The Equity Office

Annual Report

2013

A Year in Review

Queen's University
B513 Mackintosh Corry Hall
613-533-2563
equity@queensu.ca
http://www.queensu.ca/equity

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Equity Office
Mackintosh-Corry Hall,
Room B513 Queen's University

613-533-2563
equity@queensu.ca
www.queensu.ca/equity

Alternative formats of this report are available on request

Table of Contents

Executive Summary

The Equity Office has several functions: To ensure compliance with the University's legal obligations under the federally mandated Federal Contractors Program and the provincially mandated Accessibility for Ontarians with Disabilities Act, 2005 (AODA), to ensure compliance with various collective agreement obligations, including those of the QUFA – Queen's University C.A, and the PSAC – Queen's University C.A., to ensure compliance with Senate obligations, including the mandate of the Senate Educational Equity Committee, to ensure compliance with various policy obligations, such as Queen's University Employment Equity policy, to facilitate the University's response to various equity-related reports, such as the Helen Breslauer review, the Frances Henry review, and the D.A.R.E. and D.E.T. reviews and to address systemic equity issues as they arise.

Our goals are to ensure 100% compliance with: the University's legal obligations, University Senate mandated obligations (in particular under the Senate Educational Equity Committee mandate), the Collective Agreement obligations as well as any obligations under arbitration orders and equity related policy obligations. Our goals are also to ensure that the University is able to respond to the increasing diversity in our community at an institutional level and to respond to equity related priorities and initiatives identified in the University's Academic and Research Plans.

All of our activities are designed to reach compliance with legal and policy obligations in a manner that complements the pillars identified in the Academic Plan: in particular those entitled 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.

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 4 requirements under the Federal Contractors Program (FCP) as well reporting on the Accessibility for Ontarians with Disabilities Act (AODA) regulations and standards, as well as training and data collection mandated by Collective Agreements.

The Equity Office Staff Compliment

Irène Bujara – University Advisor on Equity
bujarai@queensu.ca - ext. 75166
Irène Bujara is the Director of the Equity and Human Rights Offices. 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, and has worked with the National Association of Women and the Law as well as the University of Ottawa's Human Rights Education and Research Centre.

Jill Christie - Data Management and Administration
jjc@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 as well as the coordination of the UAE's schedule.

Meri Diamond - Administrative Assistant
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 regarding the ICOUNT and Applicant monitoring process. She prepares facilitators for equity training workshops required by the Faculty Collective Agreement and administers the Equity Reporting process for new faculty positions.

Heidi Penning - Equity Advisor
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 study with dignity in our communities. She holds a Professional Masters in Public Administration from Queen's University.

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

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

Priority Responsibilities for 2013

The priority responsibilities for 2013 are separated into 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, 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. Monitoring the online equity reporting forms process for faculty hires.
8. Reporting Compliance for the JCAA as per the QUFA CA.
9. Developing a process to address the PSAC 901 equity requirements.
10. Developing the Employment Equity Framework.

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

Education Equity
16. Monitoring the Diversity to Inclusion Certificate Program.
17. 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).
18. Generating QUQAP CPR reports.
19. Working with the Aboriginal community to reach the goals of the vision exercise.

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 2013.

Section 1: Employment Equity

Under the Employment Equity Act (1995), an employer must ensure that persons in designated groups (Aboriginal peoples, persons with disabilities, women and visible minorities) achieve a degree of representation in each occupational classification that reflects their representation in the Canadian workforce, or those segments of the Canadian workforce, "that are identifiable by qualification, eligibility or geography and from which the employer may reasonably be expected to draw employees." The Federal Contractors Program (FCP) was developed by Human Resources Skills Development Canada (HRSDC) to enforce the employment equity compliance of large, provincially-regulated employers. In 2013, the FCP was redesigned and now applies to all provincially-regulated employers that have one hundred or more employees and that receive federal government contracts of $1,000,000 or more. These "Federal Contractors", including Queen's University, are required to certify their commitment to employment equity by showing that they meet, or are taking measures that will enable them to meet, FCP criteria. In order to meet those criteria, the Equity office has initiated the development of many programs, practices and procedures in place.

By signing an Agreement to Implement Employment Equity, contractors agree to implement and maintain employment equity within their workplace. This Agreement is in force from the moment of receipt of an initial federal government goods and services contract, a standing offer, or a supply arrangement valued at $1 million or more (including applicable taxes). The contractor must fulfill the following Requirements:

1. Collect workforce information
2. Complete a workforce analysis
3. Establish short-term and long-term numerical goals
4. Make reasonable progress and reasonable efforts.

This section is separated into three areas:

▸ Communication, Training and Awareness
▸ Climate and Work Life Cycle
▸ Accountability and Monitoring

Communication, Awareness and Training

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 are invited to serve on the CEE. The CEE is coordinated by the Equity Advisor in the Equity Office.

CEE met five times during the 2013-2014 academic year. The CEE participated in the following activities:

- Requested Aboriginal participation from Queen's Aboriginal Council on the CEE
- Prepared for the CEE November 2013 special meeting, *Aboriginal Cross-Cultural Competency Training with Laura Maracle, from the Four Directions Aboriginal Student Centre.*
- Reviewed and made recommendations concerning the Queen's 2013 Employment Equity Plan.
- Reviewed and discussed the content for the Equity Matters Newsletters.
- Discussed the pilot project for implementing an employment equity pilot program for Unit's outside of QUFA.
- Discussed the development of Employee Resource Groups (ERG)
- Reviewed the content of the Diversity to Inclusion certificate program
- Approved the Employment Equity Timeline charting employment equity initiatives for 2013/2014
- CEE member Robert Rittwage delivered a presentation on best practices in recruitment and retention of equity seeking groups at Corrections Canada
- Provided feedback on the revised Employment Equity Policy
- Examined ways to communicate CEE updates and events to the Queen's community
- Participated in the nominee selection for the 2013 Employment Equity Award
- Reviewed and approved the new Employment Equity Framework.

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.

