

# *The Equity Office*



## **Annual Report**

**2012**

### **A Year in Review**

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## Table of Contents

Executive Summary.....	1
Priority Responsibilities for 2012 .....	3
The Equity Office.....	4
The Equity Office Staff Compliment .....	5
Employment Equity.....	7
Committees.....	8
Communications .....	10
Equity Training .....	12
Collecting Workforce Information .....	14
Conducting a Workforce Analysis .....	15
The Employment Equity Plan.....	17
Monitoring and Compliance .....	18
Accessibility.....	22
Accessibility Framework .....	22
AODA Requirements 2012 Achievements .....	24
The Steve Cutway Accessibility Award .....	29
AODA Requirements 2013 and Beyond .....	29
Educational Equity/QUQAP.....	32
The Senate Educational Equity Committee (SEEC) .....	32
The Student Applicant Census .....	34
Queens University Quality Assurance Process .....	36
What to Expect in 2013.....	37
Conclusion.....	38

## Executive Summary

The Equity Office's core functions for 2012 included ensuring compliance with the Federal Contractors Program, the Employment Equity Policy, the Accessibilities for Ontarians with Disabilities Act, the Collective Agreement between Queen's University Faculty Association and Queen's University at Kingston and the Educational Equity Policy.

Our goal is to achieve 100% compliance with all the Universities legal obligations as well as to move the University toward having the ability to respond to the increasing diversity in our community at an institutional level. The identified priorities and initiatives advance to varying degrees, the diversity related goals of the Academic Plan. In fact, all of our activities relate in some way to the pillars identified in the Academic Plan, in particular, "The Student Learning Experience", "Diversity and Inclusion at Queen's" and "Community Health".

The need to increase the University's equity competencies has been a key component of every document leading up to the current Academic Plan:

### ***Where Next? Toward a University Academic Plan, pg 6: mission***

*Queen's will be Canada's post-secondary leader, internationally recognized for its distinctive integration of teaching and research, for the diversity of its curriculum and the inclusiveness of its community, for the innovative and imaginative outlook of its students and staff, and for its commitment to social responsibility.*

### ***Imagining the Future, pg 27: 4.7 Integration and Inclusivity***

*Goal 4.7: To integrate the principles of inquiry, interdisciplinary, internationalization, imagination, innovation, and inclusivity into the university's core mission.*

*We have identified these as established and emerging core values at Queen's, but we believe that more broadly integrating their common themes and threads would better support the university's goals.*

*Diversity and equity are intimately connected to the question of inclusivity (in the largest sense of the word). Queen's needs to continue to evaluate the many aspects of belonging and community that diverse students, staff, and faculty, including equity-seeking groups and minority voices of all kinds, consider important. The university must address community challenges related but not limited to socio-economic disadvantage, disability, gender, race and religion (see Queen's Diversity, Anti-Racism, and Equity Panel Report, 2009).*

### ***Queen's University Academic Plan 2011, pg 3: Guiding Principles for the Academic Plan:***

*6. In admissions, hiring, education, research, and service, Queen's must promote diversity, inclusivity, and equity.*

### ***Queen's University Academic Plan 2011, pg 9: Pillar III. Reaching Beyond: Globalism, Diversity, and Inclusion at Queen's***

*Equity and Diversity A Queen's education should encourage appreciation of the diversity of cultures within Canada and the rest of the world, and foster respect for Indigenous Nations'*

*knowledge, languages, and cultures. To ensure that academic planning provides the impetus for enhancing equity and inclusion, Queen's needs to adopt an expanded definition of "communities," taking into account Aboriginal and First Nations communities, international communities, and the equity-seeking group members of Canadian society. Diversity cuts across many lines: race, gender, ethnicity, language, religion, (dis)ability, marital status, income, education, and sexual orientation. The institutional obligation to ensure that Aboriginal students are able to access higher education is rooted in Canadian settler-Aboriginal history and relationship and thus differs fundamentally from its responsibilities for other equity seeking groups in Canada.*

**Queen's University Academic Plan 2011, pg 9: Pillar III, Key Recommendations**

*17. A university-wide equity plan, in consultation with student and administrative equity bodies, should be implemented. In addition, all departments and faculties on campus should be encouraged to develop their own equity committees and plans. This sort of structure will ensure that broad university plans are implemented at the departmental level, and that overall university planning remains sensitive to the needs and experiences of individual departments and faculties.*

*19. Queen's should address the under-representation of women and members of other equity seeking groups at the upper academic ranks and in academic leadership positions*

**Queen's University Academic Plan 2011, pg 9: Pillar IV, Health, Wellness and Community, Key Recommendations**

*15. Departments and other branches of the university should engage more actively and consistently with the Equity Office in order to improve their practices around issues of diversity, equity, and social justice.*

## **Priority Responsibilities for 2012**

The priority responsibilities for 2012 are separated by a three areas: Employment Equity (FCP & QUFA), Accessibility (AODA) and Educational Equity.

### **Employment Equity**

1. Developing employment equity plan initiatives which includes the following: the employment equity award, employee resource groups, exit surveys, staff hiring processes, senior search process, and the revision of the employment equity policy.
2. Communicating Employment Equity progress to the Queen's community.
3. Administering the ICOUNT Queen's Equity Census to new employees.
4. Ensuring a fully functional Equity Data Warehouse (EDW).
5. Developing initiatives to close the gaps indicated by the FCP workforce analysis report.
6. Holding Employment Equity training sessions as per the Collective Agreement between Queen's University Faculty Association (QUFA) and Queen's University at Kingston.
7. Launching of the online equity reporting forms process.
8. Reporting Compliance for the JCAA as per the QUFA CA.
9. Developing appropriate processes for CRC and QNS processes.
10. Developing a process to address the PSAC 901 equity requirements.
11. Implementing of the Diversity to Inclusion Certificate Program.

### **Accessibility/AODA**

12. Implementing the Accessibility Framework.
13. Developing a strategic plan to move into a multi-year Accessibility Plan to meet compliance with AODA standards (policy development, mandated education).
14. Implementing the commitment to the Accessibility Hub.
15. Developing and monitoring training/workshops to comply with AODA regulations.

### **Education Equity**

16. Developing and implementing of educational equity indicators to assist units in strategic planning related to equity. (The Diversity and Equity Assessment and Planning (DEAP) Tool).
17. Generating QUQAP CPR reports.

As you will see in the pages ahead, equity reaches into many areas of our University community. The following report outlines the activities of the staff in the Equity Office for the year 2012.

## The Equity Office

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

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

In addition to the above mandate, the Equity Office is responsible for reporting on the 12 regulations under the Federal Contractors Program (FCP) as well reporting on the Accessibilities for Ontarians with Disabilities Act (AODA) regulations and standards.

## **The Equity Office Staff Compliment**

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

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

### **Jill Christie - Data Management and Administration**

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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 as well as the coordination of the UAE's schedule.

### **Meri Diamond - Administrative Assistant**

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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.

### **Heidi Penning - Equity Advisor**

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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.

### **Ekta Singh - Equity Advisor (on leave until Oct 2013)**

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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.

**Catherine Wells - Special Projects Officer**

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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.

**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.

**Zahra Remtulla****Student Office Assistant**

As a third 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.



Back row: Catherine Wells, Hazem Ahmed, Jill Christie and Shauna Shiels.  
Front row: Zhara Remtulla, Meri Diamond, Heidi Penning and Irène Bujara



## Employment Equity

Under the Employment Equity Act (1995), an employer must ensure that persons in designated groups (Aboriginal peoples, persons with disabilities, women and visible minorities) achieve a degree of representation in each occupational classification that reflects their representation in the Canadian workforce, or those segments of the Canadian workforce, “that are identifiable by qualification, eligibility or geography and from which the employer may reasonably be expected to draw employees.” The Federal Contractors Program (FCP) was developed by Human Resources Skills Development Canada (HRSDC) to enforce the compliance of large, provincially-regulated employers with the provisions of the Employment Equity Act. In 2012, the Federal Contractors Program applies to all provincially-regulated employers that have one hundred or more employees and that receive federal government contracts of \$200,000 or more. These “Federal Contractors”, including Queen’s University, are required to certify their commitment to employment equity by showing that they meet, or are taking measures that will enable them to meet, FCP criteria. In order to meet those criteria, the Equity office has initiated the development of many programs, practices and procedures in place.

