The Equity Office

Annual Report

2015

A Year in Review

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Introduction

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. To achieve these goals the Office works to position the University such that it 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 Strategic Research Plan, the Strategic Framework 2014-2019, the Library and Archives Master Plan, the Comprehensive International 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 four requirements under the Federal Contractors Program (FCP), reporting on compliance with the regulations and standards of the Accessibility for Ontarians with Disabilities Act (AODA), as well as training and data collection mandated by Collective Agreements.

The Equity Office Staff Compliment

Irène Bujara - University Advisor on Equity and Human Rights

bujarai@queensu.ca - ext. 77581

Irène Bujara has worked at Queen's since 1992 as the Director of the Human Rights Office. In 2005 she became the Director of both the Human Rights Office and the Equity Office. Irène advises the University on its obligations under the Human Rights Code as well as other related legislation such as the Employment Equity Act. Irène holds a law degree from the University of Ottawa. To schedule a meeting with Irène please contact Jill Christie at jjc@queensu.ca

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Jill Christie - Data and Administration Manager

jjc@queensu.ca - ext. 78940

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

Erin Clow - Equity Advisor

erin.clow@queensu.ca - ext. 79576

Erin Clow is the Equity Advisor for both the Equity and Human Rights Offices. 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.

Meri Diamond - Administrative Coordinator

diamondm@queensu.ca - ext 32563

Meri Diamond is the Administrative Coordinator at the Equity Office and has worked in the Office since 2005. As the front line person, she is responsible for fielding inquiries made to the office as well as assisting with any questions that may arise. She prepares facilitators for monthly equity training workshops required by the Faculty Collective Agreement. She also administers the I Count Queen's Equity Census process to all new employees and administers Faculty Appointments Process.

Heidi Penning - Equity Advisor

heidi.penning@queensu.ca - ext. 79338

Heidi Penning is an Equity Advisor and contributes to the oversight function of the Equity Office regarding the University's compliance and commitment to achieving equity throughout the Queen's community. She holds a Masters Degree in Public Administration from Queen's University. Heidi brings with her over two decades of experience about the way that public policy, human behaviour, and community realities intersect to create sustainable and positive change for equity-seeking groups so they can live, work and play with dignity in their communities.

Shauna Shiels - Equity Advisor

shielss@queensu.ca - ext. 79576

Shauna Shiels is an Equity Advisor and 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.

Andrew Ashby - Accessibility Coordinator

ashby@queensu.ca - ext. 75734

Andrew Ashby is the Accessibility Coordinator, who is responsible for the coordination of accessibility initiatives throughout the University, including those initiatives stemming from the requirements of the Accessibility of Ontarians with Disabilities Act (AODA). He works collaboratively within the Queen's community to provide skills and services that will ensure a coordinated approach to accessibility. Andrew also maintains the Accessibility Hub at Queen's. The Accessibility Hub, a central online resource for accessibility at Queen's. 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's office is located in the Adaptive Technology Centre, Stauffer Library.

Greg Naçu - Application Developer

gwbn@queensu.ca - ext. 32563

Greg Naçu 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, Zoe Chan, Erin Clow, Jill Christie, Meri Diamond and Shauna Shiels
Front row: Andrew Ashby, Irène Bujara and Heidi Penning

Priority Responsibilities for 2015

The priority responsibilities for 2015 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. Administering the Equity Blog and Equity Newsletter.
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 on compliance with equity sections of the QUFA CA for the JCAA.
9. Maintaining a process to address the PSAC 901 equity requirements.
10. Coordinating the Employment Equity Framework.

Accessibility/AODA

11. Coordinating the Accessibility Framework.
12. Maintaining and continuing development of the Accessibility Hub.
13. Providing an annual status report of the Multi-year Accessibility Plan to meet compliance with the AODA.
14. Ensuring the implementation of all the Design of Public Space 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 for employees.
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 Equity Office for the year 2015.

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 implementation of the Employment Equity Frameworks and its working groups, the Council's primary function is to review the work of that structure.

The CEE met twice during the 2015-2016 academic year. The CEE participated in the following activities:

- Review the FCP Initial Assessment
- Discuss the ERG 'Young Women at Queen's'
- Discuss the Employment Equity Framework progress

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. The Employment Equity Framework serves 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.

In the response to the need for Queen's to meet short term and long term numerical employment equity goals, the Equity Office coordinates the implementation of the Employment Equity Framework. In 2015 the working groups' focus was on reviewing and assessing ongoing data production and processes in order to be better positioned to develop strategic goals and corresponding action plans.

The **Strategic Planning Group** has a mandate to provide strategic planning, harmonization of effort, and oversight of initiatives under the Employment Equity Framework. The composition of this group includes the three leads of the working groups in addition to Gordon Smith (Vice Dean, Faculty of Arts and Science) Chair of the Council on Employment Equity, and Irène Bujara, University Advisor on Equity and Human Rights.

