1 Educational Equity

2 Employment Equity

3 Accessibility

June 2010

Queen's UNIVERSITY

Year in Review 2009

Equity Office

CREATING AN INCLUSIVE COMMUNITY

From the University Advisor on Equity

It is my pleasure to provide the Equity Office's 2009 Year in Review.

Over the past year we have streamlined our administrative functions, both in this office and in the processes that we administer on behalf of the University. Examples of this are the new Equity Training Application (ET-App) as well as the online *Equity Reporting Forms* application for new faculty hires. With each new enhancement, we endeavour to meet our mandate in a more efficient manner.

We continue to be active in our employment equity training and compliance role. To get a picture of the University's progress, we invite you to check out the second in our Achieving Equity series, *Snapshots*. We are busy putting the finishing touches on the Canadian Race Inquiry Journal; watch for the launch of the first issue in the coming year.

Enjoy this issue of the Year in Review. You can find the Equity Office website at www.queensu.ca.equity. You may also contact us by email at: equity@queensu.ca.

Irène Bujara

New Braille Labeler

In keeping with our commitment to providing accessible publications, the Office of the Provost and Vice-Principal (Academic) has generously donated the funds to allow the Equity Office to acquire a Braille labeller. Please do not hesitate to contact this office should you wish to discuss placing Braille labels on your publications.

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1. Educational Equity

Senate Educational Equity Committee (SEEC)

The SEEC met seven times during the 2008-2009 academic year. The majority of the Committee's focus was reviewing the Educational Equity Policy statement and accompanying report. On November 26, 2009 Senate approved the *Queen's University Educational Equity Policy* to replace the existing *Educational Equity Policy Statement* approved by Senate on April 19, 2001.The full policy statement may be accessed at:
http://www.queensu.ca/secretariat/senate/policies/EDEQ2009.html

In addition to the work mentioned above, the SEEC also:

- Continued to monitor, discuss and advise on appropriate responses to racial incidents on campus
- Responded to and discussed the viability of programs on campus such as the Queen's National Scholar (QNS) program and the Intergroup Facilitators Program
- Discussed general developments on equity, diversity and racism such as the USAT accessibility issues, the research proposal on "Best Practices" in educational equity and the naming of Robert Sutherland Hall (formerly the Policy Studies Building)
- Reviewed and discussed various reports such as the Breslauer Report and the Henry Report

2008/2009 Student Applicant Equity Census

The 2008/2009 results of the Queen's Student Applicant Equity Census are shown below. A summary table of the annual census results from 2003 to 2009 is available on the Institutional Research and Planning website. Percentages shown are for the 30.5% of applicants who returned the survey.

http://www.queensu.ca/irp/accountability/surveys/Equity_Web_Apr0110.pdf

Designated Groups	Applicant	Offers	Registered
Women	4089	2472	955
	60.3%	63.2%	62.1%
Aboriginal Persons	57	20	6
	0.8%	0.5%	0.4%
Persons with a Disability	478	287	108
	7.0%	7.3%	7.0%
Racialized Persons	3062	1523	453
	45.1%	39.0%	29.5%
Total	6785	3910	1537

Journal of Critical Race Inquiry

Founded in 2009, the Journal of Critical Race inquiry (CRI) is a peer-reviewed, bi-annual, open-access electronic journal. It uses an interdisciplinary approach to feature current research, thoughtful debate, and innovative inquiry into critical race issues.

The Journal defines 'race' as a social construct that has no biological basis. It sees the concept of 'race' as fluid, changing and culturally specific.

www.criticalraceinquiry.com

Aim and Scope

The Journal of Critical Race Inquiry recognizes the interlocking nature of oppression and its intersectionality based on race, gender, social class, sexual orientation, ability, age, religion, ethnicity, regionalism etc. The journal aims to provide a foundation for Canadian scholarship on race within a North American context.

The focus of the Journal is on the social, educational, economic and cultural experiences of diasporic racialized bodies. From this lens, the journal recognizes both the convergence and divergence of the experiences of Indigenous/Aboriginal/First Nations/Métis/Inuit peoples with those of racially marginalized individuals.

"This is one of the first peer-reviewed journals of its sort in Canada. Its mandate is to foster the dissemination of scholarship on critical perspectives on the study of 'race' in myriad theoretical methodological and empirical contexts. This journal also welcomes work that explores themes and topics in Indigeneity, and how they simultaneously challenge, enrich and shape the works of critical race scholars."

