

Achieving Employment Equity at Queen's

*Part 8: Looking to the Future
Aboriginal Peoples*



Council on Employment Equity

Equity Office

Queen's University
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Equity Office
Mackintosh-Corry Hall,
Room B513 Queen's University

613-533-2563
equity@queensu.ca
www.queensu.ca/equity

Alternative formats of this booklet are available on request

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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 eighth and final report 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 four publications, *Achieving Employment Equity at Queen's, Part 1: Challenges, Part 2: Snapshots, Part 3: Ten Years in Review* and *Part 4: From Compliance to Inclusion* introduce the concept of employment equity and its application to Queen's, compare 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), outline the representation of women, Aboriginal peoples, visible minorities and persons with disabilities, in the workforce population at Queen's over the past decade and highlight 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.

The eighth publication, *Achieving Employment Equity at Queen's, Part 8: Looking to the Future, Aboriginal Peoples*, is the fourth and final in this series. It identifies barriers to achieving employment equity for Aboriginal peoples at Queen's, and proposes future initiatives to overcome these challenges.

<p>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.</p>

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 Federal Contractors Program (FCP) ensures that contractors who do business with the Government of Canada 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 of designated group members in the workforce 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 that 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.

2015 Gaps for all Designated Groups at Queen's

Although there are gaps within each of the four designated groups, the table below illustrates that there exists an overall gap for two groups which includes Aboriginal peoples. There are gaps for Aboriginal peoples within six of the EEOGs.

EEOG	Women	Aboriginal peoples	Visible minorities	Persons with disabilities
1. Senior Managers	2	0	-1	-1
2. Middle and Other Managers	23	-3	-16	0
3. Professionals	-28	-7	-220	4
4. Semi-Professionals and Technicians	-10	5	-30	4
5. Supervisors	12	2	2	-2
6. Supervisors - Crafts and Trades	-1	0	-2	-1
7. Administrative and Senior Clerical	20	3	5	25
8. Skilled Sales and Service Personnel	0	0	0	1
9. Skilled Crafts and Trades Workers	-1	-1	-9	-1
10. Clerical Personnel	67	-3	3	4
11. Intermediate Sales and Service	-10	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service Personnel	-35	-5	-10	-6
14. Other Manual Workers	-2	0	0	-1
Overall gap (hiring goal)	40	-18	-221	18

Gaps for Aboriginal Peoples at Queen's

This publication highlights the efforts made to improve the representation of Aboriginal peoples in the workforce, and the continued need to maintain and improve this representation in order for the University to achieve equity.

2015 Gaps for Aboriginal Peoples

- **Aboriginal peoples were employed and met the workforce availability (represented) in 3 EEOGs:** Semi-Professionals, Supervisors and Administrative and Senior Clerical.
- **There were gaps (under-represented) within 6 EEOGs:** Middle and Other Managers, Professionals, Skilled Crafts and Trades Workers, Clerical Personnel, Intermediate Sales and Service Personnel, and Other Sales and Service Personnel.
- **There are no Aboriginal peoples employed in 6 out of 14 EEOGs at Queen's:** Senior Managers, Supervisors: Crafts and Trades, Skilled Sales and Service Personnel, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers, and, Other Manual Workers. In some of these EEOGs, not having any Aboriginal peoples employed does not represent a gap because of the low workforce availability.

Employment Equity Occupational Group	Queen's Representation	Workforce Availability	Gap
	%	%	#
01: Senior Managers	0.0%	2.9%	0
02: Middle and Other Managers	0.6%	2.2%	-3
03: Professionals	1.4%	1.6%	-7
04: Semi-Professionals	3.4%	1.6%	5
05: Supervisors	4.9%	2.2%	2
06: Supervisors: Crafts and Trades	0.0%	1.7%	0
07: Administrative and Senior Clerical	1.6%	1.2%	3
08: Skilled Sales and Service Personnel	0.0%	1.0%	0
09: Skilled Crafts and Trades Workers	1.5%	2.4%	-1
10: Clerical Personnel	2.8%	3.4%	-3
11: Intermediate Sales and Service Personnel	0.0%	3.1%	-1
12: Semi-Skilled Manual Workers	0.0%	3.4%	0
13: Other Sales and Service Personnel	2.0%	4.6%	-5
14: Other Manual Workers	0.0%	2.9%	0
Total	1.6%	2.0%	-18

