



EQUITY OFFICE ANNUAL REPORT

2017

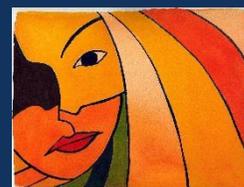


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MESSAGE FROM THE ASSOCIATE VICE-PRINCIPAL HUMAN RIGHTS, EQUITY AND INCLUSION



Each year the Equity Office has several functions to fulfill: to ensure compliance with the University's legal obligations under the federally mandated Federal Contractors Program (FCP) and the provincially mandated Accessibility for Ontarians with Disabilities Act, 2005 (AODA); to ensure compliance with various collective agreement obligations, including those of the Queen's University/Queen's University Faculty Association (QUFA) collective agreement; to ensure compliance with Senate obligations, including the mandate of the Senate Educational Equity Committee; to ensure compliance with various policy obligations, such as Queen's University Employment Equity policy; to

facilitate the University's response to various equity-related reports; and, most of all, to address systemic equity issues throughout the University.

This year the Equity Office has faced new and exciting challenges, experienced many changes, and achieved several positive outcomes. From new staff positions to customized training initiatives, our office has been dedicated to fostering equity across campus. We have maintained our mandate of providing resources and support to faculty and staff regarding equity matters, and we also have been leading training initiatives that promote inclusion and a sense of belonging for the Queen's community.

In this report, we present an overview of the different initiatives that the Equity Office developed during 2017 as well as many accomplishments. We also provide a glimpse of the new projects that are expected to start in 2018.

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 Equity Office

The mandate of the Equity Office is to work with Officers of the University, the Senate Education Equity Committee and the Council on Employment Equity to ensure that equity is achieved throughout the University in accordance with the Report on Principles and Priorities adopted by the Queen's Senate in 1996. The Office will:

- Provide leadership, information and liaison on equity matters throughout the University;
- Identify throughout the University those structures, practices and policies which create inequity;
- Initiate processes to identify gaps in equity policy and develop and/or facilitate the development of new policies, procedures and programs that remove barriers to equity and ensure greater and equal participation of marginalized groups and individuals in the University;
- Identify those individuals and offices with whom particular responsibility for implementing equity rests or should rest;
- Take steps necessary to ensure those responsibilities are met and to coordinate University equity resources;
- Provide initiative in effecting cultural change throughout the institution so that equity becomes everyone's concern and responsibility.

In addition to the above mandate, the Equity Office is responsible for reporting on the four requirements under the Federal Contractors Program (FCP), reporting on compliance with the regulations and standards of the Accessibility for Ontarians with Disabilities Act (AODA), as well as training and data collection mandated by Collective Agreements.

The Equity Office Staff



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

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Stephanie has worked in Human Rights Office since 1996. In 2018, she became the Director of both the Human Rights and Equity Offices. She holds an M.Ed degree and has studied how racism and processes of racialization affect youth in smaller urban centres such as Kingston. She currently represents Queen's on the Kingston Immigration Partnership Operations Committee Council. To schedule a meeting with Stephanie please contact Jill Christie at jjc@queensu.ca



Jill Christie – Manager, Data and Administration

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Jill Christie is the Manager, Data and Administration in the Equity Office and has worked in the office since 2003. The majority of her time is spent preparing detailed reports as well as routine reporting and analysis to facilitate decision making and strategic planning of employment equity at Queen's. She 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 performs office supervision and planning duties.



Meri Diamond - Administrative Coordinator

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Meri Diamond is the Administrative Coordinator at the Equity Office and has worked in the Office since 2005. As the front line person, she is responsible for fielding inquiries made to the office as well as assisting with any questions that may arise. She prepares facilitators for monthly equity training workshops required by the Faculty Collective Agreement. She also administers the I Count Queen's Equity Census process to all new employees and administers Faculty Appointments Process.



Heidi Penning - Equity Advisor

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Heidi Penning is an Equity Advisor and contributes to the oversight function of the Equity Office regarding the University's compliance and commitment to achieving equity throughout the Queen's community. She 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.



Vanessa Yzaguirre – Special Projects Officer

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Vanessa holds a B.A in Media and Communications from Universidad Central de Venezuela and an M.A in Gender Studies from Queen's University. She 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.



Andrew Ashby - Accessibility Coordinator

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Andrew Ashby is the Accessibility Coordinator, who is responsible for the coordination of accessibility initiatives throughout the University. He 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, he 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.



Greg Naçu - Application Developer

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Greg Naçu is responsible for creating new online applications, maintaining and updating existing applications, for the Equity Office. Greg also provides technical support and database administration services to the Equity Office staff.



Erin Clow - Education and Communication Advisor

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Erin Clow is the Education and Communication Advisor for both the Equity and Human Rights Office. She is responsible for the implementation of training and communication strategies relating to equity and human rights. 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.



Candace Parsons – Multimedia & e-Learning Support Analyst

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Candace Parsons 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 Equity Office.



Back row: Greg Naçu, Vanessa Yzaguirre, Erin Clow, Meri Diamond, Jill Christie and Candace Parsons,
Front row: Heidi Penning, Andrew Ashby and Stephanie Simpson

Priority Responsibilities for 2017

The priority responsibilities for 2017 are separated into three areas: Employment Equity (FCP & QUFA), Accessibility (AODA) and Educational Equity.

Employment Equity

1. Administering the ICOUNT Queen's Equity Census to new employees.
2. Communicating Employment Equity progress to the Queen's community.
3. Administering the Equity Blog.
4. Ensuring a fully functional Equity Data Warehouse (EDW).
5. Developing initiatives to close the gaps indicated by the FCP workforce analysis report.
6. Holding Employment Equity training sessions as per the Collective Agreement between Queen's University Faculty Association (QUFA) and Queen's University at Kingston.
7. Monitoring the online equity reporting process for staff and faculty hires.
8. Reporting on compliance with equity sections of the QUFA CA for the Joint Committee for the Administration of the Agreement.
9. Maintaining a process to address the PSAC 901 equity requirements.
10. Coordinating the Employment Equity Framework.

Accessibility/AODA

11. Coordinating the Accessibility Framework.
12. Maintaining and continuing development of the Accessibility Hub.
13. Providing an annual status report of the Multi-year Accessibility Plan to meet compliance with the AODA.
14. Ensuring the implementation of all the Design of Public Space Standard requirements.
15. Ensuring new Queen's internet websites and web content conforms to WWW Consortium Web Contents Accessibility Guidelines 2.0, level A.
16. Implementing and maintaining a training strategy to ensure that Departments and Units are in compliance with the AODA training requirements.

