

# Achieving Employment Equity at Queen's

## ***Part 7: Looking to the Future Women***



Council on Employment Equity

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## Table of Contents

Introduction.....	<b>4</b>
The Federal Contractors Program .....	4
2014 Gaps for all Designated Groups at Queen’s .....	7
Gaps for Women at Queen’s .....	<b>7</b>
2013 Gaps for Women .....	8
2014 Gaps for Women .....	9
Summary: Gap Comparison.....	10
Initiatives: Measures to Address the Gaps .....	<b>11</b>
1. Queen’s Employment Equity Plan .....	11
2. <b>Employment Equity Framework (EE Framework)</b> .....	12
▶ Collect workforce information and conduct workforce data analysis. ....	13
3. Employee Resource Groups (ERGs).....	13
4. Diversity to Inclusion Certificate Program .....	14
5. Women in Research.....	14
Looking to the Future .....	<b>16</b>
Conclusion.....	<b>17</b>

## Introduction

Queen's University strives to foster an inclusive culture that celebrates our diversity and assists with attracting and retaining talented employees and responds strategically to the challenges of reaching its employment equity and diversity goals in a competitive employment market. This report is the seventh in a series of joint publications by the Queen's University Equity Office and the Council on Employment Equity, highlighting employment equity activities at Queen's.

The first publication, *Achieving Employment Equity at Queen's, Part 1: Challenges*, introduces the concept of employment equity and its application to Queen's.

The second publication, *Achieving Employment Equity at Queen's, Part 2: Snapshots*, compares the diversity of the Queen's workforce population to the diversity of the three domestic pools from which candidates are recruited (Canada, Ontario and the Kingston Census Metropolitan Area).

The third publication, *Achieving Employment Equity at Queen's, Part 3: Ten Years in Review*, outlines the representation of women, Aboriginal peoples, visible minorities and persons with disabilities, in the workforce population at Queen's over the past decade.

The fourth publication, *Achieving Employment Equity at Queen's, Part 4: From Compliance to Inclusion*, highlights a variety of innovative efforts and programs from various units across the University seeking to promote inclusion.

The fifth publication, *Achieving Employment Equity at Queen's, Part 5: Looking to the Future, Visible Minorities at Queen's*, is the first in a series that examines the factors Queen's needs to consider in order to achieve its employment equity goals in future. It looks at these factors, with respect to racialized group members, as they impact our ability to achieve our employment equity goals.

The sixth publication, *Achieving Employment Equity at Queen's, Part 6: Looking to the Future, Persons with Disabilities at Queen's*, is the second in this series. It identifies barriers to achieving employment equity for persons with disabilities at Queen's, and proposes future initiatives to overcome these challenges.

The seventh publication, *Achieving Employment Equity at Queen's, Part 7: Looking to the Future, Women* is the third in this series. It identifies barriers to achieving employment equity for women at Queen's, and proposes future initiatives to overcome these challenges.

In order to avoid confusion, please note that throughout this publication the term 'visible minorities' may replace the term 'racialized persons' in keeping with the terminology used by the Federal Contractors Program.

Under the Employment Equity Act (1995), an employer must ensure that persons in designated groups (Aboriginal peoples, persons with disabilities, women, and members of visible minorities) achieve a degree of representation that reflects their representation in the Canadian workforce in each of the Federal occupational classifications. The Federal Contractors Program (FCP), was initiated by the Federal government in 1986. The FCP ensures that contractors who do business with the Government of Canada have a program to achieve and maintain a workforce that is representative of the Canadian workforce. The Program applies to non-federally regulated contractors that have a combined workforce in Canada of 100 or more permanent full-time, permanent part-time and/or temporary employees having worked 12 weeks or more and have received an initial federal government goods and services contract, a standing offer, or a supply arrangement valued at \$1 million or more.