2014 Gaps for Aboriginal Peoples

- Aboriginal peoples were employed and met the workforce availability (represented) in 4 EEOGs: Semi-Professionals, Supervisors, Administrative and Senior Clerical and Skilled Crafts and Trades Workers.
- There were gaps (under-represented) within 5 EEOGs: Middle and Other Managers, Professionals, Clerical Personnel, Intermediate Sales and Service Personnel, and Other Sales and Service Personnel.
- There are no Aboriginal peoples employed in 6 out of 14 EEOGs at Queen's: Senior Managers, Supervisors: Crafts and Trades, Skilled Sales and Service Personnel, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers, and, Other Manual Workers. In some of these EEOGs, not having any Aboriginal peoples employed does not represent a gap because of the low workforce availability.

Employment Equity Occupational Group	Queen's Representation	Workforce Availability	Gap
	%	%	#
01: Senior Managers	0.0%	2.9%	0
02: Middle and Other Managers	0.7%	2.2%	-2
03: Professionals	1.2%	1.6%	-11
04: Semi-Professionals	2.4%	1.6%	2
05: Supervisors	7.7%	2.2%	3
06: Supervisors: Crafts and Trades	0.0%	1.7%	0
07: Administrative and Senior Clerical	1.5%	1.2%	2
08: Skilled Sales and Service Personnel	0.0%	1.0%	0
09: Skilled Crafts and Trades Workers	2.9%	2.4%	0
10: Clerical Personnel	2.9%	3.4%	-2
11: Intermediate Sales and Service Personnel	0.0%	3.1%	-1
12: Semi-Skilled Manual Workers	0.0%	3.4%	0
13: Other Sales and Service Personnel	1.5%	4.6%	-6
14: Other Manual Workers	0.0%	2.9%	0
Total	1.5%	2.0%	-21

Summary: Gap Comparison

In 2014 there were gaps in 5 of the 14 EEOGs at Queen's for Aboriginal peoples.

In 2015:

- Gaps decreased within 2 EEOGs: Professional and Other Sales and Service.
- Gaps increased within 3 EEOG: Middle and Other Managers, Skilled Crafts and Trades Workers, and Clerical Personnel.

Despite increased gaps in three EEOGs compared to decreases in two EEOGs, the overall gap decreased in 2015 due to a significant decrease specifically in the Professionals EEOG.

The below table illustrates the difference between the 2014 and 2015 gaps.

Employment Equity Occupational Group	2014 Gaps	2015 Gaps
01: Senior Managers	0	0
02: Middle and Other Managers	-2	-3
03: Professionals	-11	-7
04: Semi-Professionals and Technicians	2	5
05: Supervisors	3	2
06: Supervisors - Crafts and Trades	0	0
07: Administrative and Senior Clerical	2	3
08: Skilled Sales and Service Personnel	0	0
09: Skilled Crafts and Trades Workers	0	-1
10: Clerical Personnel	-2	-3
11: Intermediate Sales and Service	-1	-1
12: Semi-Skilled Manual Workers	0	0
13: Other Sales and Service (Custodians)	-6	-5
14: Other Manual Workers	0	0
Overall Gap	-21	-18

Initiatives: Measures to Address the Gaps

Queen's is addressing the gaps in employment equity from several strategic directions. In particular, the development of the Employment Equity Framework as well as a focus on the recruitment of Aboriginal faculty members.