The **Strategic Planning Group** met twice in 2015. Most of their discussion focused on advancing Employment Equity at Queen's in a more strategic fashion than has been done in the past. They agreed on the following overall vision (noting, however, that further work on the vision statement is required):

> *The increasingly diverse student body at Queen's University should be reflected in the makeup of our staff and faculty providing a truly transformational student experience.*

 At the August 17th, 2015 meeting, the Strategic Planning Group met with additional key community members and worked with a Graphic Recorder on an Employment Equity Vision.
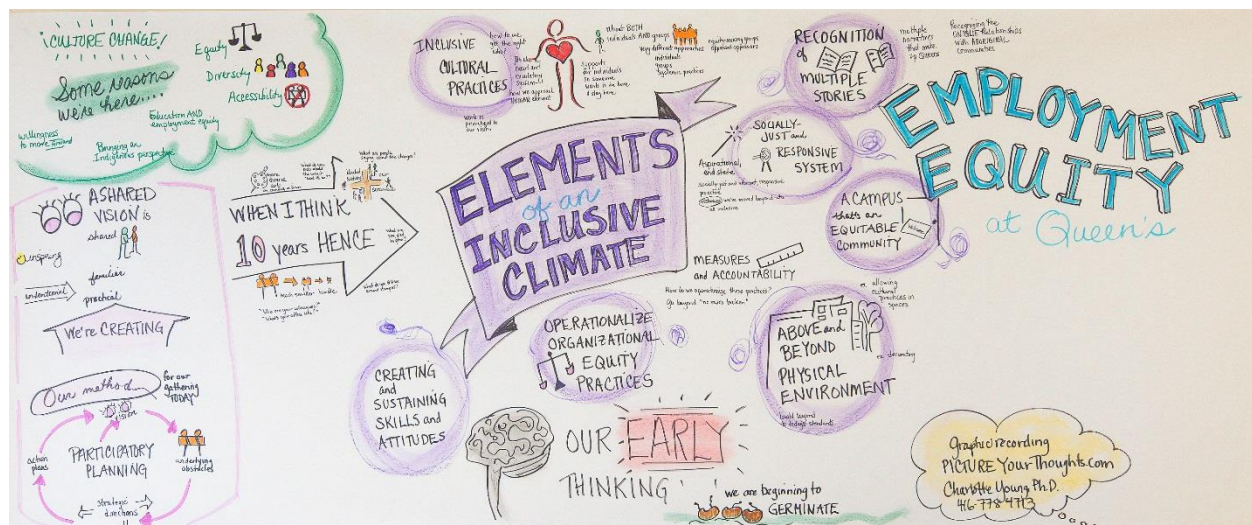
The Accountabiltiy Working Group led by the AVP Human Resources is responsible for:

1. Collecting workforce information and conducting workforce data analysis
2. Establishing short-term and long-term numerical goals. Strategically prioritizing measures to address the goals and requirements of (FCP)
3. Ensuring the implementation of special measures and actions to support the achievement of a representative workforce

The Accountability Working Group met four times during 2015 and reviewed the following:

- Queen's Representation Rates
- The process for Workforce Data Collection
- The implementation the DEAP Tool
- The definition of promotion in the context of WEIMS
- The Strategic Planning Vision Gathering outcome
- The TA/F Census results
- The FCP First Compliance Assessment

The Communication, Training and Awareness Working Group led by the Director of Communications is responsible for:

1. Ensuring that the institution is providing educational opportunities regarding employment equity to improve understanding of equity issues and the University's obligations for Employment Equity compliance
2. Promoting the development of processes to enhance hiring and recruitment practices at the University to ensure progress in our stated obligations to achieve representation in our workforce
3. Communicating equity responsibilities to the University community
4. Developing content for employment equity related publications to educate the university community

The CTA met five times during 2015 and reviewed the following:

- Workforce Data Collection
- The DEAP Tool
- Employment Equity Messaging
- Marketing Strategies and Opportunities

The Climate and Worklife Cycle Working Group led by the Deputy Provost is responsible for:

1. Developing strategies for actionable changes to human resources practices and systems to eliminate barriers to the hiring, selection and training of designated group members

2. Developing initiatives that would create a favourable work climate to support the successful inclusion for members of designated groups and equity seeking groups

3. Developing initiatives to assist in the retention and promotion of members of designated and equity seeking groups

The CWLC met three times during 2015 and reviewed in the following:
- Workforce Data Collection
- Employment Equity Visioning Summary
- The DEAP Tool

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 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 University Advisor on Equity and Human Rights also takes part in various **Advisory Committees to the Principal**.   In 2015, she was invited to participate in the search for the Dean of the Faculty of Education, the re-appointment of the VP Research, she participated on the Queen's National Scholar Committee, the Honorary Degrees Committee and the University Promotions Committees.

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 new series. It identifies barriers to achieving employment equity for persons with disabilities at Queen's, and proposes future initiatives to overcome these challenges.

The seventh publication, *Achieving Employment Equity at Queen's, Part 7: Looking to the Future, Women* identifies current barriers to achieving employment equity for women at Queen's, and proposes future initiatives to overcome these challenge.

The final issue in the series will focus on Aboriginal peoples and will be published in September 2016.
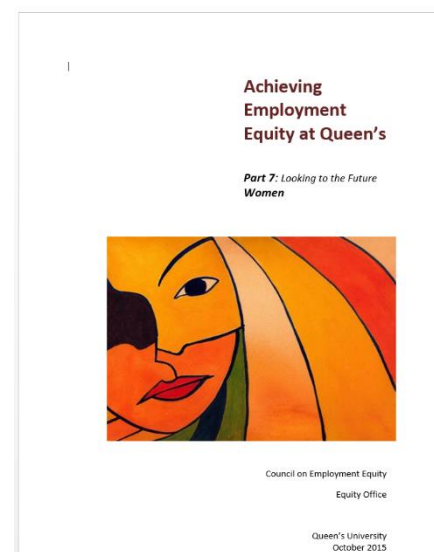
Equity Matters @ Queen's: The *Equity Matters @ Queen's* is a bi-monthly newsletter that provides a forum for subscribing members to learn and share ideas on best practices and support programs on how Queen's can attract and retain the best employees.