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

Queen's must establish reasonable goals for the hiring and promotion of designated group members in order to close any gaps in representation by engaging in setting short-term numerical goals, setting long-term numerical goals, making reasonable progress, and making reasonable efforts.

### Setting Short-Term Numerical Goals

When establishing short-term goals for a period that covers one to three years, Queens needs to consider the following:

- the degree of under-representation;
- the availability of qualified designated group members within the employer's workforce and in the Canadian workforce;
- the anticipated growth or reduction of the employer's workforce in the period covered by the goals; and
- the anticipated turnover of employees during the period covered by the goals.

### Setting Long-Term Numerical Goals

In order to close the gaps in representation of designated group members, long-term goals of three years or more, must be established. When establishing long-term goals, Queen's must consider the same factors as those considered when establishing short-term numerical goals, as well as the effects of those short-term goals.

### Making Reasonable Progress

Queen's must be able to provide evidence that reasonable progress is being made. This may include:

- meeting the hiring and promotion goals by at least 80 percent or more, and/or by reaching overall goals (cumulative) by at least 80 percent; and
- moving forward in closing gaps in representation within the set timeframe.

### Making Reasonable Efforts

The University must be able to provide evidence that reasonable efforts are being made, which could include:

- ongoing senior-level support for employment equity and its implementation;
- accountability mechanisms established to meet the short-term goals;
- adequate resources (financial and human) devoted to achieving the short-term goals;
- a strategy in place to ensure a barrier-free workplace;
- initiatives undertaken to increase representation where gaps in representation are found; and
- the organization has done all that might reasonably be expected to effectively implement employment equity, taking into account resources and other environmental constraints.

**Note:** "Reasonable efforts" does not mean Queen's must take action that would cause undue hardship, hire or promote unqualified persons, or create new positions.

## 2014 Gaps for all Designated Groups at Queen's

Although there are gaps within each of the four designated groups, the table below illustrates that women do not have a gap in overall representation at Queen's. However, when broken down by Employment Equity Occupation Groups (EEOGs), the table indicates that there are gaps for women within eight of the EEOGs.

EEOG	Women	Aboriginal peoples	Visible minorities	Persons with disabilities
1. Senior Managers	3	0	-1	-1
2. Middle and Other Managers	11	-2	-14	3
3. Professionals	-47	-11	-206	14
4. Semi-Professionals and Technicians	-1	2	-36	0
5. Supervisors	7	3	1	-4
6. Supervisors - Crafts and Trades	-1	0	-2	0
7. Administrative and Senior Clerical	27	2	-1	18
8. Skilled Sales and Service Personnel	0	0	0	1
9. Skilled Crafts and Trades Workers	-1	0	-10	-1
10. Clerical Personnel	68	-2	2	2
11. Intermediate Sales and Service	-9	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service Personnel	-36	-6	-10	-6
14. Other Manual Workers	-1	0	0	1
Overall gap (hiring goal)	32	-21	-232	18

## Gaps for Women at Queen's

This publication highlights the efforts made to improve the representation of women in the workforce and the continued need to maintain and improve this representation in order for the University to achieve equity. This will be particularly important when considering the growing number of women that are present in the Canadian workforce.

## 2013 Gaps for Women

- **Women were equitably represented in 7 EEOGs:** Senior Managers, Middle and Other Managers, Semi-Professionals, Supervisors, Administrative and Senior Clerical, Skilled Sales and Service Personnel and Clerical Personnel.
- **Women were not represented in 2 out of 14 EEOGs at Queen's:** Semi-Skilled Manual Workers and Other Manual Workers.
- **There were gaps within 7 EEOGs:** Professionals, Supervisors: Crafts and Trades, Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers, Other Sales and Service Personnel and Other Manual Workers.

