



Annual Report 2018

Human Rights and Equity Office

Queen's University



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Alternative formats of this report are available on request

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MESSAGE FROM THE AVP HUMAN RIGHTS, EQUITY AND INCLUSION

In May 2018 the Equity Office and the Human Rights Office officially united to become the “Human Rights and Equity Office”. This change has brought about exciting new initiatives as well as the ability to consolidate and coordinate existing efforts. Our 2018 strategic planning meeting consisted of creating a vision, mission and core values for the new Office:



Vision: An inclusive community that values, respects, and celebrates the dignity and worth of every person, and where all can be their best.

Mission: To advance a culture of human rights, equity and inclusion by inspiring and educating community stakeholders, through: developing and implementing innovative strategies in employment and educational equity; providing information, advice and assistance to individuals or groups at Queen’s regarding protections available under policies and legislation; providing non-judgmental sexual violence prevention and response support; and improving access for everyone on campus by removing barriers, encouraging accessibility, and promoting the duty to accommodate.

Core Values

CREATIVITY & INNOVATION
ACCOUNTABILITY
RESPECT
COLLABORATION
INTEGRITY
COMMUNITY CENTRED PRACTICES

New Logo

Our newly combined office needed a visual representation of our core values, so we commissioned Vincent Design Inc. to design our new logo. The logo features two figures cradling each other forming a complete circle and in turn creates the sense of safety in sharing ideas free from judgement as well as



a mutual responsibility for continuous improvement of social practices. This new design is representative of community, support and inclusion. It also pays homage to the legacy of Leo Yerxa through use of organic shapes, patterns and elements present in his previous work for both of our offices when they were separate units.



In this report, we present an overview of the many initiatives that the Human Rights and Equity Office developed during 2018 as well as many accomplishments. We continue to strive for a campus that values diversity and works to achieve inclusion, and we are committed to providing the necessary support for units to achieve their employment and educational equity goals.



THE HUMAN RIGHTS AND EQUITY OFFICE STAFF



Andrew Ashby - Accessibility Coordinator

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Andrew Ashby is the Accessibility Coordinator and has worked in the Office since 2015. Andrew is responsible for the coordination of accessibility initiatives throughout the University. Andrew works collaboratively within the Queen's community to provide skills and services that will ensure a coordinated approach to accessibility. As a person living with a disability himself, Andrew fully appreciates the significance of being able to work and learn at Queen's in a way that takes into account dignity, independence, integration, and equality of opportunity.



Jill Christie – Manager, Data and Administration

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Jill Christie is the Manager, Data and Administration and has worked in the Office since 2003. The majority of Jill's time is spent preparing detailed reports as well as routine reporting and analysis to facilitate decision making and strategic planning of equity initiatives at Queen's. Jill administers the data systems that provide statistical profiles pertaining to the Federal Contractors Program (FCP), the QUFA Collective Agreement and the Accessibility for Ontarians with Disabilities Act (AODA). Jill also manages the administration of the Office.



Erin Clow - Education and Training Advisor

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Erin Clow is the Education and Training Advisor and has worked in the Office since 2014. Erin is responsible for the implementation of training and learning strategies relating to human rights, equity and inclusion. Erin holds a Doctor of Philosophy degree in Political Studies from Queen's University, a Master of Arts degree in Canadian and Indigenous Studies, and a Bachelor of Arts Honours degree in Women Studies and Political Studies from Trent University.



Meri Diamond - Administrative Coordinator

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Meri Diamond is the Administrative Coordinator and has worked in the Office since 2005. Meri is responsible for fielding inquiries made to the office as well as assisting with any questions that may arise. She administers the I Count Queen's Equity Census process to all new employees and administers the Faculty and Staff Employment Equity Process.



Nilani Loganathan – Human Rights Advisor

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Nilani Loganathan joined the Office in 2019 as a Human Rights Advisor. Nilani supports students, staff and faculty at Queen's by working with them to effectively address human rights- and equity-related concerns using a client-led and anti-oppressive approach. Nilani has completed a Bachelor's degree in Political Studies and International Development Studies and has previously worked to advocate for international members of the Queen's community.



Barb Lotan - Sexual Violence Prevention and Response (SVPR) Coordinator

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Barb Lotan joined the University in May 2016. As the SPVR Coordinator, Barb works closely with other campus partners on coordinating training and education related to sexual violence, and developing the University's central sexual violence policy and other related policies on the Queen's campus. Additionally, Barb serves as a point of contact to provide information to students who have experienced sexual violence about the services and supports available both on and off campus.



Greg Naçu - Application Developer

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Greg Naçu is the Application Developer and has been with the Office since 2014. Greg is responsible for creating new online applications, maintaining and updating existing applications for the Office. Greg also provides technical support and database administration services to the Office.



Candace Parsons – Multimedia & e-Learning Support Analyst

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Candace Parsons joined the Office in 2018 as the Multimedia & E-learning Support Analyst. Candace is responsible for researching, identifying, testing and implementing educational technologies to facilitate and enhance learning. Candace is also responsible for the creation and set up of course content including audio, video, and graphical materials for e-learning offered by the Office.



Heidi Penning - Equity Advisor

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Heidi Penning has been with the Office since 2010. Heidi is an Equity Advisor and contributes to the oversight function of the Office regarding the University's compliance and commitment to achieving equity throughout the Queen's community. Heidi holds a Masters Degree in Public Administration from Queen's University. Heidi brings with her over two decades of experience about the way that public policy, human behaviour, and community realities intersect to create sustainable and positive change for equity-seeking groups so they can live, work and play with dignity in their communities.



Jean Pfleiderer- Associate Director, Human Rights Advisory Services

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Jean Pfleiderer is responsible for the overall functioning of the Human Rights Advisory Services, including the Sexual Violence Prevention portfolio. As well, Jean is the Sexual and Gender Diversity Coordinator and facilitates the Queen's Positive Space Program. Jean, who holds a Doctor of Philosophy in English and a Juris Doctor from the University of Colorado, has been with the Office since 2008.

Ruth Santamaria- Administrative Assistant

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Ruth Santamaria has been in the Office since 1998 as the Administrative Assistant. As the front line person, Ruth is responsible for fielding inquiries made to the Office as well as assisting with any questions that may arise. Ruth supports all staff and greets clients for the Advisory service.



Stephanie Simpson – Associate Vice-Principal (Human Rights, Equity and Inclusion)

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Stephanie Simpson has worked in the Office since 1996. In 2018, Stephanie became the Associate Vice-Principal (Human Rights, Equity and Inclusion). Stephanie holds a Master of Education degree and a Master of Laws degree from Queen's. Her research has focused on how racism and processes of racialization affect youth in smaller urban centres such as Kingston, as well as on adjudicative silences with respect to racial inequality and access to justice for racial equality seekers. Stephanie represents Queen's on the Kingston Immigration Partnership Operations Committee Council, currently acting as the Council's Co-Chair.



Lavie Williams - Inclusion and Anti-Racism Advisor

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Lavie Williams joined the Office as the Inclusion and Anti-Racism Advisor in 2018. Lavie earned her Bachelor of Science from Queen's and then a Master of Arts in Human Rights from the University of Sussex. Lavie brings her passion for and experience with anti-racism and anti-oppression work to contribute directly in developing, implementing and monitoring institutional inclusion and anti-oppression strategies. Lavie is a central point of contact for individuals and units who wish to access all related anti-oppression and anti-racism initiatives, processes and services at Queen's.



Vanessa Yzaguirre – Equity Advisor

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Vanessa Yzaguirre joined the Office in 2018 as the Equity Advisor. Vanessa holds a Bachelor of Arts in Media and Communications from Universidad Central de Venezuela and a Master of Arts in Gender Studies from Queen's University. Vanessa is responsible for working collaboratively with academic and/or administrative units to implement diversity and equity strategies using the Diversity and Equity Assessment and Planning (DEAP) Tool and Cyclical Program Reviews Process. Vanessa also coordinates the Queen's Human Rights Legislation Group, and delivers training sessions on employment and/or educational equity-informed initiatives and practices.

Our Services

There are four services areas that fall under the Human Rights and Equity Office portfolio:

Equity Services

Identify gaps in equity policy, remove barriers to equity, and ensure greater equal participation of marginalized groups and individuals.

Accessibility Services

Provide support and feedback concerning accessibility initiatives, elevate inclusion, and improve access for everyone on campus.

Human Rights Advisory Services

Promote human rights and advise on matters related to harassment and discrimination.

Sexual Violence and Prevention Response Services

Provide non-judgmental sexual violence prevention, support, and response.

The services of the portfolio can be summarized under seven activities: Employment Equity, Accessibility, University Mandated Obligations, Training, Initiatives, Human Rights Code Obligations, and Sexual Violence Prevention and Response.



EMPLOYMENT EQUITY

Under the Employment Equity Act (1995), a federal employer must ensure that persons in designated groups (Indigenous peoples, persons with disabilities, women, and racialized/visible minorities) are represented in each occupational classification in a manner that reflects their representation in the Canadian workforce, or those segments of the Canadian workforce, “that are identifiable by qualification, eligibility or geography and from which the employer may reasonably be expected to draw employees.” The Federal Contractors Program (FCP) was developed by Human Resources Skills Development Canada (HRSDC) to enforce the employment equity compliance of large, provincially-regulated employers. In 2013, the FCP was redesigned and now applies to all provincially-regulated employers that have 100 or more employees and that receive federal government goods and services contracts of \$1 million or more. These “Federal Contractors”, including Queen’s University, are required to certify their commitment to employment equity by showing that they meet, or are taking measures that will enable them to meet, FCP criteria. In order to meet those criteria, Equity Services has initiated the development of several programs, practices and procedures.

By signing an Agreement to Implement Employment Equity, Contractors agree to implement and maintain employment equity within their workplace. This Agreement is in force from the moment of receipt of an initial federal government goods and services contract, a standing offer, or a supply arrangement valued at \$1 million or more (including applicable taxes). The contractor must fulfill the following Requirements:

1. Collect workforce information
2. Complete a workforce analysis
3. Establish short-term and long-term numerical goals
4. Make reasonable progress and reasonable efforts

Over and above its FCP requirements, Queen’s recognizes its responsibility and the need to promote equity in the employment of LGBTQ+ persons.

I COUNT Queen's Equity Census

Queen's collects workforce information, self-identification information, through the *I COUNT Queen's Equity Census*. The Census is sent monthly to all new employees joining the organization. Existing employees are able to access and re-submit the survey at any time in order to update their self-identification information. The data from the *I Count Queen's Equity Census* and PeopleSoft, the Human Resources Information System (HRIS), are combined using our Equity Data Warehouse to merge the ICOUNT Equity Census data with the HRIS data and to complete a workforce analysis by occupational group.

The *ICOUNT Queen's Equity Census* was administered twelve times in 2018 to a total of 642 new employees, an increase of 62 from 2018. The FCP requires an 80% return rate. The response and return rates were as follows:

Census #	Sent Date	No. of Hires	No. of Returns	No. of Non-returns	Return Rate
96	8-Jan-18	37	30	7	81%
97	5-Feb-18	89	72	17	81%
98	1-Mar-18	30	29	1	97%
99	2-Apr-18	37	34	3	92%
100	1-May-18	19	19	0	100%
101	4-Jun-18	14	14	0	100%
102	11-Jul-18	99	87	12	88%
103	1-Aug-18	47	40	7	85%
104	5-Sep-18	53	46	7	87%
105	1-Oct-18	102	83	19	81%
106	16-Nov-18	94	69	25	73%
107	10-Dec-18	21	17	4	81%

In those instances where the return rate is below 80%, Equity Services has determined that these lower rates are attributable to the presence of employees holding appointments that are not permanent, for example post-doctoral fellows. In those instances follow up is challenging.

