

The Equity Office



Annual Report

2014

A Year in Review

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Alternative formats of this report are available on request

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Executive Summary

The goals of the Equity Office are to ensure 100% compliance with the University's legal obligations, University Senate mandated obligations (in particular under the Senate Educational Equity Committee mandate), obligations under various Collective Agreements as well as any obligations under arbitration orders and equity related policies. 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 strategic plans, such as the Academic Plan, the Research Plan, the Library and Archives Master Plan, etc.

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 901 – 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.

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. They are also designed to respond to the need to increase the University's equity competencies, which has been a key component of every document leading up to the current Academic Plan. Finally, our activities are designed to assist institutional units in reaching their equity goals, whether these are determined by external or internal requirements.

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:

- Provide leadership, information and liaison on equity matters throughout the University;
- Identify throughout the University those structures, practices and policies which create inequity;
- 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;
- Identify those individuals and offices with whom particular responsibility for implementing equity rests or should rest;
- Take steps necessary to ensure those responsibilities are met and to coordinate University equity resources;
- 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 compliance with the regulations and standards of 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

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Irène Bujara is the Director of the Equity Office and has worked in the Office since 2005. 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, 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 on 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 in 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 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 is an Equity Advisor at the Equity Office and has worked in the office since 2009. She contributes to the oversight function of the 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 learn with dignity in our communities. She holds a Masters in Public Administration from Queen's University.

Shauna Shiels - Equity Advisor (on leave until August 2015)

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Shauna Shiels is an Equity Advisor in the Equity Office and started working in the Office in September 2014. She 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 as well as accessibility throughout the Queen's community. Shauna holds a Master of Arts degree in Sociology and a Bachelor of Arts Honours both from Queen's. Shauna is of mixed Aboriginal and Irish ancestry and has over a decade of experience working with Aboriginal and other equity-seeking groups.

Erin Clow – Special Projects Officer

Erin.clow@queensu.ca - ext. 79576

Erin Clow is the Special Projects Officer for both the Equity and Human Rights Offices and started working in the Offices in November 2014. She is responsible for a variety of research projects within both offices. Erin holds a Doctor of Philosophy degree in Political Studies from Queen's University, a Master of Arts degree in Canadian and Indigenous Studies and a Bachelor of Arts Honours degree in Women Studies and Political Studies from Trent University.

Greg Naçu - Application Developer

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Greg Naçu is the Application Developer in the Equity Office and started working in the Office in March 2014. He is responsible for creating new online applications, maintaining and updating existing applications, for the Equity Office. Greg also provides technical support and database administration services to the Equity Office staff.



Back row: Greg Naçu, Meri Diamond and Jill Christie
Front row: Heidi Penning, Irène Bujara and Erin Clow

Priority Responsibilities for 2014

The priority responsibilities for 2014 are separated into three areas: Employment Equity (FCP & QUFA), Accessibility (AODA) and Educational Equity.

Employment Equity

1. Communicating Employment Equity progress to the Queen's community.
2. Administering the ICOUNT Queen's Equity Census to new employees.
3. Communicating the Equity Matters Newsletter.
4. Ensuring a fully functional Equity Data Warehouse (EDW).
5. Developing initiatives to close the gaps indicated by the FCP workforce analysis report. Such as: the employment equity award, employee resource groups, exit surveys, senior search process.
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 on compliance with equity sections of the QUFA CA for the JCAA.
9. Maintaining a process to address the PSAC 901 equity requirements.
10. Developing the new Employment Equity Framework.
11. Seeking VPOC approval of the revised Employment Equity Policy and the new Employment Equity Procedure.

Accessibility/AODA

12. Coordinating the Accessibility Framework.
13. Implementing the Multi-year Accessibility Plan to meet compliance with the AODA.
14. Implementing all Employment Standard requirements.
15. Ensuring new Queen's internet websites and web content conforms to WWW Consortium Web Contents Accessibility Guidelines 2.0, level A.
16. Implementing and maintaining a training strategy to ensure that Departments and Units are in compliance with the AODA training requirements.

Education Equity

17. Monitoring the Diversity to Inclusion Certificate Program.
18. Implementing the Diversity and Equity Assessment and Planning (DEAP) Tool.
19. 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 2014.



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 goods and services 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 several programs, practices and procedures.

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.

The Employment Equity Section is separated into three areas:

- ▶ Communication, Training, and Awareness
- ▶ Climate and Work Life Cycle
- ▶ Accountability



Communication, Training, and Awareness

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 an Equity Advisor in the Equity Office.

With the impending implementation of the Employment Equity Framework, the CEE met only once during the 2014-2015 academic year. The CEE participated in the following activities:

- 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).
- Participated in the nominee selection for the 2013 Employment Equity Award.
- Reviewed and endorsed the new Employment Equity Framework.
- Reviewed and endorsed revised Employment Equity Policy and its accompanying Employment Equity Procedure which was approved by VPOC in February 2014

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. The FCP AG includes members representing the Equity Office, Human Resources and the CEE.