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 includes members representing:

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

The FCP AG met nine (9) times in the academic year 2013/2014. The FCP AG participated in the following activities:

- Approved the 2013/2014 Employment Equity Timeline
- Participated in the piloting of the Recruitment Boot Camp and provided feedback.
- Reviewed the Human Resources core competencies for grades 2-9 at the Univeristy and was in support of the revisions. The revised core competencies can be found here: http://www.queensu.ca/humanresources/managers/pdprocess/CompetencyDictionary.pdf
- Provided feedback on the Physical Plant Services (PPS) Pilot Equity Process
- Reviewed and endorsed the Exit Surveys project
- Reviewed and revised the Employment Equity Policy
- Provided feedback on the Senior Search Policy
- Reviewed the Equity Matters Newsletters
- Discussed the Compliance Report on Faculty Hiring
- Reviewed the new Employment Equity Framework
- Reviewed the Training for Senior Administrators as per the QUFA CA
- Discussed the results and the process of the ICOUNT Equity Census for TA/Fs
- Consulted on the equity components of the CPR process
- Participated in the organization of Employee Resources Groups
- Reviewed and discussed the Workforce Analysis (Gaps) 2013

Members of the Equity Office are often invited to take an active role 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 and AMS Orientation Week.

The Director of the Equity Office takes part in various **Advisory Committees to the Principal**.   In 2013 she was invited to participate in the searches or renewals of: the Senate Committee to review the Principalship, the Executive Director of ORS, the Dean of the School of Business, the Chief Communication Officer, the Dean of Arts and Science, the Dean of Law, the University Counsel, the CRC Executive Committee and on CERC search committees. As well, she participated on the Queen's National Scholar and the University Promotions Committees. The Director was part of the team that reviewed the CRC and CERC processes with respect to equity.

Communications

The Achieving Employment Equity series as well as the Equity Office Year in Review, the Equity Office website and the Equity Matters Newsletter 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.

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 examines the factors Queen's needs to consider if we are to achieve our employment equity goals in the future.

Achieving Employment Equity at Queen's

Part 5: Looking to the Future, Visible Minorities at Queen's

Council on Employment Equity

Equity Office

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 2013, the Equity Office released three issues. They can be found at:
http://www.queensu.ca/equity/publications/2013.html

February 2013 (Issue 5)	June 2013 (Issue 6)
The key themes of this issue are:	The key themes of this issue are:
- Unions - QUFA and Pioneering Equity at Queen's - PSAC 901 Staff Census	- Employment Equity for persons with disabilities - Equity Office Initiatives - The Accessibility Hub

October 2013 (Issue 7)
The key themes of this issue are:

- Employment Equity for members of visible minorities
- Equity Office Initiatives
- Human Rights Mosaic Art Project

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 4000 hits)

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 2013, our updates on Facebook page continued 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
- 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 Employment Equity Representative (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*. Its purpose is to provide a communication tool to employees who have a particular interest in advancing equity at Queen's. The Equity-L listserv has 779 subscribers. In 2013, we communicated four times, through the Equity-L listserv: the Equity Matters newsletters (Feb, Jun and Oct) 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. Its purpose is to communicate changes to search committee requirements and processes for which EE Reps are responsible. The EE Rep listserv has 425 subscribers. In 2013, we communicated once to the EE Rep listserv regarding the AODA employment requirements.

Training

The Equity Office provides a variety of training sessions for faculty, staff and students throughout the year. Below are the scheduled training sessions, however the staff of the Equity Office are often asked to provide tailored training sessions 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, commenced in January 2013.

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 information to all new staff attending the Human Resources orientation sessions.

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

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). In addition, EE Reps receive an additional three hour training sessions and administrators who are in recommendatory positions must receive appropriate training. These workshops are provided by the Equity Office.

From Diversity to Inclusion in the Workplace **Certificate Program**: There are 67 staff members working towards completing their certificate for Diversity to Inclusion in the Workplace. In 2013/2014, eight staff members have received their certificate.

New Staff Orientation Sessions: There has been roughly 100 new staff in 2013 that attended this training.

QUFA Employment Equity Training: In 2013, the Equity Office offered nineteen training sessions (including one-on-one sessions) under the QUFA CA. Of these, eight were general training for Appointments/Renewal, Tenure, Promotion Continuing committee members and eleven were for Employment Equity Representatives. Throughout 2013, 118 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 appointment committees for the appointment of senior administration, which include any appointment at the level of Dean and above.

In 2013, the Equity Office participated in training and presentations in employment equity for the hiring committees for the: Executive Director of ORS, the Dean of the School of Business, the Chief Communication Officer, the Dean of Arts and Science, the Dean of Law, the University Lawyer, the CERC in Geofluids and the CERC in Astro Physics. The Equity Office also provided employment equity training for the Queen's National Scholar Advisory Committee, the University Promotions Committee as well as the Joint Board/Senate Committee to review the Principalship,

Climate and Work Life Cycle

The Employment Equity Plan

> The Employment Equity Plan is developed on a yearly basis by the Equity Office with endorsement from the FCP AG and the CEE. The Plan 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/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.

The 2013 Employment Equity Award went to The Queen's Black Academic Society (QBAS) for its efforts to improve the experience of black students at Queen's through open discussion, collaboration with one another, and relationship building and mentorship between current students, staff and faculty.

The QBAS provides an atmosphere where students meet and discuss salient international, national and local issues through musical performances, poems, stories, literature, panel discussions, presentations and other forums. QBAS also organizes a variety of academic and social events focused on bringing to light contemporary and historical issues and challenges related to the black community.

Victoria Nkunu accepted the Employment Equity Award from Deputy Provost Laeeque Daneshmend on behalf of the Queen's Black Academic Society.

Employee Resource Groups: For the past two years, the Equity Office has been examining the possibility of launching Employee Resource Groups (ERG's) at Queen's as an initiative to recruit, attract, and retain diverse faculty and staff and contribute to the University's broader employment equity goals of creating a favorable work climate to support the successful inclusion and retention of members of designated groups. Research indicates overwhelmingly, that in order for ERG's to be successful, ***senior level management, support***, and ***participation*** is critical to implementation.