The Equity Data Warehouse

Equity Services and Queen's Information Technology Services designed the Equity Data Warehouse which allows Equity Services to query designated group representation data for any Unit or Department at the University on demand allowing the University to meet its obligations under the QUFA Collective Agreement (CA) and FCP (e.g. in its search processes). The Equity Data Warehouse also ensures that Queen's University has complete control over the confidentiality of the *I Count Queen's Equity Census* data. Only appropriate staff members from within Equity Services have access to this data. In addition, the Equity Data Warehouse facilitates the production of the input files required by Human Resources Skills Development Canada (HRSDC) Workplace Equity Information Management System (WEIMS) specifically when Queen's is required to provide compliance reports to the government under the FCP.

Throughout 2018, Equity Services was able to provide designated group profiles through the Queen's Equity Appointments Process (QEAP) and the Diversity and Equity Assessment Planning (DEAP) Tool applications by using the **Equity Data Warehouse**. The following additional ad hoc reports were also prepared, by request, using the Warehouse:

- a. Designated group profiles and workforce analysis for Biology, Faculty of Arts and Science, Geography and Planning, Psychology, VP Finance and Administration, School of Medicine, Financial Services, Civil Engineering, Office of Risk and Safety, School of Business, Advancement, Faculty of Engineering and Applied Science, Faculty of Health Sciences, Finance, Biomedical and Molecular Sciences, Industrial Relations, Environmental Studies and Film and Media.
- b. Physics position data for CPARC
- c. QUFA Compliance Report data
- d. Gap analysis for all employees by Union
- e. Disability data by disaggregated data
- f. Designated group profile for faculty hired after January 2017 for Provost
- g. 2017 employee data
- h. Faculty and Staff data for PICRDI annual report
- i. QNS and CRC data for PICRDI annual report
- j. Historical faculty data for all of Queens
- k. Employee file for FCP assessment
- l. Work force analysis, Flow data and Goal Setting data for FCP Assessment
- m. Tenure/Tenure Track faculty 2018 report for Provost Office
- n. Departed T/TT faculty report for Provost

The Employment Equity Framework

The **Employment Equity Framework** was reviewed by the Vice-Principal's Operations Committee (VPOC) and received approval from the Principal and Vice Principal's Executive Committee (PVP) in early 2015. Integral to the Employment Equity Framework are three working groups, led by senior administrators at the University.

In 2018 the Employment Equity Framework was revamped to include two new bodies known as the Provost's Advisory Group on Employment Equity (PAGEE) as well as the Employment Equity Community of Practice.

The Provost Advisory Group on Employment Equity (PAGEE)

With the implementation of the employment equity process for Staff, Equity Services, Human Resources, and the Provost Office struck an Advisory Group. This Group has continued the work of the Accountability Working Group of the Employment Equity Framework. The PAGEE met four times in 2018. The primary focus for the Group is implementing elements of the Employment Equity Plan.

Employment Equity Community of Practice

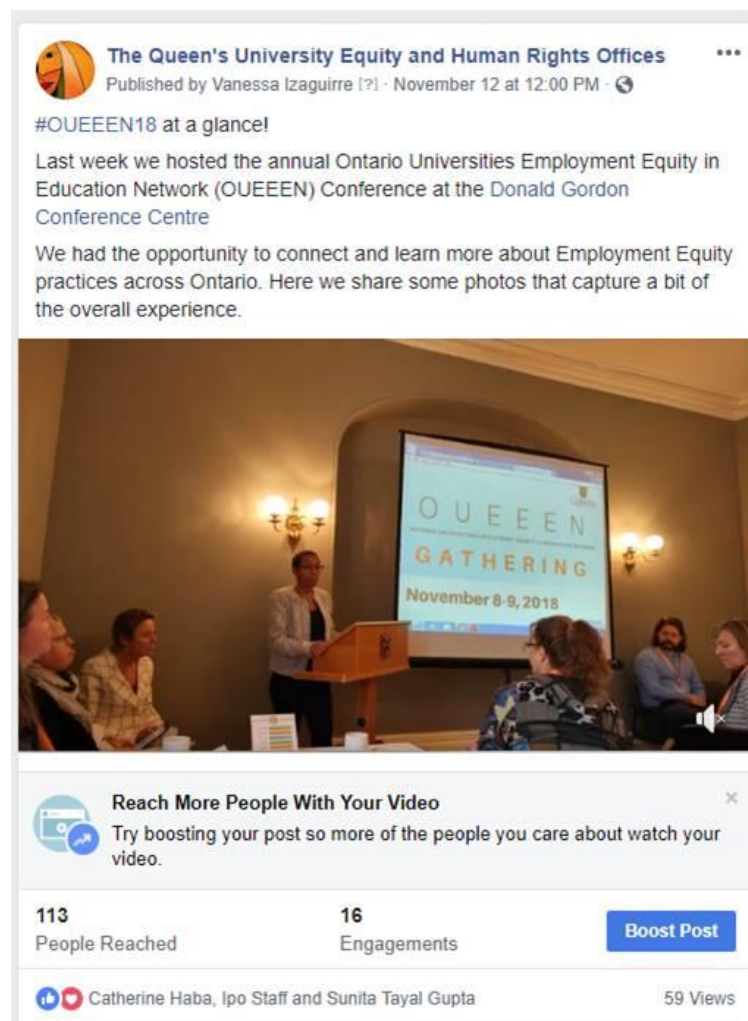
The Employment Equity Community of Practice was established by the Human Rights and Equity Office in 2018 and is comprised of Employment Equity Representatives, Hiring Managers and anyone else who has an interest in advancing equity, diversity and inclusion at Queen's. The group meets quarterly to discuss relevant topics and to share ideas around what is working well and how to remove barriers to employment.

The Council on Employment Equity (CEE)

The CEE has a mandate from the Principal to assist the University in advancing employment equity. Representatives from all unions and associations, as well as a representative from the Aboriginal Council of Queen's University, are invited to participate on the committee. The CEE is coordinated by Equity Services. With the implementation of the Employment Equity Framework, the Council's primary function is to review and advise the work of that structure. The CEE did not meet in 2018 as the PAGEE was being established.

The Ontario Universities Employment Equity in Education Network (OUEEEN)

Queen's hosted a day-long OUEEEN gathering in November 2018 at the Donald Gordon Centre. The following Universities or Colleges were in attendance: Humber College, McMaster University, University of Windsor, Queens University, Western University, University of Ottawa, and Wilfred Laurier University. There was also attendance from local organizations and municipalities. Small group discussions allowed for the active involvement of everyone. The groups discussed the following: Measurement, Learning, Recruitment, Leadership & Accountability, Communication and Special Measures & Programs.



The Employment Equity Plan

The Employment Equity Plan is developed/updated yearly with the contributions of the Provost's Advisory Group on Employment Equity (PAGEE). The plan outlines initiatives in the following areas: Recruitment, Retention and Professional Development. In 2018, the plan included the following items:

1. Recruitment

- a. Develop a streamlined employment equity training program. (Staff Hiring Committee, Employment Equity Representative, Recruitment Bootcamp)
- b. Develop a standard operating procedure to inform units of the employment equity process, which includes an equity package for HR Advisors.
- c. Determine reporting structure for staff hires.
- d. Review and strengthen reporting structure for faculty hires.
- e. Develop and maintain a list of job advertisement sites to assist in reaching candidates from equity seeking groups.
- f. Establish an Employment Equity Representative Community of Practice.

2. Retention

- a. Implement the Diversity and Equity Assessment and Planning (DEAP) Tool across all administrative units.
- b. Formalize a process for the implementation of further Employee Resource Groups and support the implementation of two Employee Resource Groups.

3. Professional Development

- a. Deliver and monitor training to senior administrators' grades 10 and above with the expectation that this training will be offered on a yearly basis to capture new employees.
- b. Beta test the Diversity and Inclusion Staff Team Learning Program with another unit on campus.
- c. Evaluate current Diversity to Inclusion Certificate Program making any improvements where necessary.
- d. Expand 'From Diversity and Inclusion to Belonging' at Queen's to include the broader Queen's Community.

The progress on this Plan is ongoing and various aspects of it are detailed throughout this report.

The Staff Hiring Process

In 2015, the Queen's "FCP Action Group" developed a proposal which entailed developing and conducting an equity process for staff hires. After completion of a pilot project, it was determined that having a detailed employment equity process contributed to creating a representative applicant pool. Based on the success of the pilot, Equity Services further developed a plan for making an employment equity process for staff more widely available across the University. In 2016, Equity Services approached various units to explore the development of employment equity measures to address staff hiring processes within their units. The Office of Advancement implemented a staff hiring process for all hires within Advancement in early 2016.

On November 20, 2017, Senior Management approved an employment equity process for Staff to begin with a voluntary year in 2018 and mandatory participation starting in 2019.

As Equity Services was already mandated to manage and monitor the University's employment equity program for Faculty, implementing the process for Staff was a relatively simple and logical next step. Monitoring for staff employment equity, like faculty employment equity, is managed through the Queen's Equity Appointments Process (QEAP) Application. The QEAP is an innovative web application that collects, tracks, and reports on employment equity data. The QEAP is able to verify that all hiring committee members have received the appropriate mandatory employment equity training (developed and delivered by the Human Rights and Equity Office).

After receiving 6 hours of employment equity training, the "Employment Equity Representative" can access QEAP to determine which designated groups are the most under-represented in the unit (this information is taken from the ICOUNT Queen's Equity Census and imported into the system). This information will influence the unit's recruitment strategy. The diagram below is an example of a unit's data profile; 1 being the designated group that is most under-represented, 2 being the next most under-represented, and so on. A green checkmark indicates the unit has met workforce availability for that designated group.



The QEAP application also does the following:

- QEAP asks what measures have been taken to attract and recruit members of designated groups.
- QEAP sends self-identification questionnaires to all applicants inviting them to complete the questionnaire in confidence; only the Employment Equity Representative has access to this confidential information. This information helps to ascertain whether there is a diverse pool of qualified applicants and also aids in decision making with respect to job offer.
- QEAP is able to track the diversity of the applicant pool from total applicants, to longlist, shortlist, invited to interview, ranking and ultimately, job offer.
- If the candidate who is offered the job has not self-identified in the unit's most under-represented group, QEAP prompts the Employment Equity Representative to provide the committee's rationale.
- Lastly, a summary report is sent to the unit head as well as the Provost's Office for monitoring purposes.

Although the Staff Hiring Process was not mandatory for units at the University in 2018, 40 positions used the QEAP application during this period to implement an employment equity process. With respect to the recruitment process, Equity Services can report on the data extracted from self-identification questionnaires that have been returned by applicants. The data from the self-identification questionnaires is important for a number of reasons. The self-identification questionnaires allow us to view how members of the designated groups fare throughout the entire hiring process. The table below indicates the total number of applicants for these 40 positions who returned self-identification questionnaires. The table also shows how many designated group members were short-listed, proceeded to the interview stage and were ultimately appointed.