The FCP AG met monthly until November 2014. The FCP AG discussed:

- **Senior Search Hiring:** the Group discussed the implementation of the Senior Search strategy. Members from the Provost and Principals Office were trained in November 2014.
- **Employee Resources Groups:** a first ERG session for Women was held on November 12, 2014.
- **Employment Equity Framework:** the Group reviewed the Leads and mandates for the new Employment Equity Framework.
- **JCAA Compliance Report 2013:** the Group reviewed the report.
- **Aboriginal Re-visioning:** the Aboriginal re-visioning was scheduled for January 19, 2015.
- **Accessibility Review:** The Directorate indicated in July 2014 that Queen's University was 100% compliant with the AODA requirements.
- **The Diversity and Equity Assessment and Planning (DEAP) Tool:** the Group reviewed the DEAP Tool to discuss a roll out to Faculties.

In 2015, the FCP AG is being re-developed to meet the new Employment Equity Framework requirement.



Members of the Equity Office are often invited to take an active role on **other Committees** on and off campus, including: The VPOC Policy Advisory Sub-Committee, the Student Life Centre Accessibility Committee, the Council of Ontario Universities AODA Admin Committee, Campus Planning Advisory Committee, Kingston Police Focus Group, Freedom of Information and Protection of Privacy Act Group, the Human Resources Advisory Committee, The Sexual Assault Policy and Protocol Working Group, The Diversity Panel – School of Medicine, The Aboriginal Council and Working Groups, Kingston Community Legal Clinic, City of Kingston Municipal Accessibility Advisory Committee.

The Director of the Equity Office also takes part in various **Advisory Committees to the Principal**. In 2014 she was invited to participate in the searches of the AVP CTL. As well, she participated on the Queen's National Scholar, the Honorary Degrees Committee and the University Promotions Committees.

Employment Equity Framework

The **Employment Equity Framework** was reviewed by the Vice-Principal's Operations Committee (VPOC) and received approval from the Principal and Vice Principal's Executive Committee (PVP) in early 2015. Integral to the new Employment Equity Framework are three working groups, led by senior administrators at the University.

The three working groups are; the Climate and Work-life Cycle(CWLC) working group, the Communication, Training, and Awareness (CTA) working group and the Accountability working group. The Leads for each working group are listed below as well as a brief outline of the mandate and key goals for each working group.

CWLC	CTA	Accountability
Lead: Laeeque Daneshmend Coordinator: S. Shiels Members: H. Penning, S. Simpson, E. Sobel, M. Elms, D. McKeown, J. Davies, T. Shearer	Lead: Yvonne Cooper Coordinator: M. Diamond Members: H. Penning, L. Maracle, M. Kerr, S. Fostaty- Young, S. Hill and K. Humphries	Lead: Al Orth Coordinator: J. Christie Members: H. Penning, K. Murphy, D. Cowin, L. Gee, K. Rake, M. Doherty, F. Alajaji, D. Bradshaw
Develop strategies for actionable changes to human resources practices and systems to eliminate barriers to the hiring, selection and training of designated group members Develop initiatives that would create a favourable work climate to support the successful inclusion for members of designated groups and equity seeking groups Develop initiatives to assist in the retention and promotion of members of designated and equity seeking groups	Provide educational opportunities regarding employment equity in order to: improve understanding of equity issues and the University's obligations for Employment Equity compliance Enhance hiring and recruitment practices at the University to ensure progress in our stated obligations to achieve representation in our workforce Communicate equity responsibilities to the University community Develop content for employment equity related publications to educate and inform the university community	Collect workforce information and conduct workforce data analysis Establish short-term and long-term numerical goals. Strategically prioritize measures to address the goals and requirements of (FCP) Ensure the implementation of special measures and actions to support the achievement of a representative workforce



The Employment Equity Framework will serve the University by; addressing employment equity in priority areas, establishing shared accountability and responsibility for the recruitment and retention of designated equity groups, strategically prioritize measures to address the goals and requirements of FCP and providing educational opportunities about employment equity to improve understanding of equity issues and the university obligations with respect to federal contractors program compliance.

Communication Strategy

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.

The sixth report, *Achieving Employment Equity at Queen's, Part 6: Looking to the Future, Persons with Disabilities at Queen's*, is the second in this series. It identifies barriers to achieving employment equity for persons with disabilities at Queen's, and proposes future initiatives to overcome these challenges.

Future issues will focus on the remaining designated groups.

Achieving Employment Equity at Queen's

Part 6: Looking to the Future
Persons with Disabilities



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 2014, the Equity Office released three issues. They can be found at:

<http://www.queensu.ca/equity/publications/2014.html>

January 2014 (Issue 8)

The key themes of this issue are:

- Aboriginal Cultural Safety
- Unconscious Bias in the Hiring Process
- HR Recruitment Boot Camp

July 2014 (Issue 9)

The key themes of this issue are:

- Faith/Religious Accommodation
- Disability in the Workplace
- Interfaith in the Hospital System

October 2014 (Issue 10)

The key themes of this issue are:

- Employment Equity Framework
- Diversity and Equity Assessment and Planning (DEAP) Tool
- Employee Resource Groups at Queen's

The Equity Office website is regularly updated with the most current information pertaining to Employment Equity at Queen's 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 internal transfers and 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 and the Equity Reporting Resources for Faculty.