In order to facilitate this process, the Equity Office, the CEE and the FCP AG engaged in:

1. **DEVELOPING POLICY IMPERATIVE:** In April 2012, The Federal Contractors Program (FCP) Action Group submitted a recommendation to the Council on Employment Equity (CEE) to include: *initiating ERG's at Queen's as part of its recruitment and retention strategy in the Queen's Employment Equity timeline*. This recommendation was approved.

2. **DOING THE RESEARCH:** In June 2012, the Equity Office coordinated and facilitated a focus group with various faculty, staff (from cross sections of the University), and members of designated equity groups on campus to examine nuances of the institutional culture and establish a baseline for future diversity and inclusion programming such as ERGs to Queen's. During the focus group, the establishment of ERGs on campus emerged as a strong recommendation.

3. **LEADERSHIP BUY-IN:** In October 2012, The Equity Office organized an informational advisory group meeting with members of the senior administration across campus to gauge the level of support for such an initiative. Guest speaker *Mr. Michael Bach, National Director of Equity, Diversity and Inclusion of KPMG (and currently the founding Director of the Canadian Institute of Diversity and Inclusion) was invited to attend* to share his work in launching ERGs at KPMG and share his experiences about the value and importance of ERGs in institutions of higher education. The Provost endorsed the initiative and recommended the Equity Office, Human Resources, and Faculty Relations collaborate on the initiative together. The Provost's office suggested an "ERG strategic leadership group" be developed to create an ERG implementation strategy.

4. **CREATING THE INFRASTRUCTURE:** In January 2014, the Equity Office presented the ERG initiative proposal to the Senate Educational Equity Committee (SEEC) and it was endorsed unanimously and identified as a positive need for the University. SEEC also expressed interest in lending its support to help launch the initiative. The (CEE) recommended the establishment of an **ERG Strategic Planning Group** to oversee the implementation process.

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. The Exit Survey was reviewed and revised in 2013 by the FCP AG as well as the CEE. The Surveys will now include questions other than equity details and will also have an internal transfer component. Human Resources have agreed to fund half of the programming costs and development is underway. The Equity Office expects a launch in the Fall 2014.

Staff Hiring Process: After reviewing the work force analysis (WFA) which includes calculations for **gaps** based on external availability data by Employment Equity Occupational Groups (EEOG) or National Occupational Classification (NOC) (as appropriate), at the geographic levels assigned by Human Resources and Skills Development Canada (HRSDC) the FCP AG determined that there needed to be a strategy developed to promote the hiring of designated group members under the EEOG 13, Other Sales and Service Personnel, which is made up of Custodians here at Queen's. The chart below refers to those gaps.

Hiring Gaps

EEOG 13	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
2011	**-36**	**3**	**-2**	**-4**
2012	**-37**	**-3**	**-7**	**-7**

The FCP AG developed a proposal which entailed developing and conducting an equity process for hiring in a specific Unit in order to implement, monitor and evaluate the feasibility of such a process. The proposal was endorsed and the Pilot was launched. It included the following steps:

➢ Broaden the advertising reach to go beyond the Whig and the file of résumés on hand and expand to include venues intended to reach prospective candidates from equity-seeking groups.
➢ Invite candidates to fill out an application for employment form to be attached to résumés, if available.
➢ Add the following question to the application form: "Where did you hear about this position?" – to ascertain if the broadened advertising reach is working to diversify the pool of candidates.
➢ Invite candidates to self-identify using a similar process to that of faculty hires; to be done in-person allowing for an explanation of measures to ensure confidentiality.
➢ The Hiring Committee will receive a 3-hour equity training session.
➢ Review all résumés and/or applications.
➢ An Equity Office representative will sit on the hiring committee.

After the process was complete a report was submitted. Based on the success of the Pilot, the report recommended that subsequent recruitment initiatives for this Unit follow a similar process. In addition, the Equity Office suggested the following measures to ensure that these recruitment measures are followed by successful retention:

➢ Equity and human rights training be provided for middle managers
➢ Equity and human rights information be provided in orientation sessions
➢ Regular feedback be sought from Equity Seeking Group Hires

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. Candidates will be invited to self-identify in a process similar to the existing process for faculty applicants. 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. The proposal was endorsed by the VPOC which provided a Record of Decision (ROD) on April 8, 2014. The next step required in this process is the identification of Leads and the development of a training and a communication plan delivered to appropriate Units.

Review of Employment Equity Policy: The Equity Office revised the EE Policy and the FCP AG and the CEE endorsed the Policy in May 2013. The Policy then went for review by the Policy Advisory Sub-Committee which subsequently recommended that it go to VPOC for approval . The VPOC approved the revised Employment Equity Policy on February 10, 2014. The policy can be found here: http://www.queensu.ca/secretariat/policies/hr/eequitypolicy.html

Employment Equity Framework: The Equity Office, with the help of the FCP AG and the CEE, worked on measures in 2013 to adopt a Comprehensive Strategic Framework for Employment Equity which will serve the University in the following ways:

- ➢ Facilitate the development of comprehensive plans to address employment equity in priority areas

- ➢ Establish shared accountability and responsibility for the recruitment and retention of designated equity groups at Queen's University

- ➢ Provide educational opportunities about employment equity to improve understanding of equity issues and the University's obligations for Federal Contractors Program compliance, and to enhance hiring and recruitment practices at the University to ensure progress in our obligations to achieve representation in our workforce

Accountability and Monitoring

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 *ICount 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 PSAC Equity Census: PSAC members (TAs and TFs) 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 ICOUNT Queen's Equity Census: The Census was administered eleven times in 2013 to a total of 478 new employees. The response and return rates were as follows:

Census #	Total Sent	Returned	Not Returned	Return Rate
#36	131	115	16	87.8%
#37	106	96	10	90.6%
#38	12	12	0	100.0%
#39	13	11	2	84.6%
#40	17	15	2	88.2%
#41	8	8	0	100.0%
#42	10	9	1	90.0%
#43	70	62	8	88.6%
#44	58	50	8	86.2%
#45	18	18	0	100.0%
#46	35	32	3	91.4%
Total	**478**	**428**	**50**	**89.5%**

The PSAC Equity Census: The current data profile of PSAC 901 members can be found below. The profile shows that some gaps do exist.