The following are the 12 regulations that the University had an obligation to meet in 2012:

1. Adopt accountability mechanisms for employment equity and assign a senior official.
2. Communicate to employees regarding employment equity.
3. Consult and collaborate with bargaining agents and/or employee representatives.
4. Collect workforce information.
5. Complete a workforce analysis.
6. Complete an employment systems review.
7. Establish short-term and long-term goals.
8. Adopt measures to remove barriers.
9. Adopt special measures, positive policies and practices and reasonable accommodation measures.
10. Adopt monitoring procedures.
11. Make reasonable efforts and achieve reasonable progress.
12. Review and revise the employment equity plan.



## Committees

Queen's communicates information about employment equity to its employees, its students and to the general public through the work of the Council on Employment Equity (CEE) and the Federal Contractors Program Action Group (FCP AG) as well as other equity related committees.

**The Council on Employment Equity (CEE):** The CEE has a mandate from the Principal to assist the University in advancing employment equity. Representatives from the Queen's University Faculty Association, the Queen's University Staff association, the Aboriginal Council, and all Union locals at Queen's serve on the CEE. The CEE is coordinated by the Equity Advisor in the Equity Office.

The Council met five times in 2012-2013. The Council also introduced a new format to the meeting structure: the Council decided to have two *special* meetings a year that either engage the wider University community or educate its members. In November the Council hosted: *Your Passport to Understanding Equity at Queen's*. This event was intended to educate Queen's staff, faculty, and students about employment equity and the work of the Council. All union and staff groups participated. The second *special* meeting occurred in March. The Human Rights Office at Queen's University attended and requested feedback on the upcoming *Human Rights Training Module*. The module is intended to equip managers with the knowledge and skills to appropriately address human rights issues within their departments. CEE is currently in the process of approving a new Employment Equity Policy after union and staff association consultation and is hoping to have it finalized by the summer 2013. Pat Sullivan, representing QUSA, was a new member to the CEE.

The **Federal Contractor's Program Action Group (FCP AG)** is a sub-committee of the Council on Employment Equity and 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).



In order to achieve and maintain a representative workforce, the responsibilities of the FCP Action Group include:

1. To strategize around actionable changes to human resources practices and systems to eliminate barriers to the hiring, selection, promotion and training of designated group members
2. To ensure the implementation of special measures and actions to support the achievement of a representative workforce
3. To develop initiatives that would create a favourable work climate to support the successful inclusion and retention of members of designated groups
4. To link with monitoring bodies such as the Equity Office and the Council on Employment Equity

The FCP Action Group should include members representing:

- The Equity Office
- Human Resources
- The Council on Employment Equity

The FCP AG met ten (10) times in the academic year 2012/2013. The FCP AG participated in many activities, they: Worked to develop a process for Senior Search Hires, Collaborated with PPS on a pilot equity process for casual custodians positions, Revised and approved the Employment Equity Policy, Reviewed publications, Discussed ways to address gaps in the Compliance Report on Faculty Hiring. Consulted on the development of the Diveristy to Inclusion Certificate Program, Approved the 2012/2013 Employment Equity Timeline, Provided feedback for the Performance Dialogue Process, Reviewed the Training requirements for Senior Administrators as per the QUFA CA, Reviewed and gave feedback on the Harrassment, Discrimination and Acccommodation Policy, Identify the implications of the 2012 designated group representation rates, Reviewed and revised the new versions of the exit surveys. 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 at the University.

Members of the Equity Office are often requested to take part as members or resources on **other Committees** on and off campus, including: QNET, Teaching and Learning in Higher Education, Sociology Equity Committee, SONAD, Non-Academic Discipline Committee, FIPPA, the QUASR Advisory Committee, The Aboriginal Council and Working Groups, Kingston Community Legal Clinic, Municipal Accessibility Advisory Committee, City of Kingston Municipal Accessibility Advisory Committee, AMS Orientation Week.

The Director of the Equity Office takes part in various Advisory Committees to the Principal. In 2012 she participated in the searches or renewals of the Dean of Engineering and Applied Science, the University Secretary, the Dean of Graduate Studies, the Chief Communication Officer, the Dean of Arts and Science and the Dean of Law. As well, she participated on the Honorary Degrees Committee and the University Promotions Committee.



## Communications

The Achieving Employment Equity series as well as the Equity Office Year in Review and the Equity Office website are examples of communications by the Equity Office to provide employment equity information to the Queen's community.

**The Achieving Equity Series:** The first publication, *Achieving Employment Equity at Queen's, Part 1: Challenges*, introduced the concept of employment equity and its application to Queen's. The second publication, *Achieving Employment Equity at Queen's, Part 2: Snapshots*, compared the diversity of the Queen's workforce population to the diversity of the three domestic pools from which candidates are recruited (Canada, Ontario and the Kingston Census Metropolitan Area). The third report *Achieving Employment Equity at Queen's, Part 3: Ten Years in Review*, illustrates the representation of the designated groups, women, *Aboriginal peoples, racialized persons and persons with disabilities, in the workforce population at Queen's over the past decade*. The fourth report *Achieving Employment Equity at Queen's, Part 4: From Compliance to Inclusion* highlights a variety of innovative inclusion efforts and programs from various units across the University and the fifth report, *Achieving Employment Equity at Queen's, Part 5: Looking to the Future, Visible Minorities at Queen's*, is the first in a series that will examine the factors Queen's needs to consider if we are to achieve our employment equity goals in the future.

**Equity Matters @ Queen's:** The *Equity Matters @ Queen's* is a bi-monthly newsletter that provides 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.

During 2012, the Equity Office released four issues. They can be found at:

<http://www.queensu.ca/equity/publications/2012.html>

<b>May 2012</b>  The key themes of this issue are: <ul style="list-style-type: none"><li>▪ Religious Accommodation</li><li>▪ Employee Resource Groups at Queen's</li><li>▪ Queen's Council on Employment Equity</li></ul>	<b>July 2012</b>  The key themes of this issue are: <ul style="list-style-type: none"><li>▪ LGBTQ Terminology</li><li>▪ Building LGBTQ Inclusive Workplaces</li><li>▪ Gender Neutral Washrooms at Queen's</li></ul>
<b>October 2012</b>  The key themes of this issue are: <ul style="list-style-type: none"><li>▪ History of Women at Queen's</li><li>▪ Supporting Women in Post-secondary Education</li><li>▪ Women's Worth Week</li></ul>	<b>December 2012</b>  The key theme of this issue are: <ul style="list-style-type: none"><li>▪ Federal Contractors Program</li><li>▪ History of Employment Equity in Canada</li><li>▪ From Diversity to Inclusion in the Workplace Certificate Program</li></ul>



**The Equity Office website:** The website is regularly updated with the most current information pertaining to Employment Equity including:

- General information about employment equity and the Federal Contractors Program
- Frequently asked questions regarding employment equity
- Information about the *I Count Queen's Equity Census* for new hires
- A link to the exit survey for employees leaving the University
- Representation rates at Queen's using the data collected from the *I Count Queen's Equity Census*

The most viewed main pages on the EO website are: Training, Accessibility and Forms pages. (with over 3000 hits)

In 2012 the Equity Office worked with ITS to transform the website to the Queen's standard, webpublish. The new website can be found at <http://www.queensu.ca/equity>

### **The Equity Office Facebook Group**

The Queen's University Equity Office Facebook Page was launched on February 23, 2012 for the purpose of creating an inclusive and informative online forum. During 2012, our updates on Facebook page mainly served to communicate the following topics:

- ✚ Notification of important dates and community events/initiatives.
- ✚ Workshops, training, and information sessions held by the Equity Office
- ✚ Campaigns and initiatives run by the Equity Office
- ✚ Awards and ceremonies , including:
- ✚ Educational articles and other resources related to equity and human rights
- ✚ News, data, and fun facts about equity and human rights issues



## The Equity Listservs

The Equity Office manages two main listservs: The general Equity and the EE Rep listservs.

Employees are asked to participate on the Equity-L listserv at the time they are sent an *ICOUNT Queen's Equity Census*. The Equity-L listserv has 664 subscribers. In 2012, we communicated three times, through the Equity-L listserv: the Equity Matters newsletters, the CEE information fair and the request for nominees for the tri-awards.