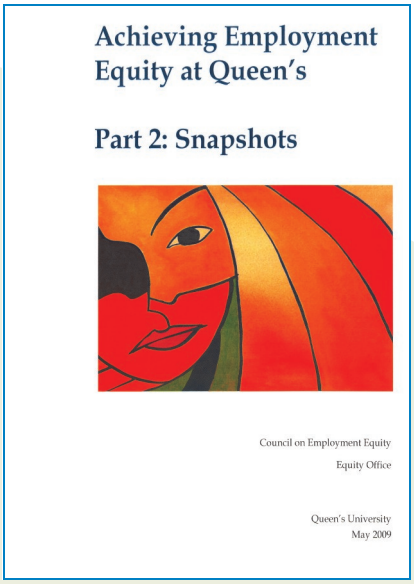
BARRINGTON WALKER
Queen's University
Co-Editor, Journal of Critical Race Inquiry

2. Employment Equity

Council on Employment Equity (CEE)

In 2008-2009, the Council on Employment Equity participated in and supported the following activities aimed at advancing employment equity:

- Reviewing and distributing a series of booklets and pamphlets communicating with the Queen's community about employment equity matters, including the recently published *Achieving Equity II: Snapshots*.
- Redesigning the Equity Office's Exit Survey tool and administration process.
- Updating the *I Count Queen's Equity Census* to include questions on gender identity and LGBTQ status.
- Examining the impact of Bill 168 on current University policies and procedures regarding personal harassment.



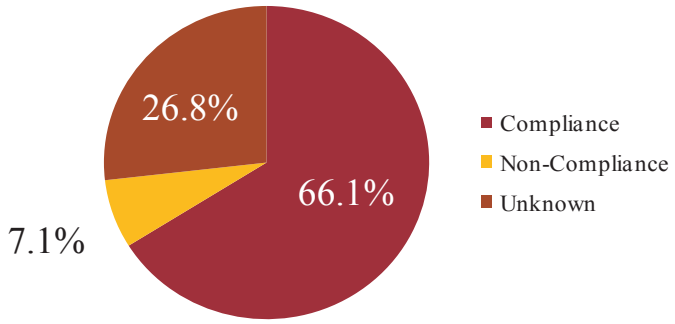
Achieving Employment Equity at Queen's Part 2: Snapshots

In December 2009, The Council on Employment Equity and the Equity Office were pleased to announce the release of the publication, *Achieving Employment Equity at Queen's Part 2: Snapshots*. This report is the second in a four-part series of joint publications by the Equity Office and the Council on Employment Equity, highlighting employment equity at Queen's University. The first publication, *Achieving Employment Equity at Queen's Part 1: Challenges*, outlines our institution's employment equity obligations under the Federal Contractors Program (FCP). Our goal in releasing *Achieving Employment Equity at Queen's Part 2* is to inform the Queen's community about the progress being made at Queen's in employment equity and the challenges we still face in achieving our equity goals. The publication is available at:

http://www.queensu.ca/equity/content.php?page=Publications

Equity Training

The Equity Office offered fourteen training sessions under the Queen's University Faculty Association (QUFA) Collective Agreement (CA) responsibilities in 2009. Of these, ten sessions were general training for Faculty Appointments/RTPC committee members and four sessions were for Employment Equity Representatives.

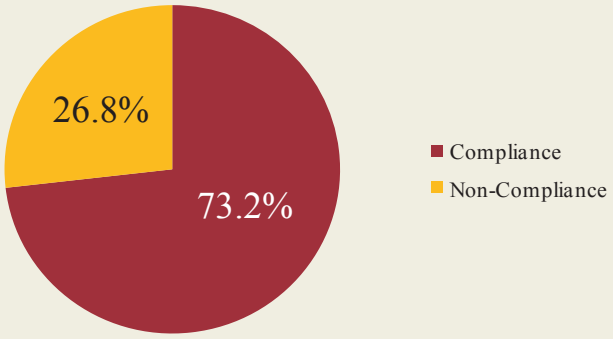


Throughout 2009, 122 faculty, staff and students participated in the training workshops offered by the Equity Office. Enrolment in each workshop was capped at 20 participants to ensure opportunity for interaction and dialogue.

There were 56 hiring processes subject to the training regulations outlined in Article 24.4 of the Collective Agreement. Of these 56 committees, 37 complied with all training requirements.