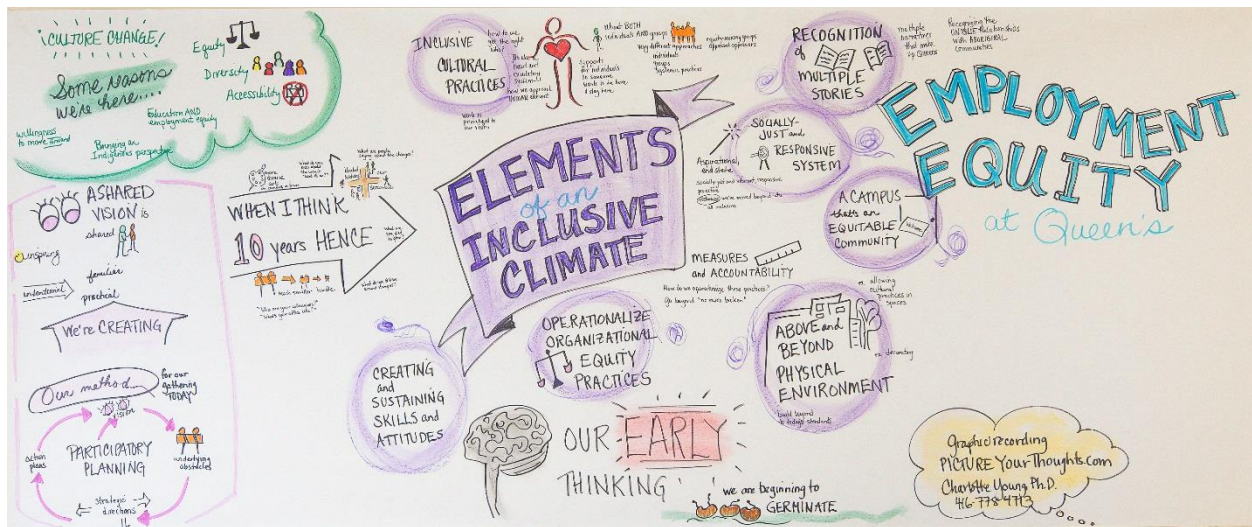
1. Employment Equity

The FCP requires its contractors to demonstrate that they are making reasonable progress in addressing gaps in representation.

a) Employment Equity Framework

Queen's has developed an Employment Equity Framework to address gaps, as well as promotion and retention of equity seeking groups. The Framework is comprised of three working groups: Accountability; Communication, Training, and Awareness, and; Climate and Worklife Cycle. The Framework has been endorsed by the Council on Employment Equity (CEE) and the Senior Administration.

At the August 17th, 2015 meeting, the Strategic Planning Group met with additional key community members and worked with a Graphic Recorder on an Employment Equity Vision.



i. **Accountability Working Group:** The Accountability Working Group (AWG) has been working on several initiatives over the past year to address the gaps for equity-seeking groups. Specifically, they have focused on the following items:

1. **The Importance of Workforce Information:** the working group engaged in conversations on the importance and value of collecting workforce information and understanding the FCP process and how the data is used.
2. **Hiring of External Contractors:** the working group has been examining how to best implement policies and procedures concerning the hiring of external contractors to ensure that an equity process is followed or considered.
3. **FCP Compliance Assessment:** the working group assisted the Equity Office in ensuring timely completion of the first FCP compliance assessment under the new federal guidelines.
4. **Creation of a Diversity and Inclusion Strategy:** the working group has been creating a Diversity and Inclusion Strategy to be endorsed by the Principal and to serve as a guiding document in goal setting for the Framework.

ii. **Communication, Training, and Awareness Working Group:** The Communication, Training, and Awareness Working Group (CTAWG) has focused efforts on addressing gaps and creating a comprehensive communication strategy to engage all University stakeholders. Specifically, they have focused on the following items:

1. **Campaign Map:** creation of a campaign map to serve as a strategic document in engaging all university stakeholders about employment equity in general and the framework and its guiding documents in particular.
2. **Framework Timeline:** a timeline of events is currently being created to ensure university-wide support and endorsement of employment equity.
3. **Advancement Equity Hiring Process Pilot:** the working group has provided support and guidance to the Equity Office and the Office of Advancement as they partner on an employment equity program in an effort to address gaps across all EEOGs within their unit.

iii. **Climate and Worklife Cycle Working Group:** The Climate and Worklife Cycle Working Group (CWLCWG) has focused much of their efforts on recruitment, retention, and promotion of equity-seeking groups. The following initiatives are currently underway:

1. **Diversity and Equity Assessment and Planning Tool – Staff (Staff DEAP):** the creation of a self-assessment planning tool is moving forward. This will allow units to evaluate their current equity environment and to address employment equity gaps, as well as other equity, accessibility, and human rights concerns. The Tool, in its early stages of development, is intended to both ensure compliance and to foster an environment of inclusion.
2. **Exit Surveys:** the working group has had the opportunity to review the completed internal transfer exit survey. The low return rate for the exit survey for departing employees did not allow us to produce a report. Human Resources has committed to ensuring that email addresses for exiting employees will be collected and we will be in a better position to address a broad range of climate issues for employees who leave the institution.

b) **Senior Search Process:** 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 communication and training strategy has been implemented.

c) **Academic Hiring:** The Collective Agreement between Queen’s University Faculty Association and Queen’s University at Kingston has consistently retained a robust employment equity section (Article 24) which targets equity seeking groups including Aboriginal peoples. In addition, Article 30.2.2 allows Aboriginal faculty members who are applying for renewal, tenure or promotion may request the participation of an appropriate Aboriginal person to guide and advise the committee.

d) **Queen’s National Scholar (QNS) Program:** the QNS program has a specific focus on attracting high calibre faculty and embedded within the program is a comprehensive employment equity process. In an effort to address both gaps in faculty representation and identified gaps of educational content several departments proposed one of the new QNS be an Indigenous scholar who teaches Indigenous knowledge. Their bid was successful and in 2015 the first self-identified Indigenous QNS joined the Queen’s faculty.

- e) **Canada Research Chair (CRC) Program:** the national CRC program is invested in ensuring that the appointments of CRCs reflects the diversity of the available CRC pool and as such, Queen's has made efforts to ensure compliance with the process and to engage in a rigorous and national search for their CRCs. This year we were fortunate to be able to appoint an Indigenous scholar as Canada Research Chair in Indigenous Arts.

2. Aboriginal Council of Queen's University

The Aboriginal Council of Queen's University (ACQU) was established in 1992, in conjunction with the Aboriginal Education and Training Strategy introduced by the Ministry of Education and Training (now the Ministry of Training, Colleges, and Universities (MTCU)).

The ACQU exists "to ensure that Aboriginal people are consistently and regularly engaged in decision making within the institution". The ACQU shall be involved in all decisions affecting Aboriginal programs and services at Queen's University. The ACQU has a university-wide mandate and is the principle source for advice, assessment and guidance to the Board of Trustee and the Senate with respect to Aboriginal programs and services, as well as supports for Aboriginal students. At the same time, the legitimate interests of the institution must be secured in respect of the authority it has over academic programs and the appointment of employees and approval of budgets.

The ACQU has three working groups that are actively addressing programming and services for faculty, staff and students. The working groups and their foci is as follows:

1. Student Access and Support:
 - Bridging program;
 - Graduate student support, and;
 - Communications and Marketing.

2. Indigenous Knowledge, Curriculum and Research:
 - Indigenous Minor: program development, curriculum review, learning communities;
 - Four Directions/Kahswentha Initiative: cultural activities, co-curricular opportunities, events, and;
 - Four Directions student support, community programs and outreach, recruitment, advocacy

3. Cultural Awareness and Programming
 - Development of cultural competencies across the campus community;
 - Expansion of acknowledgement, including acknowledgement of territory at more student events, and;
 - Increase in visibility of spaces, symbols and resources that invite and reflect Indigenous cultures and peoples, including Indigenous Protocols