Desingated Group Profile – Active TAs and TFs as of January 6, 2014									
Category	Total	Females	Males	Aboriginal Peoples	Visible Minorities	Persons with Disabilities	Sexual Orientation	Gender Identity	Non Response
TA/Fs	100.0%	50.6%	49.4%	1.3%	14.9%	5.1%	5.8%	0.7%	33.7%
Canadian Population		50.9%	49.1%	3.8%	16.2%	14.1%			
Canadian Workforce		47.9%	52.1%	3.1%	15.3%	4.9%			
Most under-represented		1.0572	N/A	0.4121	0.9717	1.0429			
Most under-represented ranking		**0**	**N/A**	**1**	**2**	**0**			

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 *I Count Queen's Equity Census* data. In addition, the Equity Data Warehouse facilitates the production of the input files required by Human Resources Skills Development Canada (HRSDC) Workplace Equity Information Management System (WEIMS). Due to the implementation of PeopleSoft all aspects of the EDW have not and are still not functional. The Equity Office worked with ITS in 2013 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 2013. The Canadian Workforce data is derived from Statistics Canada 2006 Census and the 2006 Participation and Activity Limitation Survey.

Representation Rates

Designated Groups	2005	2006	2007	2008	2009	2010	2011	2012	2013	Canadian Workforce
Women										
Academic	37.7%	36.9%	37.0%	37.8%	38.7%	38.3%	39.2%	40.1%	40.4%	
Staff	65.3%	65.4%	65.9%	66.2%	65.5%	65.5%	66.1%	65.2%	64.4%	47.9%
Aboriginal Peoples										
Academic	0.7%	0.7%	0.9%	1.0%	0.9%	1.0%	0.9%	0.8%	0.8%	
Staff	1.4%	1.4%	1.4%	1.5%	1.3%	1.3%	1.6%	1.6%	1.8%	3.1%
Persons with Disabilities										
Academic	3.0%	2.9%	2.7%	2.6%	2.7%	2.5%	4.1%	4.4%	3.8%	
Staff	4.1%	3.8%	3.8%	3.9%	3.6%	3.4%	5.3%	5.3%	5.1%	4.9%
Visible Minorities										
Academic	11.7%	12.5%	11.3%	12.6%	12.9%	14.1%	12.3%	12.3%	12.8%	
Staff	5.6%	5.2%	4.8%	5.4%	5.8%	6.2%	5.2%	5.5%	6.1%	15.3%
Totals										
Total Academic	41.9%	41.6%	42.0%	41.8%	41.1%	41.5%	41.5%	41.1%	42.4%	
Total Staff	58.1%	58.4%	58.0%	58.2%	58.9%	58.5%	58.5%	58.9%	57.6%	

*Academic includes: Faculty, Academic Assistants, Adjuncts, Archivists, Librarians and Fellows.
**Not included: Affiliate, Associate, Casual, Student Contracts, Clinical Payments and Zero Salary.

Year comparison 2012-2013

▲ WOMEN
Increased representation for academic positions

▲ VISIBLE MINORITIES
Increased representation for academic and staff positions

▲ ABORIGINAL PEOPLES
Increased representation for staff

▼ PERSONS WITH DISABILITIES
Decreased representation for both academic and staff positions

Despite the fact that the increases were not significant for most designated group, this represents an improvement over the last report which showed decreases for most designated groups.

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

- **Women** in Other Sales and Service (Custodians)
- **Aboriginal peoples** in Professionals and Other Sales and Service
- **Persons with disabilities** in Professionals, Semi-Professionals and Technicians, and 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

EEOG	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
1. Senior Managers	6	0	1	4
2. Middle and Other Managers	19	-2	-12	4
3. Professionals	-15	-9	-165	-16
4. Semi-Professionals and Technicians	2	5	-39	-3
5. Supervisors	3	3	2	-2
6. Supervisors - Crafts and Trades	-2	0	-2	0
7. Administrative and Senior Clerical	31	1	-3	24
8. Skilled Sales and Service Personnel	0	0	0	1
9. Skilled Crafts and Trades Workers	-1	0	-8	-2
10. Clerical Personnel	47	0	-11	12
11. Intermediate Sales and Service	-3	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service Personnel	-33	-3	-7	-7
14. Other Manual Workers	-2	0	0	0
Overall gap (hiring goal)	**23**	**-8**	**-226**	**8**

The following additional initiatives were suggested by the FCP AG after reviewing the gaps:

Initiative	Rational
1. Pilot Projects: Various Units showing particularly large gaps for specific designated groups.	Gaps in all designated groups under 'Professionals' and large gap for members of visible minorities.
2. Strategize with Units who hire Semi-Professionals and Technicians.	Large gap for members of visible minorities under 'Semi-Professionals and Technicians'
3. Strategize with Units who hire Middle Managers and Clerical Personnel.	Gaps for members of visible minorities and Aboriginal peoples under 'Middle Managers' and large gap for members of visible minorities under 'Clerical Personnel'

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

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

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

In order to assist faculties in increasing their compliance 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. Click here: FAD Manual (Word, 5.6MB) for details on how to use the application. The EE Rep will need to begin the process by contacting the Equity Office for initial 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 is then approved and the EE Rep is 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 can manage the process which includes an invitation to applicants to self-identify into the five equity seeking groups recognized by Queen's. Through this process the equity requirements of the CA can be fulfilled and the University can monitor its progress in attracting and hiring equity seeking group members.

Working with Queen's Information Technology Services, the Equity Office created this online application and it was launched in January 2013. There are 78 FAD users including 53 EE Reps and 25 delegates. There have been 188 competitions in total, 135 complete and 11 collapsed.