In 2009, the Equity Office hired a computer programmer to work on several desktop applications, one of them being the Equity Training Application (ET-App). The ET-App is a desktop application that facilitates the management of Employment Equity Workshops in several ways, including administering, querying and reporting on both Workshops and Registrants. The ET-App makes the administration of equity workshops more efficient by minimizing the paper work that had been required to administer the workshops, saving time, effort and the environment. What this means to the broader community is that we are able to better track and access information on training participants in order to ensure compliance with the QUFA Collective Agreement and the University's goals for its employment equity program. As well, it allows for faster and more accurate dissemination of information to departments engaged in the appointments, tenure and renewal processes and an easier registration process for participants.

Equity Reporting



An annual compliance report from the Equity Office to the Joint Committee on the Administration of the Agreement (JCAA) documents the progress made in meeting the goals of the Articles in the Collective Agreement. Of the faculty hired in 2009, 73.2% of appointments committees were compliant in submitting equity reporting forms, compared to 86% in 2008.

The compliance rate is lower due to the inclusion of Sessional Adjuncts (now called Term Adjuncts) in the CA. If we were to exclude the Term Adjuncts from the statistics, the return rate would be 100%. Departments are now required to follow the equity provisions in the CA for these positions however, the existing process does not always fit well for this category. More work needs to be done to facilitate compliance in this area, for example, the creation of a dedicated form for adjuncts.

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 Census was sent out five times in 2009 to a total of 435 new employees.

Census Response and Returns					
Census #	Total Sent	Returned Answered	Returned Declined to Answer	Not Returned	Return Rate (Returned answered)
#21 (Jan-March)	65	56	3	9	86.2%
#22 (Apr-June)	76	72	6	4	94.7%
#23(July-Sept)	79	70	4	9	88.6%
#24 (Sept-Oct)	92	74	11	18	80.4%
#25 (Nov-Dec)	123	113	5	10	91.9%

In 2009, the Equity Office, in collaboration with the Council on Employment Equity and the Human Rights office, revised the *I Count Queen's Equity Census* to include questions on gender identity and sexual orientation. The revised Census will be sent electronically to all employees in the Fall of 2010. The University recognizes that there are groups outside of the four Federal Contractors Program designated groups (women, Aboriginal Peoples, persons with disabilities, visible minorities) that have also encountered barriers in the workplace which limit their full and active participation. The inclusion of gender identity and sexual orientation questions in the *I Count Queen's Equity Census* signifies the University's recognition of the historical marginalization of the LGTBQ community and its commitment to a discrimination-free workplace that is supportive and respectful of employees with diverse backgrounds.

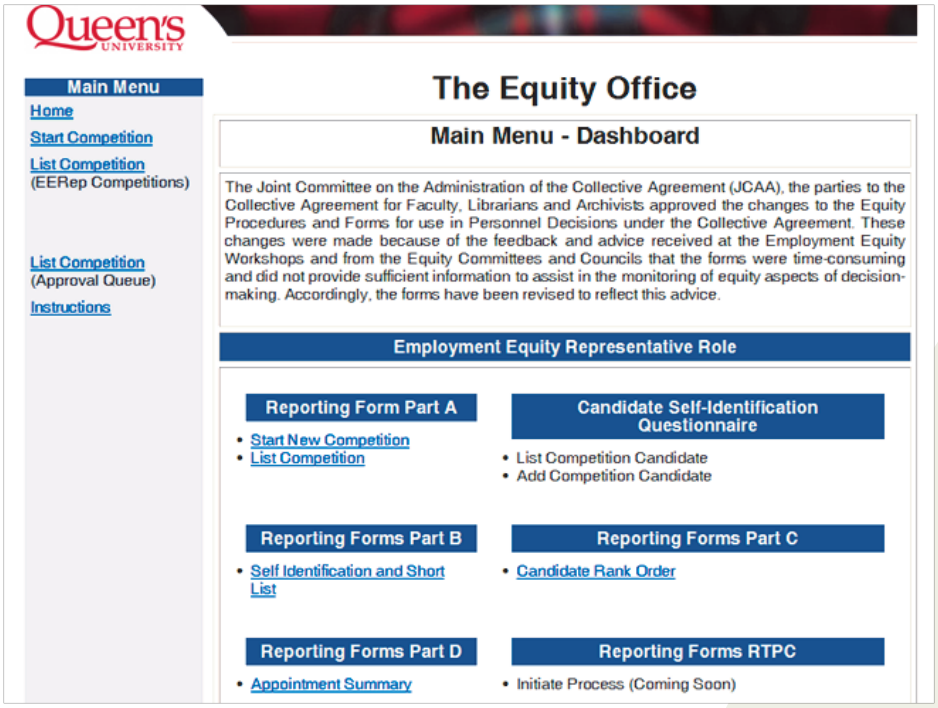
The following table illustrates the representation rates of the FCP designated group members in 2009:

Hired in 2009				
Gender	**Total**	**Aboriginal Persons**	**Persons with Disabilities**	**Visible Minorities**
Female	228	*	*	28
Male	212	*	*	47
Total	440	*	13	75
Total Faculty and Staff in 2009				
Female	2645	27	85	166
Male	2211	27	71	258
Total	4856	54	156	424

* fewer than 5

Equity Reporting Forms
Web-Based

Throughout 2009 the Equity Office worked with Information Technology Services (ITS) to create an online *Equity Reporting Forms* application for new faculty hires. The paper-based process that currently exists is inefficient for both the Equity Office and the Employment Equity Representatives. Although the system is still in the testing phase, most of the functionality exists. Below is a screen shot of the Main Menu Dashboard:



Equity Exit Survey

To help ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an Equity Exit Survey. Throughout 2009, the Equity Office, in collaboration with the Council on Employment Equity, worked on revising the survey process as well as the content of the survey. This new process should be finalized in 2010. You can find more information regarding the Equity Exit Survey at: **http://www.queensu.ca/equity/content.php?page=ExitSurvey**

Of the employees who left the University in 2009, 56% were women, 1.3% were Aboriginal people, 3.6% were persons with disabilities and 11.3% were visible minorities/racialized persons.

3. Accessibility

The Queen's Accessibility Committee (QAC)

The Queen's Accessibility Committee brings together community members and representatives of various University groups to provide assistance to Queen's University in its goal of full accessibility for persons with disabilities. The Committee receives its mandate from the Vice Principals. In 2009, the QAC provided advice on the:

- Annual Accessibility Plan
- Customer Service Training Program
- Physical Accessibility Audit
- Steve Cutway Accessibility Award
- Physical accessibility improvement projects for completion with the 2008 Renovation/Alteration Fund

The Steve Cutway Accessibility Award

Principal Williams presented the Steve Cutway Accessibility Award to Christine Fader, a career counselor at Career Services. Established in 2008, the award recognizes outstanding contributions by staff and faculty to advancing accessibility for persons with disabilities. It is named in honour of the first recipient, Steve Cutway, a long-serving staff member at Queen's.

"I am very surprised and honoured to receive this award," says Ms. Fader, "and I would like to acknowledge the many people with disabilities who contribute every day to the Queen's and world communities." She draws her inspiration from seeing how small, individual changes can make systemic differences when adopted by many. She stays motivated by realizing "there are many contributions we continue to miss out on because of barriers that prevent many people with disabilities from participating fully in daily life." Ms. Fader has been instrumental in bringing disability and accessibility issues into the mainstream planning at Career Services, says Kathy Jackson, chair of the Queen's Accessibility Committee. Ms. Fader has designed workshops on disability issues, initiated and facilitated a career day for employers recruiting students with disabilities, and overall, demonstrates a strong personal commitment to accessibility issues.

By KATE ARCHIBALD-CROSS Queen's Gazette, March 23, 2009 Vol. XL No. 6

Accessible Information and Communication

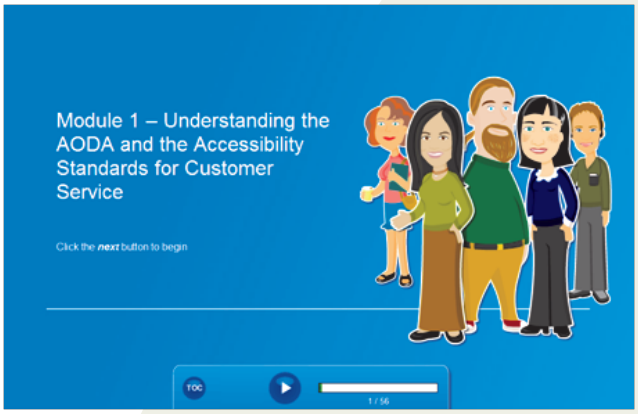
On May 1, 2009, the Information and Communication Standard Development Committee submitted to the Minister of Community and Social Services a proposed standard for accessibility. Queen's University served as the representative for the Council of Ontario Universities on that committee. The Minister communicated her intentions to pursue Cabinet approval of the proposed standard by midyear, 2010.

