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June 2009



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# Year in Review 2008

## *Equity Office*

CREATING AN INCLUSIVE COMMUNITY

## From the University Advisor on Equity

Welcome to the inaugural issue of the Equity Office Year in Review. It is my pleasure to report on the activities of the Equity Office and to highlight some of the work conducted in 2008. While many of you are familiar with the Equity Office Faculty Hiring and Training Programs, the Equity Office has a much broader mandate.

The Equity Office is responsible for facilitating the overall Employment Equity program at Queen's University. This program is designed to identify and eliminate barriers in the organization's employment procedures and policies, put into place positive policies and practices to ensure the effects of systemic barriers are eliminated, and ensure appropriate representation of "designated group" members in the workforce.

As you will see in the pages ahead, equity reaches into many areas of our

university community. For example, in 2008, equity enhancements were made to the Internal Academic Review (IAR) process. The Equity Office is also responsible for the collection of the Student Applicant Equity Census data, and for assisting with the Faculty Student Mentorship Program (FSMP), a program designed to support self-identified racialized students through their university experiences by matching them with faculty mentors.

There is much more happening in the Equity Office and I encourage you to read about the 2008 initiatives and to contact the Equity Office if you have any questions about the information enclosed. The Equity Office website is at [www.queensu.ca/equity](http://www.queensu.ca/equity) and you may also contact us by email at: [equity@queensu.ca](mailto:equity@queensu.ca).

Irène Bujara



## IAR—Equity Enhancements

In 2008, a number of enhancements were made to the Internal Academic Review Process to facilitate the integration of equity data into the review. The changes to the Internal Academic Review policy became effective May 21, 2008. In order to assist departments in the preparation of the Review, the Equity Office has provided guidelines explaining expectations. Equity guidelines will be incorporated and highlighted in the self study table and sent to all departments/units undergoing the IAR process in 2009/2010.

## 1. Educational Equity

In the fall of 2008, the Equity Office launched education equity pages on its website with the intention of offering guidance to members of the Queen's community. Although all web pages are a work in progress, we have made a start by providing general information about what education equity is and what role faculty, staff and students have in creating and maintaining an equitable environment conducive to teaching, learning and research.

We plan to add further resources to this site and hope that members of the community will view it as a valuable resource in the preparation and delivery of an educational program that is engaging and inclusive.



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## Faculty Student Mentorship Program

The goal of the **Faculty-Student Mentorship Program** is to support self-identified racialized students through their university experiences. The program, initiated by Queen's Coalition against Racial and Ethnic Discrimination (QCRED) and administered jointly by the Centre for Teaching and Learning (CTL) and the Equity Office, places faculty in a mentorship role where they offer guidance, advice and resources to self-identified racialized undergraduate/graduate students. Students can seek assistance with their goals, needs, and concerns arising from university experiences in a supportive environment. The program promotes frequent faculty-student communication which is a major factor in student motivation, campus involvement, and retention. One objective of the program is to provide self-identified racialized students with a faculty mentor on campus who will encourage, offer guidance and advice, and provide resources to help students manage their university experiences. Another objective is to increase faculty familiarity and understanding of racialized students' experiences and perspectives at university. Each mentor in the program is paired with 1 or 2 self-identified racialized students. Mentors and students meet individually or as a group at least twice a month. However, the program is flexible enough to meet the needs of both faculty and students. Meetings are an opportunity for students to discuss concerns and experiences that arise from working, living, and studying at university. Mentors then have an opportunity to provide advice, guidance and support to each student.

#### 2006-2007 Program Information

- ◆ 36 student applicants
- ◆ 28 faculty applicants
- ◆ 36 student/faculty mentorships established
- ◆ 12 faculty accepted 2 students each in order to ensure all students were accommodated

#### 2007-2008 Program Information

- ◆ 37 student applicants
- ◆ 37 faculty applicants
- ◆ all students and faculty were successfully matched

#### 2008-2009 Program Information

- ◆ 22 student applicants
- ◆ 48 faculty applicants
- ◆ 22 student/faculty mentorships established

## 2007/2008 Student Applicant Equity Census

Since 1999, the Student Applicant Equity Census has been administered to all students applying to Queen's University. The survey is voluntary and invites each applicant to self-identify as an Aboriginal person, a person with a disability, a visible minority/racialized person, and by gender. Respondents may self-identify in more than one category. The survey also asks questions which seek to determine the socio economic breakdown of the applicant pool. Responses are not used in the admission selection process; rather, the collected information is utilized for general educational equity planning purposes. The 2007 and 2008 results of the Queen's Student Applicant Equity Census are shown below. A summary table of the annual census results from 2003 to 2008 is available on the Institutional Research and Planning website.