After employees have completed the EE Rep training through the Equity Office they are automatically put on the EE Rep listserv. The EE Rep listserv has 398 subscribers. In 2012, we communicated twice to the EE Rep listserv: the reminder regarding posting exempt Adjuncts and the notification that the Faculty Appointments Database was going to be launched in the New Year.

## Equity Training

The Equity Office provides a variety of training sessions for faculty, staff and students through the year. Below are the scheduled training sessions, however the staff of the Equity Office are often asked to provide training on an ad hoc basis for example for the Aboriginal Council of Queen's University.

**From Diversity to Inclusion in the Workplace Certificate Program:** This program is a series of courses that seeks to engage Queen's staff and faculty in conversations, discovery and learning about diversity and equity and to provide resources, knowledge and tools required to make Queen's an inclusive campus. The program is made up of six core courses as well as two elective and two mandatory online courses. This new certificate program, commencing in January 2013 has already been well received by Queen's faculty and staff and continues to have more employees registering for the program.

The Certificate Program is jointly sponsored by Queen's Human Resources, the Queen's Human Rights Office and the Queen's Equity Office. The Certificate Program is open to Queen's employees interested in advancing their knowledge and skills in inclusive practices in the workplace. More information regarding the Certificate Program can be found on the equity office website at <http://www.queensu.ca/equity>

**New Staff Orientation Training:** This Orientation session is organized by Human Resources. The Equity Office provides this training to all new staff attending the Human Resources orientation session in 2012. There has been roughly 30 new staff in 2012 that attended this training.

**New Faculty Orientation:** This Orientation session is organized by the Faculty Relations Office. The Equity and Human Rights office delivers training and provides a training package to each new faculty member.



**QUFA Employment Equity Training:** Article 24 of the Collective Agreement (CA) between Queen's University Faculty Association (QUFA) and Queen's University at Kingston requires that members of all appointments and RTPC committees successfully complete a familiarization and training workshop that covers the "principles, objectives, recent history, best practices, and rules and institutional expectations with respect to employment equity." (Article 24.2.1). These workshops are provided by the Equity Office.

In 2012, the Equity Office offered eighteen training sessions under the QUFA CA. Of these, twelve were general training for Appointments/Renewal, Tenure, Promotion Continuing committee members and six were for Employment Equity Representatives. Throughout 2012, 106 faculty, staff and students participated in this training.

**Senior Search Hires:** The Director of the Equity and Human Rights Offices participates and delivers training to all senior administration hiring committees.

In 2012, the Equity Office participated in training and presentations in employment equity for: the Principal as well as the Vice-Principal Research.



## Collecting Workforce Information

In order to evaluate its progress in hiring and retention of the four designated groups, Queen's needs two types of data: self-identification and employment status classified by NOC and employment type. Queen's must also record instances of promotion and termination in relation to self-identification. Through the *I Count Queen's Equity Census*, Queen's University collects self-identification data on all new staff joining the organization. Existing employees are able to access and re-submit the survey at any time in order to update their self-identification information. The data from the *I Count Queen's Equity Census* and PeopleSoft are combined into an **Equity Data Warehouse** which is accessible only by Equity Office staff for FCP reporting purposes.

**The ICOUNT Queen's Equity Census:** The Census was administered three times in 2012 to a total of 367 new employees. The response and return rates were as follows:

Census #	Total Sent	Returned	Not Returned	Return Rate
#33	121	113	8	93.4%
#34	137	106	31	77.4%
#35	109	99	10	90.8%
<b>Total</b>	<b>367</b>	<b>318</b>	<b>49</b>	<b>86.6%</b>

**The PSAC Equity Census:** In 2012 PSAC 901 executive members approached the Equity Office and requested to be included in the staff census in effort to fulfill PSAC 901's Collective Agreement requirements. PSAC members are not required to complete a Census under the FCP because of the nature of their employment. However, in conjunction with the Equity Office and the PSAC 901 executive, a TA/TF census was created in order to assess the designated group profile of the PSAC 901 members. The current data profile of PSAC 901 members can be found below. The profile shows that some gaps do exist.

	Total	Females	Males	Aboriginal Peoples	Visible Minorities	Persons with Disabilities	No Response
Active TAs and TFs as of May 23, 2013 (%)	100.0%	46.8%	53.2%	0.8%	15.2%	4.8%	35.6%
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]		0.9771	N/A	0.2677	0.9926	0.9823	
Most under-represented ranking		2	N/A	1	4	3	





**Equity Data Warehouse (EDW):** The Equity Office and Queen's Information Technology Services designed the Equity Data Warehouse which allows Equity Office staff to query designated group representation data for any Unit or Department at the University on demand. The Equity Data Warehouse also ensures that Queen's University has complete control over the confidentiality of the *Count Queen's Equity Census* data. In addition, the Equity Data Warehouse facilitates the production of the input files required by Human Resources Skills Development Canada (HRSDC) Workplace Equity Information Management System (WEIMS). Due to the implementation of PeopleSoft all aspects of the EDW have not and are still not functional. The Equity Office is working with ITS to rectify the situation.

## Conducting a Workforce Analysis

Analyzing employment equity is more complicated than simply calculating the percentage representation of the four designated groups in the overall workforce of a given organization. It is also necessary to determine where, and to what extent, the designated groups are employed within the organization, their salary ranges and conditions of employment. It is important to detect whether members of designated groups are disproportionately employed in the lower-paying, more short-term and less stable positions. The Equity Office prepares an **FCP Annual Report** which includes a variety of reports that address the requirements of the FCP and looks at Full time, Part Time and temporary employees, broken down by Employment Equity Occupation Groups (EEOGs) as well as salary in order to address gaps in representation and conditions of employment.

The following table summarizes the representation rates for members of the designated groups at Queen's University from 2005 to 2012. The Canadian Workforce data is derived from Statistics Canada 2006 Census and the 2006 Participation and Activity Limitation Survey.

Designated Group Profile									
Designated Groups	2005	2006	2007	2008	2009	2010	2011	2012	Canadian Workforce
Women									
Academic	37.7%	36.9%	37.0%	37.8%	38.7%	38.3%	39.2%	40.1%	47.9%
Staff	65.3%	65.4%	65.9%	66.2%	65.5%	65.5%	66.1%	65.2%	
Aboriginal People									
Academic	0.7%	0.7%	0.9%	1.0%	0.9%	1.0%	0.9%	0.8%	3.1%
Staff	1.4%	1.4%	1.4%	1.5%	1.3%	1.3%	1.6%	1.6%	
Persons with Disabilities									
Academic	3.0%	2.9%	2.7%	2.6%	2.7%	2.5%	4.1%	4.4%	4.9%
Staff	4.1%	3.8%	3.8%	3.9%	3.6%	3.4%	5.3%	5.3%	
Visible Minorities									
Academic	11.7%	12.5%	11.3%	12.6%	12.9%	14.1%	12.3%	12.3%	15.3%
Staff	5.6%	5.2%	4.8%	5.4%	5.8%	6.2%	5.2%	5.5%	
Totals									
Total Academic	41.9%	41.6%	42.0%	41.8%	41.1%	41.5%	41.5%	41.1%	
Total Staff	58.1%	58.4%	58.0%	58.2%	58.9%	58.5%	58.5%	58.9%	



The following designated groups are significantly under-represented at Queen's in specific EEOGs:

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

Employment Equity Occupational Group (EEOG)	Women	Aboriginal peoples	Visible minorities	Persons with disabilities
1. Senior Managers	4	0	0	0
2. Middle and Other Managers	19	-3	-13	1
3. Professionals	-9	-7	-163	-6
4. Semi-Professionals and Technicians	4	5	-45	4
5. Supervisors	2	3	1	-2
6. Supervisors - Crafts and Trades	-1	0	-2	0
7. Administrative and Senior Clerical	29	2	-7	32
8. Skilled Sales and Service Personnel	0	0	-1	1
9. Skilled Crafts and Trades Workers	-1	0	-8	-3
10. Clerical Personnel	58	-1	-10	11
11. Intermediate Sales and Service	-3	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service Personnel	-39	-4	-8	-8
14. Other Manual Workers	-3	-1	0	0
Overall gap (hiring goal)	48	-10	-254	31



## The Employment Equity Plan

The Employment Equity Plan is developed on a yearly basis by the FCP Action Group and details the Employment Equity initiatives and reports on these annually. Within the plan is a timeline which outlines procedures and initiatives that the Equity Office supports and coordinates such as the Employment Equity Award, Employee Resource Groups, Senior Search Hiring and Exit Surveys.

