

1 Educational Equity

2 Employment Equity

3 Accessibility

June 2012



# Year in Review 2011

CREATING AN INCLUSIVE COMMUNITY

*Equity Office*

## From the Director

2011 was yet another active year for the Equity Office. It is my pleasure to report on the activities and to highlight some of the work we and our partners have accomplished over the past year.

We continue to work with the Senate Educational Equity Committee (SEEC) and the Council on Employment Equity (CEE) on such initiatives as the Student Applicant Census, and Employment Equity reporting.

In collaboration with Human Resources and the Human Rights office we have been working on a certificate program that will offer participants a foundational awareness of the diversity of our community and the ways in which we can ensure inclusivity.

Both the Employment Equity Award and the Steve Cutway Accessibility Award Ceremonies were successful events bringing forward several worthy nominations and attended by many supporters.

We have been very busy once again in the educational aspect of our work. We continue to offer training for faculty hiring committees as well as monitoring the AODA requirements for Customer Service Training. Over 9000 people have completed the training to date.

Please enjoy this issue of the Year in Review. You can find the Equity Office website at [www.queensu.ca/equity](http://www.queensu.ca/equity). You may also contact us by email at: [equity@queensu.ca](mailto:equity@queensu.ca).

Irène Bujara



## Accessibility Framework

Queen's works to address issues regarding accessibility in the areas of customer service, information & communications, employment, the built environment, and where appropriate, transportation. The culmination of these efforts is the development of a Comprehensive Strategic Framework for Accessibility, which has required the endorsement of our constituent groups - persons with disabilities – and the approval of our university's senior administrative group. Read more about the Accessibility Framework on page 9.

# 1. Educational Equity

## Senate Educational Equity Committee (SEEC)

The SEEC met eight times during the 2011-2012 academic year. The majority of the Committee's focus was reviewing the University Student Appeal Board (USAB) ruling submitted to the SEEC in May 2011. The Senate referred the USAB Report to the SEEC to consider and make recommendations on whether any changes were required to University policies and practices. The SEEC also focused on planning for the development of educational equity guidelines in accordance with section 4 and 5 of the Educational Equity Policy.

In addition to the work mentioned above, the SEEC also discussed programs, policies and initiatives on campus, including: the Queen's University Quality Assurance Program (QUQAP), the Student Applicant Equity Census, the Diversity and Equity Taskforce, the I Count Queen's Equity Census, the Canadian Federation of Student Drop Fees Campaign, the Queen's National Scholar Program, and the Student Fee Referendum pertaining to OPIRG.

To discuss the above reports, programs, policies and initiatives the SEEC invited the following individuals to participate in SEEC or SEEC sub-committee meetings: Stewart Pinchin, Associate University Registrar, Harry Smith, Coordinator of Dispute Resolution Mechanisms, Anne Marie Grondin, VP Campaigns and Community Affairs, SGPS and Professor Nick Bala, Chair of the USAB.

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## 2010/2011 Student Applicant Equity Census

The 2010/2011 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below. The population surveyed was 21,983. 8,663 applicants responded to the survey. A summary table of the annual census results from 2003 to 2011 is available on the website of the Office of Institutional Research and Planning. The results are based on a 39.4% return rate.

<http://www.queensu.ca/irp/accountability/surveys/Equity16Feb12.pdf>

Designated Groups	Applicants	Offers	Registered
Women	5,086	3,092	1,151
	58.7%	62.7%	60.9%
Aboriginal Peoples	89	46	21
	1.0%	0.9%	1.1%
Persons with Disabilities	626	340	143
	7.2%	6.9%	7.6%
Racialized Persons	3,053	1,615	408
	35.2%	32.7%	21.6%
Total	8,663	4,932	1,890

## 2011 Student Population

By combining the Student Applicant Census data with the overall student enrollment data at Queen's we can examine the representation of designated groups in the student population. The ranking is determined by comparing the percentage of designated groups at Queen's to the percentage of designated groups in the Canadian population age 15 to 24.

Queen's University Students, 2011						
	Total	Women	Males	Racialized Persons	Aboriginal People	Persons with Disabilities
Undergraduate	20,285	12,377	7,908	1,586	47	450
%	100.0	61.0	39.0	7.8	0.2	2.2
Graduate	4,058	1,995	2,063	296	18	89
%	100.0	49.2	50.8	7.3	0.4	2.2
Total	24,343	14,372	9,971	1,882	65	539
%	100.0%	59.0	41.0	7.7	0.3	2.2
<i>Canadian Population</i>	100.0%	51.0%	49.0%	16.0%	3.7%	14.0%
<i>Canadian Population age 15 to 24</i>	100.0%	50.5%	49.5%	13.5%	5.0%	4.7%
<i>Ontario Population age 15-24</i>	100.0%	50.0%	50.0%	15.3%	2.5%	5.3%
<i>Most under-represented</i>	N/A	1.1808	0.8192	0.5033	0.1068	0.4178
<i>Most under-represented ranking</i>	N/A	N/A	N/A	<b>3</b>	<b>1</b>	<b>2</b>

## Aboriginal Vision Gathering

Members from diverse Aboriginal communities and Queen's representatives met in early February 2011 in a vision-gathering session aimed at finding ways to co-create a healthy, effective and representative Aboriginal Council at Queen's and a university environment that is responsive to the learning needs of all Aboriginal students.