Staff Hires 2018		Totals	Women	Racialized/ Visible Minority	Indigenous Peoples	Persons with Disabilities	LGBTQ+
Applied	Total	1562	707	328	83	57	69
	Percentage	100.0	45.3	21.0	5.3	3.6	4.4
Shortlisted	Total	230	101	42	20	10	12
	Percentage	100.0	43.9	18.3	8.7	4.3	5.2
Invited to Interview	Total	171	69	27	19	10	10
	Percentage	100.0	40.4	15.8	11.1	5.8	5.8
Appointed	Total	40	16	5	*	*	*
	Percentage	100.0	40.0	12.5	*	*	*
Canadian Workforce Availability			48.2	17.8	3.5	4.9	N/A

*numbers less than 5 are marked with as asterisk

If we examine the overall progress of these groups across various searches using the information from self-identification forms, we see that the percentage of women and racialized/visible minorities decreased at each stage of the process. The percentage of Indigenous peoples, persons with disabilities and LGBTQ+ increased until the appointed stage where all decreased in percentage. According to the self-identification information gathered in these hiring processes, women, racialized/visible minorities were being appointed below workforce availability percentage and Indigenous peoples and persons with a disability were appointed above workforce availability. At this time there is no workforce availability data for LGBTQ+ persons available through Statistics Canada.

In 2012, the FCP Action Group, Equity Services, and the Council for Employment Equity put forward a Senior Search Strategy Proposal. The strategy included measures that ensure that search firms chosen to recruit senior administrative candidates will have a proven record of successfully implementing equity and diversity measures in their searches. The proposal was endorsed by the Senior Management on April 8, 2014.

In 2018, the senior search process was implemented in five search processes: the Chief Information Officer and AVP (ITS), the Director of the Office of Institutional Research and Planning, the Vice-Provost and Dean, School of Graduate Studies, the Vice-Principal (Advancement) and the Associate Vice-Principal (Human Resources). The return rate for self-identification questionnaires, for these three senior searches, was 76%. Of those who chose to self-identify, 26.4% of all applicants were women, 0.0% applicants were Indigenous peoples, 3.6% applicants were persons with disabilities and 18.2% applicants were racialized/visible minorities. It is encouraging to note, from the table below, that we are receiving applications from a representative pool of applicants when comparing the self-identification questionnaire data to Employment Equity Occupation Group (EEOG) 1 (Senior Managers) and EEOG 2 (Middle and Other Managers) availability with respect to women, visible minorities and persons with disabilities. We still face challenges attracting representation from Indigenous applicants. It is also encouraging to note that of the appointees for the five positions, four self-identified as being in one or more of the designated groups.

Senior Searches 2018 (five searches)	Women	Racialized/Visible Minority	Indigenous Peoples	Persons with Disability	LGBTQ+
Applied	26.4%	18.2%	0.0%	3.6%	3.6%
EEOG #2 (Availability)	39.9%	15.0%	2.2%	4.3%	Not Available
EEOG #1 (Availability)	27.4%	10.1%	2.9%	4.3%	Not Available

Exit Survey

To help ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an Equity Exit Survey. Human Resources collects personal emails from staff employees departing the university and forwards this information to Equity Services for the purpose of administering the survey. In 2018, there were 17 employees who were sent an exit survey. Of the 17 sent an exit survey, 13 completed the survey. Here are a few sample findings from the survey.

Why are you leaving Queen's?

Most respondents identified at least one reason and many identified multiple reasons for departing the institution. The majority of respondents identified that promotion opportunities, job related stress and salary considerations were a key factor. Though harassment/discrimination was explicitly noted by only one respondent, this remains cause for concern.

Answer	Total
Dismissed	1
Early Retirement/Retirement	2
End of Contract	1
Harassment/Discrimination	1
Job related stress	4
Lack of accessibility	1
Staff reduction/redundancy	1
Need other experience	1
Promotion opportunities not available	4
Salary considerations	6
Would like to work in a different field	1

How satisfied were you with the climate?

The majority of the respondents identified being somewhat satisfied to very satisfied with the climate. It is important to recognize that a significant number of respondents identified a lack of satisfaction in some areas, particularly staff morale.

Answers	Very Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Bureaucracy	4	1	1	6	0
Inter-employee communication	3	1	2	6	0
Working relationships	1	2	4	1	4
Team environment	3	1	3	1	4
Staff morale	5	2	1	3	1
Sense of membership	4	0	4	1	3
Felt respected	3	3	1	2	3

Internal Transfer Survey

In addition to the exit survey, an internal transfer survey is available for employees to complete when transferring departments. Each month, Equity Services identifies employees who have transferred departments using PeopleSoft HR and sends them a confidential survey. A total of 78 employees transferred departments in 2018. Of the 78, 59 (75.6%) completed the Internal Transfer Exit Survey. This is an increase of 12% from 2017. Here are a few sample findings from the internal transfer survey:

Why are you transferring departments at Queen's?

The majority of respondents identified that promotion opportunities, job related stress and salary consideration were a key factor. Though harassment/discrimination was explicitly noted by only three respondents, this remains cause for concern.

Answer	Total
Did not get a promotion	3
Family Circumstances	5
End of Contract	12
Harassment/Discrimination	3
Job related stress	15
Lack of accommodation	2
Health Reasons	2
Lack of research funds/assistance	1
Limited release time for professional development	5
Need other experience	14
Physical environment	4
Promotion opportunities not available	27
Redeployment	2
Salary considerations	29
Staff reduction/redundancy	1
Vision and direction of senior administration	9
Workload	14
Would like to work in a different field	17

What was your overall satisfaction with the following?

The responses to questions regarding overall job satisfaction are quite varied. Of particular note, are the answers related to ability to affect change, ability to influence policies and procedures, and feeling of support from senior administration.

Answers	Very Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Ability to affect change within the university	3	14	27	13	2
Ability to affect change within your faculty/department/unit	5	14	14	17	8
Influence on policies and procedures at university	2	15	23	15	3
Influence on policies and procedures within the unit	5	11	16	20	7
Recognition of performance	6	13	15	17	8
Support from senior administration	8	12	10	16	13

How satisfied were you with career development and training?

The majority of respondents indicated satisfaction with their access to training and development.

Answers	Very Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Training received to perform your duties	4	3	12	21	7
Training received to improve the quality of your work	5	5	14	17	6
Opportunities to enhance your career and increase your knowledge	5	8	11	13	10

A wide breadth of issues and concerns have been raised that may come to bear, directly or indirectly, on employment equity at Queen's. Given that 67.3% of the transfer survey respondents are from equity-seeking groups, it is important to evaluate the responses with this in mind.

The reasons why people are choosing to transfer positions are largely based upon the availability of promotion opportunities and salary considerations. Imbedded within the FCP is a duty to ensure that equity-seeking groups are well represented at all levels throughout the institution and have opportunities for career development and advancement and yet a significant number of staff who are retained by the institution but nonetheless transfer internally identified that they did not feel recognized for their performance, they did not feel supported by senior administration, and they did not feel that they were given sufficient access to career enhancing opportunities.

The survey responses indicated that there are issues pertaining to discrimination and harassment for some employees who transfer at Queen's. It is important to note that all the respondents to this question answered 'not applicable' in terms of whether they felt the discrimination or harassment was not prevented, suggesting that either they did not bring it forward to their supervisor or, if they did, it was adequately addressed. It is essential that Queen's ensure that employees are aware of Queen's policies relating to harassment and discrimination as well as other resources and services.

Given that promotion opportunities are cited as the most common reason for transferring amongst the respondents and that some responses indicated a lack of satisfaction with career and knowledge enhancement opportunities within the units, it may be important to consider how managers can better support and guide employees toward career development opportunities.

The links to the exit and transfer surveys can be found here:

<http://www.queensu.ca/equity/employment-equity/exit-survey>

The Federal Contractors Program

Analyzing employment equity is more complicated than simply calculating the percentage representation of the four designated groups in the overall workforce of a given organization. It is also necessary to determine where, and to what extent, the designated groups are employed within the organization, their salary ranges and conditions of employment. Equity Services provides a variety of reports that address the requirements of the FCP to address gaps in representation and conditions of employment.

The following table summarizes the representation rates for members of the designated groups at Queen's University from 2011 to 2018. The Canadian Workforce data is derived from the Statistics Canada 2011 Census and the 2012 Canadian Disability Survey.

Queen's University Representation Rates

Designated Groups	2011	2012	2013	2014	2015	2016	2017	2018	Canadian Workforce
Women									
Academic	39.2%	40.1%	40.4%	38.4%	39.7%	41.7%	43.2%	44.3%	48.2%
Staff	66.1%	65.2%	64.4%	64.7%	65.7%	66.6%	65.4%	65.6%	
Indigenous People									
Academic	0.9%	0.8%	0.8%	1.1%	1.3%	1.3%	1.2%	1.2%	3.5%
Staff	1.6%	1.6%	1.8%	2.0%	2.0%	2.0%	2.2%	2.4%	
Persons with Disabilities									
Academic	4.1%	4.4%	3.8%	4.1%	3.6%	3.9%	4.1%	4.0%	4.9%
Staff	5.3%	5.3%	5.1%	5.9%	5.8%	5.8%	5.6%	2.4%	
Racialized/Visible Minorities									
Academic	12.3%	12.3%	12.8%	12.8%	13.3%	13.6%	14.0%	14.2%	17.8%
Staff	5.2%	5.5%	6.1%	4.0%	4.6%	6.9%	7.1%	7.8%	
Totals									
Academic	41.5%	41.1%	42.4%	40.4%	42.6%	42.4%	41.4%	42.3%	
Staff	58.5%	58.9%	57.6%	59.6%	56.6%	57.6%	58.6%	57.7%	

*Academic includes: Faculty, Academic Assistants, Adjuncts, Archivists, Librarians and Fellows.

**Not included: Affiliate, Associate, Casual, Student Contracts, Clinical Payments and Zero Salary.

A workplace whose overall population reflects the diversity of Canada may not necessarily have achieved equity. For example, an institution where the majority of employees from equity-seeking groups work in the lowest paying, least stable jobs may have achieved global equity, but not attained equity in all parts of the workforce. To ensure that equity-seeking groups obtain equal opportunity for success in all positions, the FCP requires that employers achieve equity within 14 occupational groups. In 2018, the following designated groups were under-represented at Queen's in these specific Employment Equity Occupational Groups (EEOGs):

- **Women** in Semi- Professionals and Technicians, Supervisors Crafts and Trades, Skilled Crafts and Trades Workers, Intermediate Sales and Service, Other Sales and Service (Custodians) and Other Manual Workers.
- **Indigenous peoples** in Skilled Crafts and Trades Workers, Clerical Personnel, Intermediate Sales and Service and Other Sales and Service.
- **Racialized/visible minorities** in Middle and Other Managers, Professionals, Semi-Professionals and Technicians, Skilled Crafts and Trades Workers and Other Sales and Service.
- **Persons with disabilities** in Supervisors and Other Sales and Service

Promotion

On November 7th, 2018, Queen's University was required to undergo a subsequent FCP compliance assessment (as follow up to the 2015 initial compliance assessment). Part of this assessment was reviewing the promotion of the four designated groups throughout the Occupational Groups. From November 2015 to November 2018, there were 382 promotions at the University. Of the 382 promotions, 265 were women, nine were Indigenous peoples, 28 were persons with disabilities and 22 were racialized/visible minorities.