The Equity Office Facebook Group was launched on February 23, 2012 for the purpose of creating an inclusive and informative online forum. During 2014 the Facebook page increased to 244 'likes'. The 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 facts about equity and human rights issues



The Equity Listservs

The Equity Office manages two listservs: The Equity and the Employment Equity Representative (EE Rep) listservs.

Employees are asked to participate on the Equity 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 listserv has 858 subscribers. In 2014, we communicated nine times through the Equity listserv: the Equity Matters newsletters (January, July and October) and the request for nominees for the tri-awards were disseminated as well as information regarding; the ERG event, the Michael McCreary event, Aboriginal Awareness Week events, Queen's International Educators Training Program and Pride Month events.

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 449 subscribers.

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 as well.

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 was first offered 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 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 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 session. Lastly, Administrators who are in recommendatory positions must receive appropriate training. These three workshops are provided by the Equity Office.



From Diversity to Inclusion in the Workplace Certificate Program: There were 84 staff members working towards completing their certificate for Diversity to Inclusion in the Workplace in 2014.

New Staff Orientation Sessions: There have been 79 new staff in 2014 that attended this training.

QUFA Employment Equity Training: In 2014, the Equity Office offered twenty-one training sessions (including one-on-one sessions) under the QUFA CA. Of these, thirteen were general training for Appointments/Renewal, Tenure, Promotion Continuing committee members and eight were for Employment Equity Representatives. Throughout 2014, 138 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 2014, the Equity Office participated in training and presentations in employment equity for the hiring committee for the Associate Vice-Provost Teaching and Learning appointment. The Equity Office also provided employment equity training for the Queen's National Scholar Advisory Committee, the University Promotions Committee as well as the Hiring Committee in Physical Plant Services.

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 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 2014 Employment Equity Award went to **John Witjes**, Associate Vice-Principal (Facilities). Mr. Witjes played a leadership role in piloting the Equitable Hiring of Custodians initiative. The lessons learned from the initiative will help inform the equitable hiring of all staff across the university.

John Witjes accepted the Employment Equity Award from the Principal on March 3, 2015



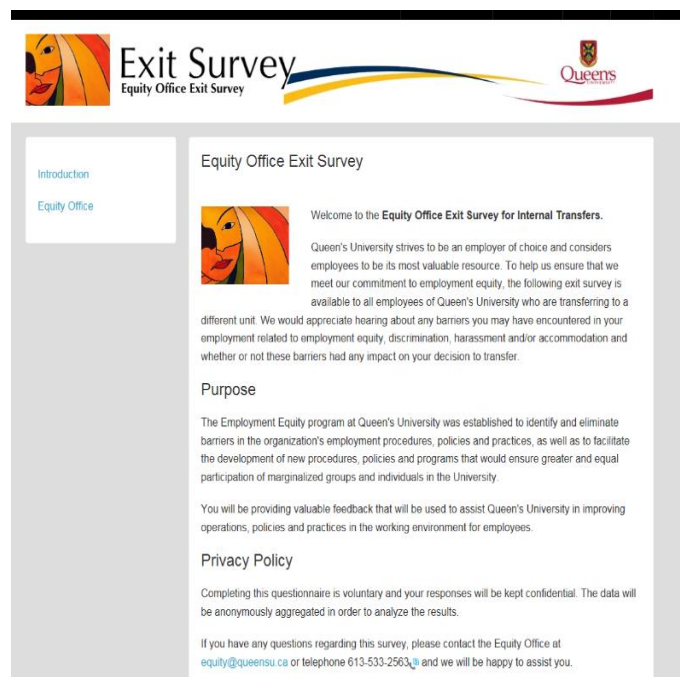


Employee Resource Groups: The Equity Office and Human Resources officially launched an employee resource group (ERG) for women on November 14, 2014.

The ERG aims to enhance professional development resources for women and open up channels for them to voice their concerns and ideas for improving the workplace. Queen's is only the second Canadian university to establish an employee resource group on campus.

Principal Daniel Woolf delivered introductory remarks, noting that current and future employee resource groups will assist the university in acquiring, developing and retaining top quality staff and faculty. Dr. Yolande Chan, Associate Vice-Principal (Research), shared her personal story during the keynote address in hopes of inspiring women in attendance. The inaugural meeting concluded with the attendees working in groups to chart the future course of the ERG. Out of this initial meeting, the Young Women at Queen's (YWQ) ERG was formed.

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 Surveys were revised in 2013 and now include questions relating to climate. In addition, an internal transfer survey has been added. Much of 2014 was spent working with the Developer on the online application. The Exit Survey online application was launched in December 2014. Starting in January 2015 employees that have transferred departments will be sent an email inviting them to complete the survey. The Survey is also available for those employees that have left the University. The links to the exit surveys can be found here:



<http://www.queensu.ca/equity/employment/exit-survey.html>



Staff Hiring Process: The FCP AG developed a proposal which entailed developing and conducting an equity process for hiring in a specific non-academic Unit in order to implement, monitor and evaluate the feasibility of such a process. After the process was complete a report was submitted. The report outlined the success of such a process for attracting and hiring representative pool of candidates. 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

In 2014, the Equity Office approached various units to explore the development of employment equity measures to address staff hiring processes within their units. The Climate and Work-life Cycle Employment Equity Working Group will re-visit the implementation of a staff hiring process for all units at the University.