([www.queensu.ca/irp/accountability/surveys/EquitySummaryJan2609.pdf](http://www.queensu.ca/irp/accountability/surveys/EquitySummaryJan2609.pdf))

Undergraduate Table of Designated Persons: Applicants, Offers, Registered						
Designated Groups	2007			2008		
	Applicant	Offers	Registered	Applicant	Offers	Registered
Female	5,733	3,380	1,115	4,990	2,940	1,101
	57.0%	59.3%	58.4%	58.4%	61.0%	59.4%
Aboriginal People	92	43	17	71	26	12
	0.9%	0.8%	0.9%	0.8%	0.5%	0.6%
Persons with a Disability	677	388	150	592	342	149
	6.7%	6.8%	7.9%	6.9%	7.1%	8.0%
Racialized Persons (Domestic and International Totals)	4,091	2,072	514	3,487	1,702	468
	40.7%	36.4%	26.9%	40.8%	35.3%	25.2%
Total	10,052	5,696	1,908	8,547	4,820	1,854

The notes below offer comparative highlights between 2007 and 2008:

- ◆ Queen's offered admission to 59.0% of female applicants in 2007 and to 58.9% in 2008.
- ◆ 33.0% of females who were offered admission in 2007 registered, whereas 37.4% of females who were offered admission in 2008 registered.
- ◆ Queen's offered admission to 46.7% of Aboriginal applicants in 2007 and to 36.6% in 2008.
- ◆ 39.5% of Aboriginal persons who were offered admission in 2007 registered, whereas 46.2% of Aboriginal persons who were offered admission in 2008 registered.
- ◆ Queen's offered admission to 57.3% of applicants with a disability in 2007 and to 57.8% in 2008.
- ◆ 38.7% of persons with a disability who were offered admission in 2007 registered, whereas 43.6% of persons with a disability who were offered admission in 2008 registered.
- ◆ Queen's offered admission to 50.6% of racialized applicants in 2007 and to 48.8% in 2008.
- ◆ 24.8% of racialized persons who were offered admission in 2007 registered, whereas 27.5% of racialized persons who were offered admission in 2008 registered.

The Equity Office's goal is to track these figures over time in order to identify potential barriers for members of equity groups in accessing a Queen's education. This is particularly important as Canada's demographic makeup changes.

## Senate Educational Equity Committee (SEEC)

The Senate Educational Equity Committee ([www.queensu.ca/secretariat/senate/committe/standing/equity.html](http://www.queensu.ca/secretariat/senate/committe/standing/equity.html)) is responsible for the oversight of academic equity-related policy in all matters pertaining to the academic mission of the University.

The SEEC met regularly during the 2007-2008 academic year. Much of the Committee's focus during the Fall term was directed towards revising the composition and mandate of the SEEC to ensure that they accurately reflect the current work of SEEC and continue to serve the Senate well. Proposed amendments were brought forward and approved by Senate March 27, 2008. The bulk of the SEEC's work during the Winter term involved reviewing the Annual Reports of the Aboriginal Council, the Human Rights Office and the Equity Office. In addition to the work mentioned above, the SEEC also:

- ◆ Responded to the draft *Student Code of Conduct*
- ◆ Reviewed the *Environmental Principles for Queen's University*
- ◆ Continued to monitor, discuss and respond to racial incidents on campus
- ◆ Discussed *Gazette* articles on diversity and racial issues

