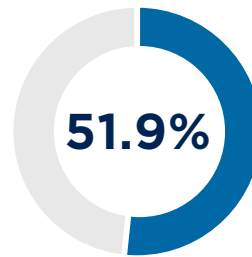Non-binary, transgender and Two-Spirit

73.2% of employees responded positively to feeling a sense of belonging within their team, but Indigenous employees, employees with disabilities, and non-binary, transgender, and Two-Spirit employees reported lower levels of a sense of inclusion.

68.5%
Indigenous
Peoples

61.8%
People with
disabilities
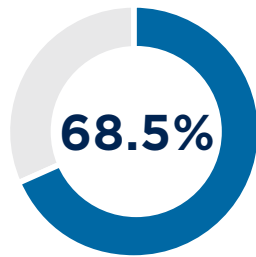
51.9%
Non-binary, transgender
and Two-Spirit

Addressing intersectionality

The concept of intersectionality comes from American legal scholar Kimberlé Crenshaw. It recognizes, not just the various identities a person may hold, but the ways in which systems converge to reinforce particular forms of exclusion, discrimination, and violence for those who hold overlapping, marginalized identities.

Employees with disabilities at Queen's viewed physical safety on campus less positively than all other respondents (71% agreement vs. 79% agreement, respectively). However, taking intersections of race and gender into account as well, we see that racialized female-identifying employees with disabilities were far less likely to respond positively to questions of physical safety (33%).

Similarly, while only 63% of employees with disabilities responded positively to questions about being treated with respect on their teams compared to 75% of employees overall, only 44% of racialized employees with disabilities responded positively.

While this summary report does not provide an in-depth intersectional analysis, the Human Rights and Equity Office and the Institutional Research and Planning Office continue to work with the survey data to identify intersectional patterns of (dis)engagement and work with communities most affected to gather further insight into people's experiences in order to meaningfully address concerns.

Knowledge of services

For employees who indicated that they had experienced a lack of accommodation, discrimination, or harassment during their employment, 26.7% indicated they were not aware that Queen's offers support to persons experiencing such difficulties. Additionally, of those employees who indicated they had experienced harassment, discrimination or reprisal during their employment, almost half (49%) indicated they did not inform someone at the university about the occurrence. Further work needs to be done to promote the services provided by Human Resources, the Human Rights and Equity Office, the Office of Indigenous Initiatives, and the Office of the University Ombudsperson and to understand potential barriers to accessing available supports.

Employee health and wellbeing

37%
of employees agreed or strongly agreed that Queen's provides adequate resources to help support personal health and wellbeing.

37%
of employees agreed or strongly agreed that they would like additional resources from Queen's to support personal/ family health.

Many responses to questions about access to mental health services fell into the "neither agree or disagree" category, again indicating that employees may not be aware of the resources available, and the efforts being made by the university. Only 47.7% of employees indicated they had participated in any of the university's health and wellbeing initiatives. When asked what wellbeing initiatives would be of interest, individual counselling, outdoor de-stressing activities, retreats, and developing new skills/hobbies were among the most popular. The university clearly needs to improve information sharing about its existing health and wellness programs, and assess the programs' benefits and shortcomings to ensure the offerings are expanded or created to meet the needs of our employees.

Addendum

What initiatives or programs has Queen's already launched to assist employees?

The university has in place a number of services and programs designed to support employees; some of these resources have been developed since the survey was conducted.

In December 2021, to respond to this growing demand for employee wellness services during the pandemic, Human Resources announced the launch of an Employee Wellness Services unit with dedicated staff to support employee wellbeing. The role of the new unit is to focus on the development of employee wellness resources and services in a coordinated and strategic way.

The survey's findings have clearly indicated that the university should provide employees with more information about the services already available and build trust and confidence in their value.

Examples of some of the most significant existing initiatives, programs and services:

Employee and Family Assistance Program: Confidential, professional, and personalized wellness services had an annual utilization rate of 18.17% (981 cases last year compared to the industry average of 12.59% utilization).

Enhancing Wellbeing and Preventing Burnout Certificate: Designed to support managers with strategies to enhance the wellbeing of their team and to prevent burnout. This certificate program was launched in January 2023, and has engaged over 120 leaders, with 70 expected to complete the program by the end of June 2023. The certificate program is complementary, courtesy of Human Resources, and is expected to run two more times in 2023.

Employee Community Garden: Supporting the pillar of "Places" under the **Campus Wellbeing Framework**, the Garden supports a lovely gathering spot for social connection and outdoor activities.

Employee Resource Groups: Employee Resource Groups (ERGs) contribute to an inclusive workplace by creating equity deserving group-led spaces where employees can gather, support each other, and develop professionally. Current ERGs include Indigenous Staff and Faculty Network, Queen's University Association for Queer Employees (QUAQE), Queen's Muslim Inclusion Network (QUMIN), Queen's Women's Network, and Women in Science at Queen's. Proposals for new groups are welcome and can be submitted to Human Resources or the Human Rights and Equity Office for consideration.

Putting Recognition and Reward on the Agenda: Launched in Spring 2023, as part of the **Thrive 365 calendar** and includes an introduction to an Appreciation and Recognition Toolkit which was created to foster connectivity and maintain a positive workplace culture by better acknowledging the contributions made by employees.

Office of Indigenous Initiatives: Established in 2017, the OII continues to lead the university in building Indigenous ways of knowing and being into the fabric of university life and creating space that is validating, welcoming and safe for Indigenous students, staff and faculty.

Accessibility Cafés: These sessions, offered throughout the academic year, provide university community members with a forum to learn more about accessibility issues and discuss actions needed to make Queen's more accessible and welcoming for people with disabilities.