During 2015, the Equity Office released four issues. They can be found at:
http://www.queensu.ca/equity/publications/2015

February 2015 (Issue 11)
The key themes of this issue were:
- Queen's University Workforce Data
- The Accessibility Training Suite
- Employee Resource Groups at Queen's

April 2015 (Issue 12)
The key themes of this issue were:
- Queen's University Employment Equity Framework – Update
- Young Women at Queen's (YWQ) – Employee Resource Group
- The Steve Cutway Accessibility Award – March 2, 2015

August 2015 (Issue 13)
The key themes of this issue were:
- Diversity and Equity Assessment and Planning (DEAP) Tool
- Andrew Ashby – Accessibility Coordinator
- AMS Social Issues Commisioner

October 2015 (Issue 14)
The key themes of this issue were:
- Queen's University Faculty Association – The Collective Agreement (Equity Focus)
- From Diversity to Inclusion in the Workplace Certificate
- SGPS Equity and Diversity Commissioner

After the October 2015 edition of the Equity Matters Newsletter it was decided that the Equity Office would no longer produce the newsletter. This decision was made for a number of reasons including, declining readership and a desire to experiment with more contemporary methods of communication.

In September of 2015 the Equity Office launched its blog called Together We Are.

Equity Blog: TOGETHER WE ARE: Together We Are is a positive community of people celebrating equity, diversity and inclusion in the Queen's and broader Kingston community. **Together We Are** is a safe and collaborative space where dialogue and discussion can occur. **Together We Are** is for the passionate, the curious and anyone looking to join a positive, community of people committed to diversity, equity and inclusion.

In total we had four blog contributors for 2015 who shared their experience from their diverse perspective. They were: Michael Bach, De-Lawrence Lamptey, Joelle Thorpe and James McNutt.

The Equity Office website is regularly updated with the most current resources and 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. The Facebook page regularly communicates 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

During 2015 the Facebook page increased to 427 'likes'.

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. After faculty members 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 academic search committee requirements and processes for which EE Reps are responsible.

The Equity listserv has 1073 subscribers. In 2015, we communicated eight times through the Equity listserv: the Equity Matters newsletters (April, August, October), the request for nominees for the tri-awards were disseminated and the Together We Are Blog (October, November and December).

The **Employment Equity Rep listserv** has 474 subscribers. In 2015, we communicated three times through the EE Rep listserv: changes to FAD to include the Foreign Nationals question, the new online RTPC system and the changes to the new QUFA CA.

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 seek 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.

Senior Search Hiring: The University Advisor on Equity and Human Rights participates and delivers training and information to hiring committees for the appointment of senior administrators, which include any appointment at the level of Dean and above.

From Diversity to Inclusion in the Workplace Certificate Program: There were 104 staff members working towards completing their certificate for Diversity to Inclusion in the Workplace in 2015.

New Staff Orientation Sessions: There have been 105 new staff in 2015 that attended this training.

QUFA Employment Equity Training: In 2015, the Equity Office offered sixteen training sessions (including one-on-one sessions) under the QUFA CA. Of these, nine were general training for Appointments/Renewal, Tenure, Promotion Continuing committee members and five were for Employment Equity Representatives. Throughout 2015, 109 faculty, staff and students participated in this training.

Senior Search Hiring: In 2015, the Equity Office participated in training and presentations in employment equity for the hiring committees for the Dean, Faculty of Education as well as the Vice-Principal (Research). The Equity Office also provided employment equity training for the Queen's National Scholar Advisory Committee and the University Promotions Committee.

Climate and Work Life Cycle

The Employment Equity Plan

In the past an Employment Equity Plan was developed on a yearly basis by the Equity Office with endorsement from the FCP Action Group and the CEE. The Plan detailed the Employment Equity initiatives and reported on these annually. Within the plan was a timeline outlining procedures and initiatives that the Equity Office supported and coordinated such as the Employment Equity Award, Employee Resource Groups, Senior Search Hiring and Exit Surveys.

The Employment Equity Framework currently calls for the development of equity plans by its working groups. In 2015, the foundation was laid with the working groups for the development of future action plans. In the interim, the Office has continued to work on ongoing initiatives.

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 2015 Employment Equity Award went to the Young Women at Queen's Employee Resource Group. Formed in 2015, this group aims to provide professional development and mentorship programming specifically for women on campus.

Exit Surveys: To help ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an Equity Exit Survey.

In addition, an internal transfer survey is available for employees to complete when transferring departments.

Exit Surveys: A total of 38 employees transferred departments in 2015. Of the 38, 18 (47.4%) completed the Internal Transfer Exit Survey.