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. The proposal was endorsed by the VPOC which provided a Record of Decision (ROD) on April 8, 2014.

In 2014, The Equity Office developed the training specific for Senior Search Hires. The training included outlining expectations for the following:

1. Screening and Equity questions for search firms
2. Information and training pertaining to understanding the designated group profile for senior administrators
3. Information and training pertaining to the self-identification process
4. The equity checklist for a senior search strategy



Accountability

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 which is classified by National Occupational Classification (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 employees 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 *ICount 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 901 Equity Census: PSAC 901 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 PSAC 901 members.

The ICOUNT Queen's Equity Census: The Census was administered twelve times in 2014 to a total of 471 new employees. The FCP requires an 80% return rate. The response and return rates were as follows:

Census #	Total Sent	Returned	Not Returned	Return Rate
#47	35	30	5	85.7%
#48	30	25	5	83.3%
#49	20	18	2	90.0%
#50	35	29	6	82.9%
#51	26	20	6	76.9%
#52	37	31	6	83.8%
#53	34	31	3	91.2%
#54	63	58	5	92.1%
#55	37	29	8	78.4%
#56	84	63	21	75.0%
#57	41	34	7	82.9%
#58	29	24	5	82.8%
Total	471	390	81	83.2%



Equity Data Warehouse (EDW): The Equity Office and Queen's Information Technology Services designed the Equity Data Warehouse which allows the 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). The Equity Office continues to work with ITS on the functionality of the Equity Data Warehouse.

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.

SECTION 1: EMPLOYMENT EQUITY



The following table summarizes the representation rates for members of the designated groups at Queen's University from 2005 to 2014. The Canadian Workforce data is derived from the Statistics Canada 2011 Census and the Canadian Disability Survey.

Queen's University Representation Rates

Designated Groups	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Canadian Workforce
Women											
Academic	37.7%	36.9%	37.0%	37.8%	38.7%	38.3%	39.2%	40.1%	40.4%	38.4%	48.2%
Staff	65.3%	65.4%	65.9%	66.2%	65.5%	65.5%	66.1%	65.2%	64.4%	61.5%	
Aboriginal Peoples											
Academic	0.7%	0.7%	0.9%	1.0%	0.9%	1.0%	0.9%	0.8%	0.8%	1.1%	3.5%
Staff	1.4%	1.4%	1.4%	1.5%	1.3%	1.3%	1.6%	1.6%	1.8%	1.8%	
Persons with Disabilities											
Academic	3.0%	2.9%	2.7%	2.6%	2.7%	2.5%	4.1%	4.4%	3.8%	4.1%	4.9%
Staff	4.1%	3.8%	3.8%	3.9%	3.6%	3.4%	5.3%	5.3%	5.1%	5.5%	
Visible Minorities											
Academic	11.7%	12.5%	11.3%	12.6%	12.9%	14.1%	12.3%	12.3%	12.8%	12.8%	17.8%
Staff	5.6%	5.2%	4.8%	5.4%	5.8%	6.2%	5.2%	5.5%	6.1%	5.8%	
Totals											
Total Academic	41.9%	41.6%	42.0%	41.8%	41.1%	41.5%	41.5%	41.1%	42.4%	40.2%	
Total Staff	58.1%	58.4%	58.0%	58.2%	58.9%	58.5%	58.5%	58.9%	57.6%	59.8	

*Academic includes: Faculty, Academic Assistants, Adjuncts, Archivists, Librarians and Fellows.

**Not included: Affiliate, Associate, Casual, Student Contracts, Clinical Payments and Zero Salary.

Year comparison 2013-2014

▲ PERSONS WITH DISABILITIES

Increased representation for academic and staff positions

▲ ABORIGINAL PEOPLES

Increased representation for academic positions

▼ WOMEN

Decreased representation for both academic and staff positions

▼ VISIBLE MINORITIES

Decreased representation for staff positions

Designated group representation at Queen's has far to go to reach the benchmark of the Canadian Workforce Population.

SECTION 1: EMPLOYMENT EQUITY



The following designated groups are significantly under-represented at Queen's in specific Employment Equity Occupational Groups (EEOGs):

- **Women** in Professionals and Other Sales and Service (Custodians)
- **Aboriginal peoples** in Professionals and Other Sales and Service
- **Members of visible minorities** in Middle and Other Managers, Professionals, Semi-Professionals and Technicians, Skilled Crafts and Trades Workers and Other Sales and Service
- **Persons with disabilities** in Supervisors and Other Sales and Service

EEOG	Women	Aboriginal peoples	Visible minorities	Persons with disabilities
1. Senior Managers	3	0	-1	-1
2. Middle and Other Managers	11	-2	-14	3
3. Professionals	-47	-11	-206	14
4. Semi-Professionals and Technicians	-1	2	-36	0
5. Supervisors	7	3	1	-4
6. Supervisors - Crafts and Trades	-1	0	-2	0
7. Administrative and Senior Clerical	27	2	-1	18
8. Skilled Sales and Service Personnel	0	0	0	1
9. Skilled Crafts and Trades Workers	-1	0	-10	-1
10. Clerical Personnel	68	-2	2	2
11. Intermediate Sales and Service	-9	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service Personnel	-36	-6	-10	-6
14. Other Manual Workers	-1	0	0	1
Overall gap (hiring goal)	32	-21	-232	18

After reviewing the workforce analysis, it is evident that greater focus and energy needs to be directed towards the category of 'Other Sales and Service Personnel'. In this category, gaps for all of the designated groups continue to persist.