The equity data is further used to complete the annual compliance reports to the Joint Committee for the Administration of the Agreement (JCAA). The 2013 report will be submitted in July 2014.

The FCP AG discussed ways to address gaps in the Compliance Report on Faculty Hiring. 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 the lower compliance of Term Adjunct appointments, which have increased significantly between 2008 and 2012. In other words, many units are still not completing the equity process for Term Adjuncts. The completion rates for Tenure Track and Non-Renewable positions were 100% in 2012.

The Equity Office is unable to provide data for 2013 because ITS has not yet provided us with the stored procedure necessary for us to access the data in the new FAD.

Overall Compliance Rate (2008-2012)

Year	Compliance with Equity Reporting Process
2008	86%
2009	80%
2010	63%
2011	75%
2012	68%

Percentage of Appointments
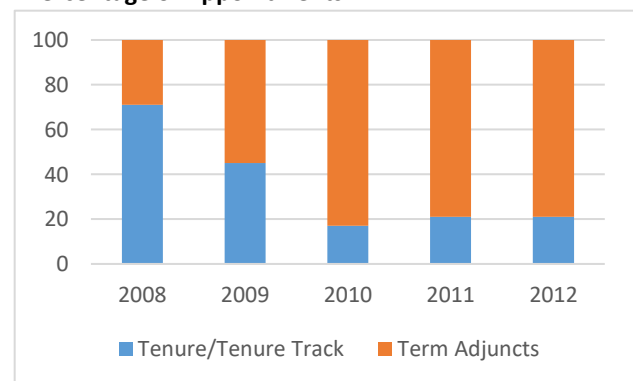
The Equity Office is also responsible to ensure that the Equity Reporting Forms Process is compliant for renewal, tenure, promotion and continuing appointments for faculty, librarians and archivists at Queen's. This process is governed by Article 30 and 31 of the Collective Agreement. The procedures 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%
2013	86%

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. This was attributed to a single unit and in 2013 compliance decreased even further to 86% with three Units not in compliance.

Section 2: Accessibility

The *Ontarians with Disabilities Act, 2001* (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document such actions within an accessibility plan. In 2005, a second piece of legislation, the *Accessibility for Ontarians with Disabilities Act* (AODA) was enacted to further qualify the ODA and serve as a framework for the establishment of accessibility standards in five areas: customer service, information & communications, transportation, employment, and the design of public spaces/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 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 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. Policy Advisory 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. The Operational Review Committee reviews all accessibility initiatives at the request of the Vice-Principals' Operations Committee (VPOC), thus ensuring institutional-wide considerations are taken into account. Ultimate approval of the Accessibility Plans and initiatives rests with the VPOC.

THE FRAMEWORK
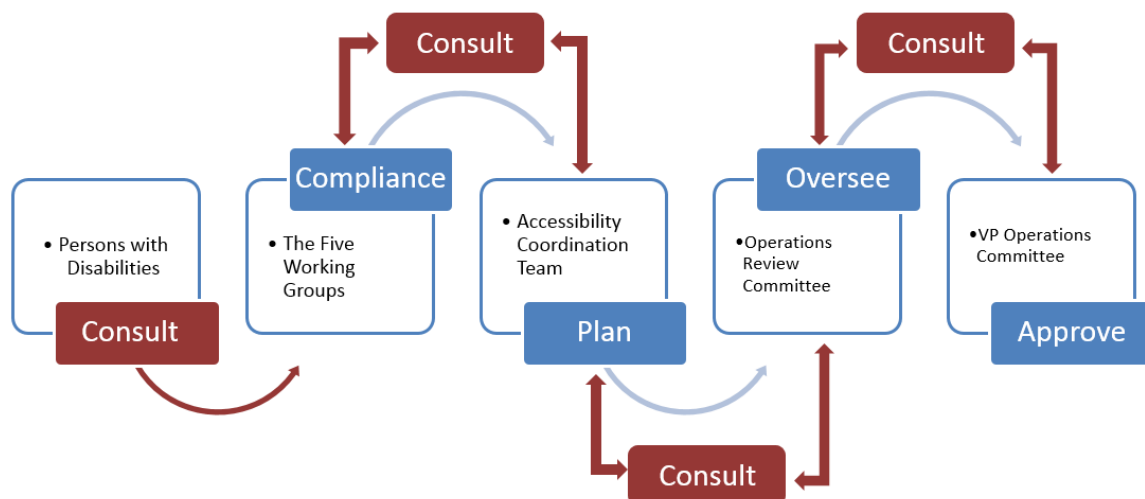
The Equity Office coordinates all of the working groups as well as the other groups mentioned above. See below for the total number of meetings held during 2013.

Type of Meeting	# of Times Met in 2013	Dates
Policy Advisory Working Group	**4**	Feb 15, 2013 April 10, 2013 Sept 13, 2013 Oct 7, 2013
Information and Communications Group	**5**	Jan 11, 2013 March 6, 2013 June 3, 2013 Sept 27, 2013 Oct 22, 2013 Dec 16, 2013
Built Environment Group	**7**	Feb 11, 2013 March 18, 2013 May 13, 2013 June 19, 2013 Sept 23, 2013 Oct 23, 2013 Dec 18, 2013
Employment Working Group	**6**	Jan 11, 2013 Feb 11, 2013 June 11, 2013 Sept 10, 2013 Oct 8, 2013 Dec 10, 2013
Education, Training and Awareness Working Group	**6**	Jan 28, 2013 Feb 25, 2013 March 25, 2013 April 24, 2013 Oct 16, 2013 Nov 20, 2013
Accessibility Coordination Team	**1**	April 22, 2013
Executive Accessibility Steering Committee (*note: this Committee has been replaced by the standing Operations Review Committee)	**2**	May 1, 2013 Sept 20, 2013

AODA Requirements 2013 Achievements

In its role to guide the Queen's accessibility mandate and put plans into action, the operations of the working groups under the Accessibility Framework has ensured that Queen's is making progress toward compliance with the AODA and building an accessible and inclusive environment. Some key accomplishments are outlined below.