Retention and Terminations

In addition to promotion analysis, the university was asked to provide data to the Labour Board outlining the number of hires and terminations by designated group. The following table outlines the hires and terminations from November 2015 to November 2018 for full time employees – academic and non-academic - at Queen's:

Queen's Hires and Terminations 2015-2018	Total	Women	Indigenous Peoples	Persons with Disabilities	Racialized/Visible Minorities
Hires	792	486	13	47	100
Percentage	100.0%	61.4%	1.6%	5.9%	12.6%
Terminations	545	313	8	33	48
Percentage	100.0%	57.4%	1.5%	6.1%	8.8%

The data shows that the hiring rate for designated groups at the university is slightly higher than the termination rate, with the exception of persons with disabilities. The percentage of persons with disabilities that are being hired is 5.9% of all hires and the percentage of persons with disabilities that are being terminated is 6.1% of all terminations. These numbers may indicate a need to focus on retention strategies for persons with disabilities.

Faculty Equity Reporting

Equity Services is mandated to collect, track and report on equity data as it pertains to faculty applicants.

Section 24.4.4 of the Queen's University Faculty Association (QUFA) Collective Agreement (CA) states that:

The Equity Office shall monitor the progress made in employment equity in the Bargaining Unit and report its findings annually to the Parties. The report of the Equity Office will document the progress made in meeting the goals of Article 24 and Article 9. The JCAA shall review the report of the Equity Office and shall (i) discuss means for improving employment equity, including striking a sub-committee on equity as appropriate, and (ii) report any recommendations for improving employment equity to the Council on Employment Equity and the Senate.

In order to assist faculties in increasing their compliance with section 24, an Employment Equity Representative on each search committee has access to the QEAP application.

Through this process the equity requirements of the CA can be fulfilled and the University can monitor its progress in attracting and hiring equity seeking group faculty members.

Year	Compliance with Equity Reporting Process
2003	33%
2006	86%
2009	80%
2010	63%
2011	75%
2012	68%
2013	68%
2014	79%
2015	68%
2016	74%
2017	79%
2018	93%

Of the faculty hiring processes undertaken in 2018, 93% of the processes were compliant with the Equity Reporting Process requirements of the CA. This is an increase of 14% from 2017. The findings are reported to the Joint Committee on the Administration of the Agreement (JCAA) on an annual basis. Interestingly, the overall number of designated group members hired into Tenure/Tenure Track positions met or exceeded workforce availability for the designated groups.

Renewal, Tenure, Promotion and Continuing Appointments

The Human Rights and Equity Office is also responsible for ensuring that units are compliant with the Equity Reporting Process for renewal, tenure, promotion and continuing appointments for faculty, librarians and archivists at Queen's. This process is governed by Articles 30 and 31 of the Collective Agreement. The procedures used in making promotions decisions are required to align with the equity principles articulated in Article 24. That is, committee members must recognize the need to promote equity in the employment of women, racialized/visible minorities, Indigenous peoples, persons with disabilities, LGBTQ persons and other such groups as may be designated by legislation. Moreover, the criteria used in evaluating candidates must be periodically reviewed to ensure that they do not systematically discriminate against designated group members or undervalue their work. (Article 30.2.3, 31.2.3).

Every member of a Renewal, Tenure, Promotion and Continuing (RTPC) Appointments Committee is required to participate in equity training provided by the Human Rights and Equity Office. (Article 24.1). In addition, as in appointment committees, every RTPC committee must have one member who takes additional training to act as the Employment Equity Representative. (Article 30.2.3, 31.2.3).

Year	Compliance with RTPC Equity Reporting Process
2009	77%
2010	98%
2011	99%
2012	95%
2013	86%
2014	92%
2015	72%
2016	68%
2017	83%
2018	80%

Although the applicant in a RTPC process is not invited to complete a self-identification form, the committee must keep in mind equity principles as well as specific sections of the CA related to equity including: Indigenous representation under Appendix O, leaves due to family responsibilities, and accommodations for Human Rights issues.

Compliance with equity reporting in the RTPC process in 2018 was particularly low. Due to the volume of incomplete processes, Equity Services assisted units to increase compliance to 80.3%.

ACCESSIBILITY SERVICES

The [Ontarians with Disabilities Act, 2001](#) (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document their priorities within an accessibility plan. In 2005, a second piece of legislation, the [Accessibility for Ontarians with Disabilities Act](#) (AODA) was enacted to augment the ODA and serve as a framework for the establishment of accessibility standards in five areas: customer service, information & communications, transportation, employment, and the design of public spaces. The standards support the principles of the AODA to ensure dignity, integration, independence, and equal opportunity and each has specific timelines for implementation.

Compliance with AODA is required and standards are in place for the purpose of ensuring that the institution is accessible to persons with disabilities. Implementation is being phased in over time to achieve the provincial government objective of a fully accessible province by 2025.

Accessibility Framework

Since its inception, the Accessibility Framework was conceived to be comprised of two phases: **Phase One** – Compliance and **Phase Two** – Competency. Phase One enabled the development and implementation of an Accessibility Plan and the establishment of four working groups. The working groups were formed with direct responsibility and expertise pertaining to accessibility requirements and identified priorities.

Information about initiatives from each active Working Group is given to the Office of the Provost and Vice-Principal (Academic) to ensure institution-wide communication. Equity Services coordinates the working groups. The total number of meetings held during 2018 appears below:

Type of Meeting	# of Times Met in 2018
Information and Communications Working Group	11
Built Environment Advisory Group	10
Employment Working Group	On hiatus
Community of Practice	On hiatus

AODA Requirements

In the role of guiding the Queen's accessibility mandate and putting plans into action, the working groups under the Accessibility Framework have ensured that Queen's is making progress toward compliance with the AODA and building an accessible and inclusive environment. Some key accomplishments are outlined below.

Consulting Persons with Disabilities and the Broader Community

Queen's strives to improve its ability to consult, engage, listen, and to reframe accessibility issues so that the results of our work better meet the expectations and needs of persons with disabilities. In addition to having persons with disabilities participating on all of our Working Groups, the University continues to work towards improving engagement with persons who are affected by or interested in accessibility matters at Queen's. An accessible public engagement process helps the University make more informed decisions. It also helps members of the Queen's community better understand the complexities of accessibility planning and thereby builds support for the University's efforts.

Education, Training, & Awareness

Queen's recognizes the importance of collaboration in order to share and gain expertise. We continue to strengthen our capacity to inform, educate, raise awareness, and involve both persons with and without disabilities, on and off campus.

The following chart indicates future AODA requirements that Queen's University will have to meet. Failure to meet these requirements could lead to a non-compliance designation and could result in fines being levied against the University.

Timeline	Requirement
January 1, 2020	<ol style="list-style-type: none"> 1. Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources 2. Where available, our Libraries will be required to provide an accessible or conversion ready format of digital and multimedia resources or materials, upon request (some exceptions)
January 1, 2021	<ol style="list-style-type: none"> 3. Ensure all internet website and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0 Level AA (some exceptions)

Accessibility Policies

The Policy Advisory Subcommittee continues to take accessibility into account when reviewing all university-wide policies, procedures, and guidelines. Periodically the University needs to submit to the government a self-certified accessibility report which indicates the progress and compliance of the University with AODA requirements. The 2017 Accessibility Compliance Report can be found [here](#).

Accessibility Plan

The 2016-2025 Multi-Year Accessibility Plan is posted [here](#). You can also find the 2018 Annual Status Report posted [here](#).

Accessibility Cafes

Accessibility Cafés are a chance for the Queen’s community to get together to discuss building an inclusive and accessible Queen’s community that follows the requirements of the AODA. Each Café has a unique topic and all participants are encouraged to share their perspectives and generate ideas. How can we improve upon what Queen’s is doing already towards imagining and then building an even stronger inclusive and accessible Queen’s community?

- A Café was held on October 31, 2018. The event provided:
 - An overview of the 5 year deferred maintenance/accessibility plan for barrier removal
 - An overview and opportunity to join the Built Environment Advisory Group (BEAG).
- The Café was well attended by students, staff, faculty, community members and alumni.

Accessibility Hub

The Accessibility Hub is a central online resource for accessibility at Queen’s. It serves to elevate inclusion and improve access for everyone on our campus.

Since its launch in October 2013, the Accessibility Hub has assisted **120** Queen’s Departments and Community Services with accessibility issues. In 2018, the Accessibility Coordinator had responded to over **145** specific requests. These have included; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking. In 2018 alone, there was **24,740 Visitors** to the website, viewing over **51,000 pages**.

UNIVERSITY MANDATED OBLIGATIONS

The Diversity and Equity Assessment and Planning (DEAP) Tool

To achieve the goal of better understanding the working environment and climate relating to equity and diversity at the University, Equity Services developed the DEAP Tool with twelve indicators of equity achievement that units can use to ensure that equity, diversity, and inclusion are embedded within all facets of their operations.

While the development of equity and diversity principles and processes occur at individual, departmental and school levels, the purpose of the Tool is to assess specific dimensions of equity and diversity and, when possible, create a foundation for organizational change, primarily at the department level. The “**Twelve Indicators of Educational Inclusion**” of the DEAP Tool systemically catalogue the ways in which a unit can demonstrate its commitment to improving diversity and inclusiveness in the following areas:

1. **Strategic Planning:** It is important to have equity considerations as central to the strategic planning process in order to promote diversity and inclusion in the workplace and in educational and learning environments.
2. **Policies and Procedures:** Developing policies and procedures through an equity lens ensures units are a safe environment for all faculty, staff, and students.
3. **Committee Representation:** Diverse committee representation can expand thinking and direction, is responsive to diversity and equity related issues, and assists in creating a climate of inclusion within units.
4. **Admission and Selection of Learners:** Given that many groups have been historically disadvantaged in being able to access higher education, it is important to keep equity in mind when we consider where and how to recruit our learners.
5. **Support Programs and Services for Learners:** Ensuring that all our learners are supported throughout their time at Queen’s enhances their student experience and retention, and fosters an environment of inclusion.