In his keynote address to participants, Amos Key Jr., Trustee, The Amos Key Jr. E-Learning Institute from the Six Nations of the Grand River community noted that Aboriginal Education Councils are natural strategic partners and leaders and more importantly they represent the community and stakeholders. He suggested that since they already exist, empowering them with more capacity, confidence and profile could help them become more effective and affective.

Circle processes and open space discussions focused on activities, behaviours, processes and structures that will support and foster the four directions of Aboriginal learning: mental, spiritual, emotional and physical.

The broad range of ideas discussed included: reinstating the elders at Four Directions Aboriginal Student Centre, establishing a separate Aboriginal graduating ceremony in addition to regular convocation, and developing a web portal for Aboriginal students at Queen's.

The input from the day-long session is to be compiled into a report in 2012 and future meetings and dialogues will take place as the process continues.

*Note: Summarized from an article appearing in the Queen's News Centre, Feb 15, 2011*

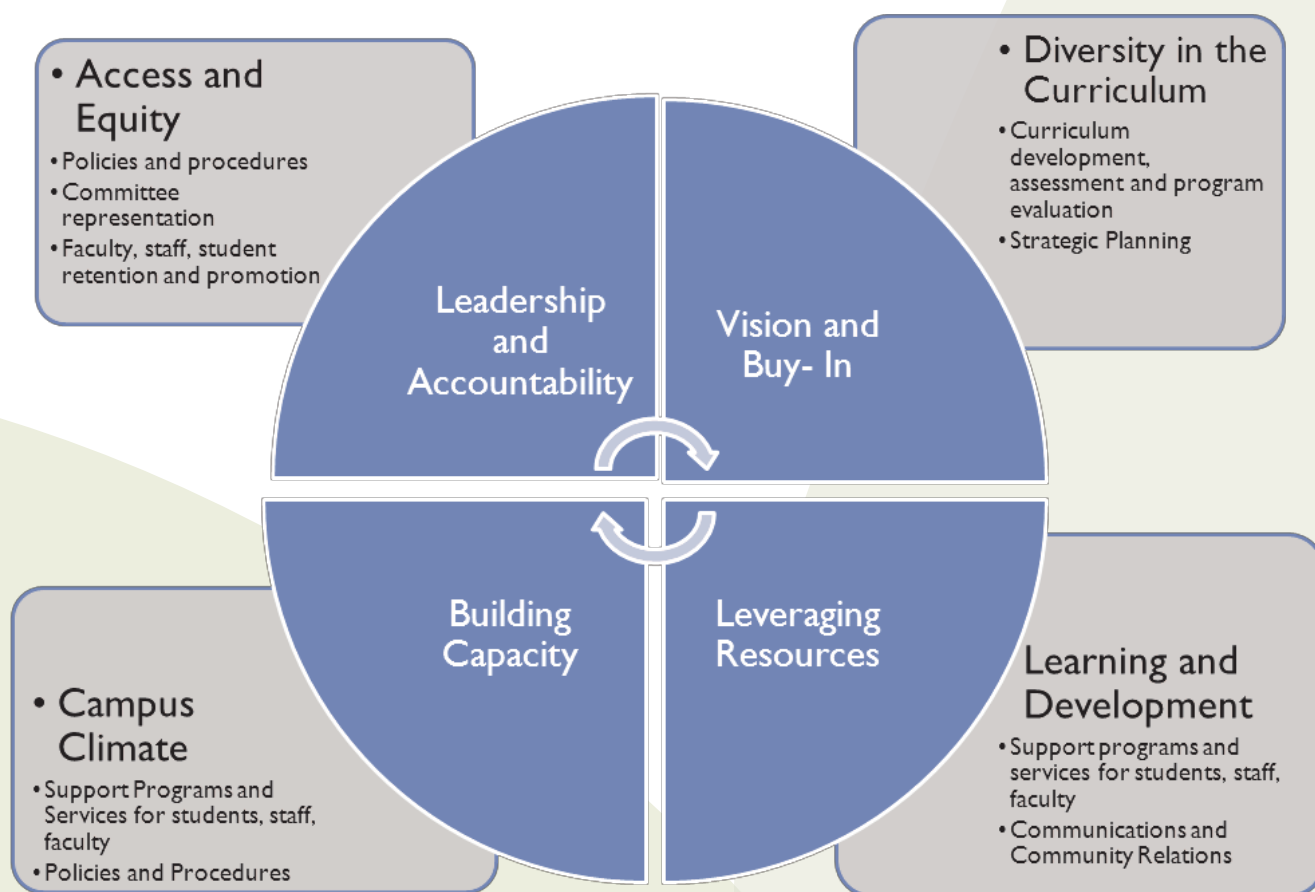
## The Equity Diagnostic Tool (EDT)

The Equity Diagnostic tool has been developed by the Queen's University Equity Office to assist faculties and their departments or divisions to better understand working environments and climate relating to equity and diversity, and to assist them in planning exercises.