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.

SECTION 1: EMPLOYMENT EQUITY



Since the launch of FAD in January 2013 there have been 167 FAD users including 127 EE Reps and 40 delegates. At the time of this report there were 308 competitions in total, 54 remain in progress, 237 are complete and 17 have 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 2012-2014 report will be reviewed by the JCAA in September 2015.

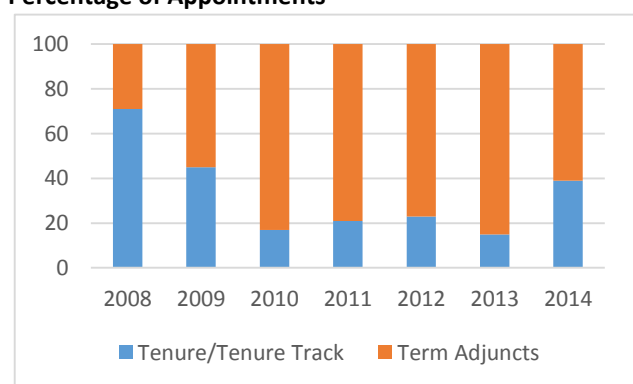
Of the faculty hired in 2014, 79% were compliant in completing the equity reporting process for new faculty hires. Compliance with the equity reporting process was steadily improving until 'Sessional Adjuncts' were included in the same reporting system in 2010. The 2010 rates were comparable to rates in 2004. In 2011, the compliance rate did increase but continued to decrease in 2012 and 2013. However, with the implementation of the Faculty Appointments Database (FAD) compliance has once again increased to 79%.

What is interesting to note is the percentage of new positions that are Term Adjuncts. This stresses the importance of compliance for Term Adjuncts.

Overall Compliance Rate (2008-2012)

Year	Compliance with Equity Reporting Process
2003	33%
2006	86%
2009	80%
2010	63%
2011	75%
2012	68%
2013	68%
2014	79%

Percentage of Appointments





The Equity Office is also responsible to ensure that units are compliant with the Equity Reporting Process 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%
2014	92%

Overall, compliance with equity reporting in the RTPC process from 2012 to 2014 was 91.2%. In 2012, 95.3% of all RTPC committees returned the Equity Reporting Forms to the Equity Office. In 2013, this figure decreased to 86.0% but then increased in 2014 to 91.8%. The Equity Office worked throughout 2014 on a new online application for RTPC.



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 a Multi-Year Accessibility Plan that serves the university in the following ways:

1. To develop plans to address accessibility in the 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 the Plan 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.

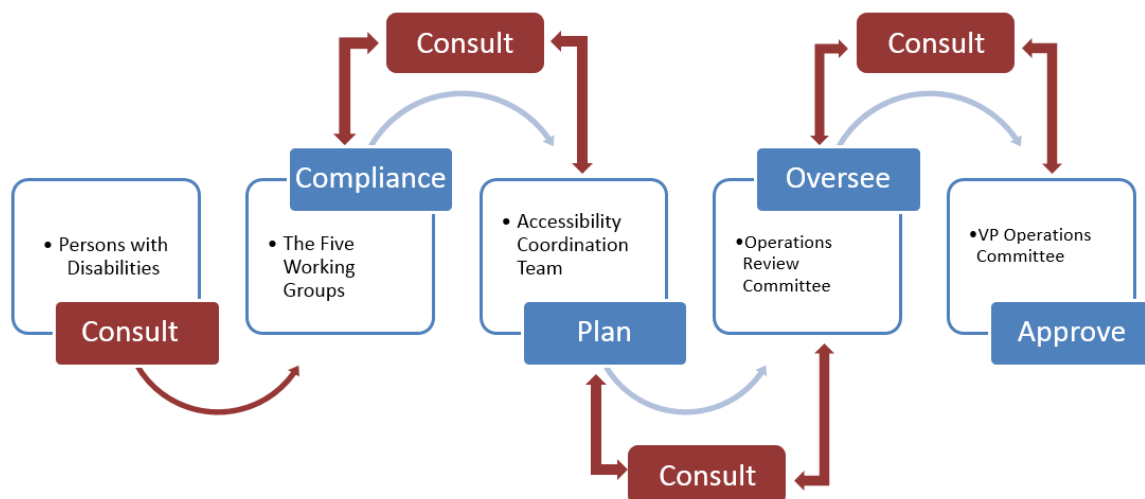


Five Working Groups have been put in place comprised of members with direct responsibility and expertise as it pertains to accessibility requirements and identified priorities. Each Group also has a member that self-identifies as living with a disability and holds a particular interest in the Group's 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 or Principal/ Vice-Principals' group as appropriate.