Education Equity

17. Monitoring and delivering the Diversity to Inclusion Certificate Program for employees.
18. Providing training in equity and human rights related areas upon request.
19. Coordinating the Diversity and Equity Assessment and Planning (DEAP) Tool.
20. Generating Cyclical Program Review (CPR) reports per the Queen's Quality Assurance Processes (QUQAP).

As you will see in the pages ahead, equity reaches into many areas of our University community. The following report outlines the activities of the Equity Office for the year 2017.



Section 1: Employment Equity

Under the Employment Equity Act (1995), an employer must ensure that persons in designated groups (Aboriginal peoples, persons with disabilities, women and visible minorities) achieve a degree of representation in each occupational classification 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 one hundred or more employees and that receive federal government goods and services contracts of \$1,000,000 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, the Equity Office 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.



Committees

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 are invited to participate on the committee, as well as a representative from the Aboriginal Council of Queen's University. The CEE is coordinated by an Equity Advisor in the Equity Office. With the implementation of the Employment Equity Framework and its working groups, the Council's primary function is to review and advise the work of that structure.

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 new Employment Equity Framework are three working groups, led by senior administrators at the University.

The three working groups are; the Climate and Work-life Cycle (CWLC) working group, the Communication, Training, and Awareness (CTA) working group and the Accountability working group. The Employment Equity Framework serves the University by; addressing employment equity in priority areas, establishing shared accountability and responsibility for the recruitment and retention of designated equity groups, strategically prioritize measures to address the goals and requirements of FCP and providing educational opportunities about employment equity to improve understanding of equity issues and the university obligations with respect to federal contractors program compliance.

The **Strategic Planning Group** has a mandate to provide strategic planning, harmonization of effort, and oversight of initiatives under the Employment Equity Framework. The composition of this group includes the three leads of the working groups in addition to Gordon Smith (Vice Dean, Faculty of Arts and Science) Chair of the Council on Employment Equity, and Irène Bujara, University Advisor on Equity and Human Rights.

The Strategic Planning Group met four times in 2017. The Group worked on the following:

- a diversity and inclusion strategy communication as well as re-vamping the Queen's Visual Identity standards to include diversity and inclusion
- An inventory of employment equity initiatives and goals
- An Employment Equity Project Plan

In April 2017, the group agreed that it would be best to put the work of the sub-groups of the Employment Equity Strategy Planning Group on hold, pending the completion of the Employment Equity Project Plan.

Within the Employment Equity Project Plan is Goal 3: The Hiring Process. In order to complete this goal the Equity Office, Human Resources and the Provost Office struck a Working Group. This Group has continued the work of the Accountability Working Group of the Employment Equity Framework. This Working Group has been strategizing on an employment equity process



for staff. The implementation phase will target QPMG and Grade 2-9 excludes. The Equity Office will deliver the 3 hour face-to-face trainings (one for members of committees and an additional one for employment equity representatives). The Equity Office has also developed a staff component of the Queen’s Equity Appointments Process (QEAP) to track the employment equity process for staff hires.

Other Committees: Members of the Equity Office are often invited to take an active role on Committees on and off campus, including: the Policy Advisor Sub Committee, Transition Resource Guide Advisory Board, the City of Kingston Municipal Accessibility Advisory Committee, Information Services and Technology Student Advisory Committee, the Kingston Community Legal Clinic, the Faculty of Health Sciences Diversity Panel, the Cultural Programming & Awareness Working Group with Four Directions, the University Promotions Committees and the Freedom of Information and Protection of Privacy Act Group.

The University Advisor on Equity and Human Rights (now the “AVP Human Rights, Equity, and Inclusion”) also takes part in various **Advisory Committees to the Principal**. In 2017, the UAEHR was invited to participate in the search for the Dean of Faculty of Engineering and Applied Science, the Director of the Office of Institutional Research and Planning, the search for the new Chief Information Officer, the Canada 150 Chairs and the Vice Principal (Innovation and Research).



Communication

In September 2015, the Equity Office 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.

2017-2018 marked a special year for the Queen's University Equity Office as it was our 20th anniversary. In celebration of this significant milestone, this year's blog looked both backwards and forward in time. We asked students, staff, faculty and alumni to reflect on the challenges and accomplishments of the last 20 years as well as discussions on how and where we can move forward. In total we had eight blog contributors who shared their experience from their diverse perspectives. They were (from left to right): Mike Young, Hazem Ahmed, Kuukuwa Andam, Kanonhsyonne (Janice Hill), Gurjit Sandhu, Sheila Cote-Meek, Minelle Mahtani, Ann Deer and Erin Leblanc.

2017/2018 Blog Contributors





The **Equity Office website** is regularly updated with the most current resources and information pertaining to Employment Equity at Queen's including:

- General information about employment equity and the Federal Contractors Program
- Frequently asked questions regarding employment equity
- 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
- Representation rates at Queen's using the data collected from the *I Count Queen's Equity Census*

The most viewed main pages on the EO 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 Equity Office
- Campaigns and initiatives run by the 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 2017 the Facebook page increased to 510 '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 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 1256 subscribers, an increase of 110 from 2016. In 2017, we communicated 14 times through the Equity listserv: the Together We Are Blog (x7), Fostering & Creating Healthy Relationships (QUIC), Visible but Invisible event (SGPS and QUIC), Spring Social (QUAQE), Job Posting (EAAA), Job Posting (D & I Coordinator), Tri-Award Nominations and Symposium (x2) and the Young Women at Queen's (YWQ) Event

The **Employment Equity Rep listserv** has 605 subscribers, an increase of 45 from 2016. In 2017, we introduced the new online application for tracking searches, the Queen's Equity Applicant Process (QEAP).



Training

Below are the scheduled employment equity training sessions provided by the Equity Office. More details on the tailored training sessions can be found in Section 3: Education Equity.

QUFA 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. These three workshops are provided by the Equity Office.

Senior Search Hiring: The University Advisor on Equity and Human Rights 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.

The Equity Portal

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

Employment Equity Training: In 2017, the Equity Office offered fifty-nine training sessions for employment equity. Of these, 25 were general training for Appointments/Renewal, Tenure, Promotion Continuing QUFA committee members, 16 were general training for Staff hiring committees and 18 were for Employment Equity Representatives on QUFA hiring committees and staff hiring committees. Throughout 2017, 406 faculty, staff and students participated in this training.

Senior Search Hiring: In 2017, the Equity Office participated in training and presentations on employment equity for the hiring committees for the Dean of the Faculty of Engineering and Applied Science, the Chief Information Officer, the Canada 150 Chairs, the Queen's National Scholar Committee, the Honorary Degrees Committee and the University Promotions Committees.



Climate

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 2017 Employment Equity Award was presented to Michael Fisher, Human Resources Manager at the Smith School of Business and Erin LeBlanc, Adjunct Lecturer in the Smith School of Business. Michael Fisher and Erin LeBlanc worked together to initiate the development of Transgender Transitioning Guidelines for the Smith School of Business.