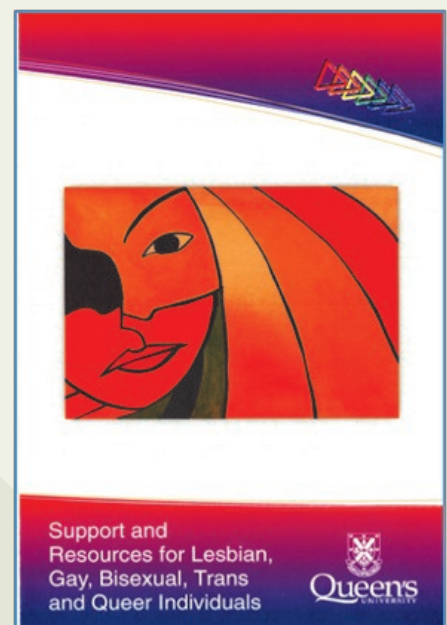
### Guiding Principles for Developing a Culture of Educational Equity

- ◆ A broad definition of educational equity encompasses all learning, both formal and informal, in the educational setting.
- ◆ Educational equity does not evolve in a vacuum. The external environment from which students are drawn, the community that they will eventually serve, and the internal environment of the institution should all form part of the critical analysis used in developing a climate of educational equity.
- ◆ Administrative and academic procedures affect educational equity. The means of access, admission and retention of a wide diversity of students, methods of evaluation, hiring and promotion of diverse faculty and staff and other procedures should be addressed as part of educational equity.
- ◆ A university encourages educational equity when its members consider what, how, by whom and for whom teaching and learning occurs and in what environment.

### Resources for the LGBTQ Community at Queen's

The lesbian, gay, bisexual, trans and queer (LGBTQ) community at Queen's includes students, staff and faculty members. Fear of harassment and discrimination often cause members of the LGBTQ communities to hide or make their gender identities invisible. All spaces at Queen's should be safe for all people, regardless of sexual orientation, gender identity and expression.

In order to ensure that all community members are aware of the resources available at Queen's, the Equity Office has developed a brochure which includes particular resources where individuals can receive support and information on LGBTQ issues. It was distributed to all departments in May 2008. Additional copies can be requested from the Equity Office or downloaded from the Equity Office website.





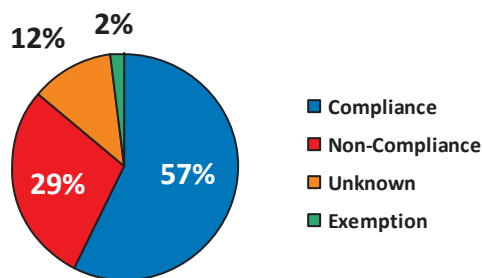
## 2. Employment Equity

Employment Equity is a program put in place to remove the systemic discrimination that has been documented to have historically disadvantaged particular groups in the area of employment. These groups include Aboriginal people, people with disabilities, women and visible minorities/racialized groups. Systemic discrimination includes policies and practices that unintentionally exclude individuals for reasons that are not job-related, not related to ability, and not related to the safe operation of an organization.

The Equity Office provided a number of services in 2008 related to Employment Equity, including equity training workshops, data analysis and reporting. In 2008 the Equity Data Warehouse (EDW) became fully functional. This system allows the Equity Office to have instant up-to-date data on designated group members employed at Queen's.



### Equity Training



In 2008, academic units engaged in hiring processes were required to comply with training regulations outlined in Article 24.4 of the *Collective Agreement (Faculty, Librarians and Archivists) Between Queen's University Faculty Association (QUFA) and Queen's University at Kingston (2005-2008)*. However, they could be exempted from these regulations in extraordinary circumstances by virtue of Article 25.7. The percentage of compliance is demonstrated on the graph that appears on the left. When a hiring unit is exempted from training regulations, it is considered to be neither compliant nor non-compliant as shown in the graph. A fourth category, also appearing on the graph, refers to the training status of units that did not file their employment equity reports with the Equity Office. These are categorized as *unknown*.

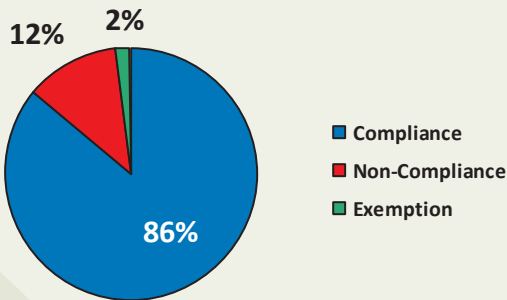
The Equity Office offered twenty training sessions in 2008. Of these, thirteen sessions were General Training for Faculty Appointments/ RTPC committee members, six sessions were for Employment Equity Representatives, and one workshop was for Departmental Administrative Assistants.