THE FRAMEWORK



SECTION 2: ACCESSIBILITY



The Equity Office coordinates all five working groups as well as the Accessibility Coordination Team and the Operational Review Committee. The total number of meetings held during 2014 appear below:

Type of Meeting	# of Times Met in 2014	Dates
Policy Advisory Working Group	1	October 24, 2014
Information and Communications Group	5	January 20, 2014 February 11, 2014 May 6, 2014 September 10, 2014 October 20, 2014
Built Environment Group	8	January 15, 2014 March 19, 2014 April 16, 2014 May 21, 2014 July 16, 2014 September 17, 2014 October 15, 2014 December 9, 2014
Employment Working Group	1	April 8, 2014
Education, Training and Awareness Working Group	2	January 23, 2014 March 27, 2014
Operations Review Committee	4	January 27, 2014 March 24, 2014 April 28, 2014 September 17, 2014



AODA 2014 Requirements and 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?

- ✓ 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, Manager, Campus Planning, at Student Life Center

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. Since its launch, the Accessibility Hub has assisted **67** Queen's Departments and Community Services with accessibility issues. At the time of this report, the Accessibility Hub Coordinator has responded to **159** specific requests (34 in July/14 alone) ranging from the simple to very complex. Including; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking. Since Google Analytics was added to the Hub (Nov. 22, 2013) there have been **8918** Visitors to the website, viewing **20,820** pages.



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.

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 (CST) in December 2009, 18,244 staff, faculty, students and third parties contracting with the University have taken the online training. 3,265 of these took the training in 2014.

Three additional trainings were launched in January 2014. Any person who communicates and interacts with persons with disabilities on behalf of Queen's University must receive training on the requirements in the Access Forward (AF) and Human Rights 101 (HR 101) trainings. Every educator who communicates and interacts with persons with disabilities on behalf of Queen's University must take the Accessible Instruction for Educators (AIE) training. The AODA Training Suite can be found [here](#). Training is provided online, face-to-face, and in booklet form, as appropriate.

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. To assist in the university's compliance efforts the Equity Office sends quarterly compliance reports to all Departments and Units.

All employees and volunteers are encouraged and provided 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 the percentage of active employees that have completed accessibility training as of May 6, 2015.

Active Employees	Total	HR 101	CST	AF	Active Employees (Educators)	AIE
Faculty	1543	266	1042	314	1543	262
%		17.2%	67.5%	20.3%		17.0%
Staff	2595	1198	2315	1232	312	212
%		46.2%	89.2%	47.5%		67.9%
Grand Total	4138	1464	3357	1546	2776	474
Percentage		35.4%	81.1%	37.4%		17.1%



Accessibility Policies / Impact on Accessibility of University Policies

- ✓ Accessibility Procedures continue to be developed as appropriate.
- ✓ The Policy Advisory Subcommittee of VPOC continues to take accessibility into account when reviewing all university-wide policies, procedures, and guidelines.

Multi-Year Accessibility Plan

- ✓ The 2013-2016 Multi-Year Accessibility Plan approved by VPOC October 31, 2013 is posted [here](#).
- ✓ The 2014 Annual Status Report 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:

- ✓ Queen's University continues to incorporate accessibility features when designing, procuring or acquiring self-service kiosks.
- ✓ Staff members from the Equity Office and Strategic Procurement continue to participate on the Council of Ontario AODA Admin Procurement Subcommittee.

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:

- ✓ Queen's University continues to make strides towards ensuring new internet websites and web content conforms to established [WWW Consortium Web Content Accessibility Guidelines 2.0.](#), initially at Level A.

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:

- ✓ Human Resources continues to take accessibility into account for employees with disabilities throughout their work life cycle.
- ✓ The following policies, procedures, and guidelines were endorsed by the Policy Advisory Subcommittee (PASC), posted for University consultation, and was approved by VPOC in January 2015.
 - Accommodation of Disabilities in the Workplace Policy
 - Individualized Disability Accommodation Procedures
 - Disability Accommodation Guidelines
 - Return to Work Policy
 - Return to Work Procedure



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 planning where recommended.
- ✓ An Equity Advisor participates on the Campus Planning Advisory Committee to bring an accessibility lens to its agenda items.
- ✓ A 2-year Accessibility Audit of the University's built environment has been approved and will commence February 2015. Approximately 6 million square feet of interior and exterior space in academic and administration buildings, libraries, student centres and any other buildings expected to undergo capital upgrades, updates or renovations will be audited.



AODA Requirements Beyond 2014

The following charts indicate future AODA requirements that Queen's University's will have to meet. As in all other preceding AODA requirements, failure to meet these requirements could lead to a non-compliance designation and could result in financial implications for the University.