PAGGAS: Principal's Action Group for Gender and Sexual Diversity (PAGGAS) initiates and supports actions to improve the climate for participation in university life for all Queen's students, faculty, staff, and alumni who are part of the 2SLGBTQ+ community or who are gender non-conforming. Current initiatives include research and action on gender inclusive washrooms and changerooms and improving university practices and systems related to naming and community safety.

Together We Are | Human Rights Equity Office: Together We Are is a positive community of people celebrating equity, diversity and inclusion in the Queen's and broader Kingston community. Together We Are is a safe and collaborative space where dialogue and discussion can occur. Together We Are is for the passionate, the curious and anyone looking to join a positive, community of people committed to diversity, equity and inclusion.

Thrive 365: Year-round initiatives that aim to build positive mental health and wellness through discussion, learning, skill development, and resource sharing, with events and learning opportunities offered throughout the year to staff, faculty, and students. Thrive 365 was launched in January, 2023, and as of May, 2023, Employee Wellness Services has hosted 79 events since it's launch reaching 539 participants compared to 109 events in 2022, reaching 1,105 participants.

Professional development opportunities for staff, faculty, and leaders: Over 135 workshops are available for all staff, faculty and leaders through in-person and virtual offerings from September through June. Complete workshops individually, or towards the completion of one of 6 certificate programs. Leaders, including academic leaders, are invited to apply for registration in our leadership development cohort programs during the fall.

E&I Competencies and I-EDIAA Training: Human Resources compiled a list of Equity and Inclusion competencies for Staff and QMPG/Senior Non-Academic Leadership. The Human Rights and Equity Office used the Equity and Inclusion competencies to create a list of training activities. The training activities can be used to develop a specific Equity and Inclusion competency at every level. **queensu.ca/hreo/education/equity-and-inclusion-competencies**

Foundational Leadership Alumni Group (FLAG): A standing alumni group, that is open to any leader at Queen's, that acts as an incubator for growing leadership potential at Queen's. Join to learn more about the various events and mentorship opportunities available across campus.

Tuition Assistance Program: Includes two benefit programs offered to employees who wish to embark on completing courses at Queen's (Eductional Development fund) or courses at eligible institutions outside of Queen's (Professional Development fund). Both funds help cover the cost of tuition.

BeWell@VPFA Grant: Supports initiatives within the VPFA portfolio that align with the pillars of the Campus Wellbeing Framework.

The Gold Folder: A printable guide for assisting employees in distress. Learn how to recognize, respond, and refer when colleagues need support. Understand the signs of distress that colleagues could be experiencing. Review resources available within Queen's, Kingston, and Ontario that can help.

What are some new initiatives and programs Queen's will adopt to address areas of concern identified by the survey?

The university is working on a number of new initiatives that will be launched in the coming year:

BeWell Grant: University-wide support for work that aligns with the pillars from the Campus Wellbeing Framework

Roadmap to Wellbeing: A strategic document from Human Resources which will document actions being done on campus to operationalize the Campus Wellbeing Framework.

Enhanced professional development opportunities: Expanded availability of all core workshops behind our certificate programs offered in the HR Learning Catalogue will start in the Fall of 2023. Taking into account both virtual and in-person offerings, workshops will be offered almost twice as often as previous years. New workshops covering topics such as:

• Project Management 301
• Professional Boundaries for Managers
• Career Advisory Certificate
• Management Learning Series
• Indigenous Certificate (under development by OII)

Expanded leadership development programming: A re-envisioning of our flagship leadership programs: Emerging Leaders and Foundational Leaders, will be launching in the Fall of 2023 under a new, robust framework for leadership development called Building Leadership Capacity @ Queen's. This framework will include leadership cohort programs to span the employee journey, from those simply exploring the concept of leadership through to the most senior leadership levels at the university. Great care has been taken to ensure action learning projects, mentoring and exposure to a greater network at the university remain key principles of the learning.

Harassment and discrimination prevention and education: Expand training and awareness resources on harassment and discrimination prevention and response including education on various university reporting and complaint options.

Strengthen hate incident response strategies: The university will continue to respond to recommendations from the 2021 external review and address the ongoing safety concerns of equity deserving staff, faculty, and students. **CSES Response to Hate Crimes on Campus at Queen's University, Office of Risk and Safety Services (queensu.ca)**

New I-EDIAA education and learning opportunities: The introduction of the HREO Learning Challenge marks a shift towards fostering a more inclusive culture. The Challenge includes two new online modules on Ableism and Microaggressions, empowering learners to dismantle stereotypes and cultivate a more equitable environment. In addition to these two new online modules, there is also a new module on anti-racism. This module covers a number of topics including: key features of anti-racism and stages of becoming anti-racist; key ideas regarding racism in Canada and how it functions at the individual, social and institutional levels and how to engage in anti-racism through self-education and action plans. New resources on Religious and Spiritual Observance and Inclusive Leadership are being developed.

Campus climate for equity-deserving groups: Similar to the university-wide results, further review and analysis will be conducted to make recommendations for improving campus climate among members of equity-deserving communities.

Continued work by the Employee Experiences Implementation Advisory Committee: Work will continue to build implementation strategies over the course of 2024 to address the survey results specifically in the areas of Job Recognition, Mental Health Services and Supports and Opportunities for Professional Development.

In summary

We acknowledge that work on organizational culture is never complete and that the work to change systems, structures, programs and services can feel slow. Every future iteration of the Employee Eexperiences Survey will help us measure our progress on our Queen's strategic priority of improving our culture. Acknowledging that these results are from a single point in time, they are intended to be a starting place for conversation and curiosity about how all employees both experience and contribute to the culture here at Queen's.