A report was presented to the Accountability Working Group outlining the results of the Internal exit surveys for 2015.
The Survey is also available for those employees that have left the Univeristy. The links to the exit surveys can be found here:
http://www.queensu.ca/equity/employment-equity/exit-survey
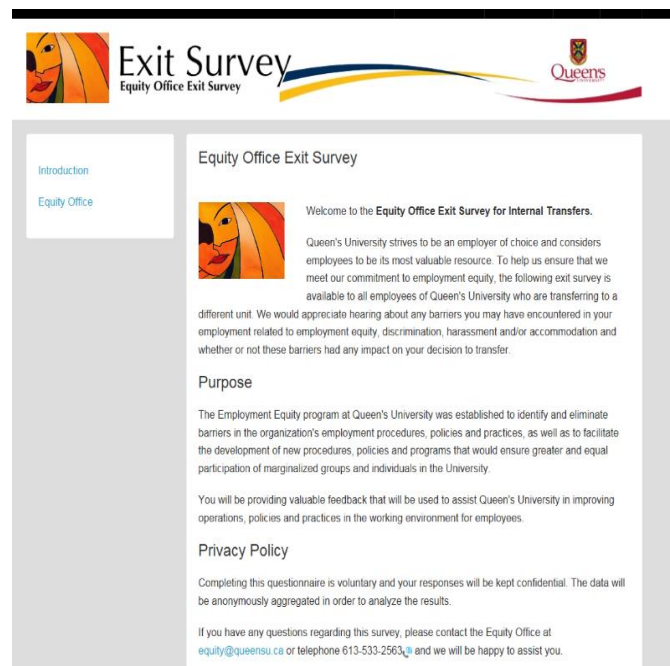
Staff Hiring Process: The FCP AG developed a proposal which entailed developing and conducting an equity process for hiring in a specific non-academic Unit in order to implement, monitor and evaluate the feasibility of such a process. After the process was complete a report was submitted. The report outlined the success of such a process for attracting representative pool of candidates.   Based on the success of the Pilot, the Accountability working group discussing how to make it more widely available across the University.

In 2015, the Equity Office approached various units to explore the development of employment equity measures to address staff hiring processes within their units. The Department of Advancement implemented a staff hiring process for all hires at the University in early 2016.

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.

Federal Contractors Program (FCP) Initial Assessment

Queen's became a Federal Contractor under the redeveloped FCP in July 2015 and as such the Equity Office was required to submit an initial assessment to the Program. Queen's was found to be in compliance with the regulations and has now set short term and long term employment equity goals.

Summary of Goals submitted for FCP Assessment

Women

Workforce Analysis Results			Goals		
Employment Equity Occupational Group (EEOG)		Present Gap	Short-term (1 to 3 years)	Long-term (3 years or more)	Comments
#	Description	#	#	#	
3	Professionals	-61	209	258	Long-term goals are the hires determined by the goal setting tool to eliminate the gap.
4	Semi-Professionals	-5	25	28	
6	Supervisors: Crafts and Trades	-2	0	2	
9	Skilled Crafts and Trades Workers	-2	1	2	
11	Intermediate Sales and Service	-3	2	5	
12	Semi-Skilled Manual Workers	-1	0	1	
13	Other Sales and Service	-27	13	38	
14	Other Manual Workers	-1	0	1	

Aboriginal Peoples

Workforce Analysis Results			Goals		
Employment Equity Occupational Group (EEOG)		Present Gap	Short-term (1 to 3 years)	Long-term (3 years or more)	Comments
#	Description	#	#	#	
2	Middle & Other Managers	-2	1	2	
3	Professionals	-2	7	9	
11	Intermediate Sales and Service	-1	0	1	
13	Other Sales and Service	-5	1	5	

Persons with Disabilities

Workforce Analysis Results		Present Gap	Goals		Comments
Employment Equity Occupational Group (EEOG)		Present Gap	Short-term (1 to 3 years)	Long-term (3 years or more)	Comments
#	Description	#	#	#	
5	Supervisors	-2	1	3	
6	Supervisors: Crafts and Trades	-1	0	1	
11	Intermediate Sales and Service	-1	0	1	
13	Other Sales and Service	-6	1	7	

Members of Visible Minorities

Workforce Analysis Results		Present Gap	Goals		Comments
Employment Equity Occupational Group (EEOG)		Present Gap	Short-term (1 to 3 years)	Long-term (3 years or more)	Comments
#	Description	#	#	#	
2	Middle & Other Managers	-13	7	17	
3	Professionals	-140	88	199	
4	Semi-Professionals & Technicians	-20	12	25	
6	Supervisors: Crafts & Trades	-2	0	2	
12	Skilled Crafts & Trades Workers	-8	2	9	
13	Other Sales & Service Personnel	-8	2	9	

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 2015 to a total of 463 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
59	19	15	4	79%
60	60	48	12	80%
61	20	16	4	80%
62	24	18	6	75%
63	9	9	0	100%
64	30	29	1	97%
65	23	20	3	87%
66	83	74	9	89%
67	47	44	3	94%
68	97	84	13	87%
69	36	26	10	72%
71	15	13	2	87%

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.

Throughout 2015 the **Equity Data Warehouse** was able to provide 39 data profiles to departments undergoing a hiring process. The following additional adhoc reports were also prepared using the Equity Data Warehouse:
   a) School of Medicine Data for Accreditation Process
   b) Liberal Studies, Health Sciences, Rehabilitation Therapy, Earth and Energy Resources Leadership and DMBS for a graduate program request for Senate
   c) Health Science designated group profile for Principal's Advisory Committee
   d) Aboriginal Data for Aboriginal Council
   e) DEAP data for import to the application
   f) EEOG 2 report for Dean Education Principal's Advisory Committee
   g) CRC data and targets
   h) HRIS data and Employment equity data for the FCP first compliance assessment
   i) FCP data by department and Union

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 makes available 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 2011 to 2015. The Canadian Workforce data is derived from the Statistics Canada 2011 Census and the Canadian Disability Survey.