Employment Equity Occupational Group	Queen's Representation	Workforce Availability (2006)	Gap
	%	%	#
01: Senior Managers	58.8%	24.2%	6
02: Middle and Other Manager	52.9%	39.1%	19
03: Professionals	45.0%	45.5%	-15
04: Semi-Professionals	56.7%	56.0%	2
05: Supervisors	65.4%	60.5%	3
06: Supervisors: Crafts and Trades	6.3%	16.9%	-2
07: Administrative and Senior Clerical	88.4%	84.0%	31
08: Skilled Sales and Service	50.0%	28.5%	0
09: Skilled Crafts and Trades Workers	1.4%	2.4%	-1
10: Clerical Personnel	84.6%	73.8%	47
11: Intermediate Sales and Service	47.8%	61.4%	-3
12: Semi-Skilled Manual Workers	0.0%	15.1%	-1
13: Other Sales and Service	38.8%	54.1%	-33
14: Other Manual Workers	0.0%	15.3%	-2
Total	54.9%	54.4%	23



## 2014 Gaps for Women

- **Women were equitable represented in 6 EEOGs:** Senior Managers, Middle and Other Managers, Supervisors, Administrative and Senior Clerical, Skilled Sales and Service Personnel and Clerical Personnel.
- **Women were not represented in 2 out of 14 EEOGs:** Semi-Skilled Manual Workers and Other Manual Workers.
- **There were gaps within 8 EEOGs:** Professionals, Semi-Professionals, Supervisors: Crafts and Trades, Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers, Other Sales and Service Personnel and Other Manual Workers.

Employment Equity Occupational Group	Queen's Representation	Workforce Availability (2011)	Gap
	%	%	#
01: Senior Managers	46.7%	27.4%	3
02: Middle and Other Manager	46.3%	38.9%	11
03: Professionals	44.4%	46.2%	-47
04: Semi-Professionals	55.6%	56.0%	-1
05: Supervisors	67.3%	52.9%	7
06: Supervisors: Crafts and Trades	11.8%	16.3%	-1
07: Administrative and Senior Clerical	87.3%	83.5%	27
08: Skilled Sales and Service	50.0%	28.7%	0
09: Skilled Crafts and Trades Workers	1.4%	3.1%	-1
10: Clerical Personnel	86.4%	69.8%	68
11: Intermediate Sales and Service	47.4%	92.9%	-9
12: Semi-Skilled Manual Workers	0.0%	11.2%	-1
13: Other Sales and Service	38.8%	56.3%	-36
14: Other Manual Workers	0.0%	15.3%	-1
Total	54.8%	54.1%	32

## Summary: Gap Comparison

In 2013 there were gaps in 7 of the 14 EEOGs at Queen's for women. In 2014:

- Gaps decreased within 2 EEOGs: Supervisors – Crafts and Trades and Other Manual Workers.
- Gaps increased within 4 EEOGs: Professionals, Semi-Professional and Technicians, Intermediate Sales and Service and Other Sales and Service.
- Smaller gaps remained stable within 2 EEOG: Skilled Crafts and Trades Workers and Semi-Skilled Manual Workers.

The below table illustrates the difference between the 2013 and 2014 gaps.

Employment Equity Occupational Group	2013 Gaps	2014 Gaps
01: Senior Managers	6	3
02: Middle and Other Managers	19	11
03: Professionals	-15	-47
04: Semi-Professionals and Technicians	2	-1
05: Supervisors	3	7
06: Supervisors - Crafts and Trades	-2	-1
07: Administrative and Senior Clerical	31	27
08: Skilled Sales and Service Personnel	0	0
09: Skilled Crafts and Trades Workers	-1	-1
10: Clerical Personnel	47	68
11: Intermediate Sales and Service	-3	-9
12: Semi-Skilled Manual Workers	-1	-1
13: Other Sales and Service (Custodians)	-33	-36
14: Other Manual Workers	-2	-1
<b>Total</b>	23	32

## Initiatives: Measures to Address the Gaps

Queen's is addressing the gaps in employment equity from several strategic directions. Some of the most recent initiatives include:

### 1. Queen's Employment Equity Plan

The FCP requires its contractors to demonstrate that they are making reasonable progress in addressing gaps in representation. To this end, Queen's has developed and endorsed an Employment Equity Plan outlining its goals. Here are a few updates on the major initiatives outlined in the plan

#### ➤ Senior Search Policy

The FCP AG approved a Senior Search Policy that includes employment equity considerations in particular when engaging the services of search consultants. The Vice Principal Operations Committee (VPOC) provided the Record of Decision (ROD) on April 8, 2014 endorsing the Senior Search Hiring Proposal. A training strategy was developed by the Equity Office and delivered to the Office of the Provost and Vice-Principal (Academic) as well as the Office of the Principal.

#### ➤ Exit Surveys

The Surveys developed are now specific to the type of employment (academic, non-academic, internal transfers) and include questions regarding a broad range of climate issues. The new exit surveys were launched in December 2014.

#### ➤ Equity Matter's Newsletters

The Equity Matter's Newsletter has continued to be regularly distributed to the Equity listserv members. The issues can also be found here:  
<http://www.queensu.ca/equity/publications>

#### ➤ Compliance Report on Faculty Hiring

Each year the Equity Office prepares a report for the JCAA outlining the results of the Faculty appointments process. Of the faculty hired in 2014, 79% of appointments committees were compliant in submitting equity reporting forms and completing an equity process. This is compared to 68% in 2013. There has been a marked improvement in compliance.

#### ➤ TA/F Census

The FCP Action Group examined the results of the ICOUNT Equity Census for TA/Fs. These showed that there were no gaps in participation rates for women in this area. The group will continue to monitor and report as appropriate.

➤ **Cyclical Program Reviews (CPR)**

The CPR process has a component specific to diversity. This means that any gaps in the representation of employees in those units engaging in a CPR process will be highlighted as well as other indicators of equity in the units. Equity reports were provided to the following units undergoing CPR in 2014: Cultural Studies, Electrical and Computer Engineering, Environmental Studies, Fine Art, Geography, Global Development Studies, Faculty of Law, Mechanical and Materials Engineering and Political Studies.

**2. Employment Equity Framework (EE Framework)**

The University has recently adopted a Comprehensive Strategic Framework for Employment Equity which will serve to address gaps in designated group representation.

Following approval by the Vice Principals' Operations Committee (VPOC):

- The three working groups: Communications, Awareness and Training, Climate and Work life Cycle and Accountability, will initially meet monthly, then on an as needed basis
- The strategic planning group will meet on an as needed basis
- Recommended actions that require approval will be brought to VPOC for approval
- The Council on Employment Equity will continue in its advisory role
- The broader Queen's community will be consulted as appropriate, e.g., the Senate Educational Equity Committee, Aboriginal Council, Accessibility Framework, Operations Review Committee, etc.
- The work of the Employment Equity Framework will be communicated to the Queen's community through appropriate channels, e.g., Equity Office website, Queen's Gazette
- Yearly reports will be submitted to the Principal

Communication, Training and Awareness	Climate and Work life Cycle	Accountability
<b>Lead:</b> Yvonne Cooper, Director Communications	<b>Lead:</b> Laaeque Daneshmend, Deputy Provost	<b>Lead:</b> Al Orth, Associate Vice Principal (Human Resources)
<ul style="list-style-type: none"> <li>▶ Provide educational opportunities regarding employment equity to improve understanding of equity issues and the University's obligations for Employment Equity compliance, and to enhance hiring and recruitment practices at the University to ensure progress in our stated obligations to achieve representation in our workforce</li> <li>▶ Communicate equity responsibilities to the University community</li> <li>▶ Develop content for employment equity related publications to educate the university community</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop strategies for actionable changes to human resources practices and systems to eliminate barriers to the hiring, selection and training of designated group members</li> <li>▶ Develop initiatives that would create a favourable work climate to support the successful inclusion for members of designated groups and equity seeking groups</li> <li>▶ Develop initiatives to assist in the retention and promotion of members of designated and equity seeking groups</li> </ul>	<ul style="list-style-type: none"> <li>▶ Collect workforce information and conduct workforce data analysis.</li> <li>▶ Establish short-term and long-term numerical goals. Strategically prioritize measures to address the goals and requirements of (FCP)</li> <li>▶ Ensure the implementation of special measures and actions to support the achievement of a representative workforce</li> </ul>