**Employment Equity Plan:** The Employment Equity Plan timeline can be found here:  
[http://www.queensu.ca/equity/employment/fcp/action-group/EE\\_Timeline\\_1213.pdf](http://www.queensu.ca/equity/employment/fcp/action-group/EE_Timeline_1213.pdf)

The following projects were initiated as a result of the timeline:

**Employment Equity Award:** The Queen's Employment Equity Award is given annually to recognize and celebrate the achievements of individuals, groups, or organizations that through their ongoing diligence and commitment, are going above and beyond legislated requirements or their institutional mandate, thereby helping Queen's become a truly representative and inclusive workplace.

This year the Employment Equity Award goes to Dr. Mark Green. Mark served for 8 years as the Co-Chair of the Aboriginal Council for Queen's University. During his tenure he was effective in raising awareness of Aboriginal student issues and was involved in many initiatives that enhanced the climate here at Queen's for Aboriginal students, staff, and faculty.

Mark was instrumental in bringing the Aboriginal Access to Engineering Program to Queen's in 2011, the only program of its kind in Ontario. This program enables students of Aboriginal ancestry to pursue an education in engineering by offering academic and person support to Indigenous engineering students, as well as outreach to high school students. This program has enabled Queen's to recruit Aboriginal faculty and staff to the Faculty of Applied Science.

His work is reflective of his determination to eliminate barriers and see more Aboriginal students access post-secondary education and attend Queen's.





**Employee Resource Groups:** The Equity Office continues to research the possibility of implementing employee resource groups. Senior Administrators met with members of the Equity Office on September 21, 2012 to discuss this possibility. There are plans to launch lunch time ERGs in 2013.

**Exit Surveys:** To help ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an Equity Exit Survey. In 2012, the FCP AG began revising the Exit Surveys. More work needs to be done on ensuring past employees are aware of the exit survey and can access it accordingly.

**Staff Hiring Process:** In light of the significant gaps within the Other Sales and Service EEOG, Physical Plant Services is participating in a 2012-2013 pilot project, which will modify the current recruitment and hiring processes to include additional equity specific measures in the hiring of casual positions for custodians at Queen's. The aim is to diversify the candidate pool, give candidates an opportunity to self-identify, train members of hiring committees in employment equity and offer professional development in cultural competency to managers.

**Senior Search Hiring Procedures:** In 2012, the FCP AG, the Equity Office and the Council for Employment Equity put forward a Senior Search Strategy Proposal. The strategy includes measures that ensure that search firms chosen to recruit senior administrative candidates will have a proven record of successfully implementing equity and diversity measures in their searches. Moreover, it requires the consultants/leads to: attend the committee meeting which specifically speaks to employment equity as it pertains to that specific search, target candidates from equity-seeking groups in its search and put forward all qualified candidates from equity-seeking groups. If the firm does not bring forward any candidates from equity-seeking groups, the hiring committee will ask the firm to expand its search. The Strategy also requires the hiring committee to have an employment equity representative.

## **Monitoring and Compliance**

**Review of Employment Equity Policy:** The current Employment Equity Policy states that: "Queen's University is committed to fostering an institutional culture which recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University, by developing policies, programs, practices and traditions which facilitate their free, safe and full participation and by eliminating direct, indirect and systemic discrimination, particularly against members of disadvantaged groups" The policy can be found at:  
<http://www.queensu.ca/humanresources/policies/employment/employmentequity.html>

The FCP AG started reviewing the Employment Equity Policy in 2012 as it was outdated. The Group will revise the policy using the new policy framework provided by the Secretariat's Office.

**Monitoring under the Collective Agreement between Queen's University Faculty Association (QUFA) and Queen's University at Kingston:** the Equity Office is mandated to collect, track and report on equity data as it pertains to faculty applicants.

Section 24.4.4 of the Queen's University Faculty Association (QUFA) Collective Agreement (CA) states that:



*The Equity Office shall monitor the progress made in employment equity in the Bargaining Unit and report its findings annually to the Parties. The report of the Equity Office will document the progress made in meeting the goals of Article 24 and Article 9. The JCAA shall review the report of the Equity Office and shall (i) discuss means for improving employment equity, including striking a sub-committee on equity as appropriate, and (ii) report any recommendations for improving employment equity to the Council on Employment Equity and the Senate.*

Compliance reports from the Equity Office to the JCAA document the progress made in meeting the goals of the equity related Articles in the Collective Agreement. Hiring committees are responsible for submitting the equity reporting forms through the FAD as part of the equity process.

Working with Queen's Information Technology Services, the Equity Office created an online application to be used by EE Reps to be launched in January 2013.

This application, Faculty Applicant Database (FAD), replaces the paper version of the Equity Reporting Forms for new appointments. The EE Rep begins the monitoring process for faculty appointments by contacting the Equity Office to request access to the application.

Once access has been provided, the EE Rep enters the application and starts a competition (Step #1). This includes providing information regarding advertising as well as listing the members of the appointment committee.

Once the competition has been submitted, the Equity Office confirms that all committee members have attended the Appointments/RTPC workshop and that the advertisement statements are included. The competition will then be approved and the EE Rep will be sent a confidential Equity Data Profile to be used in accordance with the provisions of Article 24 of the QUFA Collective Agreement.

Next, the EE Rep begins to manage the candidates for the position (Step #2). The EE Rep is required to enter each applicant into the system, the system then generates an automatic email requesting that each applicant complete a self-identification questionnaire (self-id). All applicants to the position are asked to return a self-id questionnaire though disclosure of designated group status is voluntary. For those applicants who choose to indicate their designated group status, this information will appear moving forward as 'Y' or 'N'. For those applicants that choose not to disclose any self-id information the results will remain "O" for originally blank.

After the competition is closed, the EE Rep must then indicate the names of the shortlisted candidates. (Step #3) For each applicant the EE Rep must fill out the required information. Once all of the details for each applicant are complete, the EE Rep can continue.

After interviews have been conducted, and the EE Rep ensures that Committee discussions have taken equity considerations into account, the short and long listed candidates are put in rank order of recommendation. Next, the EE Rep records the rank order of the candidates, as determined by the appointment committee (Step #4).



The last step is to appoint the candidate. (Step #5) The EE Rep adds the appointee in the application after the individual has accepted the position. This section also gives the EE Reps an opportunity to record a collapsed process if that is the case. Once the EE Rep has applied the appointment they are required to enter the appointment details. Once the appointment details are complete, the EE Rep must print off the 'Checklist for the Dean' provided in the application and send to the Dean's Office.

The equity data is further used to inform the Employment Equity Representative (EE Rep) during the hiring process and the Equity Office in completing the annual compliance reports to the Joint Committee for the Administration of the Agreement (JCAA). The 2009-2011 Compliance report was sent to the JCAA in September 2012.

Year	Compliance with Equity Reporting Process
2003	33%
2004	61%
2005	73%
2006	86%
2007	76%
2008	86%
2009	80%
2010	63%
2011	75%
2012	68%

Compliance with the Equity Reporting Process has steadily improved however did decline in 2012. In searches that resulted in a candidate being hired, the process was followed only 33% of the time in 2003. By contrast, the process was followed 61% of the time in 2004 and 86% of the time in 2008. Notably, there was a decline to 63% in 2010 due to the inclusion of "Sessional Adjuncts" within the same reporting system.

Of the faculty hired in 2012, 68% of appointments committees were compliant in submitting equity reporting forms and completing an equity process. This is compared to 75% in 2011. The decline in compliance is due to term adjunct appointments. Many units are still not completing the equity process for Term Adjuncts. It is important to note that typically the lower the compliance rate for a Faculty or School the more term adjuncts are being hired.

Although the compliance rate overall is 68.2% there are Units that have achieved 100% compliance in 2012. The two Units to achieve 100% compliance with the reporting process were the School of Graduate Studies and the Faculty of Education.