Queen's University Representation Rates

Designated Groups	2011	2012	2013	2014	2015	Canadian Workforce
Women						
Academic	39.2%	40.1%	40.4%	38.4%	39.7%	48.2%
Staff	66.1%	65.2%	64.4%	64.7%	65.7%	
Aboriginal People						
Academic	0.9%	0.8%	0.8%	1.1%	1.3%	3.5%
Staff	1.6%	1.6%	1.8%	2.0%	2.0%	
Persons with Disabilities						
Academic	4.1%	4.4%	3.8%	4.1%	3.6%	4.9%
Staff	5.3%	5.3%	5.1%	5.9%	5.8%	
Visible Minorities						
Academic	12.3%	12.3%	12.8%	12.8%	13.3%	17.8%
Staff	5.2%	5.5%	6.1%	4.0%	4.6%	
Totals						
Academic	41.5%	41.1%	42.4%	40.4%	42.6%	
Staff	58.5%	58.9%	57.6%	59.6	56.6%	

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

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	2	0	-1	-1
2. Middle and Other Managers	23	-3	-16	0
3. Professionals	-28	-7	-220	4
4. Semi-Prof.and Technicians	-10	5	-30	4
5. Supervisors	12	2	2	-2
6. Supervisors - Crafts and Trades	-1	0	-2	-1
7. Admin. and Senior Clerical	20	3	5	25
8. Skilled Sales and Service	0	0	0	1
9. Skilled Crafts and Trades Workers	-2	-1	-9	-1
10. Clerical Personnel	67	-3	3	4
11. Intermediate Sales and Service	-10	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service	-35	-5	-10	-6
14. Other Manual Workers	-2	0	0	-1
Overall gap (hiring goal)	40	-18	-221	15

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: <u>FAD Manual (Word, 5.6MB)</u> for details on how to use the application. The EE Rep will need to begin the process by contacting the <u>Equity Office</u> 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.

When FAD is not completed, this is a good indication that equity has not been considered throughout the process as per the Collective Agreement.

Since the launch of FAD in January 2013 there have been 188 FAD users including 145 EE Reps and 43 delegates. At the time of this report there were 530 competitions in total, 82 remain in progress, 390 are complete and 58 have collapsed.

The equity data is further used to complete the annual compliance report to the Joint Committee for the Administration of the Agreement (JCAA). The 2012-2014 report was reviewed by the JCAA in September 2015.

Of the faculty hired in 2015, 68% 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. With the implementation of the Faculty Appointments Database compliance did increase to 79% however it has once again decreased to 68%. This could be due to the number of term adjuncts hired in 2015.

Overall Compliance Rate (2003-2015)

Year	Compliance with Equity Reporting Process
2003	33%
2006	86%
2009	80%
2010	63%
2011	75%
2012	68%
2013	68%
2014	79%
2015	68%

Percentage of Appointments
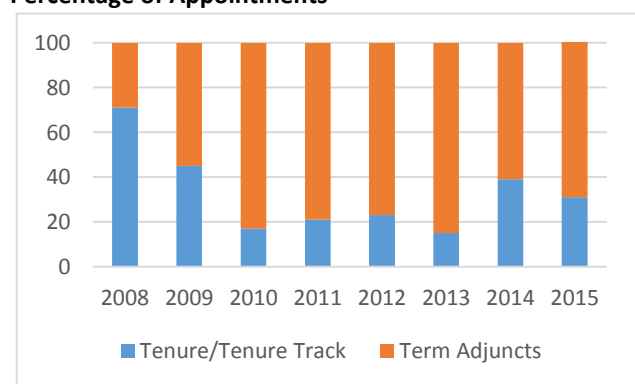
The Equity Office is also responsible to ensure that units are compliant with the Equity Reporting Process for renewal, tenure, promotion and continuing appointments for faculty, librarians and archivists at Queen's. This process is governed by Article 30 and 31 of the Collective Agreement. The procedures 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%
2015	72%

Compliance with equity reporting in the RTPC process in 2015 was 71.7%. In 2012, 95% of all RTPC committees completed an equity process for RTPC. In 2013, this figure decreased to 86.0% but then increased in 2014 to 91.8%. In 2015, this figure decreased to 72%. This is due to the lack of compliance by one unit.

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. 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
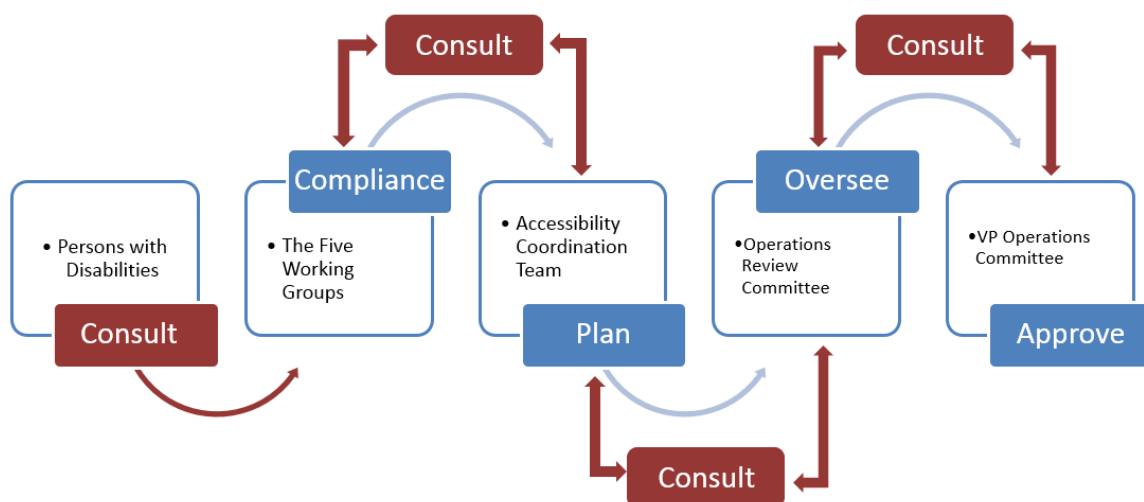
The Equity Office coordinates all five working groups. The total number of meetings held during 2015 appear below:

Type of Meeting	# of Times Met in 2014	Dates
Policy Advisory Working Group	2	January and September
Information and Communications Group	7	March, May, June, July, September, October and November
Built Environment Group	6	March, May, June, September, November and December
Employment Working Group	1	September
Education, Training and Awareness Working Group	1	September

AODA 2015 Requirements and Achievements

In the role of guiding the Queen's accessibility mandate and putting plans into action, the operations of the working groups under the Accessibility Framework have 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?

- ✓ After a hiatus in 2015, plans were underway to relaunch the Cafes in January 2016 featuring keynote speaker David Lepofsky titled *"Ramping Up Stalled Action in Ontario on Disability Accessibility"*;
- ✓ The Equity Office has been conversing with ASUS and the AMS group Accessibility Queen's (AQ) around forming a collaborative effort going forward to organize the Cafes.

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 **120** Queen's Departments and Community Services with accessibility issues. At the time of this report, the Accessibility Hub Coordinator has responded to over **600** specific requests since the website launched (Oct. 2013). 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 over **60,000 Visitors** to the website, viewing over **100,000 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, 21,784 staff, faculty, students and third parties contracting with the University have taken the online training. 3,381 of these took the training in 2015.

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. Since the launch of these new online trainings in January 2014, 7,750 people have completed the Human Rights 101,

8,164 have completed the Access Forward and 2,526 have completed the Accessible Instruction for Educators.

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 8, 2015.

Active Employees	Total	HR 101	CST	AF	Active Employees (Educators)	AIE
Total	4518	1949	3670	1999	2118	608
%		43.2%	81.2%	44.3%		28.7%

Accessibility Policies / Impact on Accessibility of University Policies
- ✓ Accessibility Procedures and Guidelines 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.
- ✓ Periodically the University needs to submit to the government a self-certified accessibility report which indicates the progress and compliance of the University with AODA requirements. The 2015 Self-Certified Accessibility Report can be found HERE.

Multi-Year Accessibility Plan
- ✓ The 2013-2016 Multi-Year Accessibility Plan approved by VPOC October 31, 2013 is posted here.
- ✓ The 2015 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.

Information & Communications

Communicating and providing information in ways that is accessible for all is another cornerstone of building an accessible organization.

- ✓ New internet websites and their content at Queen's University conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 Level A (IASR s. 14).
- ✓ The Information and Communications Working Group will continue to monitor Queen's websites and departmental compliance efforts every six months.

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 accommodate employees' accessibility requirements 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.
    - o Accommodation of Disabilities in the Workplace Policy
    - o Individualized Disability Accommodation Procedures
    - o Disability Accommodation Guidelines
    - o Return to Work Policy
    - o 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:

- ✓ A 2-year Accessibility Audit of the University's built environment has commenced February 2015 and Phase 2 of audits will occur in 2016. 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.

✓ The Alma Mater Society (AMS) provided funds so that Campus Planning and Development could develop its own Queen's Facility Accessibility Design Standards (QFADS). QFADS will ensure that new construction and renovation projects will meet or exceed AODA and Ontario Building Code (OBC) regulations.

✓ QFADS hopes to align with the new Maintenance Management System (MMS) used by Physical Plant Services and Residences to produce an accessibility checklist for construction projects.

✓ All single-user washrooms throughout campus have been re-purposed as gender neutral, and where appropriate, accessible. Appropriate signage has been affixed.

✓ An Equity Advisor participates on the Campus Planning Advisory Committee to bring an accessibility lens to its agenda items.

AODA Requirements Beyond 2016

The following chart indicates 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.

Information and Communications

Timeline	Requirement
January 1, 2020	1. Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources 2. 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	3. 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 2015 Steve Cutway Accessibility Award was presented to James McNutt who has created a video taking a closer look at accessibility at the university. The "Video Accessibility Audit Project" aims to heighten awareness of inclusivity and accessibility on campus.

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 as may be 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 2015-2016 academic year. The majority of the Committee's focus was on the completion of the guidelines and policy on collecting information regarding sex and gender. The next step is submitting the Policy and Guidelines to the Policy Advisor Sub-Committee to the Vice-Principals' Operations Committee for approval.

The Committee also discussed and advised on the following items:

1. **Indigenous Content Requirement – Lakehead University:** The Committee discussed the indigenous content requirement at Lakehead University and the University of Winnipeg. They also discussed the list of potential learner outcomes that Academic Units may consider in selecting course (s) to meet the Indigenous Content Requirement at Lakehead University.

2. **Diversity/Inclusivity Residence Life and Orientation Week Activities:** The Committee reviewed a presentation from the Vice-Provost and Dean of Student Affairs, Ann Tierney and the Executive Director, Undergraduate Admissions & Recruitment, Stuart Pinchin regarding Student Experience and Success Diversity, Inclusivity, Outreach and Support.

3. **Student Applicant Census Report:** The Committee reviewed the *Student Applicant Equity Census Report.* The Committee discussed the need to census the student population.

4. **Diversity and Equity Taskforce (DET) Action Items:** The Equity Office provided a summary of the progress made on the DET Action Items to the Committee and suggested what action items to focus on for the future.