### *The Diversity Scorecard and Inclusive Education Framework*

The diversity score card is an assessment tool within the EDT used to establish indicators and goals that will enable units to assess their faculty's effectiveness in improving access, retention and institutional receptivity for the equity seeking groups.

The scorecard consist of four categories. These categories are related to content required in the Queen's Quality Assurance Program and in the University's Academic Plan.



Four important levers for enacting change: *senior leadership and accountability, vision and buy in, building capacity, and leveraging resources*

## 2. Employment Equity

### Council on Employment Equity (CEE)

The CEE's 2011 key initiative consisted of the re-launch of the Federal Contractor's Program Action Group (FCP AG).

#### *Federal Contractor's Program Action Group (FCP AG)*

A sub-committee of the Council on Employment Equity, the FCP AG is responsible to the Queen's community through the CEE. The Group's mandate is to address gaps in Queen's compliance with FCP requirements and responsibilities by developing recruitment and employment strategies to improve the University's ability to attract, retain, develop, and reward highly qualified and talented employees from the four designated groups (See chart below).

The FCP AG met eight (8) times in the academic year 2011/2012. The Group participated in the following activities: reviewed the workforce analysis for all Queen's employees for 2011 and created employment equity initiatives for addressing red flags (non-compliance), worked with Marketing and Communication on CEE Communication Plan, reviewed all new staff job postings from 2007-2010, reviewed the exit survey process, met with Kingston Immigration Partnership, discussed the Equity Listserv, prepared for the Employment Equity Award, worked on the Research and Contract Hiring Guidelines, presented information regarding the Employment Equity Affinity Groups, reviewed the 2011 Designated Group Representation Rates, discussed a Human Resources learning tool that incorporates Equity, Human Rights and Accessibility, agreed on a process to communicate faculty hiring processes to the Faculty Offices, reviewed the Equity Diagnostic Tool, prepared a process for senior search hires, prepared a resource page for advertising to attract more individuals from designated groups and reviewed Staff Hiring guidelines to incorporate equity.

In support of the work of the FCP AG, the Equity Office provides leadership as well as administrative and technical assistance. The Equity Office also provides all data requirements such as designated group profiles. Below is a snapshot of the Queen's designated group population over the past six years.

Designated Group Profile – Queen’s University (Percentage)							
Designated Groups	2006	2007	2008	2009	2010	2011	Canadian Workforce
Women							
Academic Positions	36.9	37.0	37.8	38.7	38.3	39.2	47.9%
Staff	65.4	65.9	66.2	65.5	65.5	66.1	
Aboriginal People							
Academic Positions	0.7	0.9	1.0	0.9	1.0	0.9	3.1%
Staff	1.4	1.4	1.5	1.3	1.3	1.6	
Persons with Disabilities							
Academic Positions	2.9	2.7	2.6	2.7	2.5	4.1	4.9%
Staff	3.8	3.8	3.9	3.6	3.4	5.3	
Visible Minorities							
Academic Positions	12.5	11.3	12.6	12.9	14.1	12.3	15.3%
Staff	5.2	4.8	5.4	5.8	6.2	5.2	
Totals							
Total Academic Positions	41.6	42.0	41.8	41.1	41.5	41.5	
Total Staff	58.4	58.0	58.2	58.9	58.5	58.5	

#### Notes:

1. Academic Positions include: Faculty, Academic Assistants, Adjuncts, Archivist, Librarians and Post Doctoral Fellows
2. Staff include the Categories: Executives, General Support, Research and Technical Units.
3. Not included : Student Contracts such as Teaching Assistants



## The Employment Equity Award

The Provost and Vice-Principal (Academic) Alan Harrison presented the inaugural 2011 Employment Equity Award to Wendy Powley, a staff member in the School of Computing.

Ms Powley founded Women in the School of Computing (WISC) at Queen's, an informal support, networking and social group for all women faculty, staff and students. The group has provided outreach and mentorship to young women in the Kingston community through the LEGO robotics program with the hope of educating and inspiring more girls to consider a career in computing.