Erin Leblanc and Michael Fisher



Exit Surveys: To help ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an Equity Exit Survey.

In addition, an internal transfer survey is available for employees to complete when transferring departments.

Internal Transfer Surveys: A total of 77 employees transferred departments in 2017. Of the 77, 49 (63.6%) completed the Internal Transfer Exit Survey. This is an increase of 10% from 2016.

A confidential report outlining the results of the Internal exit surveys for 2017 was discussed by the Employment Equity Strategic Working Group.

The Survey is also available for those employees that have left the University. The links to the exit surveys can be found here:

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

Exit Survey
Equity Office Exit Survey

Introduction
Equity Office

Equity Office Exit Survey

Welcome to the **Equity Office Exit Survey for Internal Transfers**.

Queen's University strives to be an employer of choice and considers employees to be its most valuable resource. To help us ensure that we meet our commitment to employment equity, the following exit survey is available to all employees of Queen's University who are transferring to a different unit. We would appreciate hearing about any barriers you may have encountered in your employment related to employment equity, discrimination, harassment and/or accommodation and whether or not these barriers had any impact on your decision to transfer.

Purpose

The Employment Equity program at Queen's University was established to identify and eliminate barriers in the organization's employment procedures, policies and practices, as well as to facilitate the development of new procedures, policies and programs that would ensure greater and equal participation of marginalized groups and individuals in the University.

You will be providing valuable feedback that will be used to assist Queen's University in improving operations, policies and practices in the working environment for employees.

Privacy Policy

Completing this questionnaire is voluntary and your responses will be kept confidential. The data will be anonymously aggregated in order to analyze the results.

If you have any questions regarding this survey, please contact the Equity Office at equity@queensu.ca or telephone 613-533-2563 and we will be happy to assist you.



Staff Hiring Process: In 2015, the FCP Action Group developed a proposal which entailed developing and conducting an equity process for staff hires. After the process was complete a report was submitted. The report outlined the success of such a process for attracting representative pool of candidates. Based on the success of the Pilot, the Accountability working group discussed how to make it more widely available across the University. In 2016, the Equity Office 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, VPOC approved an employment equity process for Staff to begin with a voluntary year in 2018 and mandatory participation in 2019.

Senior Search Hiring Procedures: In 2012, the FCP Action Group, the Equity Office and the Council for Employment Equity put forward a Senior Search Strategy Proposal. The strategy includes 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 VPOC which provided a Record of Decision (ROD) on April 8, 2014.

In 2017, the senior search process was implemented in six search processes; the Dean of the Faculty Engineering and Applied Science, the Associate Vice-Principal (Alumni Relations and Annual Giving), the Dean Faculty of Arts and Science, the Chief Information Officer and Associate Vice-Principal (ITS), the Director of Institutional Research and Planning and the Vice-Provost and Dean, School of Graduate Studies. The data from the self-identification questionnaires is important for a number of reasons as it allows us to view how members of the designated groups fare throughout the appointments process. The return rate for self-identification questionnaires, for these six searches, was 76%. Of those that chose to self-identify 24.7% were women, 0.0% were Aboriginal peoples, 4.7% were persons with disabilities and 17.1% were 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 the Employment Equity Occupation Groups (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 Aboriginal applicants. It is also encouraging to note that of the six appointees, five self-identified in one of the designated groups.

Senior Searches (six searches)	Women	Visible Minority	Aboriginal Peoples	Persons with Disability
Applied 2017	24.7%	17.1%	0.0%	4.7%
EEOG #2 (Availability)	39.9%	15.0%	2.2%	4.3%
EEOG #1 (Availability)	27.4%	10.1%	2.9%	4.3%



Collecting Workforce Information

In order to evaluate its progress in hiring and retention of the four designated groups, Queen's needs two types of data: self-identification and employment status which is classified by National Occupational Classification (NOC) and employment type. Queen's must also record instances of promotion and termination in relation to self-identification. Through the *ICount Queen's Equity Census*, Queen's University collects self-identification data on 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 *ICount Queen's Equity Census* and PeopleSoft are combined into an **Equity Data Warehouse** which is accessible only by Equity Office staff.

The ICOUNT Queen's Equity Census: The Census was administered twelve times in 2017 to a total of 580 new employees, an increase of 51 from 2017. 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
84	4-Jan-17	14	14	0	100%
85	1-Feb-17	65	54	11	83%
86	1-Mar-17	36	30	6	83%
87	3-Apr-17	23	21	2	91%
88	1-May-17	32	31	1	97%
89	1-Jun-17	62	59	3	95%
90	29-Jun-17	45	44	1	98%
91	31-Jul-17	76	69	7	91%
92	1-Sep-17	49	44	5	90%
93	2-Oct-17	107	84	23	79%
94	3-Nov-17	42	37	5	88%
95	1-Dec-17	29	28	1	97%

In those instances where the return rate is below 80% the Equity Office 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.



Equity Data Warehouse (EDW): The Equity Office and Queen’s Information Technology Services designed the Equity Data Warehouse which allows the Equity Office staff 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 CA and FCP (to engage in employment equity in its search process). 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. 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. The Equity Office continues to work with ITS on the functionality of the Equity Data Warehouse.

Throughout 2017 the Equity Office was able to provide data profiles through the QEAP application to departments undergoing a hiring process by using the **Equity Data Warehouse**. The following additional ad hoc reports were also prepared using the Warehouse:

- a) TA Census Data
- b) School of Medicine data for the CRC request
- c) Yearly data for online applications (Diversity and Equity Assessment and Planning (DEAP) Tool, QEAP, Equity Training Application)
- d) Workforce analysis report for 2017
- e) Data for Civil Engineering, Mining Engineering, Biology, Languages, Literatures and Cultures (LLC) for CPR reports for New Programs
- f) Faculty applicant data for 2017
- g) Current staff and faculty data for the Principal’s Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) for 2008-2016
- h) Physical Plant Services data profile
- i) CRC data for Canadian Particle Astrophysics Research Centre (CPARC) and Canada Excellence Research Chair (CERC)
- j) VP Research data profile
- k) Visible minority breakdown data for PICRDI
- l) EEOG #1 and EEOG #2 for Senior Search processes
- m) Queen’s National Scholar data profile
- n) Historical data (five years) for the department of Mining Engineering and Biology
- o) Faculty data for the Canada 150 search
- p) Faculty of Arts and Science data profile
- q) Persons with disabilities breakdown data
- r) Workforce analysis report by Union