3. Cyclical Program Reviews (CPR)

Cyclical Program Reviews (CPRs) are internal evaluations of Queen's undergraduate and graduate academic programs with the objectives to ensure academic quality and integrity at Queen's University. It is monitored through the Queen's University Quality Assurance Processes (QUQAPs), which is 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 including the mechanisms by which the Program(s) addresses equity issues; any identified inequities; the most recent equity audit; relevant questions from USAT and from Exit Polls [and] information about approaches to achieve equitable representation for equity-seeking groups within the Program, including within the student body as well as staff and faculty complements."

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

1. A brief analysis of the key equity findings
2. Most under represented ranking for faculty and staff
3. A workforce analysis summary report
4. Compliance with the Equity Process (QUFA)
5. Designated Group Representation in Appointments Process (QUFA)
6. Compliance with the Equity Training (QUFA)
7. Employment Equity Training Report (QUFA)
8. AODA Suite Training Report

Thus, any gaps in the representation of employees in those units engaging in a CPR process will be highlighted and the unit encouraged to address those gaps.

4. Diversity and Equity Assessment and Planning Tool (DEAP)

The development of the DEAP tool is intended to address broad equity concerns and assist in ensuring we are goal-setting with equity, diversity, and accessibility in mind. Of note, one of the 12 indicators speaks specifically to addressing the unique experience of Aboriginal peoples and the need to consult when developing processes that will affect Aboriginal Community members. This includes the development of employment equity programs.

5. 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 will gain valuable knowledge and skills to work and lead in an inclusive work environment. The program includes modules specific to Aboriginal peoples.

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.

Conclusion

The FCP requires the University to demonstrate that reasonable efforts are in place to improve the representation of federally designated groups.

This report shows that Queen's has recognized the importance of addressing the need to increase Aboriginal content in the academic sphere. There have been significant efforts to increase Aboriginal participation in academic roles, however, there is much work that remains to be done both in the academic areas and in particular in the non-academic areas.

The University has begun to address these gaps through the work of the Employment Equity Framework. One of the most significant initiatives is the Equity Hiring Process which is currently in development and aims to directly address the gaps in representation across the non-academic units.

The University will continue to promote the increased participation of Aboriginal people through the work of the Employment Equity Strategic Framework as well as that of other groups such as Senate Educational Equity Committee, Aboriginal Council of Queen's University and the Truth and Reconciliation Commission Task Force.

Equity and Human Rights Offices Communication Tools

Facebook – The Queen’s University Equity and Human Rights Offices

- Daily or every other day updates
- Updates include information about the offices, events, workshops, new initiatives
- Use Facebook to communicate current events/stories related diversity and inclusion

Twitter – @EquityOfficeQU & @AccessHubQU

- Daily or every other day updates
- Updates include information about the offices, events, workshops, new initiatives
- Use Twitter to communicate current events/stories related diversity and inclusion

Equity Office Blog – Together We Are (www.queensu.ca/connect/equity)

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.

- New blog post each month (September – May)
- Bloggers are alumni, current students (undergraduate and graduate), staff and faculty
- Each blog focuses on a different theme related to diversity and inclusion

Employment Equity Listserv - be added to the employment equity listserv email equity@queensu.ca. Information about events (tri-awards), initiatives, training, blog posts

Human Rights Legislation Group

The Human Rights Legislation Group is composed of unit heads from all academic and non-academic groups on campus or their designates.

The group is co-chaired by Queen's Legal Counsel) and the University Advisor on Equity. The purpose of the group is to provide units with the information they need to understand the constantly evolving landscape of human rights-related legislation in order to prevent breaches of human rights.

Interested individuals should email hrights@queensu.ca for information on attending the meetings or for access to resources.

The Equity Office
Mackintosh-Corry Hall, Room B513
Queen's University

(613) 533-2563

equity@queensu.ca

www.queensu.ca/equity