5. **Canada Research Chair Process:** The Committee replied to a concern regarding the CRC process and female faculty members at Queen's. Further action is awaiting response from the Office of Research Services.

6. **Senate Policy Revision & Committee Composition:** The Committee discussed the need for equity representation on all committees at the University. The Committee decided that it would be best to start with the senior levels and asked the Equity Office to prepare a summary of policies as well as suggestions for an equity process or procedure to be presented to the Secretariat's Office in the Fall.

7. **University Wide Student ICOUNT Equity Census:** The Committee discussed the possibility of undertaking a University wide ICOUNT student equity census. They discussed the rationale for surveying the current student body as it relates to the current Faculty and Staff.

8. **Senate Referral: Open Letter- Professors of Colour Needed:** The Chair discussed a referral from Senate to the SEEC of a letter concerning the representation of Faculty of Colour at Queen's. The Committee provided a response by letter to Senate.

9. **Experiences of Women in the Classroom:**   The Committee received information indicating that female teaching assistants and instructors may experience gendered violence in the form of sexual harassment and verbal abuse at Queen's. The Committee discussed the implications and will explore the potential for a larger trend of gendered violence related to the use of on-line forums.

10. **Academic Accommodation for Students with Disabilities Policy:** The Committee reviewed the draft policy and provided feedback to the Office of the Vice-Provost and Dean of Student Affairs.

11. **Policy and Procedure for Students in Extenuating Circumstances:** The Committee reviewed the draft policy and provided feedback to the Office of the Vice-Provost and Dean of Student Affairs.

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

- ➢ E. Clow, Equity Advisor, Equity Office, to attend the September, October, December and January SEEC meeting to discuss the Gender Identity Language Policy.
- ➢ J. Pfleiderer, Human Rights Advisor, to attend the October meetings to discuss the Gender Identity Language Policy.
- ➢ A. Tierney, Vice-Provost and Dean of Student Affairs, to attend the December meeting to discuss Diversity/Inclusivity Residence Life and Orientation Week Activities and the May meeting to discuss the Academic Accommodations for Students with Disabilities Policy as well as the Policy and Procedure for Students in Extenuating Circumstances.
- ➢ S. Pinchin, Executive Director Undergraduate Admissions & Recruitment to discuss Diversity/Inclusivity Residence Life and Orientation Week Activities.
- ➢ S. Simpson, Associate Director, Human Rights Office, to attend the April SEEC meeting to discuss the Experiences of Women in the Classroom
- ➢ H. Penning, Equity Advisor, Equity Office, to attend the February SEEC meeting to discuss the Student ICOUNT Equity Census.
- ➢ M. Condra, Adjunct Assistant Professor and former Director, Student Wellness Services, to attend the May meeting to discuss the Academic Accommodations for Students with Disabilities Policy as well as the Policy and Procedure for Students in Extenuating Circumstances.
- ➢ E. Sadinsky, Executive Director, Office of the Vice-Provost and Dean of Student Affairs, to attend the May meeting to discuss the Academic Accommodations for Students with Disabilities Policy as well as the Policy and Procedure for Students in Extenuating Circumstances.

The SEEC was pleased to have two newly elected members join the Committee: P. Darshan and J. De Saffel.

The SEEC's future work will focus on:

- ➢ Reviewing the Equity and Human Rights Offices annual reports.
- ➢ Reviewing the results of the DEAP Tool.
- ➢ Assisting with the implementation of the guidelines and policy on collecting information regarding sex and gender.
- ➢ Assisting with the implementation of the ICOUNT Student Census.

> ➢ Reviewing outdated Senate policies, specifically policies with committee components, to incorporate equity considerations and provide recommendations.
> ➢ Providing feedback on the Academic Accommodation for Students with Disabilities Policy and the Policy and Procedure for Students in Extenuating Circumstances

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.

2015 Student Applicant Census

The 2015 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below. The population surveyed was 25,078 with a percentage responding of 21.1%, significantly higher than last year (12.6%). A summary table of the annual census results from 2010 to 2015 is available on the website of the Office of Planning and Budgeting.

Undergraduate Applications 2015	Applied	Offered	Registered
Women	3,177	2,352	1,005
Aboriginal Peoples	88	64	34
Persons with Disabilities	601	425	207
Visible Minorities	2,467	1,490	478

Equity seeking applicants to undergraduate programs at Queen's not only increased throughout the six year period from 2010 to 2015, but the number of successful applicants from equity seeking groups being offered admission during that period also increased.

There is a distinct trend in the data that may point to a perceived barrier at Queen's for visible minority applicants. Visible minority applicants who are offered admissions are much less likely than other equity seeking groups to accept their offer to Queen's. The other equity seeking groups have an acceptance of offer rate between 39 – 53%, whereas visible minority applicants, aside from 2014 which saw an increase at 40%, consistently accept offers at a much lower rate between 25 – 32%.

2015 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	22,253	13,505	8,748	2,084	151	793
	100.0%	60.7%	39.4%	9.4%	0.7%	3.6%
Graduate	4,527	2,216	2,311	510	19	146
	100.0%	49.0%	51.0%	11.3%	0.4%	3.2%
Total	26,780	15,721	11,059	2,594	170	939
	100.0%	58.7%	41.3%	9.7%	0.6%	3.5%
Canadian Population	100.0%	51.0%	49.0%	16.0%	3.7%	14.0%
Can. Population 15-24	100.0%	50.5%	49.5%	13.5%	5.0%	4.7%
Ont. Population 15-24	100.0%	50.0%	50.0%	15.3%	2.5%	5.3%
Most under-rep. calc.	N/A	1.162	N/A	0.718	0.120	0.744
Most under-rep.ranking	N/A	0	N/A	2	1	3

Notes:

- Return rate for undergraduate students is 32.1%.
- Return rate for graduate students is 32.2%.
- 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, 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 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 2015, the Equity Office provided detailed reports for nine (9) units undergoing the CPR. The Office also conducted extensive consultations in order to assist the units in providing information on how the Program has addressed the University's equity goals in accordance with Section 6.