Design of Public Spaces

Timeline	Requirement
Jan 1, 2016	<ol style="list-style-type: none"> 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, 2015	<ol style="list-style-type: none"> 1. Provision of accessible formats and communication supports for persons with disabilities, upon request 2. Make available, upon request, accessible or conversion ready versions of textbooks 3. 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	<ol style="list-style-type: none"> 4. Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources 5. 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	<ol style="list-style-type: none"> 6. Ensure all internet website and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0 Level AA (some exceptions)



The Steve Cutway Accessibility Award

Established in 2008, this award 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 2014 Steve Cutway Accessibility Award was presented to Access Champions for its efforts to provide accessibility assistance to anyone or any event on campus. Founded by Ellen Flanagan (OT'14), Access Champions started as a one-off meant to ensure access and inclusivity for alumni and other visitors during Homecoming 2013. Under Ms. Flanagan's tutelage, the program expanded to include Orientation Week 2014. Since then Sam Wade (OT'15) and Nicole Krasko (OT'15) have taken up the Access Champions baton with more than 16 OT students willing and able to provide accessibility assistance.





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 eight times during the 2014-2015 academic year. The Committee discussed and advised on the following items:

1. **Graduate Completion Times:** The Committee discussed the [Report to GSEC by the Time to Completion Task Force](#). The SEEC agreed that there needed to be clear communication around accommodation within the policies. Recommendations from the SEEC were communicated to the School of Graduate Studies (SGS). The SGS included additional information with the Frequently Asked Questions section of the School of Graduate Studies website found here: <http://www.queensu.ca/sgs/current-students/frequently-asked-questions>
2. **Senate Motion - Lack of Recognition for Female Faculty:** The Committee reviewed the motion asking that the SEEC investigate the reasons for the lack of recognition that research conducted by female



faculty has been receiving at Queen's and to make recommendations of how to improve the situation. In addressing the motion the SEEC compiled data on the presence of female faculty and the recognition of female faculty member's research. The report was presented at the January 2015 Senate meeting.

3. **Diversity and Equity Assessment and Planning (DEAP) Tool:** The SEEC discussed the progress of the DEAP Tool. In January 2015, the Provost and Vice-Principal (Academic) communicated the DEAP requirement to the Faculties. The Faculty of Engineering and Applied Science and the School of Medicine have already started using the Tool.
4. **Gender Identity Language policy:** The Committee discussed and researched the creation of a policy regarding requests for gender identification. The SEEC is in the process of developing a draft policy which will go to the Policy Advisory Subcommittee (PASC) to the Vice Principals' Operations Committee (VPOC) for approval.
5. **Human Rights Office Report 2012-2013:** The committee reviewed the HRO Report 2012-2013 and accepted a motion that it be brought to Senate for information.
6. **Sexual Assault Prevention:** The SEEC reviewed the *Report on the Activities of the Sexual Assault Prevention and Response Working Group (SAPRWG)* prepared February 11, 2015. The Committee discussed the report as well as reviewed the [crisis response resources](#) available. The Committee was asked to provide feedback on the [Interim Protocol](#).
7. **The Harassment and Discrimination Policy:** The SEEC was updated on the current status of the Harassment and Discrimination Policy. A new working group may need to be struck with University wide engagement to revise and update the policy.
8. **Senate Motion - Human Rights Office Report:** The Committee reviewed and responded to the motion asking that the SEEC to examine the feasibility and appropriateness of including additional information with the Human Rights Office annual report.
9. **Aboriginal Recruitment and Retention:** The Committee discussed the recruitment and retention of Aboriginal students for future consideration.
10. **Diversity and Equity Taskforce (DET) Action Items:** The Committee briefly reviewed the DET Action items and discussed next steps.
<http://www.queensu.ca/provost/responsibilities/committees/diversity.html>
11. **Teaching and Learning Action Plan:** The Committee discussed the Teaching and Learning Action Plan to determine the extent to which educational equity was included.
12. **International Plan at Queen's:** The Committee provided comments and suggestions regarding the International Plan Overview at the November meeting and provided feedback and suggestions to advance the Plan at the May meeting.



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

- H. Penning, Equity Advisor, Equity Office, to attend the September and December SEEC meeting to discuss the DEAP Tool.
- K. O'Brien, Associate Vice-President (International), to attend the November and May SEEC meetings to discuss the Queen's International Plan.
- S. Simpson, Associate Director, Human Rights Office, to attend the February SEEC meeting to discuss the Human Rights Office Report.
- E. Clow, Special Projects Officer, Equity Office, to attend the February SEEC meeting to discuss Gender Identity Language Policy.

NEW MEMBERSHIP

The SEEC was pleased to have four newly elected members join the Committee: A. Alger, S. Jin, D. Pugh and T. Tang. Also, the SEEC had a new Equity Office designate, S. Shiels, and a new AMS representative E. Wong.

FUTURE ACTIONS

The SEEC's future work will focus on:

- Reviewing the implementation of the DEAP Tool
- Reviewing the 2014 Designated Group Representation
- Completing the Policy on Gender Identity Language
- Reviewing Aboriginal Retention and Recruitment



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 jointly 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. In 2014, the School of Medicine re-joined the Student Applicant Census.

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 2014 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below. The population surveyed was 24,495. 3078 applicants responded to the survey, a 12.6% return rate, much lower than last year (40.1%). A summary table of the annual census results from 2009 to 2014 is available on the website of the Office of [Institutional Research and Planning](http://www.queensu.ca/irp/accountability/surveys/Equity2014.pdf).

<http://www.queensu.ca/irp/accountability/surveys/Equity2014.pdf>

2014 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 group members at Queen's to the percentage of designated group members in the Canadian population age 15 to 24.