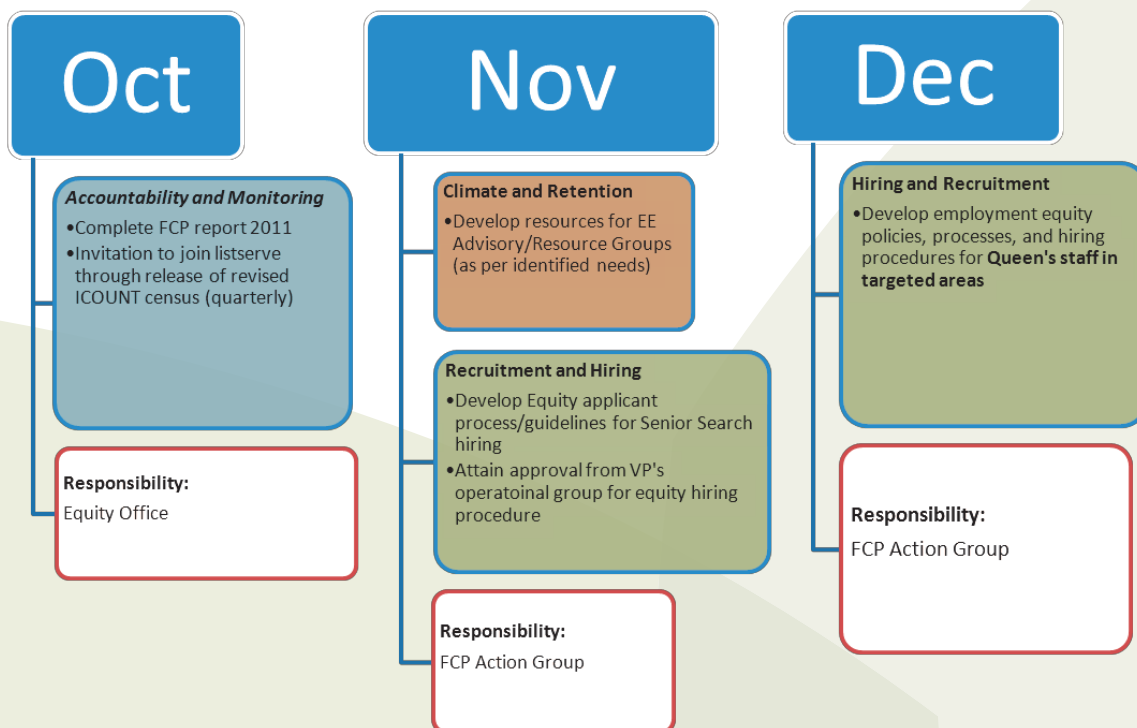
A Council on Employment Equity initiative, the Queen's Employment Equity Award is awarded annually to recognize and celebrate achievements of individuals and groups who, through their ongoing diligence and commitment, are helping Queen's become more representative and inclusive.



*Note: Summarized from an article appearing in the Queen's News Centre, December 14, 2011*

## Employment Equity Plan

The Employment Equity Timeline, a visual representation of the Employment Equity Plan, is a summary of the key monthly activities and tasks proposed by the FCP Action Group in order to achieve employment goals at Queen's University for the 2011/2012 year. The Timeline Plan was developed in October 2011. To view the entire plan, visit the Equity Office website at: [www.queensu.ca/equity](http://www.queensu.ca/equity).



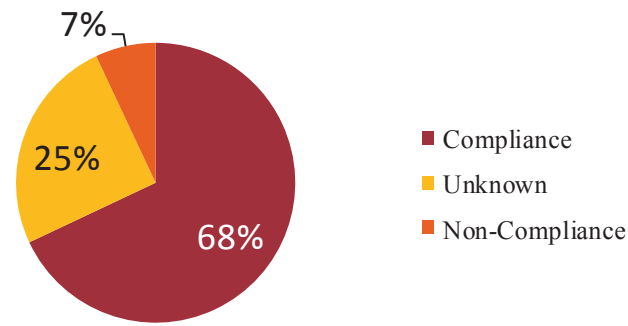
# Equity Training

The Equity Office offered eighteen training sessions under the Queen’s University Faculty Association (QUFA) Collective Agreement (CA) responsibilities in 2011. Of these, ten sessions were general training for Faculty Appointments/RTPC committee members and eight sessions were for Employment Equity Representatives. Throughout 2011, 137 faculty, staff and students participated in this training.

There were 13 tenure/tenure track/librarians and 44 term adjunct hiring processes subject to the training regulations outlined in Article 24.4 of the Collective Agreement. Of the 13 tenure/tenure track/librarian committees, 12 complied with all training requirements and of the 44 term adjunct committees, 27 complied with all training requirements. Overall training compliance was 68%.