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

Accessibility Cafés are a chance for the Queen's community to get together to discuss building an inclusive and accessible Queen's community that follows the requirements of the AODA. Each Café has a unique topic and all participants are encouraged to share their perspectives and generate ideas. How can we improve upon what Queen's is doing already towards imagining and then building an even stronger inclusive and accessible Queen's community?

- ✓ October 9th, 2013: Feedback on the upcoming Accessibility Hub – facilitated by Andrew Ashby, Accessibility Hub Coordinator, at Stauffer Library
- ✓ November 4th, 2013: Accessible Instruction for Educators – facilitated by Heidi Penning, Equity Advisor, at West Campus

The Accessibility Hub is a central online resource for accessibility at Queen's. It serves to elevate inclusion and improve access for everyone on our campus. The Accessibility Hub not only provide support and feedback concerning accessibility initiatives, it also serves as an online community for those seeking information on disability and accessibility issues on campus, and assists the University in meeting its obligations under the AODA.

- ✓ With the Vice-Principals' Operations Committee (VPOC) approval, this project commenced May 1, 2013 and the Accessibility Hub was officially launched October 30th, 2013 with high degree of media attention.
- ✓ A blue folder, ACCESS Queen's, campaign was conducted to raise awareness about the Accessibility Hub and its resources. The blue folder went out to all faculty and staff.
- ✓ Link to the Accessibility Hub has been placed in the footer of all Queen's front pages.
- ✓ Accessibility Hub is on Twitter.

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, 14,920 staff, faculty, students and third parties contracting with the University have taken the online training. 2,475 of these took the training in 2013.

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. This excludes Adjunct 1's, Affiliates, Associates, Co-op Students, Guests, and Casual employees.

The table below indicates that the percentage of active employees that have completed the customer service training as of May 5, 2014 is 81.1%. This percentage has increase from 77.9% in 2012.

	Total	Completed	Percentage
Active employees, May 5, 2014	4076	3304	81.1%

Accessibility Policy and statement of organizational commitment
- ✓ Accessibility Policy and statement of organizational commitment approved by Vice-Principals' Operations Committee (VPOC) November 25th, 2013, can be found here.
- ✓ Policy Advisory Subcommittee of VPOC continues to take accessibility into account when reviewing all policies, procedures, and guidelines.

Multi-Year Accessibility Plan
- ✓ 2013-2016 Multi-Year Accessibility Plan approved by VPOC October 31, 2013 and is posted here.

Procurement

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

- ✓ Procurement Policy approved by VPOC April 29, 2013 and is posted here.
- ✓ Learning and Development tool on procurement can be found here.
- ✓ RFP process and all new contracts have added accessibility language/references.
- ✓ Queen's University shall incorporate accessibility features when designing, procuring or acquiring self-service kiosks.

Information & Communications

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

- ✓ Accessibility Hub provided additional support, with service units, for ensuring educational or training resources or materials in an accessible format
- ✓ Accessibility Hub provided additional support, with service units, for ensuring student records and information on program requirements, availability and descriptions in an accessible format
- ✓ Accessibility Statement approved by VPOC and adopted by the Office of the Registrar and other appropriate Units, the statement can be found here.

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:

- ✓ December 2013, Human Resources and the Equity Office provided face-to-face training sessions for all staffing officers concerning AODA employment requirements.
- ✓ Employment opportunities web page updated to include statement of availability of accessibility accommodations in recruitment process
- ✓ Employment opportunities web page updated to include statement of availability of accessibility accommodations in interview process
- ✓ Statement of availability of accessibility accommodations added to letter of offer
- ✓ Onboarding procedures includes information about policies to support employees with disabilities
- ✓ Accessible formats and communication supports provided to employees on an on-going basis.
- ✓ The following policies, procedures, and guidelines have been drafted and are pending Policy Advisory Subcommittee (PASC) endorsement, University consultation and VPOC approval
    - o Accommodation of Disabilities in the Workplace Policy
    - o Individualized Disability Accommodation Procedures
    - o Disability Accommodation Guidelines
    - o Return to Work Policy has been drafted and is pending Policy Advisory Subcommittee (PASC) endorsement, university consultation and VPOC approval

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:

- ✓ The new Campus Master Plan (CMP) has established 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 have been incorporated into space planning where recommended.

- ✓ The Library and Archives Master Plan (LAMP) project is integrated with the Campus Master Plan. LAMP provides high-level options and recommendations for the development of the Library's and Archives' facilities. Again, the principles of universal design have been incorporated into space planning where 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:

- ✓ AODA Training Suite can be found here. The AODA Training Suite consists of four modules:
    - o Accessible Customer Service
    - o Accessible Instruction for Educators
    - o Human Rights
    - o Access Forward (training specifically related to Regulation 191/11)
- ✓ Training is provided online, face-to-face, and in booklet form, as appropriate.
- ✓ An Equity Advisor has consulted with every faculty and unit on campus in order to increase awareness and answer questions pertaining to each faculty and units' responsibilities concerning training compliance
- ✓ The Equity Office has the capacity to track and keep records for compliance purposes
- ✓ Soft launch December 2013, with VPOC approval July 2014
- ✓ The '*From Diversity to Inclusion in the Workplace*' Certificate Program co-developed between Human Resources and the Equity and Human Rights Offices is in its second year. 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 2013 Steve Cutway Accessibility Award was awarded to Andrew Ashby.

Andrew received the Steve Cutway Accessibility Award for his passion to create an environment where persons with disabilities are able to access a full, enriching and transformative Queen's experience. Over the past 10 years, Mr. Ashby's work for students, staff and faculty living with disabilities has been of the highest quality. As a person living with a disability himself, he fully appreciates the significance of being able to work and learn at Queen's in a way that takes into account dignity, independence, integration, and equality of opportunity.