### 3. Employee Resource Groups (ERGs)

The first ERG event was hosted jointly with Human Resources on November 14th, 2014. The goal of the meeting was to start a dialogue on what an ERG for women might look like at the University, whether this is something that is engaging staff at this time and the path in moving forward.

The response to the event was overwhelming. The Equity Office had 130 people RSVP to the event, unfortunately the maximum capacity for the event was 100. The event in terms of numbers and engagement was a huge success.

At the event we asked the participants a series of four questions concerning the future of ERGs for women at Queen's. Here are the themes that emerged from the day:

- Professional Networking Opportunities
- Advancement Opportunities and Development
- Support by Human Resources
- Systemic Barriers/Policies
- Resources Available

The result was a new group whose goal is to provide professional development and mentorship programming specifically for young women. Young Women at Queen's (YWQ) is part of the larger Employee Resource Group initiative which was developed as a way to promote the career development of equity seeking groups on campus. Since its inception in 2014, YWQ has developed a logo, set group goals and objectives, formed working groups, and organized a lunch time speakers series. Looking to the future, YWQ has a number of events planned for 2015 including the launch of a mentorship program and its first public event, a lecture by guest speaker Kit Malo. This public event will be open to all members of the Queen's community.

#### **4. Diversity to Inclusion Certificate Program**

The *From Diversity to Inclusion in the Workplace* Certificate Program is a series of courses that seeks 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. It is designed to offer participants a foundational examination of the many differences that exist in our community so that they may gain a greater understanding of how we can work together to build a stronger and more equitable community on campus. Participants gain valuable knowledge and skills to work and lead in an inclusive work environment. The program includes modules specific to accessibility and accommodation.

The Certificate Program is jointly sponsored by Queen's Human Resources, the Queen's Human Rights Office and the Queen's Equity Office. The Certificate Program is open to Queen's employees interested in advancing their knowledge and skills in inclusive practices in the workplace. More information regarding the Certificate Program can be found on the equity office website at [www.queensu.ca/equity](http://www.queensu.ca/equity).