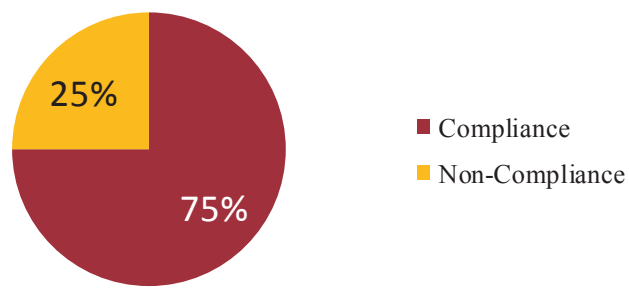
When forms are not submitted for new hires, the training compliance is recorded as “unknown”.

## Compliance with Equity Training



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## Compliance with Equity Reporting



## Equity Reporting

Compliance reports from the Equity Office to the Joint Committee on the Administration of the Agreement (JCAA) document the progress made in meeting the goals of the equity related Articles in the Collective Agreement. Hiring committees are responsible for submitting equity reporting forms as part of the equity process. Of the faculty hired in 2011, 75.4% of appointments committees were compliant in submitting equity reporting forms, compared to 63.3% in 2010.

The compliance rate is higher in 2011 than 2010 due to the new equity form for “posting-exempt” term adjuncts. The existing process did not always fit well for term adjuncts and, in recognition of this, a new equity form for “posting-exempt” term adjuncts was submitted to the JCAA and approved in October 2010 thus, improving the compliance rates for 2011.

## Data Collection

Queen's University collects updated self-identification data on all new staff joining the organization through the *I Count Queen's Equity Census*. The Census was sent out three times in 2011 to a total of 297 new employees.



The category of sexual orientation and gender identity was added to the *I Count Queen's Equity Census* in 2011. In light of this addition and in recognition that individual identities may shift over time (e.g. acquiring a disability), we provided all Queen's faculty and staff the opportunity to revisit the Census. In conjunction with the Census, employees were asked if they would like to be a part of an Employment Equity Listserv. The University Wide Census was sent out to all active employees in October 2011 and the return rate was 84.6%; over 450 employees indicated an interest in the Listserv.

### Census Response and Returns

Census #	Total Sent	Returned Answered	Returned Declined to Answer	Not Returned	Return Rate (Returned answered)
#30(Jan-Mar)	84	84	0	0	100.0%
#31 (Apr-June)	50	49	0	1	98.0%
#32(July-Sept)	163	128	1	23	78.5%
University Wide	4073	3445	333	628	84.6%

The following table illustrates the representation rates of the designated group members for all employees in 2011:

### Designated Group Profile Jan 2011 to Dec 2011

Queen's University	Total	Women	Males	Aboriginal People	Persons with Disabilities	Racialized People
Academic Positions	2010	787	1223	18	82	248
Staff	2154	1400	754	35	123	77
Research	864	476	208	10	27	70
Grand Total	4848	2663	2185	63	232	395
Percentage	100.0	54.9	45.1	1.4	3.8	10.0

## 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. You can find more information regarding the Equity Exit Survey at:

<http://www.queensu.ca/equity/content.php?page=ExitSurvey>



# 3. Accessibility/Accommodation

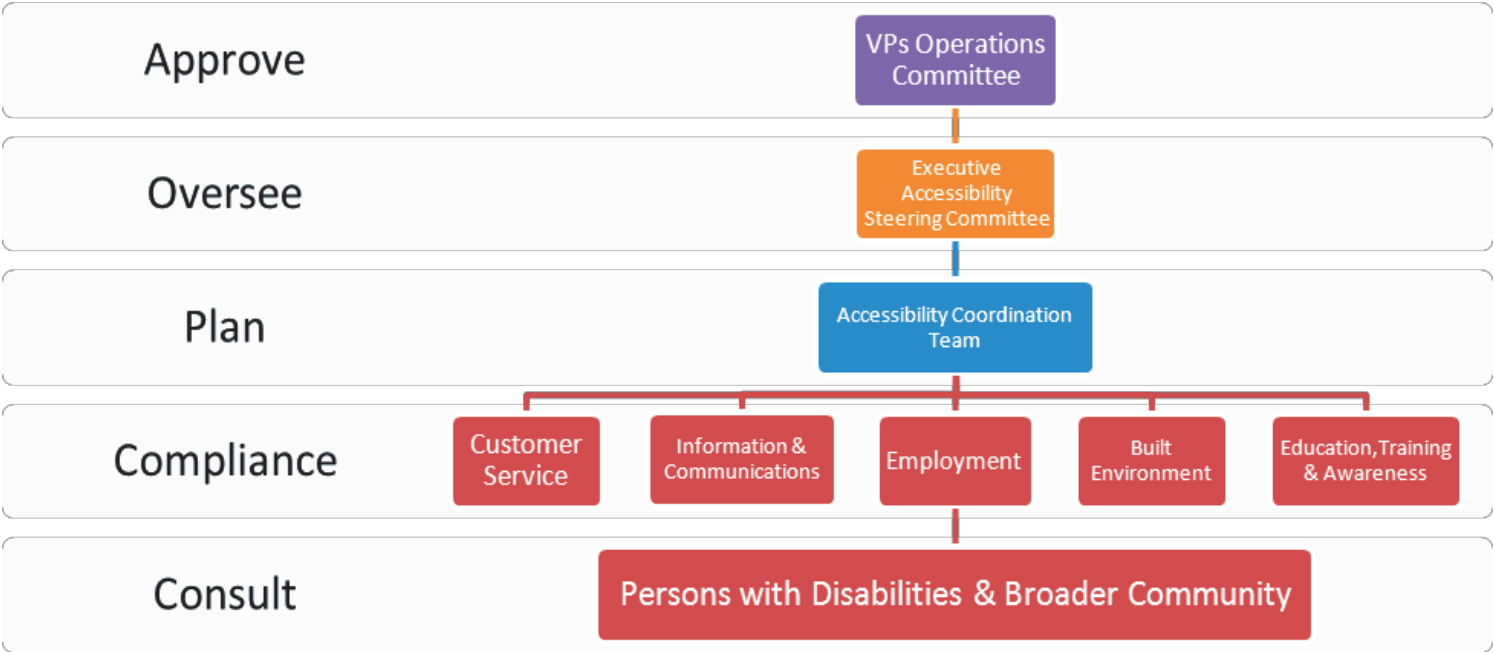
## Queen’s University Comprehensive Strategic Framework (CSF) for Accessibility