Andrew was recognized for his work in the conception and the success of the University's first "Accessibility Hub," a central, online resource for accessibility at Queen's. This resource ensures that staff, students, faculty and visitors (with or without disabilities) are informed of all policies, practices and procedures concerning accessibility initiatives.

AODA Requirements 2014 and Beyond

The following charts indicate the AODA requirements that directly affect Queen's University from 2014 to the last requirement in 2021.

General Requirements

Timeline	Requirement
Jan 1, 2014	1. **Training** 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

Employment

Timeline	Requirement
Jan 1, 2014	1. **Accommodation** of persons with disabilities in the recruitment, assessment and selection process 2. **Provision** of accessible formats and communications supports for employment 3. **Documented** individual accommodation plans 4. **Return** to work process for employees who have been absent from work due to disability 5. **Performance** management processes in respect of employees with disabilities 6. **Career** development and advancement of employees with disabilities 7. **Redeployment** of employees with disabilities

Design of Public Spaces

Timeline	Requirement
Jan 1, 2016	1. Newly constructed and redeveloped outdoor public use eating areas shall adhere to accessibility 2. Newly constructed and redeveloped exterior paths of travel shall adhere to accessibility requirements 3. Newly constructed and redeveloped off-street parking facilities and on-street parking spaces shall adhere to accessibility requirements 4. New service counters (inclusive of replacing existing service counters) shall adhere to accessibility requirements 5. Fixed queuing guides shall adhere to accessibility requirements 6. Newly constructed or redeveloped waiting area where the seating is fixed to the floor shall adhere to accessibility requirements 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

Information and Communications

Timeline	Requirement
January 1, 2014	1. Ensuring our feedback processes are accessible to persons with disabilities 2. Ensuring new internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0., initially at Level A
January 1, 2015	3. Provision of accessible formats and communication supports for persons with disabilities, upon request 4. Make available, upon request, accessible or conversion ready versions of textbooks 5. 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)
January 1, 2020	6. Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources 7. Where available, our Libraries will be required to provide an accessible or conversion ready format of digital and multimedia resources or materials, upon request (some exceptions)
January 1, 2021	8. Ensure all internet website and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0 Level AA (some exceptions)

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

Section 3: Educational Equity

The Senate Educational Equity Committee (SEEC)

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

The responsibilities of the Committee include:

- Assisting in broadening campus community awareness of principles, goals and benefits of educational equity;
- Promoting activities that foster a safe, supportive and inclusive campus community that values diversity;
- Promoting opportunities to share experiences and diverse perspectives among campus members;
- Reviewing and, where necessary, recommending revision to existing policy or the creation of new policy related to educational equity;
- Initiating, recommending and overseeing research to inform the development or implementation of recommendations regarding educational equity-related policy;
- Setting up subcommittees or task forces and inviting such representatives 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 six times during the 2013-2014 academic year. The majority of the Committee's focus was on the completion of the **Diversity and Equity Assessment and Planning (DEAP) Tool.** To achieve the goal of better understanding the working environment and climate relating to equity and diversity at the university, eleven indicators of equity and diversity in education were established to ensure that diversity is embedded within all facets of academia.

While the development of equity and diversity principles and processes occur at individual, departmental and school levels, the purpose of the diagnostic tool is to assess specific dimensions of equity and diversity and when possible create a foundation for organizational change, primarily at the department level in the areas below. We refer to these as the "Eleven Indicators of Educational Inclusion" These eleven categories of the DEAP tool systemically catalogue the ways in which an organization can demonstrate its commitment to improving diversity and inclusiveness in various areas.

1. Strategic Planning
2. Policies and Procedures
3. Committee Representation
4. Admission and Selection of Learners
5. Support Programs and Services for Learners
6. Faculty Recruitment, Promotion, Career Development and Retention
7. Staff Recruitment, Promotion, Career Development and Retention
8. Communications and Community Relations
9. Curriculum Development, Assessment, and Program Evaluation
10. Library Collections
11. Accessibility

Based on feedback from the Deans, the Tool is now in online production.

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

1. **The Queen's National Scholar Program:** The SEEC reviewed the QNS proposal and template and provided revisions.

2. **SGPS Equity Survey**: The SEEC discussed with the SGPS the implementation of a self-identification survey. The SEEC suggested reviewing current surveys and bringing a final version back to the SEEC.

3. **The Harassment and Discrimination Policy:** The SEEC was updated on the current status of the Harassment and Discrimination Policy.

4. **Graduate Student Completion Times:** The SEEC received updates from the SGPS representative on the progress of the GSEC Task Force on Times to Completion.

5. **Employee Resource Groups (ERG):** The SEEC received updates from the Equity Office representative on the background for ERGs at Queen's. SEEC members agreed to participate on the Strategic Planning Group.

6. **Queen's Designated Group Representation:** The SEEC reviewed and commented on the representation of designated groups at Queen's.

7. **Teaching and Learning Action Plan:** The SEEC reviewed and discussed the report.

8. **Senate Motion: Lack of Recognition for Female Faculty in Research:** The SEEC reviewed the motion and discussed next steps.

9. **Summary Reports:** The SEEC provided summary reports to the Senate on a monthly basis.

To discuss the above programs, policies and initiatives the SEEC invited:

➢ Robin Westland, Equity Commission, SGPS, to attend the September SEEC meeting to discuss the SGPS Equity Survey.
➢ Sandra den Otten, Associate Dean of Graduate Studies, to attend the October SEEC meeting to Graduate Completion Times.

NEW MEMBERSHIP
The SEEC was pleased to have one newly elected member join the Committee: David De Witt. Also, the SEEC had a new Equity Office designate, Ekta Singh, a new AMS representative,
Michelle Williams and a new SGPS representative, Colleen Webber.