Conducting a Workforce Analysis

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. It is important to detect whether members of designated groups are disproportionately employed in the lower-paying, more short-term and less stable positions. The Equity Office makes available an **FCP Annual Report** which includes a variety of reports that address the requirements of the FCP and looks at Full time, Part Time and temporary employees, broken down by Employment Equity Occupation Groups (EEOGs) as well as salary in order 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 2017. 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	Canadian Workforce
Women								
Academic	39.2%	40.1%	40.4%	38.4%	39.7%	41.7%	43.2%	48.2%
Staff	66.1%	65.2%	64.4%	64.7%	65.7%	66.6%	65.4%	
Aboriginal People								
Academic	0.9%	0.8%	0.8%	1.1%	1.3%	1.3%	1.2%	3.5%
Staff	1.6%	1.6%	1.8%	2.0%	2.0%	2.0%	2.2%	
Persons with Disabilities								
Academic	4.1%	4.4%	3.8%	4.1%	3.6%	3.9%	4.1%	4.9%
Staff	5.3%	5.3%	5.1%	5.9%	5.8%	5.8%	5.6%	
Visible Minorities								
Academic	12.3%	12.3%	12.8%	12.8%	13.3%	13.6%	14.0%	17.8%
Staff	5.2%	5.5%	6.1%	4.0%	4.6%	6.9%	7.1%	
Totals								
Academic	41.5%	41.1%	42.4%	40.4%	42.6%	42.4%	41.4%	
Staff	58.5%	58.9%	57.6%	59.6%	56.6%	57.6%	58.6%	

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

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

SECTION 1: EMPLOYMENT EQUITY



In 2017, the following designated groups were under-represented at Queen's in specific Employment Equity Occupational Groups (EEOGs):

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

The following table illustrates the gaps for the designated groups in all of the EEOGs.

EEOG	Women	Aboriginal peoples	Visible minorities	Persons with disabilities
1. Senior Managers	0	0	0	-1
2. Middle and Other Managers	32	*	-19	-1
3. Professionals	32	-5	-210	11
4. Semi-Professionals and Technicians	-8	4	-27	0
5. Supervisors	16	*	*	*
6. Supervisors - Crafts and Trades	*	0	*	*
7. Administrative and Senior Clerical	6	10	18	34
8. Skilled Sales and Service Personnel	*	0	0	*
9. Skilled Crafts and Trades Workers	*	*	*	*
10. Clerical Personnel	70	-4	5	5
11. Intermediate Sales and Service	-7	-1	*	*
12. Semi-Skilled Manual Workers	0	0	0	0
13. Other Sales and Service Personnel	-33	-5	*	-6
14. Other Manual Workers	-2	0	-12	-1
Overall gap (hiring goal)	111	-12	-198	34

* Represents less than five employees in a designated group

The purpose of the workforce analysis is to determine whether or not the representation of the four designated groups is consistent with the availability in the larger Canadian workforce. According to the Federal Contractor's Program, if the representation of designated group members in the workforce is not equal or larger than the available data, gaps in representation exist. In the table above, positive numbers indicate that we have achieved representation in a particular designated group. Negative numbers indicate that we are under-represented in a particular designated group and are therefore considered having gaps in representation.



Monitoring under the Collective Agreement between Queen’s University Faculty Association (QUFA) and Queen’s University at Kingston: the Equity Office 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 will have access to an online 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 members.

In January 2017, the Equity Office launched a new application to replace the Faculty Appointments Database (FAD). This new application is the Queen’s Equity Appointment Process (QEAP). Within the application, the EE Rep can start the process by reviewing which designated groups are the most under-represented in the unit. See the below example:



Since the launch of FAD in January 2013 and the QEAP in 2017 there have been 361 EE Reps and delegates. At the time of this report there were 915 competitions in total; 200 were in progress, 602 were complete and 113 had collapsed.

Application	Active Competitions	Complete Competitions	Collapsed Competitions	Total
FAD (222 users)	1	488	93	582
QEAP (139 users)	199	114	20	333

SECTION 1: EMPLOYMENT EQUITY



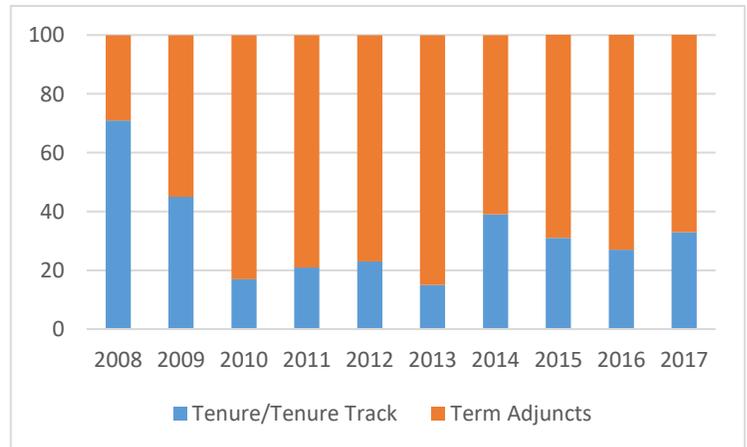
The equity data is further used to complete the annual compliance report to the Joint Committee for the Administration of the Agreement (JCAA). The last report, the 2012-2014 report, was reviewed by the JCAA in September 2015.

Of the faculty hiring processes undertaken in 2017, 79% of the processes were compliant with the equity requirements of the CA.

Overall Compliance Rate (2003-2015)

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%

Percentage of Appointments



SECTION 1: EMPLOYMENT EQUITY



The Equity Office is also responsible to ensure 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 Article 30 and 31 of the Collective Agreement. The procedures used in making such decisions should 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, visible minorities, Aboriginal peoples, persons with disabilities and persons of any sexual orientation or gender identity. 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).

Employment equity principles guide the Renewal, Tenure, Promotion and Continuing appointments (hereinafter "RTPC") process through the training that each committee member is required to receive. (Article 24.1). Moreover, 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). Therefore, equity considerations are communicated to participants of the RTPC process in much the same way it is in the hiring of new faculty, librarians and archivists. In fact, the training has been offered jointly for both types of processes for the past seven years. However, as described below, the Equity Office's monitoring of equity in the RTPC process is quite different from that of New Hires.

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: Aboriginal representation under Appendix O, leaves due to family responsibilities and Accommodations for Human Rights issues.

Compliance with equity reporting in the RTPC process in 2017 was 82.8%. The Equity Office worked with units throughout 2017 to ensure compliance with the process.

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



Section 2: Accessibility

The *Ontarians with Disabilities Act, 2001* (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document such actions within an accessibility plan. In 2005, a second piece of legislation, the *Accessibility for Ontarians with Disabilities Act* (AODA) was enacted to further qualify 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 *Comprehensive Strategic Framework for Accessibility* (“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. Five Working Groups were formed and were comprised of members with direct responsibility and expertise as it pertains to accessibility requirements and identified priorities.