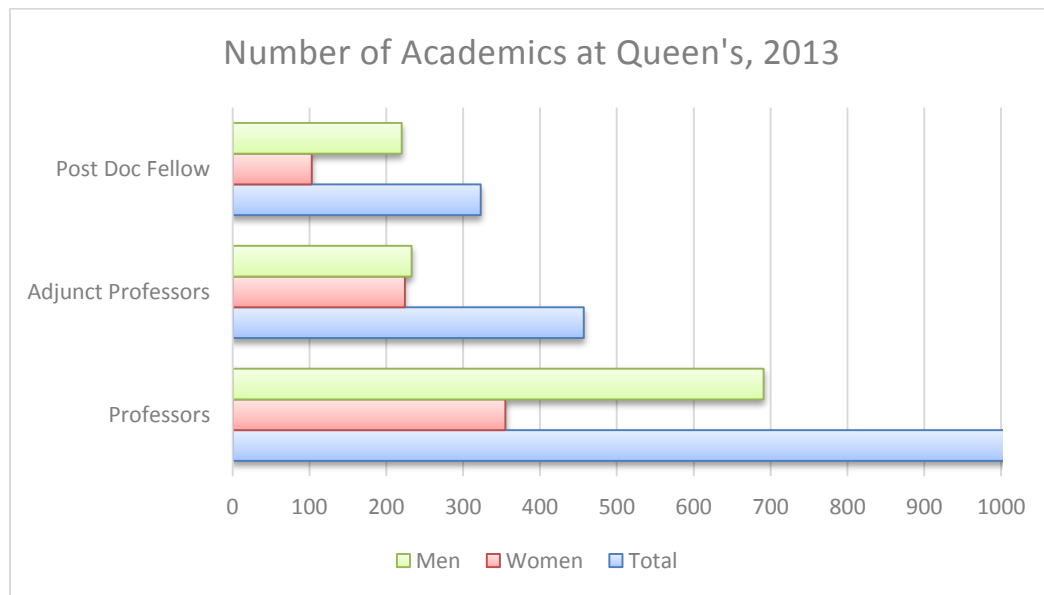
#### **5. Women in Research**

In April 2014 the Senate approved a motion to "task the Senate Educational Equity Committee with investigating the reasons for the lack of recognition that research conducted by female faculty has been receiving at Queen's and to make recommendations of how to improve the situation."

In addressing the motion, the Equity Office compiled data on the presence of female faculty and the recognition of female faculty member's research for the benefit of SEEC. In order to provide a robust picture of female faculty engagement at Queen's, the following data was provided:

- the representation of female faculty members in tenure, tenure-track and adjunct positions as well as in QNS and CRC positions.
- the representation and engagement of female faculty members on appointments committees for senior administrative searches as well as other university committees
- female faculty representation in the granting of research awards, both internally and externally

- the promotion of female faculty research in the new publication (*e*)*Affect* from the Office of Research Services