FUTURE ACTIONS
The SEEC's future work will focus on:

➢ Implementing the DEAP Tool
➢ Providing feedback on the progress of Employee Resource Groups
➢ Discussing the Graduate completion times
➢ Reviewing the 2014 Designated Group Representation
➢ Reviewing the SGPS Equity Survey
➢ The status of recognition of Research Conducted by Female Faculty

The Student Applicant Census

Since 1999, the Applicant Equity Census has been administered to all students applying to undergraduate and graduate programs in participating faculties at Queen's University. The Census asks applicants to voluntarily indicate whether they identify in one of the Queen's designated equity seeking groups: women, 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 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 2012/2013 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below.   The population surveyed was 24,777. 9,551 applicants responded to the survey, a 38.5% return rate, much higher than last year (24.5%). A summary table of the annual census results from 2007 to 2013 is available on the website of the Office of Institutional Research and Planning.

http://www.queensu.ca/irp/accountability/surveys/2013EquityCensus.pdf

The table below are the results of the Undergraduate applicants that returned the Census.

Designated Groups	Applicants	Offers	Registered
Women	5,582	3,529	1,286
	58.4%	61.3%	61.2%
Aboriginal Peoples	151	105	52
	1.6%	1.8%	2.5%
Persons with Disabilities	1,009	600	238
	10.6%	10.4%	11.3%
Visible Minorities	4,266	2,286	600
	44.7%	39.7%	28.5%

2013 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	20,529	12,502	8,027	2,149	129	732
	100.0%	60.9%	39.1%	10.5%	0.6%	3.6%
Graduate	4,248	2,071	2,106	505	22	148
	100.0%	48.8%	51.2%	11.9%	0.5%	3.5%
Total	24,777	14,573	10,204	2,654	151	391
	100.0%	58.8%	41.2%	10.7%	0.6%	3.6%
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	1.176	N/A	0.699	0.240	0.679
Most under-represented ranking	N/A	N/A	N/A	3	1	2

Neither sets of data gives us a definitive picture of the student population. Therefore, the Equity Office would believe that it would be beneficial to conduct a census of the current student population. Presently we are working with the SGPS to pilot a census for graduate students.

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, Colleagues 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 nine (9) 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 2014

The Queen's Equity Office will continue developing the following initiatives, many in collaboration with other units and/or equity seeking community groups. These include many initiatives which will reach the implementation stage in 2014:

The Faculty Applicant Database (FAD)
The Equity Office continues to work with Queen's ITS on improvements for the Faculty Applicant Database. Reporting for 2013 will be provided in late 2014.

Accessibility Training Suite
A newly launched accessibility training suite gives the Queen's community easy access to the training they require under the AODA. The training provides information about everyone's responsibilities under the legislation and illustrates ways to incorporate the principles of accessibility into the services Queen's provides. This training suite will help us learn how to prevent and remove barriers to access so that Queen's services and its transformative learning experience are available to all. With a small investment of time – the entire suite takes less than 4 hours to complete - this training will provide valuable information and help us all understand how to make Queen's a more accessible university.

The training suite process was developed by the Equity Office with guidance from the Education, Training, and Awareness Working Group under the Queen's Accessibility Framework in order to meet compliance specified by the AODA. It consists of four modules: ***Accessible Customer Service,*** outlines the principles of accessibility when communicating and interacting with persons with disabilities, ***Human Rights 101*** provides an understanding of the University's disability-related obligations under the Ontario Human Rights Code, ***Access Forward*** provides an understanding of the standards in the Integrated Accessibility Standards Regulation, and ***Accessible Instruction for Educators*** is about making the learning experience accessible to all. The Suite will be launch in January 2014.

Accessibility Cafes

- ✓ January 8th, 2014: Reimagining the International Symbol of Access – facilitated by Heidi Penning, Equity Advisor, at Student Life Center
- ✓ February 5th, 2014: Facility Accessibility Design Standards at Queen's University – facilitated by Rebecca Tan, SURP MA Candidate, at Stauffer Library
- ✓ March 6th, 2014: Residences – Designing in Accessibility – facilitated by Yvonne Holland, Campus Planner, at Student Life Center

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.

Employee Resource Groups (ERG)

For the past two years, the Equity Office has been examining the possibility of launching Employee Resource Groups (ERG's) at Queen's as an initiative to recruit, attract, and retain diverse faculty and staff and contribute to the University's broader employment equity goals of creating a favorable work climate to support the successful inclusion and retention of members of designated groups. The first ERG will be launched in November 2014 and will be designated as a women's ERG.

The Equity and Human Rights Office will be working with the Human Resources Department to form an *ERG Coordination Group* and will be planning the launch of a pilot of the University's first ERG Group-Women. This group was chosen specifically because a group for women at Queen's will be inclusive of other designated groups; women with disabilities, racialized women, and Aboriginal women, for example. The Principal will be involved in the implementation of the first ERG and will act as a sponsor for key events. The First ERG is planned for November 2014.

Achieving Employment Equity at Queen's, Part 6: Looking to the Future, Persons with Disabilities at Queen's, is the second in the series. It will identify barriers to achieving employment equity for persons with disabilities at Queen's, and propose future initiatives to overcome these challenges. This issue will be released in 2014.

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 DEAP Tool is scheduled to be launched in the Fall of 2014. The staff of the Equity Office will be meeting with the Unit delegate responsible for its completion. It is expected that the full implementation of the Tool will take two years.

Exit Surveys

The revised exit surveys are scheduled to be launched in 2014. These include separate surveys for faculty and staff termination as well as faculty and staff transfers. The Equity Office is also in the preliminary stages of the development of a survey for TAs and TFs.

Conclusion

The Equity Office is planning to continue its focus on systemic programs that affect the climate across all sectors on the University. Whether a specific project relates to employment equity, educational equity or accessibility, it needs to be complementary to the University's goal of promoting and fostering an inclusive community of students, staff and scholars. The working and study lives of these three constituencies intersect and are affected by common issues with respect to the institutional climate. We believe that the successful implementation of the DEAP, the Employment Equity Framework and the Accessibility Framework will allow us to make significant progress in achieving our goals.

The Equity Office
Mackintosh-Corry Hall, Room B513
Queen's University

(613) 533-2563
equity@queensu.ca
www.queensu.ca/equity