The Equity Office is also responsible to ensure that the Equity Reporting Forms Process is compliant for renewal, tenure, promotion and continuing appointments for faculty, librarians and archivists at Queen's. This process is governed by Article 30 and 31 of the Collective Agreement. The procedures used in making such decisions should align with the equity principles articulated in Article 24. That is, committee members must recognize the need to promote equity in the employment of women, visible minorities, Aboriginal peoples, persons with disabilities and persons of any sexual orientation or gender identity. Moreover, the criteria used in evaluating candidates must be periodically reviewed to ensure that they do not systematically discriminate against designated group members or undervalue their work. (Article 30.2.3, 31.2.3).

Employment equity principles guide the Renewal, Tenure, Promotion and Continuing appointments (hereinafter "RTPC") process through the training that each committee member is required to receive. (Article 24.1). Moreover, as in appointment committees, every RTPC committee must have one member who takes additional training to act as the Employment Equity Representative. (Article 30.2.3, 31.2.3). Therefore, equity considerations are communicated to participants of the RTPC process in much the same way it is in the hiring of new faculty, librarians and archivists. In fact, the training has been offered jointly for both types of processes for the past seven years. However, as described below, the Equity Office's monitoring of equity in the RTPC process is quite different from that of New Hires. Currently, the Equity Reporting Forms for the RTPC process consists of the following steps:

**Step #1: Review Collective Agreement Articles 9, 24, 28-32**

**Step #2: Complete Form 1, training compliance**

**Step #3: Complete Form 2, equity based considerations made during the evaluation process**

Although the applicant in a RTPC process is not invited to complete a self-identification form, the committee must keep in mind equity principals as well as specific sections of the CA related to equity including: Aboriginal representation under Appendix O, leaves due to family responsibilities and Accommodations for Human Rights issues.

Year	Compliance with Equity Reporting Process
2009	77%
2010	98%
2011	99%
2012	95%

In 2009, 77% of all RTPC committees returned the Equity Reporting Forms to the Equity Office. In 2010, this figure had climbed to 98% and climbed again in 2011 to 99%. We did see a slight decrease in compliance in 2012 due to one School not completing the process.





## Accessibility

The Ontarians with Disabilities Act, 2001 (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document such actions within an accessibility plan. In 2005, a second piece of legislation, the Accessibility for Ontarians with Disabilities Act (AODA) was enacted to further qualify the ODA and serve as a framework for the establishment of accessibility standards in five areas: customer service, information & communications, transportation, employment, and the built environment. The standards support the principles of the AODA to ensure dignity, integration, independence, and equal opportunity and each has specific timelines for implementation.

Compliance with the ODA and AODA is required and are in place for the purpose of ensuring that the institution is accessible to persons with disabilities. Implementation is being phased in over time to achieve the Provincial government objective of a fully accessible province by 2025.

## Accessibility Framework

The Comprehensive Strategic Framework for Accessibility that was put into place in 2012 enables the development and implementation of an Accessibility Plan that serves the university in the following ways:

1. To develop plans to address accessibility in five priority areas
2. To establish shared accountability and responsibility for accessibility for persons with disabilities at Queen's University, including funding accessibility-related expenses through standard operating budgets and identifying other sources of revenue streams
3. To provide educational opportunities about accessibility to improve understanding of accessibility issues and the university obligations in accessibility compliance
4. To continue efforts to incorporate accessibility issues in university diversity initiatives

In preparing accessibility plans, the following are requirements that must be addressed:

- The Plan must report on the measures the University has taken to identify, remove, and prevent barriers to persons with disabilities
- The Plan must describe the measures in place to ensure that the University assesses its policies, practices, programs, and services to determine their effect on accessibility for persons with disabilities
- The Plan must describe the measures the University intends to take in the coming years to identify, remove, and prevent barriers to persons with disabilities
- The University must make the Plan and its status reports available to the public and in an alternative format upon request





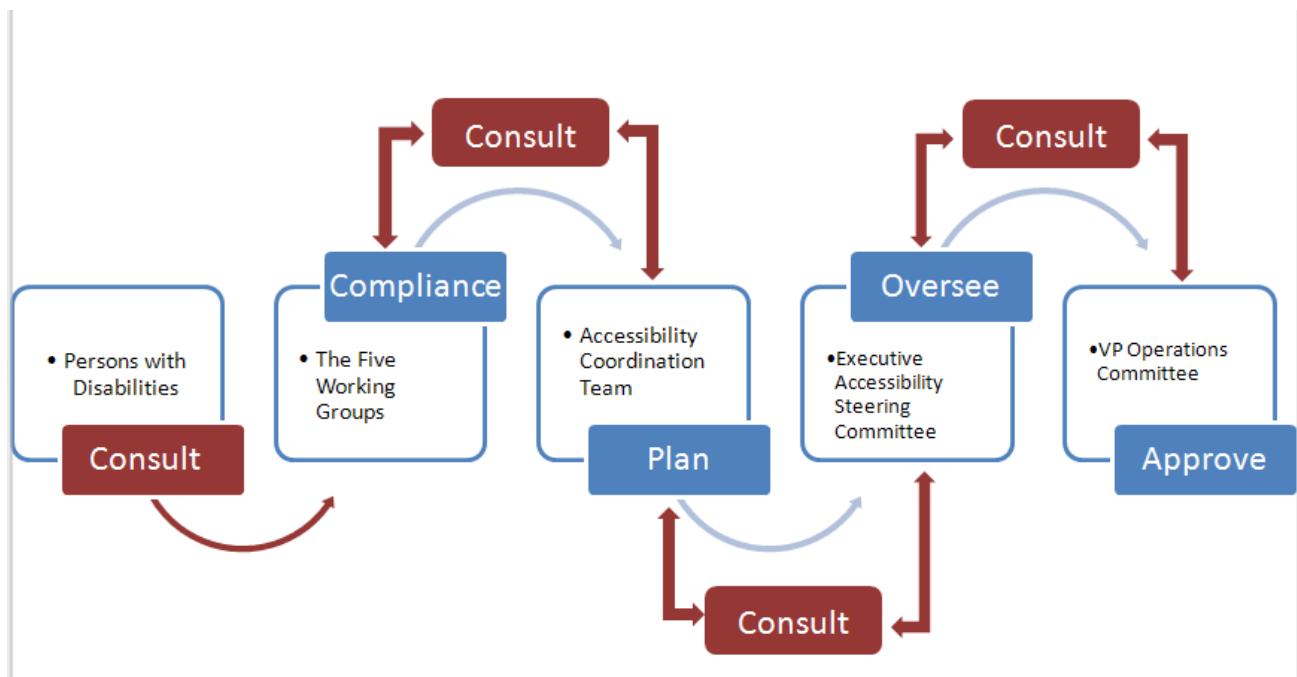
The purpose of this required activity is to outline the University's strategy to prevent and remove barriers and meet our requirements under the AODA and its Regulations. The Plan's progress is to be reviewed and reported on annually such that additional initiatives identified as priorities can be added.

Five Working Groups have been put in place comprised of members with direct responsibility and expertise as it pertains to accessibility requirements and identified priorities. Each Group also has a member that self-identifies as living with a disability and holds a particular interest in the Group's area of focus. These consist of the following:

1. [Customer Service Working Group](#)
2. [Information and Communications Working Group](#)
3. [Employment Working Group](#)
4. [Built Environment Working Group](#)
5. [Education, Training, and Awareness Working Group](#)

An [Accessibility Coordination Team](#) provides harmonization and is responsible for the development of comprehensive and integrated Accessibility Plans. An [Executive Accessibility Steering Committee](#), comprised of a small team of key University senior administrators and students, is charged with the oversight of accessibility compliance. Ultimate approval of the Accessibility Plans rests with the Vice-Principals' Operations Group (VPOC).

## THE FRAMEWORK





The Equity Office coordinates all of the groups mentioned above. See below for the total number of meetings held during 2012.

Type of Meeting	# of Times Met in 2012	Dates
Customer Service Working Group	1	Oct 5, 2012
Information and Communications Group	3	Sept 12, 2012 Oct 3, 2012 Nov 16, 2012
Built Environment Group	2	Oct 16, 2012 Nov 20, 2012
Accessibility Coordination Team	2	Aug 1, 2012 Nov 19, 2012
Executive Accessibility Steering Committee	2	Jun 26, 2012 Dec 10, 2012

### **AODA Requirements 2012 Achievements**

In its role to guide the Queen's accessibility mandate and put plans into action, the Accessibility Framework has continued the process toward compliance with the AODA and building an accessible and inclusive environment. Some key accomplishments are outlined below.