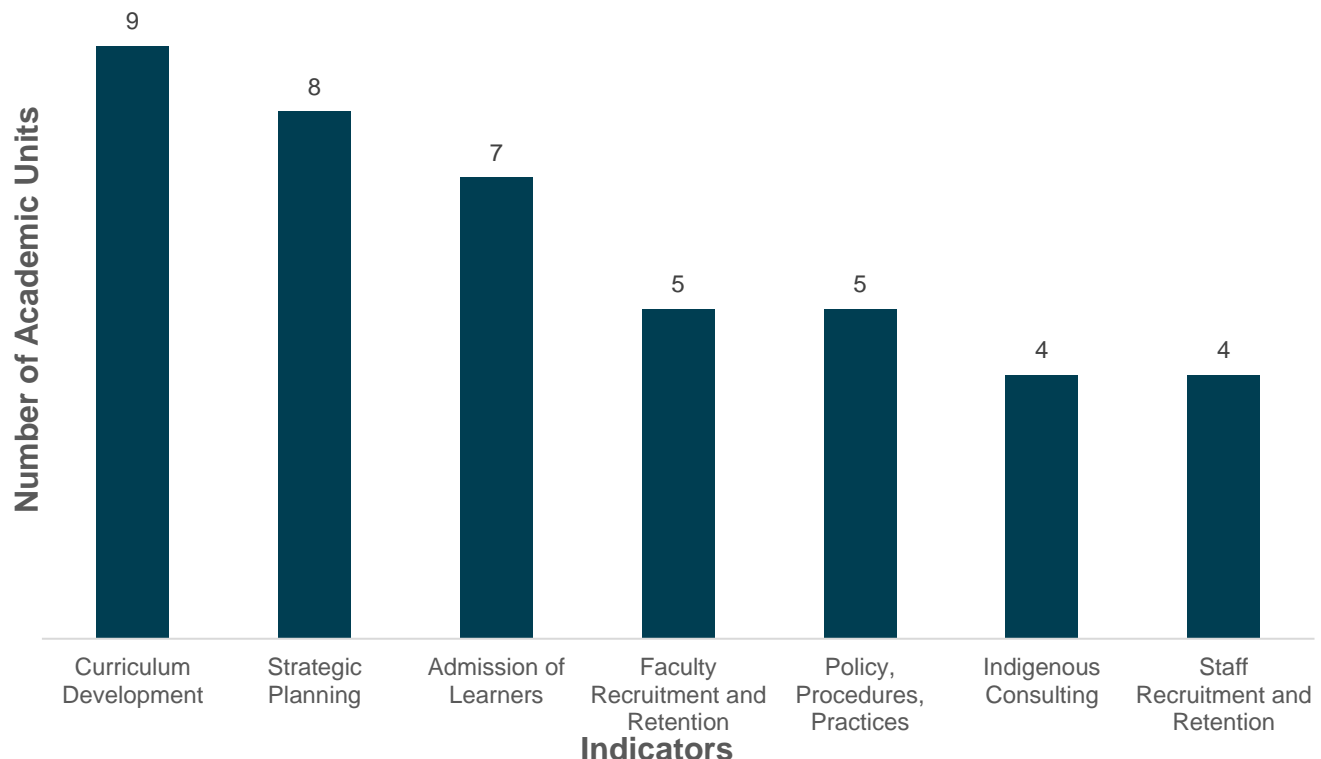
6. **Faculty Recruitment, Promotion, Career Development and Retention:** Who is teaching is often as important as what is being taught to ensure a learning environment that is welcoming to all perspectives. Diversity adds value to the academic activities of the University.
7. **Staff Recruitment, Promotion, Career Development and Retention:** Underrepresented students often feel more included within an environment when they can see themselves reflected in the staff and community within that environment. It is important to the larger climate of inclusion at Queen's that we take staff recruitment and hiring into consideration when thinking about educational equity.
8. **Communications and Community Relations:** Communications and community relations are our opportunity to showcase our equity initiatives and ensure that our commitment to educational equity is shared within the larger community and prospective community members.
9. **Scholarship and Library/Digital Resources:** Inclusive units advance and support their faculty and students in the pursuit of all scholarship, including non-traditional/alternative research (for example alternative methods, methodologies, worldviews and research areas) and ensure that appropriate resources are available. Support of non-traditional scholarship can take on multiple forms including mentorship, funding, knowledge mobilization (translation) and recognition.
10. **Curriculum Development, Assessment, and Program Evaluation:** What is being taught, from what perspective, and in what way is central to evaluating curriculum. When assessing curriculum, deciding on new streams or developing curricula, it is important to ensure educational equity is taken into consideration. It enhances curricular offerings and fosters a learning environment that is diverse in perspectives and values alternate ways of learning, teaching, and knowledge production and translation.
11. **Accessibility:** Accessible education is the process of designing courses and developing a teaching style to meet the needs of persons from a variety of backgrounds, abilities, and learning styles.
12. **Consulting with Indigenous Communities:** Upholding a commitment to consult Indigenous Peoples fosters the success of Indigenous students at Queen's. Although the inclusion of Indigenous interests must be considered across the other 11 indicators, Canadian institutions have a unique responsibility to consult Indigenous communities in a manner that respects their distinct place in Canadian society.

The Diversity and Equity Assessment and Planning (DEAP) Tool was initially developed by Equity Services in 2015 to assist Academic Units to better understand the environments and climate relating to equity and diversity in their Units.

In 2018, Equity Services rolled out an Administrative DEAP Tool for non-academic units. The Administrative Tool consists of twelve indicators as well. These are: Planning Exercises, Policies, Procedures & Practices, Committee Representation, Recruitment, Hiring & Orientation, Staff Supports, Professional Development, Promotion & Retention, Education & Training, Procurement & the Delivery of Goods, Services and/or Facilities, Communications & Community Relations, Accessibility and Consulting Indigenous Communities.

Currently, Equity Services has provided the DEAP demo to 36 administrative units, and 20 of those have a cycle open in the DEAP Tool. In terms of academic units, currently, 37 units have completed or are working on a DEAP cycle. The following chart shows the goals set by academic units in 2018. For example, 9 units set goals under the indicator 'Curriculum Development'.

DEAP Goals As Set By Academic Units



The Senate Educational Equity Committee

Equity Services actively assists the efforts of the Senate Educational Equity Committee (SEEC), providing administrative and other supports. The SEEC is responsible for academic equity-related policy in all matters pertaining to the academic mission of the University. The responsibilities of the Committee include:

- Assisting in broadening campus community awareness of principles, goals and benefits of educational equity;
- Promoting activities that foster a safe, supportive and inclusive campus community that values diversity;
- Promoting opportunities to share experiences and diverse perspectives among campus members;
- Reviewing and, where necessary, recommending revision to existing policy or the creation of new policy related to educational equity;
- Initiating, recommending and overseeing research to inform the development or implementation of recommendations regarding educational equity-related policy;
- Setting up subcommittees or task forces and inviting such representatives necessary to ensure the participation of equity interest groups at Queen's in the work of the Committee;
- Encouraging and supporting academic units in developing and implementing educational equity plans;
- Receiving reports from the responsible administrative bodies on the effectiveness of the implementation and administration of educational equity-related policy;
- Coordinating the execution of its responsibilities with other bodies at Queen's responsible for equity-related policy and with the officers of the University who have responsibility for the implementation of equity-related policy;
- Report at least annually to the Senate on the work and activities of the Committee.

The SEEC met seven times during the 2018-2019 academic year. The Committee discussed and advised on the following items: University Survey of Student Assessment of Teaching, Canada Research Chairs (CRC), Faculty Orientation Process, Student Admission and Access, Student Applicant Census, Graduate and Student Wellness Survey Presentation, Understanding Each Other: Perceptions of Accent and Authority Among Classroom Instructors at Queen's University, 2018 Orientation Survey Report, Equity in Graduate Studies and the Educational Experiences of African and Caribbean Students (presented by the African and Caribbean Students Association - ACSA).

The Student Applicant Census

Since 1999, the Student Applicant Equity Census has been administered to all students applying to undergraduate and graduate programs in participating faculties at Queen's University. The Census asks applicants to voluntarily indicate whether they identify in one of the Queen's designated equity seeking groups: women, Indigenous/Aboriginal peoples, persons with a disabilities, and/or racialized/visible minorities as well as identities related to sexual orientation and gender. It also seeks to determine the overall socio-economic makeup of applicants by asking for information on family gross income, the level of parental education and the size of the applicant's home town. Responses are not used in the admission selection process; rather, the collected information is utilized for planning purposes in the pursuit of educational equity.

From its inception, the student census has been coordinated jointly by Equity Services, Office of the University Registrar and the Office of Institutional Research and Planning. Queen's University has broadened the scope of the Census over the years. In 2007, the Faculty of Law, the Faculty of Education and graduate students were incorporated into the process. In 2014, the School of Medicine re-joined the Student Applicant Census.

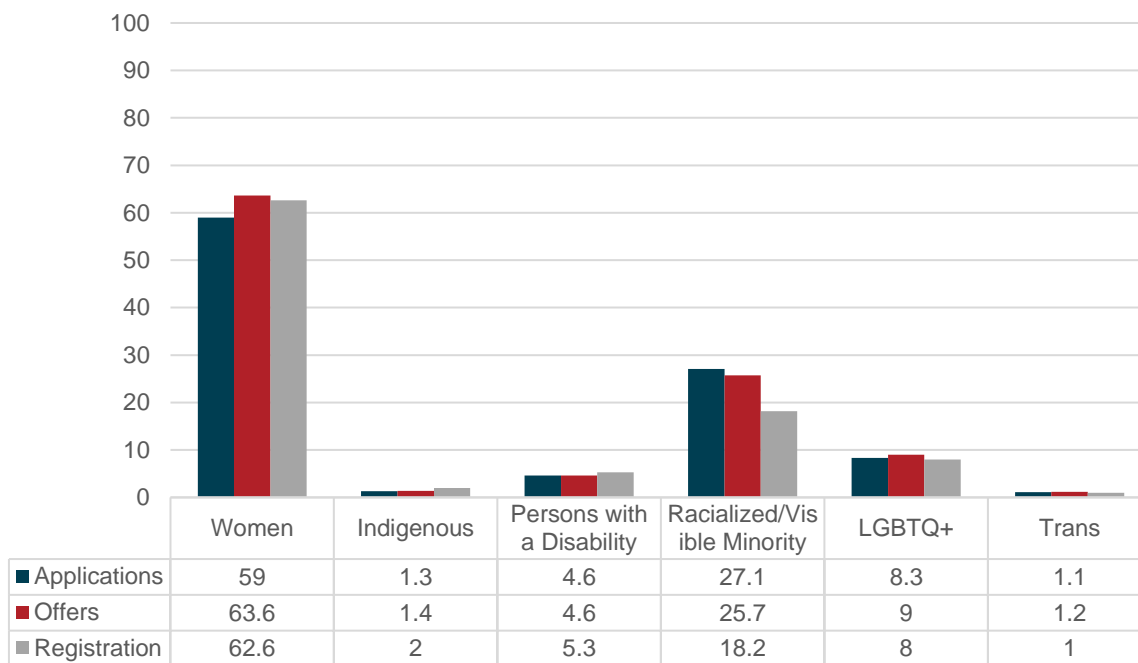
In the census results, there is a notable difference between the response rate during the 2017 census and the 2018 data. The steep increase of responses is due, primarily, to the incorporation of a second and third reminder that prompted more responses from the applicant pool. During 2018, the number of responses ballooned from about 10,000 to 19,000. However, with the increased response the percentage of students self-identifying as members of equity-seeking groups declined in most categories. The sample increase allowed us to obtain a more accurate picture of the overall representation of equity-seeking students across campus.

Women are fully represented in the application phase across all the programs, but in Medicine and Law, the offers and registration percentages are lower in comparison to their representation within the applicant pool. Indigenous student numbers are consistent across the programs, with higher rates at the offer and registration stages. The number of students that self-identified as part of the LGBTQ+

community is lower than that of the other equity-seeking groups, but representation of LGBTQ+ individuals is consistent across the three stages of the application process.

During 2018, we saw a significant decrease in the raw number of students who identified as persons with disabilities, showing a one-year anomaly in the pattern. Similarly, 2018 also saw a significant decrease in the percentage of self-identification among racialized students possibly due to the steep increase in the overall response rate to the census. On average, we are looking at 24.1% of SAC participants self-identifying as being racialized/visible minority. Attraction of members of students from racialized/visible minority groups continues to be an area where improvement is needed because this continues to be the only group across all programs that are consistently underrepresented in both offers and registrants in comparison to the applicant pool.