In 2011 Queen’s University adopted its first Comprehensive Strategic Framework for Accessibility. This framework will allow Queen’s to develop an Accessibility Plan that will serve the university in the following ways:

- 1. To develop plans to address accessibility in five priority areas listed below under “Compliance”.
- 2. To establish shared accountability and responsibility for accessibility for persons with disabilities at Queen’s University. This includes funding accessibility-related expenses through standard operating budgets and identifying other sources of revenue streams to address accessibility needs.
- 3. To provide for educational opportunities with respect to accessibility in order to improve community understanding of accessibility issues as well as the university’s obligations for accessibility compliance.
- 4. To continue efforts to incorporate accessibility issues within university diversity initiatives.



### Reporting Structure for the CSF for Accessibility



# Queen's Timelines for Compliance with the Accessibility Standards for Customer Service and the Integrated Accessibility Standards

<p><b>Queen's University is a Large Designated Public Sector Organization – 50+ employees</b></p> <p>Note: Note: All WCAG 2.0 requirements only apply to websites, web content (published from 2012 on), and web-based applications that an organization controls directly or through a contractual relationship that allows for modification of the product, except where meeting the requirement is not practicable</p>		<p><b>Training</b> – ensure that every person who deals with the public and/or who participates in developing policies, practices and procedures governing the provision of goods and services receives training</p>	<p><b>2013</b></p> <p><b>General</b></p> <p><b>Development</b> of written policies and a statement of organizational commitment</p> <p><b>Preparation</b> of a multi-year accessibility plan at least once every 5 years done in consultation with persons with disabilities</p> <p><b>Submission</b> of annual compliance reports and posting of reports on website</p> <p><b>Development</b> of a procurement policy describing how Queen's will consider the needs of persons with disabilities when procuring or acquiring goods, services, or facilities (physical infrastructure)</p> <p><b>Incorporation</b> of accessibility features when designing, procuring or acquiring self-serve kiosks</p>	<p><b>Information and Communication</b></p> <p><b>Procurement</b> of an accessible or conversion ready electronic format of educational or training resources materials, where available, or provision of comparable resource if not possible, if notification of need is given</p> <p><b>Provision</b> of student records and information on program requirements, availability and descriptions in an accessible format</p> <p><b>Accessibility</b> awareness training related to accessible program or course delivery and instruction provided to educators</p>
<p><b>2010</b></p> <p><b>Customer Service</b></p> <p><b>Establishment</b> of policies, practices, and procedures governing provision of goods and services to persons with disabilities that deals with the use of assistive devices and communicating with persons with disabilities in a manner that takes into account the person's disability</p> <p><b>Establishment</b> of policies, practices and procedures governing use of service animals and support persons</p> <p><b>Establishment</b> of policies, practices, and procedures governing notice of temporary disruptions</p>	<p><b>Provision</b> of notice of availability of documents upon request</p> <p><b>Provision</b> of documents in a format that takes into account the person's disability</p>	<p><b>2012</b></p> <p><b>Information and Communication</b></p> <p><b>Provision</b> of emergency procedures, plans, or public safety information in an accessible format or with appropriate communication supports, upon request</p> <p><b>Employment</b></p> <p>Individual Workplace emergency response information</p>		
<p><b>Human Rights Code: The requirements in the standards set out in this Regulation are not a replacement or a substitution for the requirements established under the <i>Human Rights Code</i> nor do the standards limit any obligations owed to persons with disabilities under this or any other legislation.</b></p>				