Throughout 2008, there were a total of 209 participants in the training workshops offered by the Equity Office. Enrolment in each workshop is usually capped at 20 participants; however, the largest session had 22 participants and the smallest session had 5 participants.

The Equity Office also offers training to other groups, including student groups, that make requests. Sessions have been provided to the Society of Graduate and Professional Students (SGPS) and to the Alma Mater Society (AMS).

### Equity Reporting

In 2008, academic units engaged in hiring processes were required to comply with reporting regulations outlined in Article 24.4 of the *Collective Agreement (Faculty, Librarians and Archivists) Between Queen's University Faculty Association (QUFA) and Queen's University at Kingston (2005-2008)*. However, they could be exempted from these regulations in extraordinary circumstances by virtue of Article 25.7. The percentage of compliance is demonstrated on the graph that appears on the right. When a hiring unit is exempted from reporting regulations, it is considered to be neither compliant nor non-compliant.



An annual compliance report of the University Advisor on Equity documents the progress made in meeting the goals of Article 24.1 and Article 9 of the Collective Agreement. The Employment Equity Sub-Committee of the Joint Committee on the Administration of the Agreement reviews this report and makes recommendations to the JCAA.

## Data Collection

Through the *I Count Queen's Equity Census*, Queen's University collects self-identification data on all new staff joining the organization. The survey data is used as part of the Employment Equity Program and is only used in aggregate form. As part of our Federal Contractors Program responsibilities, as well as our commitment to the principles of employment equity, it is very important that Queen's collects information to evaluate its progress against Canadian and sector statistics with regard to hiring, retention and employment practices for women, visible minorities/racialized persons, persons with disabilities and Aboriginal persons.

### *I Count Queen's Equity Census*

In 2008, 427 new employees were sent the *I Count Queen's Equity Census*. The following are examples of reports produced from the information collected from the *I Count Queen's Equity Census*.

<b>Faculty</b>			
<b>Designated Groups</b>	<b>Queen's 2005 (%)</b>	<b>Queen's 2008 (%)</b>	<b>Census 2006 (%)</b>
<b>Female</b>	36.1	36.0	39.6
<b>Aboriginal Persons</b>	0.5	0.6	0.9
<b>Persons with Disabilities</b>	3.0	2.8	4.5
<b>Racialized Persons</b>	10.0	13.9	15.1

- ◆ All four designated groups are under-represented as faculty at Queen's in comparison to their national availability as faculty
- ◆ At Queen's, persons with disabilities and Aboriginal persons are the designated group members who are most under-represented as faculty

<b>Staff</b>			
<b>Designated Groups</b>	<b>Queen's 2005 (%)</b>	<b>Queen's 2008 (%)</b>	<b>Census 2006 (%)</b>
<b>Female</b>	63.9	59.0	47.9
<b>Aboriginal Persons</b>	1.2	1.2	3.1
<b>Persons with Disabilities</b>	4.6	4.2	4.9
<b>Racialized Persons</b>	3.2	3.7	15.3

- ◆ 59% of Queen's staff are women, which exceeds the representation of women in the national workforce; however, most women at Queen's are employed in clerical or administrative positions
- ◆ Considering their national workforce availability, Aboriginal persons are more poorly represented as staff than as faculty
- ◆ Persons with disabilities are better represented as staff than as faculty, but continue to be under-represented relative to their availability in the national workforce
- ◆ Racialized persons are significantly under-represented as staff compared to their presence in the national workforce

The Equity Office continues to work with the University on strategies to improve designated group representation.

### *Equity Exit Survey*

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, all exiting employees have an opportunity to complete an *Equity Exit Survey*. The feedback provides information about any barriers that may have been encountered during employment with Queen's University related to employment equity, discrimination, harassment and/or accommodation and whether or not those barriers had any bearing on decisions to leave Queen's University. Completing the survey is voluntary and all responses are confidential. Reports present only aggregate data that may be used to assist the University in improving operations, policies and practices in the working environment for employees.

In 2008, the exit survey was sent to 271 employees leaving the University.