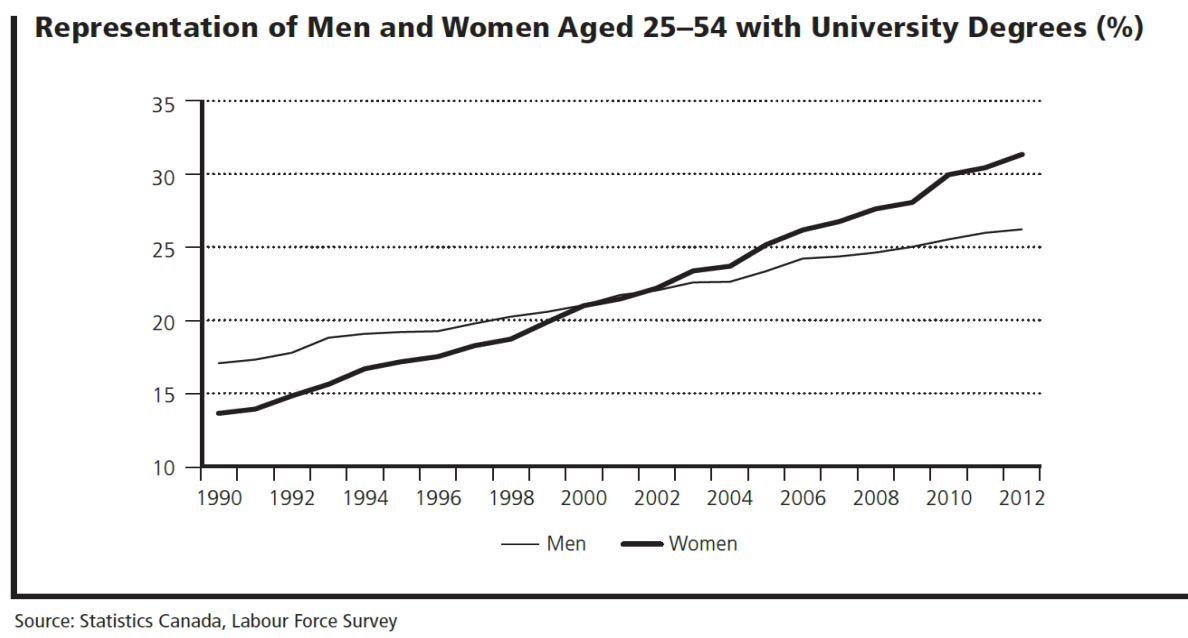


Women at Queen's	2009		2010		2011		2012		2013	
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women
Professors	1085	372	1088	378	1079	364	1095	371	1046	355
	34.3%		34.7%		33.7%		33.9%		33.9%	
Adjunct Professors	515	226	921	391	509	234	429	212	457	224
	43.9%		42.5%		46.0%		49.4%		49.0%	
Post Doc Fellows	253	71	279	71	279	84	277	93	323	103
	28.1%		25.4%		30.1%		33.6%		31.9%	
Total	1853	669	2288	840	1867	682	1801	676	1826	682
	36.1%		36.7%		36.5%		37.5%		37.3%	
Availability (NOC 4121)	39.6%									

## Looking to the Future

The 2011 Employment Equity data report released by Employment and Social Development Canada in September 2014 states “Women have rapidly boosted their educational attainment over the last two decades and are moving into occupations that normally require more education.”

The report also states that in 2011 more women than men had university degrees. In 1990, 17.1% of men, aged 25 to 54, had university degrees while only 13.7% of women in the same age range had degrees. By 2000 the two were equal. By 2012, 31.4% of women, aged 25 to 54, had degrees while 26.2% of men the same age had degrees. In the five years between 2006 and 2011, the number of women with university degrees rose by 450,000 (almost 20%), while the number of men with the same attainment rose by 325,000 (about 15%).



These latest numbers from Statistics Canada show an upward trend in relation to the number of women obtaining university degrees in Canada. Is there a connection between the greater numbers of women obtaining university degrees and the representation of women within various Educational Equity Occupational Groups (EEOGs) at Queen's? As previously discussed within this report, in 2014 women at Queen's University were underrepresented within 8 out of 14 EEOGs. Notable, in the context of this Statistics Canada data, is the EEOG of *Professionals*. *Professionals* are employees who “usually need either university graduation or prolonged formal training and often have to be members of a professional organization”. At Queen's, professors, accountants, lawyers, nurses and doctors are categorized within the *Professionals* EEOG. In 2014, at Queen's University, 44.4% of individuals within the *Professionals* EEOG were women. In comparison to other EEOGs on campus, the greatest gap for women is within the EEOG of *Professionals*. Despite the rising number of women obtaining university degrees the number of



women within the *Professionals* EEOG at Queen's University is currently lagging. Moving forward it will be important to take steps to and ensure that the number of women at Queen's University within occupations requiring a university degree equals and then keeps pace with the rising number of women in Canada completing university degrees.

## Conclusion

The FCP requires the University to demonstrate that reasonable efforts are in place to improve the representation of federally designated groups. The Equity Office, in collaboration with our partners, will continue to:

- Monitor gaps in the representation of women at Queen's.
- Support the initiatives outlined in the Queen's employment equity plan and continue to develop the new Employment Equity Strategic Framework.
- Implement a consultation strategy to provide continuous support to women at Queen's.
- Advance opportunities for professional development.

If women are to be equitably represented at every EEOG across the University then it is also crucial to move beyond FCP compliance towards fostering a workplace that provides women the opportunity to achieve their potential. The business case is simple. Research shows that organizations that have robust gender diversity have better results. The University wants to recruit, hire, retain, and promote the best talent and 50 percent of that talent pool consists of women. If women are available to work in a given EEOG, but they are not successful in gaining employment at Queen's, or are not seeking to work at Queen's, then we must examine whether we are creating the right conditions that allows us to attract "the best."

The University has recently engaged in a complete reworking of its employment equity structures. Its new employment equity framework opens the door to challenging conversations by broadening community participation. It is through these conversations that we strive to foster innovative and creative ideas and the development of progressive practices, which can in turn act as levers to assist us in closing the gaps.

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