2014			2015	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)
	Employment			
General	<p><b>Accommodation</b> of persons with disabilities in the recruitment, assessment and selection process</p> <p><b>Provision</b> of accessible formats and communications supports for employment</p> <p><b>Documented</b> individual accommodation plans</p>	<p><b>Information and Communication</b></p> <p><b>Provision</b> of accessible formats and communication supports for persons with disabilities, upon request</p> <p><b>Make</b> available, upon request, accessible or conversion ready versions of textbooks</p> <p><b>Where</b> available, our Libraries will be required to provide an accessible or conversion ready format of print-based resources or materials, upon request (some exceptions)</p>	2020	<p><b>Information and Communication</b></p> <p><b>Ensure</b> all internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0, Level AA (some exceptions)</p>
Information and Communication	<p><b>Return</b> to work process for employees who have been absent from work due to disability</p> <p><b>Performance</b> management processes in respect of employees with disabilities</p> <p><b>Career</b> development and advancement of employees with disabilities</p> <p><b>Redeployment</b> of employees with disabilities</p>	<p><b>Information and Communication</b></p> <p><b>Make</b> available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources</p>		
<p><b>Ensuring</b> our feedback processes are accessible to persons with disabilities</p> <p><b>Ensuring</b> new internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0., initially at Level A</p>				<p><b>Transportation</b></p> <p>When Queen's provides transportation services, it will also provide accessible vehicles or equivalent services up request</p>

## The Steve Cutway Accessibility Award

The 2011 Steve Cutway Accessibility Award was awarded to **Julie Harmgardt**, Chair of Queen's InvisAbilities, **Leela Viswanathan**, Assistant Professor in the School of Urban and Regional Planning and **Jeanette Parsons**, Director, Office of the AVP and Dean of Graduate Studies.

Established in 2008, the honour 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.



**Julie**, recognizing a void in the realm of disability, founded, and continues to Chair, Queen's InvisAbilities, a club started in 2009 that focuses on breaking down the barriers of misconceptions and stereotypes around hidden or non-visible disabilities.

**Leela** was nominated by several of her students for her efforts to create an accessible learning environment.

**Jeanette** has held the role of Accessibility Coordinator and continues to be a passionate advocate for accessibility on campus.



(Left to right) Jeanette Parsons, Steve Cutway, Julie Harmgardt and Leela Viswanathan

## Accessible Customer Service Training

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. Since the launch of the online Accessible Customer Service training in December 2009, 9080 people have taken the online training. Of those 9080, 62.0% are current Queen's employees.

Customer Service Training as of April 2012			
	Total	Completed	Percentage
Academic Positions	3045	1476	37.1%
Staff	2588	2300	88.9%
Student Contracts	1905	864	45.4%
NON-QNS	152	116	76.3%
<b>Grand Total</b>	<b>7568</b>	<b>3340</b>	<b>44.1%</b>

# What to expect in 2012.....

## Equity Matters @ Queen's: Monthly Newsletter

The Queen's Equity Office is reaching out to the campus community, offering information and resources on equity and diversity issues in the workplace through a monthly electronic newsletter.

The newsletter, titled *Equity Matters @ Queen's*, is the first of its kind at Queen's and aims to be a forum for subscribing members to learn and share ideas on best practices and support programs on how Queen's can attract and retain the best employees.

Launching in the Spring of 2012, the newsletter will be divided in three sections: Employment Equity "Bits and Bites," Equity in Focus, and Equity in the Community.

Email

*equity@queensu.ca to  
join the Employment  
Equity Listserv and  
receive Equity  
Matters@ Queen's*

## Accessibility Town Hall



**Accessibility Town Hall**  
**"Together We Are Stronger"**  
**March 28<sup>th</sup>, 2:00 – 4:00pm in 202**  
**Robert Sutherland Hall**

Everyone is invited to come to this Town Hall to hear about the new Accessibility Framework that encourages the entire Queen's community to share in the accountability for achieving accessibility priorities under the *Accessibility for Ontarians with Disabilities Act, 2005*. Queen's has identified five priority areas: customer service, information & communications, employment, built environment, and education, training and awareness.

Key to the Framework's success will be ongoing communication, consultation, and collaboration with the Queen's and broader communities – especially persons with disabilities.

You are invited to participate in a collaborative session where advice and recommendations can be brought forward and innovations formulated towards the development of an Accessibility Strategy that reflects the commitment Queen's has to the interests and needs of persons with disabilities.