### **Consulting Persons with Disabilities and the Broader Community**

Queen's strives to improve its ability to consult, engage, listen, and reframe accessibility issues so that the results of our work better meet the expectations and needs of persons with disabilities. In addition to having persons with disabilities participating on all of our Working Groups, the University has undertaken several key initiatives towards improving engagement with persons who are affected by or interested in accessibility matters at Queen's. Offering an accessible public engagement process helps the university make more informed decisions. It also helps members of the Queen's community better understand the complexities of accessibility planning and thereby builds support for the university's efforts.

In March of 2012 the Equity Office facilitated an Accessibility Town Hall with the aim of rallying the Queen's community around building an inclusive community. The ensuing [report](#) outlines in some detail emergent themes and ideas from the community on increased collaboration and barrier removal and prevention.

The month of October in 2012 marked the launch of a series of Accessibility Cafés, also facilitated by the Equity Office. Grounded in appreciative inquiry<sup>1</sup>, the Cafés were thematic with a shared goal of

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<sup>1</sup> Appreciative Inquiry: Discovery (Appreciating "The Best of What Is") → Dream (Envisioning "What Could Be") → Design (Co-Constructing "What Should Be") → Destiny (Sustaining "What Will Be")



beginning an ongoing and inclusive dialogue. Themes included: envisioning the roadmap to accessibility, accessible instruction for educators, considering accessibility in building residences, and creating an inclusive environment for students.

In collaboration with Queen's Communications, an Accessibility Communications Strategy was developed and is implemented on an on-going basis with the following communication objectives:

- Build awareness about accessibility
- Inform our communities about accessibility initiatives happening at the University
- Demonstrate and support compliance with AODA legislation as it applies to the University
- Engage the Queen's community in creating an environment that ensures everyone has a full and enriching Queen's experience
- Integrate with an accessibility marketing campaign or strategy as it develops and is implemented

Communications about the achievements of the Accessibility Framework can be found at:

[Sparkling a Discussion on Accessibility](#)

[Accessibility Town Hall Yields Vital Information](#)

[Working Groups Address Accessibility Issues](#)

[Toward a More Accessible Physical Campus](#)

[Groups Focuses on Creating More Inclusive Workplaces](#)

[Group Seeks to Make Information Accessible to All](#)

[Accessibility Team Works to Create Positive Change](#)

[Emergency Response Plans Promote Accessibility](#)

[Accessibility Café Will Examine Barriers, From Application to Graduation](#)

## **Accessibility 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, 12,413 staff, faculty, students and third parties contracting with the University have taken the online training. 3,333 of these took the training in 2012.

The AODA requires that we keep a record of the training provided, including the dates on which the training is provided and the number of individuals to whom it is provided. We are obliged to report to the government if requested to do so.

All employees and volunteers will be encouraged and be provided with opportunities to access all available AODA training. However for the purposes of tracking compliance of our employees, the Equity Office adheres to the Federal Contractors Program criteria: Employees are defined as those earning a salary and that are employed by the university for more than 12 weeks and/or work more than 14 hours per week (excludes Adjunct 1's, Affiliates, Associates, Co-op Students, Guests, and Casual employees).



The table below indicates the percentage of active employees that have completed the customer service training as of June 13, 2013.

	Total	Completed	Percentage
<b>Active employees, June 13, 2013</b>	4375	3409	77.9%

### **Customer Service**

Queen's is committed to ensuring that persons with disabilities receive an equitable and effective experience that accommodates their needs. In addition to the benefits of the training discussed above for community members, several initiatives address customer service requirements:

- The Policy Advisory Subcommittee that was recently created by, and advisory to, the Vice-Principals' Operations Committee ensures consistency and coordination in the development, approval, and administration of all policies that have university-wide implications. Policies, procedures, and/or guidelines are recommended for approval only when the committee is satisfied that there are no adverse implications for accessibility, equity, and human rights.
- Accessibility feedback mechanisms continue to remain in place. The Equity Office is responsible for receiving the feedback, then directing the issue to the appropriate department for action and follow-up. In addition, such feedback is brought to the appropriate Working Group's attention for both monitoring purposes and consideration for future planning.
- An over-arching AODA policy and statement of organizational commitment is being developed.

### **Procurement**

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

- Strategic Procurement Services has developed a university-approved procurement policy that describes and sets out procedures for considering the needs of persons with disabilities when procuring or acquiring goods, services, and/or facilities, including but not limited to, self-service kiosks.
- A Learning Development Plan is being developed to ensure compliance and continuous improvement in university-wide procurement practices.



## **Information & Communications**

Communicating and providing information in ways that work for all is another cornerstone of building an accessible organization. The following initiatives address this requirement:

- Environmental Health & Safety and Campus Security have each placed an accessibility statement on their websites alerting the public that information concerning emergency procedures, plans, and public safety, is available in alternate formats or with appropriate communication supports upon request.
- Educational or training resources or materials must be provided in accessible formats upon request.
- An accessibility statement has been posted on the Office of the University Registrar website and in its newsletter, View book, and Guide to Registration and Fees that informs both current and prospective students and their families that student records and information on program requirements can be provided in accessible formats upon request.
- An Information & Communications Accessibility Scan & Gap Analysis Report has been completed and received by the Vice-Principals' Operations Committee (VPOC). The report reviews the current Queen's environment pertaining to information and communication accessibility. It outlines existing Queen's environment and external initiatives that could help meet future demands and identifies service strengths and gaps. The report provides recommendations for addressing these gaps.

## **Employment**

The process of finding, getting and keeping a position must be inclusive and accessible in order to build an engaged and effective workforce at Queen's. The following initiatives address this requirement:

- As required, individual workplace emergency response plans have been developed for employees with disabilities.
- An 'Accommodation in the Workplace Policy' is being developed.

## **Built Environment**

Queen's is committed to greater accessibility for accessing, exiting and navigating through and around our facilities. Initiatives to achieve this include the following:

- Queen's University was successful in its application for funding from The Government of Canada as part of the Enabling Accessibility Fund – Small Projects. The project is to create a new single-user, accessible washroom near the main student street in Mackintosh-Corry Hall.
- Queen's University is updating its 2002 Campus Plan. The new Campus Master Plan (CMP) will establish a vision and framework to guide how the university will physically change over the next 10 to 15 years. Achieving barrier-free accessibility ensures usability by the broadest possible range of persons. The principles of universal design incorporated into space planning have been recommended by the Accessibility Built Environment Working Group.
- Launched in May 2012, the Library and Archives Master Plan (LAMP) project is integrated with the Campus Master Plan. When completed, LAMP will provide high-level options and recommendations for the development of the Library's and Archives' facilities. Again, the principles of universal design incorporated into space planning have been recommended.



## Education, Training, & Awareness

Queen's recognizes the importance of collaboration in order to share and gain expertise. We continue to strengthen our capacity to inform, educate, raise awareness, and involve both persons with and without disabilities on and off campus. The following initiatives have been undertaken:

- In addition to Accessible Customer Service, there are now three more training requirements. All three are expected to be launched the Fall of 2013.
  - Accessible Instruction for Educators
    - All educators are required to take this training
    - The University of Ontario Institute of Technology has given us permission to use their online tool
    - Marketing and the Equity Office have been coordinating the video-taping of key faculty, staff, and students to develop videos that will be inserted into the online tool
  - Human Rights 101
    - All faculty, staff, students, volunteers, and any other persons who provide goods, services or facilities on behalf of Queen's is required to take this training
    - The Ontario Human Rights Commission has given up permission to use their online tool
    - This [training](#) is up on the Equity Office website already
  - Integrated Accessibility Standards Regulation
    - All faculty, staff, students, volunteers, and any other persons who provide goods, services or facilities on behalf of Queen's is required to take this training
    - Will be accessed through Moodle, courtesy of Access Forward and Curriculum Services Canada who developed the tool
- The following definition of 'educator' was approved by the Executive Accessibility Steering Committee:
  - At Queen's we consider educators to be individuals who participate in the creation, development, delivery or assessment of learning materials to Queen's students. This definition includes all tenure-stream faculty, continuing and term adjuncts, graduate teaching fellows, teaching assistants, librarians, and program/course developers as well as IT staff who assist in the development of online courses. We also consider professional learning instructors and developers who work with and for staff, faculty, and other Queen's personal to be educators.
- The 'From Diversity to Inclusion in the Workplace' Certificate Program co-developed between Human Resources and the Equity and Human Rights Offices was launched. This Program includes courses examining accessibility in the workplace, amongst others.