Accessibility Working Groups

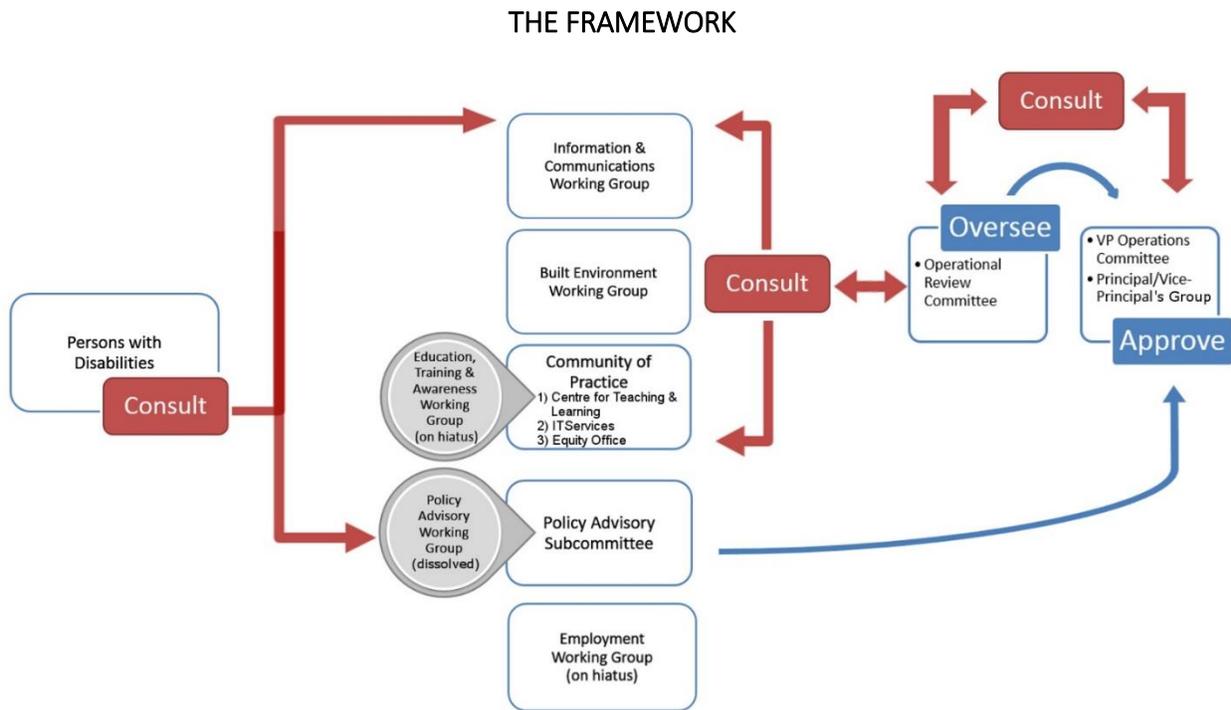
The processes of each working group and committee are as follows:

- a. **Information and Communication Working Group:** continue to monitor Queen’s websites and departmental compliance efforts (with WCAG 2.0 Level A) and make recommendations through an annual environmental scan report.
- b. **Built Environment Working Group:** continue working to meet obligations of the Design of Public Space requirements coming into force in 2016.
- c. **Community of Practice** (*formerly the Education, Training, and Awareness Working Group has been put on hiatus*): include input from the Centre for Teaching and Learning, ITServices, and the Equity Office.
- d. **The Policy Advisory Subcommittee (PASC) of VPOC** (*formerly the Policy Advisory Working Group which has folded*): has agreed to expand its Terms of Reference to include providing feedback on Accessibility policies, procedures, and guidelines and submit them directly to VPOC for approval.



- e. **Employment Working Group:** has been put on hiatus. The AODA requirements have been met operationally by the Human Resources department through the development of the [Accommodation of Disabilities in the Workplace Policy](#), [Individualized Accommodation Procedures](#), [Disability Accommodation Guidelines](#), [Return to Work Policy](#), and [Return to Work Procedure](#).

Any initiative from each active Working Group or Committee (with the exception of PASC) is given to the Operational Review Committee (ORC) which provides feedback and endorsement ensuring institution-wide considerations are discussed. The VP Operations Committee, Principal or Vice Principal’s Group consults with ORC and provides final approval.



The Equity Office coordinates all five working groups. The total number of meetings held during 2017 appear below:

Type of Meeting	# of Times Met in 2016
Policy Advisory Working Group	folded
Information and Communications Working Group	11
Built Environment Working Group	10
Employment Working Group (on hiatus)	hiatus



Type of Meeting	# of Times Met in 2016
Education, Training and Awareness Working Group (now 'Community of Practice')	hiatus

AODA 2017 Requirements and Achievements

In the role of guiding the Queen's accessibility mandate and putting plans into action, the operations of 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 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.

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?

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. At the time of this report, the Accessibility Hub Coordinator has responded to over **850** specific requests. These have included; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking. Google Analytics was added to the Hub November 22, 2013 and since then, there have been over **125,000 Visitors** to the website, viewing over **230,000 pages**.



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.

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 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 in the Access Forward (AF) and Human Rights 101 (HR 101) trainings. 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.

Here are the participation totals since the launch of these online trainings:

Training	Total Trained	Total Trained in 2017
Accessible Customer Service	28,200	2,948
Human Rights 101	14,639	3,373
Access Forward	15,293	3,213
Accessible Instruction for Educators	5,327	1,298

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 the Equity Office 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, the Equity Office 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.



Active employees June 2018	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%)	

Accessibility Policies / Impact on Accessibility of University Policies

- ✓ In 2017, new accessibility procedures and guidelines were approved as part of the University's Accessibility Policy.
 - [Guidelines for Customer Service to Persons Who Use Support Persons](#)
 - [Guidelines for the Use of Personal Assistive Devices](#)
 - [Guidelines for Customer Service to Persons Who Use Service Animals](#)
 - [Procedures for Persons Who Use Service Animals](#)
 - [Procedure for Managing Notifications of Temporary Service Disruptions](#)
- ✓ The Policy Advisory Subcommittee of VPOC 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](#).

Multi-Year Accessibility Plan

- ✓ The 2016-2025 Multi-Year Accessibility Plan approved by VPOC October 17, 2016 is posted [here](#).
- ✓ The 2017 Annual Status Report is posted [here](#).

Procurement

It is important to integrate accessibility into procurement policies, procedures, and practices and ensure that all vendors are aware of the need to provide accessible goods and services. The following initiatives address this requirement:

- ✓ Queen's University continues to incorporate accessibility features when designing, procuring or acquiring self-service kiosks.