## Equity Data Warehouse (EDW)

In 2008, the Equity Data Warehouse (EDW) came into production. This warehouse of data includes the *I Count Queen's Equity Census* application and its corresponding reports. One of the reports included in the EDW that is of particular interest in the broader community is the Unit Data Profile. The data profile breaks down the designated group profile for each unit by rank. This allows a unit to be aware of any under-represented designated group in the unit. This is just one of the uses of the data warehouse that allows the University to meet its commitment to employment equity. Units that are required to, or wish to advance their goal to achieve an equitable representation rate may request a data profile.

Employment Equity Report for Faculty by Rank							
CONFIDENTIAL for Employment Equity purposes only							
	Total	Females	Males	Aboriginal Peoples	Visible Minorities	Persons with Disabilities	No Response
Faculty with Tenure & Tenure Track Appointments	# 901	288	613	6	103	34	70
	% 79.3%	32.0%	68.0%	0.7%	11.4%	3.8%	7.8%

Canadian Population [1]	100.0%	50.9%	49.1%	3.8%	16.2%	14.1%	
Canadian Workforce [2]	100.0%	47.9%	52.1%	3.1%	15.3%	4.9%	
Most under-represented [3]		0.6589	N/A	0.1622	0.7662	0.2435	
Most under-represented ranking		3	N/A	1	4	2	

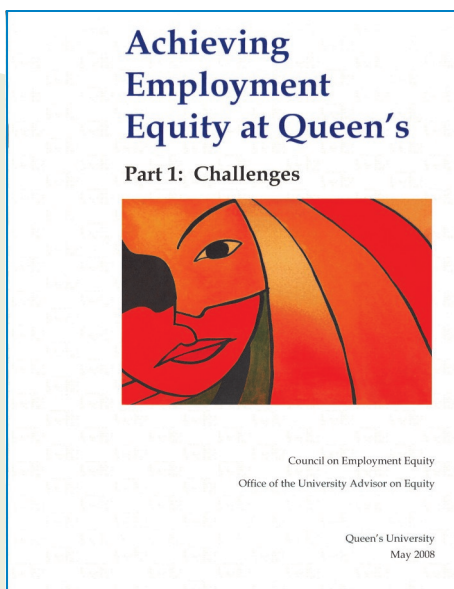


## Council on Employment Equity (CEE)

The Council on Employment Equity ([www.queensu.ca/equity/content.php?page=CEE](http://www.queensu.ca/equity/content.php?page=CEE)) has received a mandate from the Principal to assist the University in advancing equity in employment.

The CEE met regularly during the 2007-2008 academic year and devoted much of its attention towards the following items:

- ◆ ***Achieving Employment Equity at Queen's: Part 1: Challenges***—The Equity Office produced this brochure to communicate with the general Queen's community about employment equity. The brochure also highlights some major challenges that we encounter when advancing employment equity.
- ◆ **Personal Harassment in the Workplace:** One goal in the University's 2003 Employment Equity Action Plan, as submitted during the last review of its compliance with the Federal Contractors Program, was to develop and implement a policy and grievance process to address personal harassment issues. The CEE established a sub-committee this year to examine our compliance with this goal, particularly in light of impending provincial legislation regarding workplace violence.
- ◆ **Exit Survey:** In 2008, the Equity Office re-examined its Exit Survey tool and the process by which it is administered. The Equity Office presented the results of this research to the CEE in April 2008. In conjunction with the CEE, the Equity Office will choose an appropriate survey tool. The long term aim is the successful integration of this important equity assessment process within existing or newly developed human resources practices.



### 3. Accessibility

The *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) requires the University to identify barriers to access for persons with disabilities and to develop short and long terms plans for removing these barriers. Replacing the *Ontarians with Disabilities Act, 2001*, the AODA also legislates the development and implementation by the province of accessibility standards in several areas including employment, built environment, information and communication, customer service and transportation. The Ministry of Community and Social Services has established a series of standard development committees which will propose a standard for each area. The first of these standards, Customer Service, came into force on January 1, 2008. Other standards are expected to come into force this year. Until all standards are developed and in force, the University is required to continue its efforts in addressing barriers identified in its annual accessibility plans.