## The Steve Cutway Accessibility Award

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. The Equity Office coordinates the nominating group as well as the event. The 2012 Steve Cutway Accessibility Award was awarded to Kathy Jackson.

Kathy is a well-known educator with the School of Kinesiology, and is an advocate and volunteer dedicated to raising awareness around the physical and recreational needs of individuals with disabilities.

Kathy's volunteer activities are many in Kingston and Area. At Queen's she is the Staff Advisor to arguably one of the best Queen's led events; the Winter Adapted Games (WAG). Dozens of students from Kinesiology and Health Studies and the School of Rehabilitation Therapy are matched with children and youth in the Kingston area living with a disability and together they participate in a fun-filled day of non-competitive games and activities. The impact that WAG has on Queen's students and Kingston-area youth is long lasting and a perfect example of engaging Queen's students through the broader learning environment.



## AODA Requirements 2013 and Beyond

The following charts indicate the AODA requirements that directly affect Queen's University from 2013 to the last requirement in 2021.

### General Requirements

Timeline	Requirement
January 1, 2013	<ol style="list-style-type: none"> <li><b>Preparation</b> of a multi-year accessibility plan at least once every 5 years done in consultation with persons with disabilities</li> <li><b>Development</b> of written policies and a statement of organizational commitment</li> <li><b>Submission</b> of annual compliance reports and posting of reports on website</li> <li><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)</li> <li><b>Incorporation</b> of accessibility features when designing, procuring or acquiring self-serve kiosks</li> </ol>
January 1, 2014	<ol style="list-style-type: none"> <li><b>Training</b> all employees, volunteers, policy developers, and all others who may provide goods or services on behalf of Queen's on the Regulation and on the Human Rights Code, a record of the training provided shall be kept</li> </ol>



## Employment

Timeline	Requirement
January 1, 2014	<ol style="list-style-type: none"> <li>1. <b>Accommodation</b> of persons with disabilities in the recruitment, assessment and selection process</li> <li>2. <b>Provision</b> of accessible formats and communications supports for employment</li> <li>3. <b>Documented</b> individual accommodation plans</li> <li>4. <b>Return</b> to work process for employees who have absent from work due to disability</li> <li>5. <b>Performance</b> management processes in respect of employees with disabilities</li> <li>6. <b>Career</b> development and advancement of employees with disabilities</li> <li>7. <b>Redeployment</b> of employees with disabilities</li> </ol>

## Built Environment

Timeline	Requirement
January 1, 2016	<ol style="list-style-type: none"> <li>1. Newly constructed and redeveloped outdoor public use eating areas shall adhere to accessibility</li> <li>2. Newly constructed and redeveloped exterior paths of travel shall adhere to accessibility requirements</li> <li>3. Newly constructed and redeveloped off-street parking facilities and on-street parking spaces shall adhere to accessibility requirements</li> <li>4. New service counters (inclusive of replacing existing service counters) shall adhere to accessibility requirements</li> <li>5. Fixed queuing guides shall adhere to accessibility requirements</li> <li>6. Newly constructed or redeveloped waiting area where the seating is fixed to the floor shall adhere to accessibility requirements</li> <li>7. Queen's Accessibility Plan shall include procedures for preventative and emergency maintenance of accessible elements in public spaces and procedures for dealing with temporary disruptions when required accessible elements are not in working order</li> </ol>

## Information and Communications

Timeline	Requirement
January 1, 2013	<ol style="list-style-type: none"> <li>1. Procurement 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</li> <li>2. Provision of student records and information on program requirements, availability and descriptions in an accessible format</li> <li>3. Accessibility awareness training related to accessible program or course delivery and instruction provided to educators</li> </ol>
January 1, 2014	<ol style="list-style-type: none"> <li>4. Ensuring our feedback processes are accessible to persons with disabilities</li> <li>5. Ensuring new internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0., initially at Level A</li> </ol>
January 1, 2015	<ol style="list-style-type: none"> <li>6. Provision of accessible formats and communication supports for persons with disabilities, upon request</li> </ol>





Timeline	Requirement
	<ol style="list-style-type: none"><li>7. Make available, upon request, accessible or conversion ready versions of textbooks</li><li>8. Where available, our Libraries will be required to provide an accessible or conversion ready format of print-based resources or materials, upon request (some exceptions)</li></ol>
January 1, 2020	<ol style="list-style-type: none"><li>9. Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources</li><li>10. 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)</li></ol>
January 1, 2021	<ol style="list-style-type: none"><li>11. Ensure all internet website and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0 Level AA (some exceptions)</li></ol>

Failure to meet these requirements could lead to a non-compliance designation and could result in financial implications for the University.



## Educational Equity/QUQAP

### The Senate Educational Equity Committee (SEEC)

The Senate Educational Equity Committee is responsible for academic equity-related policy in all matters pertaining to the academic mission of the University.

The responsibilities of the Committee include:

- Assisting in broadening campus community awareness of principles, goals and benefits of educational equity;
- Promoting activities that foster a safe, supportive and inclusive campus community that values diversity;
- Promoting opportunities to share experiences and diverse perspectives among campus members;
- Reviewing and, where necessary, recommending revision to existing policy or the creation of new policy related to educational equity;
- Initiating, recommending and overseeing research to inform the development or implementation of recommendations regarding educational equity-related policy;
- Setting up subcommittees or task forces and inviting such representatives necessary to ensure the participation of equity interest groups at Queen's in the work of the Committee;
- Encouraging and supporting academic units in developing and implementing educational equity plans;
- Receiving reports from the responsible administrative bodies on the effectiveness of the implementation and administration of educational equity-related policy;
- Coordinating the execution of its responsibilities with other bodies at Queen's responsible for equity-related policy and with the officers of the University who have responsibility for the implementation of equity-related policy.
- Report at least annually to the Senate on the work and activities of the Committee

The SEEC met nine times during the 2012-2013 academic year. The majority of the Committee's focus was on the creation of the Diversity and Equity Assessment and Planning (DEAP) Tool. The tool is being developed in order to fulfill SEEC's mandate to assist units in responding comprehensively to the various reports related to equity, diversity and inclusivity at Queen's as well as the most recent academic and research plans adopted by Senate.

In addition to the work mentioned above, the SEEC also discussed ways to respond to equity related reports, programs, policies and initiatives on campus, such as:

1. Admission of Students: Interest Student Category
2. The Diversity and Equity Taskforce (DET)
3. The Procedural Fairness Guide for University Decision Makers
4. The Human Rights Office Report 2010-2011
5. The Queen's National Scholar Program
6. The Queen's General Bursary



7. The Accommodation Statement on Course Syllabi
8. The Student Applicant Equity Census
9. Harassment and Equity Complaints process

To further the discussions SEEC invited the following individuals:

- B. Ravenscroft, Associate Dean, Faculty of Arts and Science, to attend the November SEEC meeting to discuss the Interest Student Category.
- L. Viswanathan, Assistant Professor, Urban and Regional Planning and a member of the Educational, Training and Awareness Working Group, to attend the March SEEC meeting to discuss the accommodation statement on the syllabi.
- H. Penning, Equity Advisor, to attend the April SEEC meeting to discuss the accommodation statement on the syllabi.
- J. Metcalf, University Registrar, to attend the April SEEC meeting to discuss the Student Applicant Equity Census, the Queen's General Bursary as well as the Interest Student Category.
- J. Whittaker, President, Arts and Science Undergraduate Society to the April meeting to discuss harassment and equity complaints process.

#### **NEW MEMBERSHIP**

The SEEC was pleased to have five newly elected members join the Committee, J. Cui, T. He, V. McCourt, L. Purda-Heeler and T. Tang. Also, the SEEC had a new Equity Office designate, S. Shiels, a new Provost designate, G. Smith, a new AMS representative, K. Conway a new SGPS representative T. Lui and a new Chair, M. Blennerhassett.