Information & Communications

Communicating and providing information in ways that are accessible for all is another cornerstone of building an accessible organization.



- ✓ New internet websites and their content at Queen's University must conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 Level A (IASR s. 14). In 2017, the Information and Communications Working Group (ICWG) continued to monitor Queen's websites and departmental compliance efforts (with WCAG 2.0 Level A). The ICWG will make recommendations of Queen's compliance with the Standards through an annual environmental scan report.

Design of Public Spaces and the Built Environment

Queen's is committed to greater accessibility for accessing, exiting and navigating through and around our facilities. An Equity Advisor participates on the Campus Planning Advisory Committee to bring an accessibility lens to its agenda items. Initiatives to achieve this include the following:

- ✓ In response to the recent accessibility audit, the university has approved Facilities funding for 2018 in the amount of \$250,000 with the intent to increase funding each year by \$25,000 over the 5-year period. The scope of work for 2018 includes adding power door operators to existing interior vestibule, corridor and select washroom doors and some exterior directional signs to accessible entrances on buildings. Facilities has developed a 5-year accessibility plan for barrier removal in existing buildings.
- ✓ Mitchell Hall is the university's new innovation and wellness centre at the heart of campus where every aspect of campus life intersects. The Côté Sharp Student Wellness Centre will be co-located in the revitalized building to provide Queen's students with comprehensive health-related services in a modern, centralized and accessible space. The co-location of innovation and wellness services was a recommendation of the Principal's Commission on Mental Health.
- ✓ The Four Directions Indigenous Student Centre is doubling in size, expanding to the house next door at 144 Barrie Street and featuring extensive renovations to the building and to the Centre's current location at 146 Barrie St. Funded primarily by the Division of Student Affairs, the project was the successful recipient of a federal government grant from the 'Enabling Accessibility Fund'. The government is providing \$50,000, with Student Affairs matching \$50,000, to make accessibility improvements to both buildings. Improvements to entrances, single-user (gender neutral) accessible washrooms in both buildings, and an accessible kitchen are included. Construction will be completed in Fall 2018.
- ✓ Single-user washrooms throughout campus have been re-purposed as gender neutral, and where appropriate, accessible. Appropriate signage has been affixed.



AODA Requirements

The following chart indicates future AODA requirements that Queen's University will have to meet. As for all other preceding AODA requirements, failure to meet these requirements could lead to a non-compliance designation and could have financial implications for the University.

Information and Communications

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 resources2. 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)



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. The Equity Office coordinates the nominating group as well as the event.

The first recipient of the 2017 Steve Cutway Accessibility Award was Ian Casson. Over the past five years, Dr. Casson has been the driving force in developing, promoting and distributing tools to promote the innovative Health Check Program.



The second recipients were Em Osborne and Charlotte Johnston for the Access Art Project. As part of the Isabel Centre Human Rights Art Festival, Johnston and Osborne were instrumental in organizing the widely successful Access Art project, which examined intersecting facets of identity through artistic media.



Section 3: Educational Equity

Training

The Equity Office provides a variety of training sessions for faculty, staff and students. The 'From Diversity to Inclusion in the Workplace' Certificate Program as well as the New Staff and Faculty Orientation Trainings are scheduled training sessions, however the staff of the Equity Office are often asked to provide tailored training sessions on an ad hoc basis as well.

From Diversity to Inclusion in the Workplace Certificate Program: This program is 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.

New Staff Orientation Training: This Orientation session is organized by Human Resources. The Equity Office provides information to all new staff attending the Human Resources orientation sessions.

New Faculty Orientation: This Orientation session is organized by the Faculty Relations Office. The Human Rights and Equity Office provides information to new faculty members.

From Diversity to Inclusion in the Workplace Certificate Program: There were 71 staff members working towards completing their certificate for Diversity to Inclusion in the Workplace in 2017/18.

New Staff Orientation Sessions: There were 143 new staff in 2017/18 who attended this training.

Tailored Training Sessions: In 2017, the Equity Office was asked to facilitate the following:

- Diversity, Equity and Inclusion for Professional Engineers
- Equity Sessions for Financial Services, Physical Plant Services, VPFA team, CPARC and SGPS Advisors
- Equity and Workplace Accommodation for the Faculty of Arts and Science
- DEAP Training to multiple units
- Setting the Tone for Inclusion for Graduate Students
- Diversity and Indigenizing the Curriculum for faculty
- Medical school orientation – graduate students
- TA Training, Film and Media graduate students
- Diversifying the curriculum for graduate students and faculty in Gender studies
- Delivered equity and inclusion training at the Finance Retreat



The Senate Educational Equity Committee (SEEC)

The Senate Educational Equity Committee is responsible for 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 as may be 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

Please note that the following is reproduced from the SEEC annual report which covers 2017-2018 academic year. The Committee discussed and advised on the following items:

1. **Preferred Name and Pronoun Working Group:** The Committee was informed of the work of the Preferred Name and Pronoun Working Group. After much consultation units have agreed that using preferred names is appropriate and class lists in OnQ have been updated to display preferred name. The next step is meeting with the Registrar's Office again to finalize the process within SOLUS.



2. **Inclusion in the Classroom and Preferred Name Statement Templates:** The Committee reviewed the Inclusion in the Classroom and Preferred Name statement templates created by the Equity Office. The Equity Office worked with Faculty Offices on ways to distribute the templates to faculty members. The inclusion statements can be found on the Equity Office website here: [Syllabi Statements](#).
3. **Principal's Implementation Committee on Racism, Diversity and Inclusion (PICRDI) Final Report:** The Deputy Provost, Teri Shearer, attended the October SEEC meeting to discuss the PICRDI Final Report. She provided an update on the University Council on Anti-Racism and Equity (UCARE). She also updated the Committee on the Employment Equity Achievement Award and noted that well over 40% of all units at the University are using the DEAP Tool. In regards to the TRC, she spoke to the appointment of **Kanonhsyonne** (Janice Hill) as the new Director of the Office of Indigenous Initiatives. She also noted the new bursary for Indigenous students that is now available due to the support of alumnus and Chancellor Jim Leech.
4. **Student Applicant Equity Census in SOLUS:** The Chair updated the committee on his meeting with the Registrar to discuss the possibility of adding the return of the student applicant equity survey as a part of the Code of Conduct request to students in SOLUS. The Committee also discussed the possibility of coordinating efforts with the Ontario Universities Application Centre (OUAC). The SEEC then discussed a meeting that occurred with representatives from Student Affairs, the Equity Office, the Registrar's Office, the Provost Office and the Office of Institutional Planning to discuss student self-identification and data reporting regarding enrolment for designated populations. This group decided to form a working group which will include members from each of the Offices, to develop a self-identification system for SOLUS. An extensive consultation process will be undertaken to ensure a system that is responsive to the needs of students and the University. Student Affairs will lead this working group.
5. **Student Applicant Census Report:** The Committee reviewed the Student Applicant Census Report provided by the Equity Office. The report shows that prospective racialized/visible minority candidates continue to be the area where improvement is needed. Further to that, when visible minority applicants are offered admission they are the least likely equity-seeking group to accept the offer of admission and register at Queen's, which is true for all programs except the School of Medicine. After reviewing the Student Applicant Census Report at the February SEEC meeting, members asked that the Equity Office break down the data for racialized/visible minority applicants by domestic and international. This breakdown was to determine if the inverse correlation as visible minority students progress through the application cycle was consistent for domestic and international students. The breakdown does not show a difference.