Considerable effort has been made to improve accessibility of information and communication at Queen's in anticipation of the requirements in the accessible information and communication standard. This will also allow the University to meet the requirement in the customer service standard to "communicate with persons with disabilities in a way that takes into account their disability."

Enable Project

On December 10, 2009, the Council of Ontario Universities distributed English language online training modules (interactive and accessible versions) to all Ontario universities. Queen's University managed this project, named the Enable project, working with e-learning firm GEVC and collaborating with university colleagues from across the province. With oversight by Ontario's Accessibility Directorate, the modules were designed to train university staff, faculty and student leaders in accessible customer service for persons with disabilities.

The French modules are slated for delivery in January 2010.



Accessible Customer Service

Much energy this year has been dedicated to developing and delivering training in accessible customer service. This training is required by the accessible customer service standard, a standard under the *Accessibility for Ontarians with Disabilities Act* (AODA), *2005*. Since May 2009, over 200 Deans, Department and Unit Heads and Managers participated in specially designed training sessions. Attendees learned about delivering services to persons with disabilities in a way that takes into account their accessibility needs as well as the particular responsibilities administrators have for ensuring the University achieves compliance with Ontario's accessibility legislation.

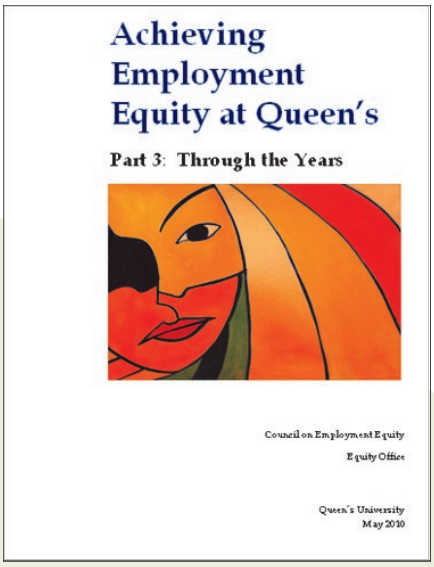
On December 14, 2009, the Equity Office assisted the University in launching the online training program (the Enable project) in accessible customer service to all faculty and staff. As of January 15, 2010, over 3000 faculty and staff had commenced the training with approximately 2000 having completed it.

What to expect in 2010……

SGPS Climate Survey

Queen's endeavors to provide a positive, welcoming environment for all of its students and employees, so the Equity Office staff have been assisting the *Society of Graduate and Professional Students* in designing a *Graduate Student Climate Survey*. The objective of the survey is to gather information about barriers graduate students may have encountered at Queen's relating to discrimination, harassment and/or accommodation. The draft survey will be presented to the *Senate Educational Equity Committee* in early 2010.

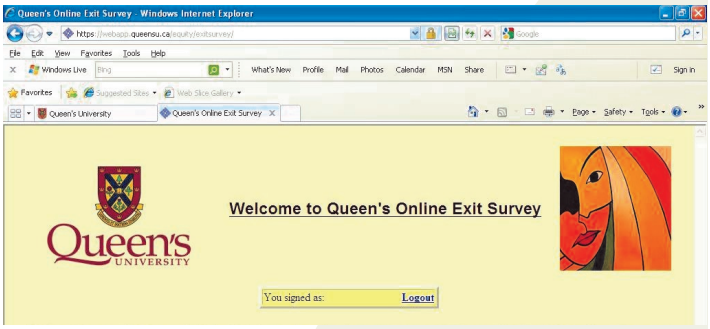
Achieving Employment Equity at Queen's Part 3: Through the Years



Queen's Equity Exit Survey

In 2010 the Queen's Equity Exit Survey will be made available online for all employees leaving the University. The link to the Queen's Equity Exit Survey is:

www.queensu.ca/equity/content.php?page=ExitSurvey

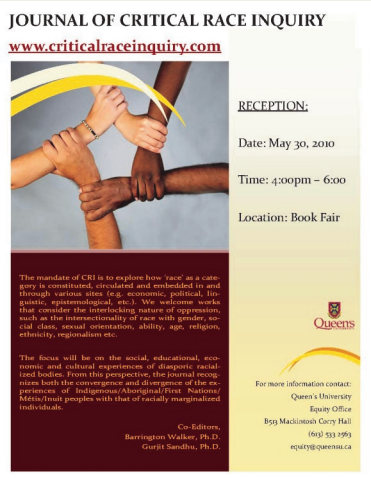


Launch of Journal of Critical Race Inquiry (CRI)

There will be a soft launch of CRI at the Congress of Humanities and Social Sciences at Concordia University in May 2010.