Find us on Facebook  
<https://www.facebook.com/queens/Disability-Awareness-Month-at-Queens/772388932831053>

Refreshments will be served, RSVP to [Equity@queensu.ca](mailto:Equity@queensu.ca)

**The Equity and Human Rights Offices**  
Equity Office: 2027 Macdonald Centre Hall, 415-533-2663  
Human Rights Office: 3325 Macdonald Centre Hall, 415-533-2663

Questions, need an alternate format, have an accessibility, accommodation, or dietary request?  
Contact: Heidi Penning, Equity Advisor, [heidi\\_penning@queensu.ca](mailto:heidi_penning@queensu.ca)

Participate and join the conversation on accessibility at Queen's: watch for upcoming town hall sessions on the Equity Office website.

## From Diversity to Inclusion

The Equity Office will be participating in the *From Diversity to Inclusion in the Workplace* Certificate Program. Offered through Human Resources, the program consists of a series of courses that seeks to engage Queen's staff and faculty in conversations, discovery and learning about diversity and equity and to provide resources, knowledge, and tools required to make Queen's an inclusive campus.

It is designed to offer participants a foundational awareness of the diversity of our community and to gain a greater understanding of how we can work together to build a stronger, equitable community on campus.

Participants will gain valuable knowledge and skills to work and lead in an inclusive work environment.



# ....and so much more!



## Current Equity Office Staff

### **Irène Bujara - Director**

**[bujarai@queensu.ca](mailto:bujarai@queensu.ca)** - ext. 75166

Irène Bujara is the Director of the Equity Office. 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 - Coordinator, Data Management and Administration**

**[jic@queensu.ca](mailto:jic@queensu.ca)** - ext. 78940

Jill Christie is the Coordinator, Data Management and Administration in the Equity Office and has worked in the office since 2003. The majority of her time is spent preparing detailed as well as routine reporting and analysis to facilitate decision making and strategic planning of employment equity at Queens. She administers the data systems that provide statistical profiles pertaining to the Federal Contractors Program (FCP), the QUFA Collective Agreement 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 - Administrative Assistant**

**[diamondm@queensu.ca](mailto:diamondm@queensu.ca)** - ext. 32563

Meri Diamond is the Administrative Assistant 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 and administers the Equity Reporting forms for new faculty positions. Meri has completed the Administrative Professional at Queen's Certificate Program as well as the Workplace Communications Certificate.

### **Heidi Penning—Equity Advisor**

**[Heidi.Penning@queensu.ca](mailto:Heidi.Penning@queensu.ca)** - ext. 79338

Heidi Penning contributes to the oversight function of the Equity Office regarding the University's compliance and commitment to achieving equity throughout the Queen's Community. Heidi brings with her over a decade of experience about the way that public policy, human behavior, 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. She holds a Professional Masters in Public Administration from Queen's University.

### **Catherine Wells - Special Projects Officer (part-time)**

**[cew@queensu.ca](mailto: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. Catherine has a PHD in post colonial literature. One of her main projects is the Achieving Equity brochure series, a corner stone of the Equity Office's communication plan, which maps out the equity goals, challenges and achievements at Queen's University.

### **Ekta Singh—Equity Advisor**

**[ekta.singh@queensu.ca](mailto:ekta.singh@queensu.ca)** - ext. 79576

Ekta Singh is responsible for the coordination and administration of programs and special projects that contribute to the University's compliance and commitment to achieving employment and educational equity throughout the Queen's community. She holds a Masters Degree in Cultural and Policy studies in Education from Queen's University and has over eight years experience (in both the non-profit sector and academic settings) in areas such as: international education and intercultural training, policy and curriculum development, project management, and designing inclusive education programs. As a public educator, Ekta spent five years teaching overseas in Kuwait and Mexico.



## Student Staff

### **Zahra Remtulla**

#### **Student Office Assistant**

As a second year student enrolled in the Queen's Concurrent Education Program, Zahra Remtulla has been working in the Equity Office since fall 2011. She assists in assembling Employment Equity Training materials as well as Collective Agreement Articles pertaining to Employment Equity. As a student assistant she takes the necessary steps to ensure all office projects are effectively carried out.

### **Varsha Jayaraman**

#### **Student Office Assistant**

Varsha is a fourth-year student and began working in the Equity Office in the fall of 2011. She assists the Equity Office with finding contact information for individuals to complete the *I Count Queen's Equity Census* as well as assists individual staff members with various projects. As a front line staff member, Varsha fields inquiries made to the office as well as assists with any questions that arose.

### **Hazem Ahmed**

#### **Computer Programmer**

Hazem completed his Masters degree in Computer Science at Queen's University in 2009 and is now a PHD candidate. He works in the Equity Office to provide information technology expertise in his role as Programmer/Analyst. He continues to work on developing applications for Employment Equity training, Accessible Customer Service Training and the Queen's Equity Exit Survey. He has also provided necessary technical support as well as application maintenance and updates, as required.



Back row: Hazem Ahmed, Ekta Singh, Catherine Wells and Jill Christie  
Front row: Meri Diamond, Heidi Penning and Irène Bujara

## **Contact Information**

Alternative formats of this booklet are available upon request



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