Students	Total	Women	Males	Visible Minorities	Aboriginal Peoples	Persons with Disabilities
Undergraduate	21,619	13,162	2,040	2,040	133	748
	100.0%	60.9%	39.1%	9.4%	0.6%	3.5%
Graduate	4,378	2,090	2,288	477	18	132
	100.0%	47.7%	52.3%	10.9%	0.4%	3.0%
Total	25,997	15,252	10,745	2,517	151	880
	100.0%	58.7%	41.3%	9.7%	0.6%	3.4%
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	0.538	0.162	0.680
Most under-represented ranking	N/A	0	N/A	2	1	3

Note:

- Return rate for undergraduate students is 39.3%.
- Return rate for graduate students is 36.9%.
- Counts of Female students are not taken from the census.



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 consideration 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. AODA Suite Training Report

In 2014, the Equity Office provided detailed reports for fourteen (14) 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 2015

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 2015:

The Renewal, Tenure, Promotion and Continuing (RTPC) Online Application

The RTPC Online application will be launched in 2015. This RTPC application replaces the paper version of the Equity Reporting Forms for personnel applications. Once the committee has evaluated the applicant's file and developed a recommendation, the Employment Equity Representative should complete the equity process through this application.

Accessibility Training Suite

In 2015 a training suite reporting system was put into place. New employee data is run every February, May, August and November. Individual compliance reports are then sent to the various Faculties and Schools for information.

The Equity Compliance Report for the JCAA

The Equity Compliance Report for the Joint Committee on the Administration of the Agreement (JCAA) 2012-2014 will be submitted in 2015 for review.

Employee Resource Groups (ERG)

A new group at Queen's University seeks to provide professional development and mentorship programming specifically for young women.

Young Women at Queen's (YWQ) is part of the larger Employee Resource Group initiative developed with the goal of promoting the career development of equity seeking groups on campus. YWQ is the first of these groups to be launched and is coordinated by Meagan Suckling, a member of the marketing and communications team at the Faculty of Engineering and Applied Science and Alaine Coschi, Development Coordinator in the Faculty Engineering and Applied Science.

Achieving Employment Equity at Queen's, Part 7: Looking to the Future, Women at Queen's

The third designated group to be discussed, this issue will identify barriers to achieving employment equity for women at Queen's, and propose future initiatives to overcome these challenges. This issue will be released in 2015.

Diversity and Equity Assessment and Planning Tool (DEAP)

The Diversity and Equity Assessment and Planning (DEAP) Tool has been developed by the Equity Office to assist Units to better understand the environments and climate relating to equity and diversity in their Units. The DEAP Tool is a self-audit tool for internal use for Units. The DEAP Tool was launched in January 2015. The staff of the Equity Office have been meeting with the Unit delegates responsible for its completion. The Equity Office has also been meeting with PARTEQ to patent the Tool as many Universities have shown an interest in purchasing Tool.



Conclusion

In the Equity Office, 2014 has been a year marked with new initiatives and continued diligence on a number of initiatives and projects. Building on the success of the Accessibility Framework, the Employment Equity Framework received final approval from the Principal and Vice Principal's Executive Committee (PVP). Looking forward to 2015, the Employment Equity Framework and its three working groups, led by senior university administrators, will be a central priority of the Office. Also noteworthy in 2014 were the progressive steps taken by the Equity Office to create new on-line tools/training modules. As showcased within this report, the new on-line tools/training modules (Faculty Applicant Database, Access Forward, Human Rights 101 and Accessible Instruction for Educators) have increased the Equity Office's scope and reach among members of the university community. Building on the positive reception of these on-line resources, work is currently underway to create on-line training modules for the Employment Equity Representative (EE rep) training and the Appointments/ Renewal, Tenure, Promotion and Continuing Appointments (RTPC) workshop. A common theme throughout this report is the Equity Office's commitment to progressive and innovative outreach.

While it is clear that progressive strides have been taken in many areas, continued work is necessary in others. Although progress has been made, significant gaps continue to persist for Aboriginal persons and racialized/visible minorities among a number of the Employment Equity Occupation Groups (EEOGs) at Queen's University. In the years ahead, attention will need to be directed towards both the recruitment and retention of members from these designated groups. Also emerging from this report is a significant decrease in return rate among undergraduate students for the Queen's Student Applicant Equity Census from 2013 to 2014. In an effort to address this decrease, collaborative work with the Office of Institutional Research and Planning is being undertaken.

In addition to the new initiatives outlined above, 2014 was marked by significant education and outreach activities by the Equity Office. In this past year, community engagement and outreach included, but was not limited to, the Accessibility Cafes, New Staff Orientation, New Faculty Orientation, the From Diversity to Inclusion in the Workplace certificate program and the QUFA Employment Equity Training. Drawn from this extensive list of community engagement and outreach activities are two conclusions. One, there continues to be an active interest on the part of Queen's community members to learn more about equity, diversity and inclusion in both principle and in practice. Two, that the expertise provided by the Equity Office on these topics continues to be in high demand and a significant part of this office's mandate. Building on the momentum and accomplishments of 2014, the Equity Office looks forward to the continued, evolving and new projects of 2015.

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