The purpose of this soft launch is to tell our colleagues about the development of CRI, invite their submissions, distribute promotional materials and highlight the papers in our first issue.

The official launch will take place at Queen's early in the 2010-2011 academic year.



….and so much more!

Equity Office Staff 2009

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 and human rights. Irène completed her Law degree at the University of Ottawa.

Jill Christie - Administrative Coordinator
jjc@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* for all new employees at the University and administrating any data systems that provide data pertaining to the Federal Contractors Program (FCP) or the Accessibility for Ontarians with Disabilities Act (AODA). Jill also performs office supervision and planning duties which includes the coordination of the Senate Educational Equity Committee.

Meri Diamond - Office Assistant (Part-time)
diamondm@queensu.ca - ext. 32563
Meri Diamond is the Office Assistant at the Equity Office and has been working mornings 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. Meri has completed the Administrative Professional at Queen's Certificate Program as well as the Workplace Communications Certificate.

Catherine Isaacs - Equity Officer
isaacs@queensu.ca - ext. 78156
Catherine has a Masters degree from the Faculty of Applied Health Sciences at the University of Waterloo and is a candidate for the Professional Master's of Public Administration degree at Queen's University. Catherine is responsible for determining the University's compliance with the Federal Contractors Program and the Employment Equity Act. She also plans and implements special projects that address employment equity issues at Queen's.

Jeanette Parsons - Accessibility/Equity Coordinator
jeanette.parsons@queensu.ca- ext. 78984
Jeanette Parsons oversees the University's obligations under the Accessibility for Ontarians with Disabilities Act, 2005. She prepares the University's Annual Accessibility Plan. Jeanette provides coordinating support to the Queen's Accessibility Committee 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 is keenly interested in working with other members of the Queen's community in advancing accessibility for persons with disabilities.

Equity Office Staff 2009 (Continued)

Heidi Penning—Project Coordinator/Equity Officer
Heidi.Penning@queensu.ca - ext. 79338
Until the Fall of 2009, Heidi was responsible for managing the EnAble Project. As Equity Officer, she now 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 will be receiving her Professional Masters of Public Administration Degree from Queen's University in June 2010.

Catherine Wells - Special Projects Officer (part-time)
cew@queensu.ca - ext. 75260
Catherine Wells is a Special Projects Officer working 50% of the time in the Equity Office. Catherine also works 50% of the time in the Human Rights Office. One of her main projects is the Achieving Equity brochure series which maps out the equity goals, challenges and achievements at Queen's University.

Connie Wighton – Office Assistant (part-time)
wightonc@queensu.ca – ext. 32563
Connie Wighton has been with the Equity Office since October 2009. Responsibilities include directing and answering general inquires, organizing facilitators and preparing facilities for equity training workshops required by the Faculty Collective Agreement, and assisting fellow co-workers with current and ongoing projects, such as the customer service training. Connie is currently working toward receiving her *Administrative Professional at Queen's* Certificate.

Hazem Ahmed
Programmer/Analyst
Hazem recently completed his Masters degree in Computer Science at Queen's University and has joined the Equity Office in providing information technology expertise in his role as Programmer/Analyst. His primary responsibilities include planning, designing and developing the online peer-reviewed Journal of Critical Race Inquiry, developing applications for Employment Equity training and the Accessible Customer Service Training as well as developing an applications for the Queen's Equity Exit Survey.

Student Staff

Faisol Kariyo
Student Office Assistant
Faisol is a third-year student in the Commerce Program at the School of Business at Queen's. He has worked in the Equity office since the fall of 2007 and assists primarily with tracking down individuals to complete the *I Count Queen's Census*.

Carly Thompson
Student Office Assistant
Carly is a third year student majoring in English Language and Literature. She has worked in the Equity Office since the fall of 2007 and assists with the equity training workshops as well as many other front line duties.

Back row: Heidi Penning, Hazem Ahmed, Jill Christie, Catherine Isaacs, Catherine Wells and Connie Wighton.
Front row: Irène Bujara and Faisol Kariyo

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