6. **Diversity and Equity Assessment and Planning Tool update:** The Committee discussed the significant progress with the DEAP Tool. Over 80% of units in the Faculty of Arts and Science are using the Tool, as well as the School of Business, the Faculty of Education and the Faculty of Law.
7. **The Equity Office Annual Report:** The Committee approved the Equity Office Annual Report 2016 to be accepted and brought to the Senate for information.
8. **Diversity and Inclusion Round-Table and 2017 Tri-Awards:** The Committee discussed the 2017 Tri-Awards event on March 20, 2018.
9. **Undergraduate Orientation Review Working Group Update:** Student Affairs updated the Committee on the Undergraduate Orientation Review Working Group. The following themes have been identified: Hiring, Training, Orientation Materials, Activities & Alternatives, Data & Surveys, Collaboration & Roles, Policies & Processes, Communication and Finances. The Human Rights Office and Student Affairs have already started working on Equity, Diversity and Inclusion training.
10. **Queen's University Quality Assurance Processes (QUQAP) Update:** The Committee discussed updates to the Queen's University Quality Assurance Processes. Over the course of the year the Equity Office has worked closely with the Vice-Provost Teaching and Learning to refine the QUQAPS process. In particular the offices have looked at how to better integrate the DEAP tool in the process. Some notable changes are: Units are required to complete the DEAP as part of the QUQAPS process, units are required to set one equity goal as part of the QUQAPS process. This goal will be followed up on, 1 year post review, Section 6 (the equity section) of the QUQAPS is now being sent to the Equity Office for review and feedback.
11. **Robert Sutherland Visitorship:** The Committee discussed the [Robert Sutherland Visitorship](#). The purpose of the Robert Sutherland Visitorship is to enable dialogue and inspire action around race-related, equity and justice issues. The guidelines state that the grant should be used to invite distinguished speakers to the university and/or organize a scholarly event. This year the grant went to the Queen's Black Academic Society (QBAS) and provided funding for their conference "The Future of Black Scholarship, Learning in White Spaces"



- 12. University Survey of Student Assessment of Teaching:** The Committee discussed the University Survey of Student Assessment of Teaching (USAT). The Teaching Assessment Implementation Committee requested feedback from the SEEC regarding the revision of the USAT. The Teaching and Assessment Implementation Committee is considering including one of the following two questions: “The instructor was respectful of social diversity”, or “The instructor was responsive to the needs of a diverse student body” and would welcome any feedback on those questions.
- 13. International Tuition Awards:** The Committee briefly discussed International Tuition Awards (ITA). The Committee questioned if there could be incentives for units that want to bring visible minority students. The Chair met with the Associate Dean of Graduate Studies to discuss ITAs. Graduate tuition for international students is approximately double that for domestic students, but the ITA reduces this to less than a \$2,000 difference. Issues of Provincial and local funding and the chance of direction from the [Ministry’s development of a strategy](#) were also discussed. To discuss the above reports, policies and initiatives the SEEC invited: E. Sadinsky, Executive Director, Office of the Vice-Provost and Dean of Student Affairs, A. Tierney, Vice-Provost and Dean of Student Affairs and J. Dods, Executive Director, Student Wellness Services, to attend the September meeting to discuss the Academic Accommodations for Students with Disabilities Policy, S. Simpson, Associate Director, Human Rights Office, to attend the January SEEC meeting to discuss the Human Rights Office annual report, C. Young, Rector, to attend the special December SEEC meeting to discuss racism on campus.

The SEEC was pleased to have two newly elected members join the Committee: P. Jacoby and L. Mussell. Also, the SEEC had a new University Advisor on Equity delegate, S. Simpson.

The SEEC’s future work will focus on: Working towards improved understanding of the composition of the student body in collaboration with appropriate stakeholders within Queen’s, reviewing University policies and procedures to incorporate equity considerations and provide recommendations and reviewing university reports related to equity and diversity.



The Student Applicant Census

Since 1999, the 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 the Equity Office, 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.

At its inception, the survey was sent with the application package and at that time the response rate was very high. However, since the survey has been sent separately the response rate has been declining. This may be a result of several factors:

- Applicants to Ontario universities may apply to three universities with their initial fee, regardless of their intention to attend, therefore, a number of applicants may not respond to the survey as they do not intend to attend Queen's even if they are ultimately offered a place;
- If an applicant is not in an equity seeking group they may assume that this survey does not apply to them and opt out of responding;
- Given the amount of information from each of the universities, potential students may not have the time or inclination to answer non-mandatory surveys;
- Not everyone chooses to self-identify even if they are eligible to do so. Some second generation Canadians consider themselves Canadian only and although they do not disavow their cultural or racial background, designated group status is not how they choose to define themselves.



2017 Student Applicant Census

The 2017 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below. The population surveyed was 29,993 with a percentage responding of 21.1%, a slight decrease from last year (21.3%). A summary table of the annual census results from 2012 to 2017 is available on the website of the [Office of Planning and Budgeting](#).

Undergraduate Applications 2017	Applied	Offered	Registered
Women	3,787	2,589	1,007
Aboriginal Peoples	114	81	40
Persons with Disabilities	938	609	246
Visible Minorities	3,117	1,786	469

2017 Student Population

Combining the past and current Student Applicant Census data with our student enrollment data allows us to calculate the representation of designated groups in the current student population. The ranking is determined by comparing the percentage of designated group members at Queen's to the percentage of designated group members in the Canadian population age 15-24.