% Student Representation - Undergraduate Programs, 2018 (based on response)



A summary table of the annual census results from 2013 to 2018 is available on the website of the [Office of Planning and Budgeting](#).

Cyclical Program Reviews

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

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

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

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

In 2018, Equity Services provided detailed reports for two (2) units related to Programs undergoing the CPR. The Office also conducted extensive consultations in order to assist the units in providing information on how their Program has addressed the University’s equity goals in accordance with Section 6.

TRAINING

The Human Rights and Equity Office provides a variety of training sessions for faculty, staff and students, as well as external organizations. The Office regularly delivers training sessions on a variety of subjects including but not limited to: employment equity, unconscious bias, sexual and gender diversity, inclusion in the classroom, positive space, anti-racism, anti-oppression, sexual violence prevention and understanding equity, diversity and inclusion.

There are 5 in-person sessions and 4 on-line trainings that are mandatory for employees at the University:

Mandatory, In-Person Sessions

Faculty Employment Equity Training: Article 24 of the Collective Agreement (CA) between Queen's University Faculty Association (QUFA) and Queen's University at Kingston requires that members of all appointments and RTPC committees successfully complete a familiarization and training workshop that covers the "principles, objectives, recent history, best practices, and rules and institutional expectations with respect to employment equity." (Article 24.2.1). EE Reps receive an additional three hour training session. Lastly, Administrators who are in recommendatory positions must receive appropriate training.

Staff Employment Equity Training: All individuals participating on staff hiring committees must attend a 3 hour employment equity training session. In addition, one member of the hiring committee must be appointed to the role of equity representative (EE Rep). This person will attend an additional 3 hour training session. Similar to faculty EE Reps, staff EE Reps should be able to confidently interject and to provide guidance to the committee in order to uphold principles of employment equity and to ensure a fair process.

Showing up for equity and inclusion: a working session for Queen's senior leaders: Making equity an institutional reality requires leaders to "show up" and do equity work. Mandated by the Principal for all Senior Leaders, this workshop offers senior administrators and managers an opportunity to reflect on key human rights, equity and inclusion concepts as well as the importance of these concepts to

university administrative functions. Through facilitated discussion, senior leaders and managers consider the current context for equity, diversity and inclusion (EDI) work on university campuses and explore/revisit foundational language and principles related to equity, access, decolonization and justice for historically marginalized communities.

The mandatory in-person training sessions are monitored and facilitated by the Human Rights and Equity Office. The following table shows how many sessions there were in total as well as how many participants.

In-person Mandatory trainings, 2018	Total # of sessions	Total trained
Faculty Employment Equity Training for persons sitting on Appointments Committees	22	182
Faculty Employment Equity Training for persons acting as Employment Equity Representatives on Appointment's Committees	10	61
Staff Employment Equity Training for persons sitting on Staff Hiring Committees	31	306
Staff Employment Equity Training for persons acting as Employment Equity Representatives on Staff Hiring Committees	16	123
Showing up For Equity: Senior Leader Training (Grade 10 and above)	7	195

Online Accessibility Training

In January 2008, the Ontario government enacted the customer service regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. To meet regulatory compliance, the University must train everyone who interacts with the public in accessible customer service. The Accessible Customer Service Training (CST) was launched by the Equity Office in December 2009. Three additional trainings were launched in January 2014. Any person who communicates and interacts with persons with disabilities on behalf of Queen's University must receive training on the requirements set out in the Access Forward (AF) and Human Rights 101 (HR 101) modules. Every individual who participates in the creation, development or delivery of materials, activities and assessments for learning for both student and employees must take the Accessible Instruction for Educators (AIE) training.

The AODA requires that we keep a record of the training provided, including the dates on which the training is provided and the number of individuals to whom it is provided. We are obliged to report to the government if requested to do so. To assist in the university's compliance efforts, Equity Services sends quarterly compliance reports to all Departments and Units.

All employees and volunteers are encouraged and provided opportunities to access all available AODA training. However, for the purposes of tracking compliance of our employees, Equity Services adheres to the Federal Contractors Program criteria: employees are defined as those earning a salary and that are employed by the University for more than 12 weeks and/or work more than 14 hours per week. This excludes Adjunct 1's, Affiliates, Associates, Co-op Students, Guests, and Casual employees. The table below indicates the percentage of active employees who have completed accessibility training as of June 2018:

Employee Group	Total Employees	CST	HR 101	AF	AIE
Faculty and Staff	4679	84.4%	67.3%	69.0%	
Educators, including TAs	2080				48.1%
Students and Casuals	3696	59.8%	48.7%	48.8%	

Additional Trainings for Community Members

In addition to mandatory training the following training sessions were provided by the Human Rights and Equity Office in 2018:

From Diversity to Inclusion in the Workplace is a certificate program made up of a series of courses that seek to engage Queen's staff and faculty in conversations, discovery, and learning about diversity and equity and to provide resources, knowledge and tools required to make Queen's an inclusive campus. This certificate program was first offered in January 2013, and is jointly sponsored by Queen's Human Resources, and the Queen's Human Rights and Equity Office. There are currently 76 registrants for this certificate program.

The Diversity and Inclusion Staff Team Learning Program was launched in January 2018. In this interactive and skills based course, participants explore ideas, concepts and issues related to diversity and inclusion. In particular, attention is paid to how these concepts present in the context of the workplace. In total, the Diversity & Inclusion in the Workplace Staff Team Learning Program runs for 8 weeks. This course is a blended learning course with both online and in-person components. For each module in the course there is a combination of interactive activities, self-reflection exercises, readings, and videos. In this program, course participants are encouraged to engage, interact and learn from one another. In 2018, 15 staff members completed this program. The next cohort will begin in February 2019.

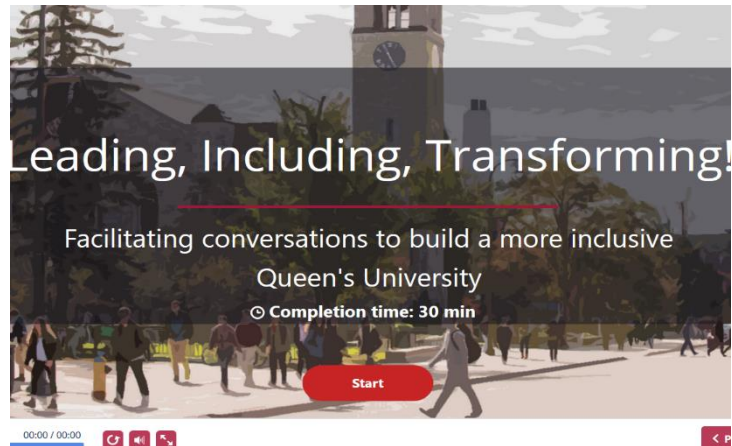
Diversity and Inclusion Faculty Modules (online and in-person)

Over the course of the last year, the Centre for Teaching and Learning and the Human Rights and Equity Office have worked collaboratively to design a series of five online learning modules for faculty members at Queen's University. Designed as either discreet learning modules or learning modules that can be completed as a series, faculty can explore topics including: power, privilege and bias, decolonization, inclusive classrooms, universal design for learning and navigating difficult conversations. Central in the design of each of these modules are the principles of interactivity, self-reflection and practical strategies.

Leading, Including, Transforming (LIT) In-person

The Student Leadership Training is a training tool that was designed as a collaboration between the Division of Student Affairs and the Human Rights and Equity Offices. After completing the training, students will:

1. Understand the foundations of basic anti-oppression, diversity and inclusion concepts
2. Understand the social dynamic of privilege and/or oppression and how it operates in each individual.
3. Recognize and see the value of diverse ideas, experiences and identities for the Queen's community and beyond.
4. Feel equipped with strategies and tools to navigate and respond to difficult conversations.



In 2018, 1300 students participated in the LIT training.

Senior Search Hiring

The Associate Vice- Principal (Human Rights, Equity and Inclusion) participates and delivers training and information to hiring committees for the appointment of senior administrators, which include any appointment at the level of Dean and above. In 2018, the Associate Vice- Principal (Equity, Human Rights and Inclusion) participated in training and presentations on employment equity for the hiring committees for the AVP Human Resources, QUIC Director, the SNOLAB Executive Director, the Principalship, the Dean of Law, the CRC Executive Committee, the Queen's National Scholar Committee, the Honorary Degrees Committee and the University Promotions Committees.

The following customized trainings were also delivered by the Human Rights and Equity Office in 2018:

Training Request	Who
PSE Evaluations	Faculty of Education & Arts and Science
Strategic Planning & E, D & I	School of Rehabilitation Therapy
Inclusion in the Classroom	School of Graduate Studies, Kinesiology, Language Literatures and Cultures, Film and Media & Politics
Human Rights 101	Nursing Preceptors
Employment Equity	Canadian Armed Forces
Understanding Gender Identity and Expression	School of Nursing
Equity, Diversity and Inclusion	Centre for Advanced Computing
Understanding Equity, Diversity and Inclusion	Q-Camps Athletics and Recreation
Anti-Oppression	Family Residents
Human Rights 101	School of Rehabilitation Therapy
Harassment and Discrimination	AMS Harassment Advisors
Equity, Diversity, Inclusion and Goal Setting	Athletics and Recreation
Equity, Diversity and Inclusion	New Professionals Conference – Residence
Understanding Equity, Diversity and Inclusion	BISC
Language and Equity, Diversity and Inclusion	Residence Dons
Coming out at Work	Smith School of Business
Navigating Difficult Conversations	Arts and Science Undergraduate Society
O-week Equity Diversity and Inclusion	Faculty of Law
Workplace Harassment and Bullying	School of Nursing

In 2018 the Human Rights and Equity Office launched a new tool called the **Training Manager**. The Training Manager does the following: It allows for the creation of new online training and new in-person workshops, including private training sessions that employees can register for but are not visible on the website; it allows Equity Services to send out links to particular trainings and users to register online for all trainings; it provides automatic email notifications; it allows users to electronically sign in and once user signs in, marks users as ‘attended’ in the database and sends them an evaluation form; and it allows Equity Services to track individual training by Name, Staff Number, Workshop Type, Session Number or Department including employees who have started but not finished online training.

Faculty, Staff and Students can verify their compliance with all of the mandatory equity related trainings at the **Equity Training Portal** here: <https://webapp.queensu.ca/equity/etweb/>

HUMAN RIGHTS AND EQUITY INITIATIVES

In September 2015, Equity Services launched its blog called [TOGETHER WE ARE](#). **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.

In 2018-2019, the **Together We Are** blog focused on (re)imagination. Contributors were asked to (re) imagine the institution, space and dream for the future. In total we had eight blog contributors who shared their experience from their diverse perspectives. They were (from left to right): Nirosha Balakumar, Mia Berloni, Curtis Carmichael, Adnan Husain, Lee Airton, Tim Yearington, Kandice Baptiste and Tianna Edwards.



The Multi-Faith Calendar

In order to promote awareness, dialogue and inclusivity in our community and workplaces, Queen's has made the Multi-faith Action Society's calendar available electronically to all of Queen's community members. The Multi-faith Action Society is an organization that is dedicated to promoting interfaith and multi-faith dialogue and understanding. Their calendar is renowned for its accuracy and integrity and includes valuable information about 14 world faiths and the different systems of marking important occasions used by various faiths.