#### **FUTURE ACTIONS**

The SEEC's future work will focus on:

- Implementing the DEAP Tool.
- Working with the Office of the Provost and Vice-Principal (Academic) on a template for the QNS program.
- Commenting on the Aboriginal Council report
- Providing feedback on the internationalization plan as it is developed
- Providing feedback on the amendment of the Graduate completion times



## The Student Applicant Census

Since 1999, the Applicant Equity Census has been administered to all students applying to undergraduate and graduate programs in participating faculties at Queen's University. The Census asks applicants to voluntarily indicate whether they identify in one of the Queen's designated groups: women, Aboriginal peoples, persons with a disabilities, and/or visible minorities as well as identities related to sexual orientation and gender. It also seeks to determine the overall socio-economic makeup of applicants by asking for information on family gross income, the level of parental education and the size of the applicant's home town. Responses are not used in the admission selection process; rather, the collected information is utilized for planning purposes in the pursuit of educational equity.

From its inception, the student census has been coordinated by both the Equity Office, Office of the University Registrar and the Office of Institutional Research and Planning. Queen's University has broadened the scope of the Census over the years. In 2007, the Faculty of Law, the Faculty of Education and graduate students were incorporated into the process.

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

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



The 2011/2012 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below. The population surveyed was 22,797. 5,587 applicants responded to the survey, a 24.5% return rate. A summary table of the annual census results from 2007 to 2012 is available on the website of the Office of Institutional Research and Planning.

<http://www.queensu.ca/irp/accountability/surveys/EquitySummary2012.pdf>

Designated Groups	Applicants	Offers	Registered
Women	3,341	2,123	873
	59.8%	64.0%	65.8%
Aboriginal Peoples	85	43	18
	1.5%	1.3%	1.4%
Persons with Disabilities	582	312	110
	10.4%	9.4%	8.3%
Visible Minorities	2,358	1,223	358
	42.2%	36.8%	27.0%
Total	5,587	3,319	1,327

## 2012 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.

Students	Total	Women	Males	Visible Minorities	Aboriginal Peoples	Persons with Disabilities
Undergraduate	19,861	12,101	7,760	1,079	32	302
	82.0%	60.9%	39.1%	5.4%	0.2%	1.5%
Graduate	4,181	2,039	2,142	273	19	89
	18.0%	48.8%	51.2%	6.5%	0.5%	2.1%
Total	24,042	14,140	9,902	1,352	51	391
	100.0%	58.8%	41.2%	5.6%	0.2%	1.6%
Canadian Population	100.0%	51.0%	49.0%	16.0%	3.7%	14.0%
Canadian Population 15-24	100.0%	50.5%	49.5%	13.5%	5.0%	4.7%
Ontario Population 15-24	100.0%	50.0%	50.0%	15.3%	2.5%	5.3%
Most under-represented calc.	N/A	1.1645	N/A	0.4166	0.0424	0.3460
Most under-represented ranking	N/A	N/A	N/A	3	<b>1</b>	2

Neither sets of data gives us a definitive of the student population. Therefore, the SEEC is considering the need for a student survey of our current population.



## Queens University Quality Assurance Process

Cyclical Program Reviews (CPRs) are internal evaluations of Queen's undergraduate and graduate academic programs with the objectives to ensure academic quality and integrity at Queen's University. It is monitored through the Queen's University Quality Assurance Processes (QUQAPs), which is mandated by the Council of Ontario Universities (COU) in consultation with the Ministry of Training, Colleges and Universities (MTCU). Each program under review is required to map discipline-specific outcomes onto articulated Degree Level Expectations (DLEs) through the following five major components of QUQAPs:

- Self-Study
- Evaluation (peer review) by a Review Team
- Internal responses from the Unit Head(s) and appropriate Dean(s)
- Analysis of program review reports by the Senate CPR Committee
- Provost's recommendations and plans to implement, monitor and follow-up on those recommendations

According to Section 6 of the CPR Self Study Form entitled *Equity, Diversity and Accessibility*, all departments are required to take equity into considerations and provide information on "how the Program(s) has/have addressed the University's equity goals including the mechanisms by which the Program(s) addresses equity issues; any identified inequities; the most recent equity audit; relevant questions from USAT and from Exit Polls [and] information about approaches to achieve equitable representation for equity-seeking groups within the Program, including within the student body as well as staff and faculty complements."

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

1. A brief analysis of the key equity findings
2. Most under represented ranking for faculty and staff
3. A workforce analysis summary report
4. Compliance with the Equity Process (QUFA)
5. Designated Group Representation in Appointments Process (QUFA)
6. Compliance with the Equity Training (QUFA)
7. Equity Training Report (QUFA)
8. Accessible Customer Service Training Report
9. Most under represented ranking for students
10. Diversity Scorecard Template

The Equity Office provided detailed reports for five (5) units undergoing the CPR. The Director also met with each unit in order to assist the unit in providing information on how the Program has addressed the University's equity goals in accordance with Section 6 of the Cyclical Program Review Self Study entitled *Equity, Diversity and Accessibility*.



## **What to Expect in 2013**

The Queen's Equity Office will continue developing the following initiatives, many in collaboration with cognate units and/or equity seeking community groups:

### **The Faculty Applicant Database (FAD)**

In order to assist faculties in increasing their compliance and to ensure that the process is initiated at the appropriate time, the Faculty Appointments Database (FAD) has replaced the paper version of the Equity Reporting Forms. The EE Rep will need to begin the process by contacting the [Equity Office](#) for initial access to the application. Check the [FAD Manual \(Word, 5.6MB\)](#) for details on how to use the application.

### **Accessibility Hub**

The Office is currently working on consolidating information from both internal and external accessibility resources and creating a consistent online community that will allow Queen's staff, students, faculty, and visitors with and without disabilities to be informed of how they can provide support and feedback concerning accessibility. The Hub will be launched in the fall of 2013.

### **Cyclical Program Reviews**

The Office will continue supporting the Cyclical Program Reviews and ensuring their alignments with the QUQAPs. The goal is to complete the creation of the Diversity and Equity Assessment and Planning (DEAP) Tool which will assist units in completing the requirements of processes such as the CPRs.

### **Human Rights Training Module**

The Ontario Human Rights Commission has given Queen's access to their HRO 101 online course. The Office and ITServics are in the process of implementing full access for the Queen's community.

### **Employee Resource Groups**

The Office has been discussing the possibility of implementing employee resource groups with senior administrators. In partnership with the Human Rights Office, the launch of lunch time ERGs is planned for 2013.

### **Hiring Processes**

Physical Plant Services will begin participation in a pilot project, which will modify the current recruitment and hiring processes to include additional equity specific measures in the hiring of casual positions for custodians at Queen's. The Equity Office, the FCP AG and the Council for Employment Equity will continue the development of a put forward a Senior Search Strategy Proposal.

### **Achieving Equity and Equity Matters @ Queen's**

The Office will continue publishing electronic newsletters and presenting informative materials to engage the University community's members in discussing and participating in equity issues.

### **Diversity and Equity Assessment and Planning Tool (DEAP)**

The Director of the Equity and Human Rights Offices will meet with each Dean in 2013 to receive feedback on the implementation of the DEAP Tool.



## Conclusion

The Equity Office has dedicated a great amount of effort in developing and implementing a variety of programs to facilitate the participation of staff and faculty's with equity processes, as well as to ensure the University's commitment to achieving inclusivity in all three facets of the Universities equity related obligations: employment equity, accessibility, and education equity.

**Employment Equity:** Through the involvement of the Equity Office on various equity related committees, our use of communication tools, the development of training as well as the collection and analysis of workforce information, the Equity Office has been ensuring that the University has all the tools it requires to be compliant with its equity obligation.

**Accessibility:** With respect to accessibility, the Equity Office has been working on implementing a framework to assist in the development of accessibility policies, trainings, accommodation plans, resources, and different support channels for persons with disabilities in the University community. Based on the priorities identified in AODA Framework, five working groups have been established along with events such as the Accessibility Town Halls and Cafés to promote active discussions about issues and implementation strategies related to accessibility.

**Education Equity:** In collaboration with the SEEC, the Equity Office has been assisting units with the Cyclical Program Reviews, gathering student applicant data, and administrating other matters pertaining to education equity.

Working with Senior Administrators, the Equity Office will continue working towards achieving the Universities goals of increasing equity competencies in the areas of Employment Equity, Accessibility and Education Equity.