Students	Total	Women	Visible Minorities	Aboriginal Peoples	Persons with Disabilities
Undergraduate	23,228	14,003	2123	165	974
	100.0%	60.3%	9.1%	0.7%	4.2%
Graduate	5,044	2,525	578	33	172
	100.0%	50.1%	11.5%	0.7%	3.4%
Total	28,272	16,528	2,701	198	1,146
	100.0%	58.5%	9.6%	0.7%	4.1%
Canadian Population	100.0%	51.0%	16.0%	3.7%	14.0%
Can. Population 15-24	100.0%	50.5%	13.5%	5.0%	4.7%
Ont. Population 15-24	100.0%	50.0%	15.3%	2.5%	5.3%
Most under-rep. calc.	N/A	1.158	0.733	0.140	0.829
Ranking	N/A	0	2	1	3

- Return rate for undergraduate students is 30.3%.
- Return rate for graduate students is 32.8%.
- Counts of Female students are population counts, not limited to responses from the census.



Queens University Quality Assurance Process

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. Equity Training Report (QUFA)
8. AODA Suite Training Report

In 2017, the Equity Office provided detailed reports for six (6) 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.



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, twelve indicators of equity and diversity in education were established to ensure that diversity is embedded within all facets of academia.

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 in the areas below. We refer to these as the “**Twelve Indicators of Educational Inclusion**” These twelve categories of the DEAP Tool systemically catalogue the ways in which an organization can demonstrate its commitment to improving diversity and inclusiveness in various 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 your unit is 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 your unit.
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. **Library Collections:** Upholding a commitment to cultural competence requires ensuring equitable access to library collections. Collections should be inclusive of the needs of all persons in the community the library serves.



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 your 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 Aboriginal Communities:** Upholding a commitment to consult Aboriginal Peoples fosters the success of Aboriginal students at Queen's. Although the inclusion of Aboriginal interests are considered across the other 11 indicators, Canadian institutions have a unique responsibility to consult Aboriginal communities in a manner that respects their distinct place in Canadian society.

The Diversity and Equity Assessment and Planning (DEAP) Tool was developed by the Equity Office to assist Units to better understand the environments and climate relating to equity and diversity in their Units. The DEAP Tool is a self-assessment tool for internal use by Units. The DEAP Tool was launched in January 2015. The Equity Office also met with PARTEQ to patent the Tool.

There has been significant progress with the DEAP Tool in 2017. The Vice-Dean of the Faculty of Arts and Science has been instrumental in organizing workshops for all of the Heads. Over 80% of units in the Faculty of Arts and Science are using the Tool. Also the School of Business, the Faculty of Education and the Faculty of Law are using the Tool.

In July 2017, DEAP 2.0 was launched which incorporated the Administrative Tool. Several administration units are now using the Tool. Also, in November 2017 an update to the Tool included a section for Governance. The University Council is moving forward with the Tool and the Board of Trustees is taking some initial steps.

In October 2017, Queen's received an Employment Equity Achievement Award from the Federal Government for the Diversity and Equity Assessment and Planning (DEAP) Tool.





What to Expect in 2018

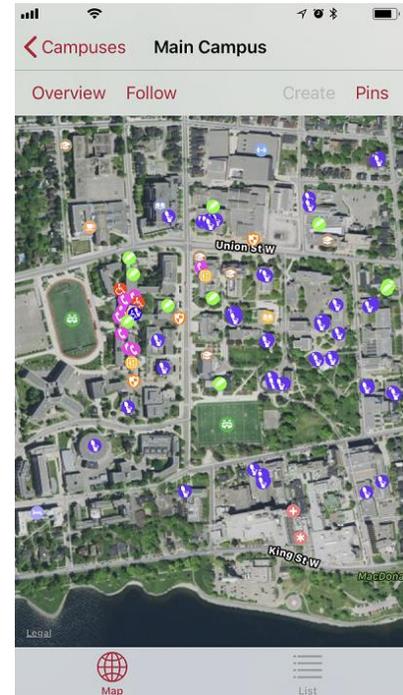
Queen's Equity Locator Application

The Queen's Equity Locator offers maps of all three Queen's University campuses, with crowd sourced Equity-related points of interest. You can hide the pin types you're not interested in, vote the pins put in by others, or put in pins yourself.

Equity related points of interest include: accessible entrances, gender-neutral washrooms, elevators and more.

Individuals can find out where they are on the map using GPS. They can then find the building they want to get to with the building list view, sorted alphabetically, by physical proximity, or optionally through a search by name. Each building links to the official Queen's PPS page describing the building in detail.

The application is a free download for iPhone and iPad, and is available through the [App Store](#).

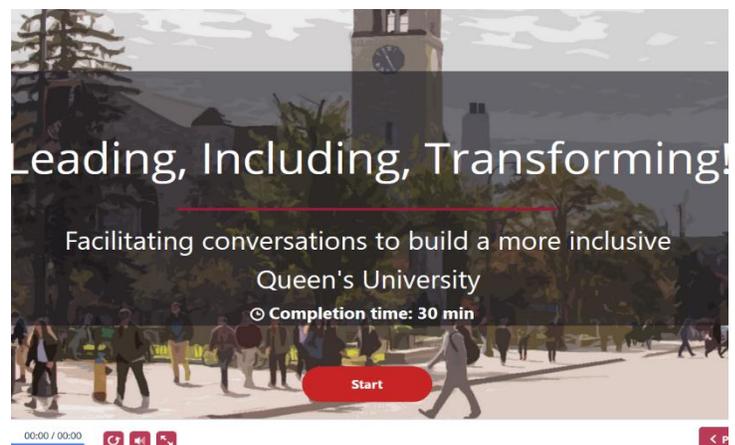


Student Leadership Training

(Leading, Including, Transforming)

The Student Leadership Training is a training tool being 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.



Conclusion

2017 was a year to celebrate the University's progress with respect to equity as the Equity Office marked its 20th anniversary. It was also an opportunity to reflect on the challenges ahead as well as exciting possibilities for fostering inclusion through innovation and partnerships with units across campus.

In 2018, the Equity Office expects to undertake several new projects with the help of some additional staffing. Specifically, the office has recruited a Multimedia and e-Learning Developer to assist us in fulfilling our mandate to provide accessible, up-to-date and interactive equity and inclusion training to the community using various online platforms. Further, we have hired our first full-time Education and Communication Advisor. By building this capacity, we hope to encourage the community to approach our office with more training requests and to more readily provide both general and customized training for units.

The Office also plans to develop a new online Training Manager Application to facilitate the training session request and registration process. In addition to making the process more accessible for community members, this application will assist the office in obtaining accurate data about its training services.

Next year, the Equity Office will host the Ontario Universities Employment Equity in Education Network Conference (OUEEEN) at the Donald Gordon Centre. We will be expecting different Ontario institutions and community organizations to join us to work in collaboration towards employment equity best practices and procedures that can be incorporated at Queen's.

Finally, we continue to increase the participation of units in our Diversity and Equity Assessment and Planning (DEAP) tool. Over the next year, we expect to expand the scope of this program for staff units, to support the processes that are ongoing, and to work towards full campus-wide participation by 2019.



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