You can find the electronic Multi-faith Calendar on the Human Rights and Equity Office website here:

<http://multifaithcalendar.org/cal/index.php>

Positive Space Program

The Positive Space Program brings visibility and support to lesbian, gay, bisexual, trans, 2 spirit and queer communities at Queen's. It was developed by the Human Rights and Equity Office, the Ontario Public Interest Research Group, and the Education on Queer Issues Project.

Members of the Queen's community who wish to get involved in this program can attend a Positive Space session to familiarize themselves with queer issues and inclusivity. They can then sign up to be members of the Program and receive a sticker that they can use to designate their work, living or study space as "Positive Space" i.e. respectful and supportive of sexual and gender diversity.

More information is available about the Program at www.queensu.ca/positivespace).

In 2018, the Human Rights and Equity Office offered 40 Positive Space sessions. Six consisted of "general" Positive Space workshops that were advertised online and open to the general Queen's community and two were offered through the Human Resources Learning Catalogue. There were 24 requests by various graduate and undergraduate groups such as AMS, ASUS, Engineering Society, Computing Society, Concurrent Education, Law, Football Team, Student Life Centre, and Peer Counselling Support. Eight of the sessions were delivered to faculty/staff groups such as Regional Assessment (RARC), Planning and Budget, Smith School of Business, and the Office of the Principal. The Human Rights and Equity Office also provided 'Train-the-Trainer' workshops to staff from the

Bader Institute and to the Executive of the Engineering Society to enable them to offer the Positive Space session to their student leaders. In addition to Positive Space sessions, the Human Rights and Equity Office also provided five sexual and gender diversity workshops which were customized to special requests, one longer session delivered to Psychology Residents in the School of Medicine, and two customized workshops on sexual and gender diversity delivered to sociology classes at St. Lawrence College.

Anti-Racism Initiatives

In March 2018, the Human Rights and Equity Office established a new position, the Inclusion and Anti-Racism Advisor. This position has increased our ability to respond to the demands for anti-racism work and will ensure the continued engagement of racialized community members with a view to improving supports, resources, and services. The Inclusion and Anti-Racism Advisor was consulted on or facilitated the following workshops with an anti-racism focus or component in 2018:

- June 2018 – Embedding inclusivity training in group work
- June 2018 – Intervention and Awareness session, consultations with the AMS Social Issues Commissioner
- August 2018 – Navigating Difficult Conversations workshop
- September 2018 – Teaching and Learning from an Anti-Racist Lens
- September 2018 – Race and Racism, a workshop with the AMS Social Issues Commission
- November 2018 – Inclusivity workshop presentation, consultation with Students
- December 2018 – Black, Indigenous peoples and people of colour staff and faculty working group

The Human Rights and Equity Office will continue to work with campus partners including AMS, Division of Student Affairs (DSA) and senior administrators to strengthen/initiate anti-racism programs and services. There will be further partnerships with racialized student groups (such as the Social Issues Commission, the committees against race and ethnic discrimination (CARED and QCRED), the Queen's Black Academic Society (QBAS) and the African and Caribbean Students Association (ACSA)) wishing to address racism in the community and to promote racialized student wellness and success.

The Anonymous Disclosure Tool for Racism

The Inclusion and Anti-Racism Advisor is consulting with community members on the development of a new web-based tool to capture disclosures of racism that are not reported/disclosed directly to the Human Rights and Equity Office. The information collated by the tool will improve the institutional understanding of how individuals connected to campus are experiencing everyday racism and systemic racism. Having current data on racism will serve as a method in more accurately accessing the present trends and happenings on campus, which in turn will allow for the designing of more proactive and responsive initiatives to addressing that racism.

Importantly, the proposed tool would collect disclosures anonymously recognizing that disclosing/reporting experiences of racism does not always feel safe. Philomena Essed notes in her 1991 book on Understanding Everyday Racism that Canadians who suffer racial abuse are more likely to be disciplined than receive a favorable resolution to any complaint they make. In allowing anonymity, it is hoped that individuals may be more inclined to disclose given that the disclosure will not be ‘officially’ tied to them. The tool would also seek to provide an outlet for individuals wishing to have their experiences heard. Typically, racism related experiences are only institutionally solicited and formally collected when the community has come to an immense pressure point (e.g. an act of hate) and subsequently response committees, town halls, etc., have been convened to identify a way forward. The proposed tool would provide the opportunity and a platform for individuals to share their experiences with the institution and community using their own voice and without the fear of reprisal.

It is proposed that analyses of the aggregated and anonymized quantitative and qualitative data collated from the disclosures would be reported publicly every two years. Background and supporting research on the tool is ongoing. The beta version is due to undergo a series of piloting via focus groups and presented to stakeholders such as the University Council on Anti-Racism and Equity (UCARE) in 2019-2020.

Communication

The **Human Rights and Equity Office website** is regularly updated with the most current resources and information pertaining to Equity, Diversity and Inclusion at Queen's including:

- General information about Human Rights, Equity and Inclusion
- Frequently asked questions regarding employment equity
- The Multi-faith Calendar
- Information about the *I Count Queen's Equity Census* for new hires
- A link to the exit survey for internal transfers and employees leaving the University
- Designated group representation rates at Queen's
- Information regarding the Human Rights Advisory Services

The most viewed main pages on the website are: the training registration page and the Queen's Equity Appointments Process (QEAP) Application.

The **Human Rights and Equity Office Facebook Group** was launched on February 23, 2012 for the purpose of creating an inclusive and informative online forum. The Facebook page regularly communicates the following topics:

- Notification of important dates and community events/initiatives
- Workshops, training, and information sessions held by the Human Rights and Equity Office
- Campaigns and initiatives run by the Human Rights and Equity Office
- Awards and ceremonies
- Educational articles and other resources related to equity and human rights
- News, data and facts about equity and human rights issues

During 2018 the Facebook page increased to 598 'likes'.

The Equity Listservs: The Equity Office manages two listservs: The Equity and the Employment Equity Representative (EE Rep) listservs. Employees are asked to participate on the **Equity listserv** at the time they are sent an *ICOUNT Queen's Equity Census*. Its purpose is to provide a communication tool to employees who have a particular interest in advancing equity at Queen's. After faculty members have completed the EE Rep training through the Human Rights and Equity Office they are automatically put on the **EE Rep listserv**. Its purpose is to communicate changes to academic search committee requirements and processes for which EE Reps are responsible.

The **Equity listserv** has 1237 subscribers, a decrease of 19 from 2017. In 2018, we communicated 10 times through the Equity listserv: the Together We Are Blog (x5), "Talk with Teri" (x2) and Tri-Award Event (x3)

The **Employment Equity Rep listserv** has 667 subscribers, an increase of 62 from 2017. We sent one communication in 2018 on behalf of Faculty Relations regarding hiring foreign academics.

The Human Rights Legislation Group

The Human Rights Legislation Group is composed of representatives from all academic and non-academic groups on campus. The Group is co-chaired by Queen's Legal Counsel and Access and Privacy Coordinator, and the Associate Vice-Principal (Human Rights, Equity and Inclusion). The purpose of the Group is to provide units and departments with the information they need to understand the constantly evolving landscape of human rights-related legislation, including amendments, which often give employers and service providers additional responsibilities to prevent breaches of human rights. Some of the pieces of legislation discussed include: the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act and its standards, the Occupational Health and Safety Act, and the Employment Equity Legislation. Interested individuals should email hrights@queensu.ca for information on attending meetings or for access to resources.

The following sessions were held in 2018:

Meeting 23: Sexual Harassment/Violence in the Workplace

This meeting centered broadly on case law with respect to sexual harassment/violence in the workplace, drawing upon criminal, civil, and human rights case law, as well as labour arbitration.

Meeting 24: Accessible Education

This meeting explored cases related to accessible education, given the importance of the new policy and recommendations released by the Ontario Human Rights Commission. Our guest speaker was Jennifer Dods, Executive Director Student Wellness Services at Queen's University.

The Employment Equity Award

The Queen's Employment Equity Award is given annually to recognize and celebrate the achievements of individuals, groups, or organizations that, through their ongoing diligence and commitment, are going above and beyond legislated requirements or their institutional mandate, thereby helping Queen's become a truly representative and inclusive workplace.

The 2018 Employment Equity Award was presented to Adrian Baranchuk, Professor in the School of Medicine. Through academic publications and advocacy efforts, Dr. Baranchuk is raising awareness and initiating dialogue to promote gender equality and female representation within cardiology and the broader field of medicine. He is passionate about providing mentorship and guidance to female trainees, helping them navigate the traditionally male-dominated specialty of cardiology. Dr. Baranchuk's ongoing efforts will surely elevate Queen's' presence as a principle figure on gender equality in medicine.



Adrian Baranchuk and Principal Daniel Woolf.

The Human Rights Initiative Award

The Queen's Human Rights Initiative Award is given annually in recognition of initiatives that have made an outstanding contribution to the advancement of equality and human rights at Queen's University.

Nominations for the Queen's Human Rights Initiative Award were considered on the basis of four criteria: The originality of the initiative, its positive impact on the University Community, its sustainability, and how it has encouraged partnerships/cooperation among community constituents.

On March 19, Dr. Alana Butler was awarded the Queen's Human Rights Initiative Award. Dr. Butler was instrumental in establishing the *Teacher Candidates of Colour* group by providing a welcoming and supportive community while at the same time positively changing the culture within the Faculty of Education for current and future teacher candidates. *Teacher Candidates of Colour* enables students to bring their knowledge and experience to the community and, in the group's ever growing membership, it is evident they have the support to thrive.



Alana Butler

The Steve Cutway Accessibility Award

Established in 2008, this award recognizes students, staff and faculty who demonstrate innovation, enthusiasm and compassion in creating learning and work environments that allow the full participation of persons with disabilities.

Llynwen Osborne was awarded the Steve Cutway Accessibility Award for showing her commitment to accessibility by initiating a program within Physical Plant Services to educate colleagues and employees on Deaf culture. This new level of interaction creates a more positive, inclusive and enriched working experience, especially for the deaf community within PPS. Providing this opportunity not only improves the quality of life of staff, but also creates a potential for greater equality of opportunity at the university.