For more information about the *Accessibility for Ontarians with Disabilities Act*, please visit the website of the Accessibility Directorate of Ontario. ([www.mcsc.gov.on.ca/mcss/english/pillars/accessibilityOntario/](http://www.mcsc.gov.on.ca/mcss/english/pillars/accessibilityOntario/))



#### The Queen's Accessibility Committee (QAC)

The Queen's Accessibility Committee ([www.queensu.ca/equity/content.php?page=QAC](http://www.queensu.ca/equity/content.php?page=QAC)) brings together community members and representatives of various University groups to provide assistance to Queen's University in its goal of full accessibility for people with disabilities. The Committee receives its mandate from the Vice Principals. In 2008, the QAC provided advice on:

- ◆ Elevating accessibility as a Queen's value
- ◆ The Review of the Reappointment of the Principal
- ◆ Accommodating employees with disabilities (report expected Summer 2009)
- ◆ Physical accessibility improvement projects for completion with the 2008 Renovation/Alteration Fund

#### The Steve Cutway Accessibility Award

The Queens Accessibility Committee (QAC) and AMS Accessibility Queen's collaborated in the creation of an award to recognize outstanding contributions by staff and faculty to the Queen's community in advancing accessibility for people with disabilities. In March 2008, the QAC voted unanimously to name the award in honour of Steve Cutway, a long-serving employee of Queen's University who maintained an active role in ensuring accessibility for persons with disabilities throughout his career. Steve Cutway was also honoured as the first recipient of the award. The award was initiated to formally recognize the efforts of staff and faculty who demonstrate creativity, enthusiasm, innovation and commitment to the creation of a learning and work environment in which people with disabilities enjoy full participation.

The design of the award is by local artist *duerst* custom metalwork. One spindle represents persons with disabilities and the other represents the individual or department that is advancing accessibility at Queen's University. The spindles end in equal height to each other at the top. This represents the partnerships between persons with disabilities and others working together towards advancing accessibility for everyone.

Nomination forms may be found at the Equity Office website. Click on Accessibility.





## Customer Service Standard

The Customer Service Standard, a regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*, came into force on January 1, 2008. Its purpose is to establish accessibility standards for customer service in Ontario. The Standard applies to both public and private sector organizations. A copy of the Standard and a Guide to the Customer Service Standard, publications of the government of the Ministry of Community and Social Services, Ontario, is available on the Equity Office website.

Queen's University is subject to the Customer Service Standard. It mandates the steps universities must take to ensure accessibility, including:

- ◆ Establishing policies, practices and procedures on providing goods and services to people with disabilities
- ◆ Ensuring the University's policies, practices and procedures are consistent with core principles of *independence, dignity, integration, and equality of opportunity*
- ◆ Setting in place a policy allowing persons with disabilities to use their own personal assistive devices to access goods and services
- ◆ Training staff, faculty, volunteers, contractors and other people who interact with the public on behalf of the University. Such training must include information about communicating with persons with disabilities in a manner that takes into account their disabilities
- ◆ Training persons involved in developing policies, practices and procedures on requirements of the Customer Service Standard
- ◆ Developing a policy and procedure permitting the use of service animals and support persons when accessing goods and services on campus
- ◆ Reviewing and updating, as necessary, policies and procedures concerning notices of temporary disruptions

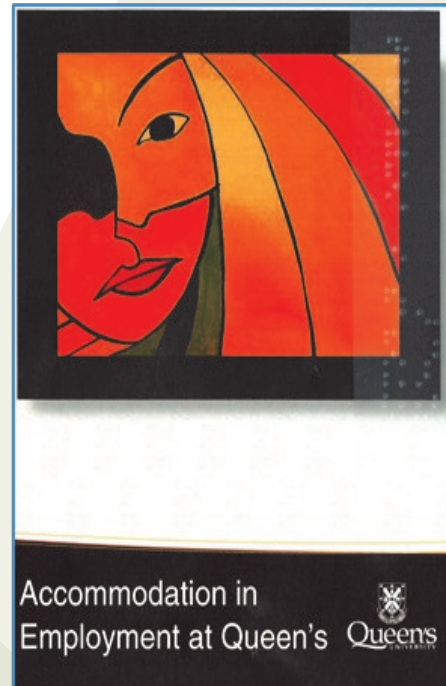
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### ***Resources respecting the obligation to Accommodate?***

Accommodation refers to the removal of potential barriers for access to employment. It consists of a series of steps taken to ensure that everyone is able to participate fully in employment and employment-related activities. Accommodation means that the terms and employment conditions of the workplace may have to be modified.