Llynwen Osborne

COMPLIANCE WITH THE REQUIREMENTS OF THE ONTARIO HUMAN RIGHTS CODE

As a post-secondary institution, we have clear responsibilities with respect to the dissemination of knowledge and information as well as capacity building regarding our legal responsibilities in the areas of human rights. Several human rights cases, (including the 2005 decision of the Ontario Human Rights Tribunal, *B.L. v. Marineland of Canada Inc.*) have clarified the positive obligation on the part of institutions to respond to human rights issues created by legislation such as the Ontario Human Rights Code

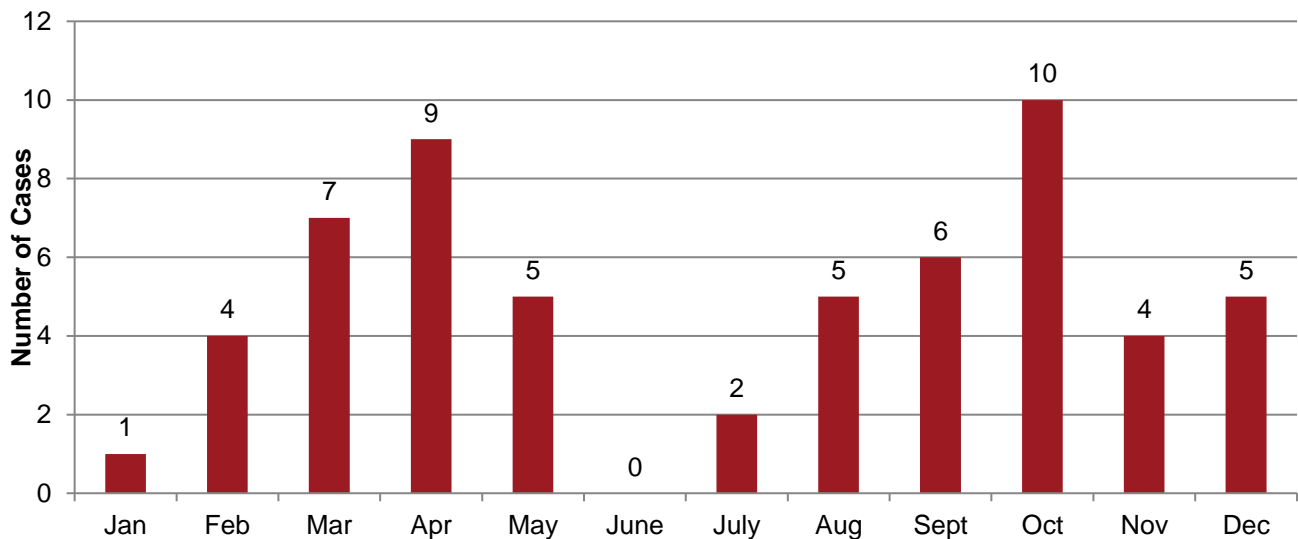
We have obligations both as an employer (Queen's in relation to its employees' workplace environment) and as a service provider (Queen's in relation to the learning and living environment for its students and staff). Without various mechanisms to ensure education, monitoring and assessment with respect to human rights and equity, the University risks being found responsible for breaches of human rights at the Ontario Human Rights Tribunal and non-compliant with other equity-related legislation and programs.

The Human Rights Advisors continue to operate under the Queen's *Senate Harassment/Discrimination Complaint Policy and Procedure*, 2000. By its own terms, the *Policy and Procedure* are very much overdue for review. The University Secretariat is aware of this and is leading a working group to revise the policy as well as several other intersecting University policies addressing human rights issues..

Human Rights Advisory Services

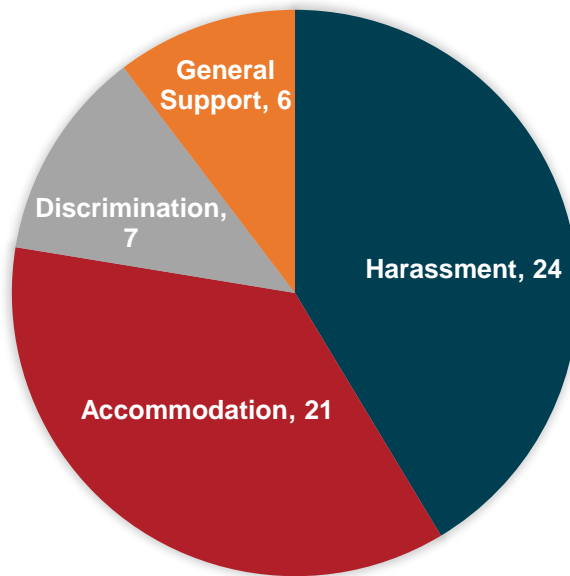
The Human Rights Advisory Services advocate for equitable practices, policies and processes throughout the University. Through consultation and training, they advise the University community--students, staff, and faculty—on ways to prevent as well as respond to harassment and discrimination. The Advisory Services also provide confidential support for individuals and groups who are the targets of harassment and discrimination, helping them to explore the possible courses of action they may wish to take to address the situation.

Client intake per month, 2018 (58)



Typically the busiest time for case work for the Human Rights Advisory Services has been in the Fall. In 2018, however, client intake fluctuated by month. The majority of client intake was in the Spring (36.2%) with the Fall percentage being at 34.5%.

What is the Nature of the Concern?



The kinds of concerns about which Queen's community members seek human rights advice are many and varied, from situations in which someone feels deliberately targeted for unfair treatment to concerns that a particular regulation or process, albeit unintentionally, creates barriers to full participation. In 2018, the Advisory Services received roughly equal numbers of inquiries alleging deliberate acts of harassment (24) and alleging failures to provide accommodations required under human rights legislation (21); as well, there were 7 allegations of discriminatory behavior. The office also provided general support for 6 situations in which human rights were not specifically at issue.

What Human Rights and Other Issues Were Raised?

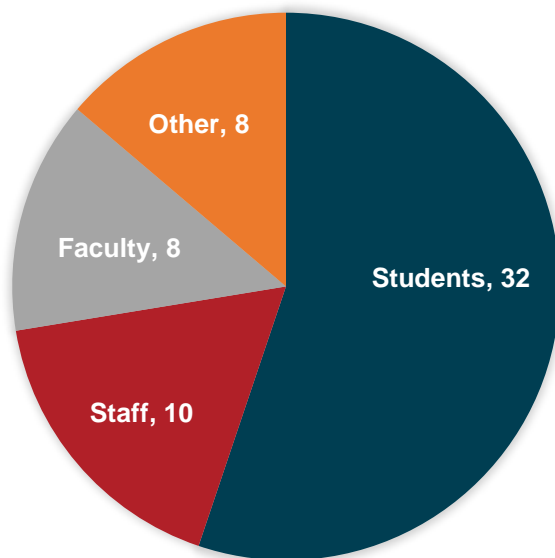
Code Related Grounds	Total
Race and Race Related	13
Sex	10
Sexual Orientation	2
Gender Identity	3
Family Status	1
Disability	21
Non-Code Related	Total
Non-Code Harassment	15
Bullying	9
Sexual Assault	1

Note: Due to the fact that many incidences are based on more than one issue, the totals will not add up to the total number of queries.

As in previous years, the majority of queries concern breaches of human rights on the grounds of sex, race-related grounds and disability. This appears to mirror statistical trends reported by the Ontario Human Rights Tribunal¹.

¹ Social Justice Tribunals Ontario, 2017-2018 Annual Report (Human Rights Tribunal of Ontario).
<http://www.sjto.gov.on.ca/documents/sjto/2017-18%20Annual%20Report.html#hrto4>

Who is Accessing the Confidential Advisory Services?



Note: 'Other' includes alumni and community members

In over 50% of the cases, the queries come from the undergraduate and graduate student groups, with the majority being undergraduate students. This is consistent with Human Rights Services statistical data from previous years.

SEXUAL VIOLENCE PREVENTION AND RESPONSE

Queen's University is committed to providing non-judgmental sexual violence support and response.

Sexual violence means any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.

All persons who disclose an experience of sexual violence can expect to be: treated with compassion, dignity, and respect; provided with timely safety planning assistance; informed about on-and off-campus support services and resources available to them; provided with non-judgmental and sympathetic support; provided with accommodations as appropriate; integral decision-makers in situations pertaining to themselves; allowed to determine whether and to whom they wish to disclose or report their experience.

For more information on support and services and related policies and committees please visit the website <https://www.queensu.ca/sexualviolencesupport/>

In May 2016 the Human Rights Office hired a Sexual Violence Prevention and Response Coordinator (SVPRC). The SVPRC is the Chairperson of the Sexual Violence and Prevention working group and works with members to identify campus needs related to sexual violence prevention and response. In the Spring 2019 the working group became the SVPR Task Force. The SVPRC is now the Co-chair of this task force.

Throughout 2018 the SVPRC worked on the following:

- Supporting students and staff impacted by sexual violence
- Maintaining the website and launching a Facebook page.
- Participating in the revision of the sexual violence policy with a focus on legislative compliance.
- Hosting information sessions for students, staff and faculty regarding sexual violence prevention and response.
- Organizing professional development for staff related to SVPR
- Developing partnerships with on and off campus stakeholders.

The SVPRC has become an established and vital contact on campus for students who have experienced sexual violence. In addition to providing education to staff, students and faculty on the university's sexual violence policy, the SVPRC works with service units and student leaders to coordinate, plan, and deliver sexual violence prevention programming.

The Human Rights and Equity Office developed and distributed 9000 copies of "Responding to Student Disclosures of Sexual Violence: A guide for faculty, staff and teaching assistants". In addition, the Office successfully completed the second year of the three year Enhanced Assess, Acknowledge, Act (EAAA) research program in collaboration with the University of Windsor.

September 2017 to August 2018

During the period under review, eighty-two (82) students contacted the Sexual Violence Prevention and Response Coordinator (SVPRC) to access services beyond the provision of basic information (e.g., safety planning, referrals to on and off campus resources, support to report to police or through the Non-Academic Misconduct (NAM) process). Thirty-two (32) students were assisted with some form of accommodation(s) from the SVPRC.

Additionally, the SVPRC provided support and consultation for faculty and staff who were responding to student disclosures and related needs, as well as providing information and support to family members of students impacted by sexual violence.

The SVPRC continues to offer training and information sessions for faculty and staff on topics including how to respond to a disclosure of sexual violence and practical implications of the related policies (e.g., SV Policy, Academic Considerations for Students in Extenuating Circumstances, Interim Harassment & Discrimination Policy).

CONCLUSION

2018 was a year to celebrate the University's progress with respect to human rights, equity and inclusion. With the merger of the two offices, the launch of the employment equity process for staff hiring, as well as the launch of *Showing Up for Anti-Racism and Inclusion: A Training for Senior Leaders*, the Office has seen great change in the engagement of units across the University. With over 70 units involved with the Diversity and Equity Assessment and Planning (DEAP) Tool, many departments are enthusiastically embracing the opportunity to develop and implement their own unique equity strategies and to play their part in influencing institutional change.

As the university's equity efforts expand, we are hearing from many faculty, staff, and administrators who are seeking opportunities to connect with others involved in equity work on campus. To this end, the HREO created and continues to support the Employment Equity Community of Practice which will continue to work throughout 2019 discussing relevant topics and sharing ideas around what is working well with regards to employment equity and how to remove barriers to employment.

Over the past few years, and throughout 2018, demand for training from stakeholders across the university has increased dramatically. It is clear from these requests for training that students, staff and faculty are invested in learning and further developing their equity, diversity and inclusion competencies. 2018 has also provided the opportunity for our office to work collaboratively with other units on campus to develop dynamic and multi-faceted training modules.

Over the years and especially of late, a great deal of work has gone into diversity and inclusion efforts. The university has made clear its intention to put these efforts into action to ensure tangible and lasting positive change. As the authors of the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) Report rightly point out, goals for equity, diversity, and inclusion fit within a larger framework of institutional cultural norms at Queen's, which are foundational to the mission of the university. However, an intersectional perspective is needed to fully understand the interaction of different social identities within a context of connected systems and structures of power. We must, for example, continue to be explicit and intentional about accessibility and inclusion for persons with disabilities within our EDI efforts as we attend to interlocking issues of racism, sexism,

ageism, classism, hetero/cissexism and other forms of oppression. As we do this, the principles of dignity, independence, integration, and equality of opportunity articulated by the disability rights movement, as well as respect and justice, should continue to inform the critical EDI work we are doing at Queen's.