Accommodations are meant to address a person's needs in ways that are respectful of the individual's privacy and dignity. In order to assist units in accommodating individuals' needs, the Equity Office produced the brochure *Accommodation in Employment at Queen's*.

This brochure offers advice, tips and resources for units wishing to ensure that their accommodation practices enhance their working environment. It was distributed to all departments in May 2008. Additional copies can be requested from the Equity Office.



# What to expect in 2009.....

## EnAble Project

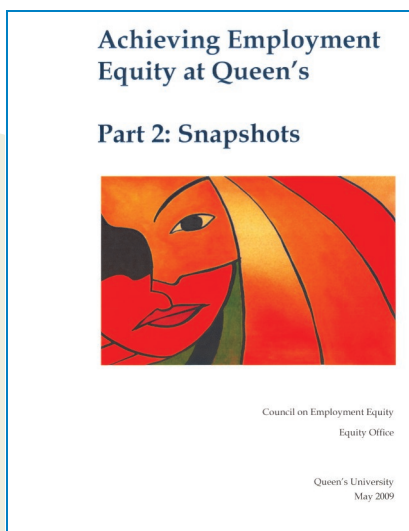
### Web-Based Training Tool for the University System

This project aims to create a web-based application that Ontario universities can use to train their community members about customer service for persons with disabilities. The application should be designed so that member universities can adopt it within their existing web technologies.

The project is a partnership between the Ministry of Community and Social Services and the Council of Ontario Universities. It aims to assist universities in meeting their legal requirements under the Customer Service Standard.

## Achieving Employment Equity at Queen's Part 2: Snapshots

Achieving Employment Equity at Queen's Part 2: Snapshots will compare the diversity of the Queen's workforce population to that of three pools from which it recruits candidates: Canada, Ontario and Kingston.



## Critical Race Journal

Following SEEC's recommendations to the Henry Report to enhance opportunities for racialized faculty members, several units at Queen's have collaborated to develop a Journal that will fill a gap in publishing opportunities.



[www.criticalraceinquiry.com/](http://www.criticalraceinquiry.com/)

## Equity Reporting Forms Web-Based

We propose to develop an application with the following functionality:

- ◆ Enable EE Reps to use the system to start the initial faculty hiring process and provide them with the necessary workflow and approval steps to track the faculty applicant hiring process through to completion.
- ◆ Assign a unique number to identify each job competition in order to assist the Equity Office in tracking the process.
- ◆ Provide EE Reps with their departmental data profiles online.
- ◆ Allow faculty applicants to access and complete the self-identification questionnaire online.
- ◆ Notify the Equity Office when a faculty hiring process starts, enhancing the ability of the Equity Office to track the hire through to completion.
- ◆ Populate the Equity Data Warehouse with the faculty hiring data and provide a pre-defined list of standard reports.

# ....and so much more!

[www.queensu.ca/equity](http://www.queensu.ca/equity)

## Equity Office Student Staff 2008

### **Carly Thompson** **Student Office Assistant**

As a second-year, full-time student at Queen's University, I have been granted the enlightening experience of working at Queen's Equity Office. My major is English Language and Literature. I applied to the Equity Office through the Work-Study Program at Queen's which provides great jobs for students who seek employment in order to earn financial assistance. I knew that working at the Equity Office would provide me with the opportunity not only to earn funding to support my education, but also to expand, improve upon, and put to use the skills that I'd acquired in my previous summer occupation. That being said, working at the Equity Office has led to even more learning and experience than I had originally imagined. The experience that I gained every day at the Equity Office in tasks and through working among people from various backgrounds will truly aid me in my future career.

### **Hazem Ahmed** **Web Developer**

I joined the Equity Office in the Fall of 2008 through a Work-Study Program. I am finishing a Master's degree in computer Sciences at Queen's. As a part-time web-developer, I assist with various information technology duties within the Equity Office. My primary responsibility is planning, designing and developing the online peer-reviewed Journal of Critical Race Inquiry. Working in the Equity Office has helped me to apply my computing knowledge into a working project. It also helped me to be more confident in expressing my ideas and to become more familiar with the Canadian work environment. I consider myself lucky to work on such a great project like the Journal and it helped me gain valuable experience. I am also looking forward to other successful projects.



### **Faisal Kariyo** **Student Office Assistant**

I am a second year student in the Commerce Program at the School of Business at Queen's. I have been a work study student in the Equity office since the fall of 2007. I plan on specializing in Human Resources management with a specific emphasis on employment equity and other venues of employee relations.

I applied to this position as part of the Work-Study Program at Queen's. My main aim was to find a position that could provide me with the financial support I needed to get through the year. However, I have come to view it as more than a job because of the cordial and wonderful treatment from my co-workers. They have been patient with me and have helped me a great deal with both employable skills and soft skills. I have learned a great deal from working in the Equity Office. As a member of a racialized group myself, I appreciate all the hard work that the staff at the office puts in, in order to help Queen's be truly representative of everyone.



## Equity Office Staff 2008

### **Irène Bujara - University Advisor on Equity**

**bujarai@queensu.ca** - ext. 75166

Irène Bujara is the University Advisor on Equity. She is also the Director of the Human Rights Office. Irène oversees the University's responsibility and commitment to equity, diversity, accessibility, the Federal Contractors Program, human rights, and freedom from harassment and discrimination. Irène completed her Law degree at the University of Ottawa.

### **Gurjit Sandhu - Associate Director**

**sandhug@queensu.ca** - ext. 77581

Gurjit Sandhu is the Associate Director in the Equity Office. To this position, she brings a background in equity, human rights, and education. Gurjit is responsible for the University's efforts to ensure that equity is achieved throughout the University in part through data management and analysis, program planning and implementation, and policy review. Gurjit completed her doctoral work in Education with a focus on gender, racialization, marginalization, and literacy. To this end, she continues to teach on issues of equity and exceptionality as an Adjunct Instructor in the Faculty of Education.

### **Jeanette Parsons, M.Sc. - Accessibility/Equity Coordinator**

**jeanette.parsons@queensu.ca** - ext. 78984

Jeanette Parsons oversees the University's obligations under the Federal Contractors Program and the Accessibility for Ontarians with Disabilities Act, 2005. She also prepares the University's Annual Accessibility Plan. Jeanette provides coordinating support to the Queen's Accessibility Committee, Council on Employment Equity and the Customer Services Working Group. She holds a Master of Science degree in Family Studies from the University of Guelph and a Professional Master of Public Administration degree from Queen's University. Jeanette is a deaf woman and mother and is keenly interested in working with other members of the Queen's community in advancing accessibility for persons with disabilities.

### **Jill Christie - Administrative Coordinator**

**jic@queensu.ca** - ext. 78940

Jill Christie is the Administrative Coordinator and has worked in the office since 2003. The majority of her time is spent supporting the efforts of the Equity Reporting Process for Faculty, administering and coordinating the *I Count Queen's Equity Census* to all new employees at the University and administering any data systems that provide data pertaining to the Federal Contractors Program (FCP) or the Accessibility for Ontarians with Disabilities Act (AODA). Jill also provides coordinating support to the Council on Employment Equity and the Senate Educational Equity Committee.

### **Meri Diamond - Office Assistant (Mornings)**

**diamondm@queensu.ca** - ext. 32563

Meri Diamond is the Office Assistant at the Equity Office and has been working part time since 2005. Meri also works in the Department of Film and Media in the afternoon. 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 Exit Survey process to all employees leaving the University and keeps track of individual equity training needs. Meri has completed the Administrative Professional at Queen's Certificate Program as well as the Workplace Communications Certificate.

### **Catherine Wells - Special Projects Officer**

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Catherine Wells is a Special Projects Officer in the Equity Office and the Human Rights Office as well as a faculty member in the department of French Studies. Two of her projects connected to the Equity Office are the yearly compliance report to the JCAA, which analyzes the degree to which academic departments comply with equity obligations outlined in the Collective Agreement, and the Achieving Equity brochure series which maps out the equity goals, challenges and achievements at Queen's University.



From left to right: Faisol Kariyo, Catherine Wells, Irène Bujara, Jeanette Parsons, Jill Christie, Gurjit Sandhu, Meri Diamond and Hazem Ahmed.



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