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, twelve 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 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 **"Twelve Indicators of Educational Inclusion"** These twelve 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:** It is important to have equity considerations as central to the strategic planning process in order to promote diversity and inclusion in the workplace and in educational and learning environments.

2. **Policies and Procedures:** Developing policies and procedures through an equity lens ensures your unit is a safe environment for all faculty, staff, and students.

3. **Committee Representation:** Diverse committee representation can expand thinking and direction, is responsive to diversity and equity related issues, and assists in creating a climate of inclusion within your unit.

4. **Admission and Selection of Learners:** Given that many groups have been historically disadvantaged in being able to access higher education, it is important to keep equity in mind when we consider where and how to recruit our learners.

5. **Support Programs and Services for Learners:** Ensuring that all our learners are supported throughout their time at Queen's enhances their student experience and retention, and fosters an environment of inclusion

6. **Faculty Recruitment, Promotion, Career Development and Retention:** Who is teaching is often as important as what is being taught to ensure a learning environment that is welcoming to all perspectives. Diversity adds value to the academic activities of the University

7. **Staff Recruitment, Promotion, Career Development and Retention:** Underrepresented students often feel more included within an environment when they can see themselves reflected in the staff and community within that environment. It is important to the larger climate of inclusion at Queen's that we take staff recruitment and hiring into consideration when thinking about educational equity.

8.   **Communications and Community Relations:** Communications and community relations are our opportunity to showcase our equity initiatives and ensure that our commitment to educational equity is shared within the larger community and prospective community members.

9.   **Library Collections**: Upholding a commitment to cultural competence requires ensuring equitable access to library collections. Collections should be inclusive of the needs of all persons in the community the library serves.

10. **Curriculum Development, Assessment, and Program Evaluation:** What is being taught, from what perspective, and in what way is central to evaluating curriculum. When assessing curriculum, deciding on new streams or developing curricula, it is important to ensure educational equity is taken into consideration. It enhances your curricular offerings and fosters a learning environment that is diverse in perspectives and values alternate ways of learning, teaching, and knowledge production and translation.

11. **Accessibility:** Accessible education is the process of designing courses and developing a teaching style to meet the needs of persons from a variety of backgrounds, abilities, and learning styles.

12. **Consulting with Aboriginal Communities:** Upholding a commitment to consult Aboriginal Peoples fosters the success of Aboriginal students at Queen's. Although the inclusion of Aboriginal interests are considered across the other 11 indicators, Canadian institutions have a unique responsibility to consult Aboriginal communities in a manner that respects their distinct place in Canadian society.

The Diversity and Equity Assessment and Planning (DEAP) Tool was developed by the Equity Office in collaboration with SEEC to assist Units to better understand the environments and climate relating to equity and diversity in their Units. The DEAP Tool is a self-assessment tool for internal use by 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 also met with PARTEQ to patent the Tool as many Universities have shown an interest in purchasing the Tool.

Three units have completed the Tool and are on schedule, an additional four are actively engaged in filling out the Tool and nine units will soon be engaged in this exercise by virtue of the new requirement to fill out the DEAP Tool when scheduled for CPR. We are in the process of creating an evaluation framework and change matrix as well as developing training for the Tool. There has also been discussions around developing a DEAP Staff Tool as well.

The following units are engaged with the DEAP:

The Faculty of Law, the School of Medicine, the department of Economics, the School of Nursing, the Faculty of Education, the department of Biology and the University Libraries.

The following units have been approached to begin using the Tool in 2016:

The Faculty of Engineering and Applied Science (six departments), the department of Philosophy, the department of Chemistry, the Smith's School of Business and the Dan's School of Drama and Music.

What to Expect in 2016

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 which will reach the implementation stage in 2016:

The Queen's Diversity and Inclusion Strategy

The strategy prioritizes three areas of focus towards furthering Queen's commitment to diversity and inclusion. These three areas will be subject to an analysis that will allow the university to look at diversity and inclusion from the standpoint of the real experiences of people, not just simply as isolated issues.

1. Leadership and excellence in diversity and inclusion
2. Diversity and inclusion as the cultural norm
3. Equity-seeking groups are represented in all aspects of the University

In the coming year the work of the Employment Equity Framework, as the first component of implementation of the Strategy, will be able to bring forward a set of implementable and achievable actions that will allow Queen's to be more fully diverse and inclusive in all that it does.

The Equity Portal

The Equity Office has developed an online portal that allows individuals to verify their compliance with all of the mandatory equity related trainings. The Equity Portal can be found here: https://webapp.queensu.ca/equity/etweb/

Achieving Employment Equity at Queen's, Part 8: Aboriginal Peoples at Queen's

This final issue will identify barriers to achieving employment equity for Aboriginal peoples at Queen's, and propose future initiatives to overcome these challenges. This issue will be released in 2016.

ICOUNT Queen's Student Equity Census

Good equity practice tells us that an educational institution's staff, faculty and students should be reflective of both the Canadian workforce and population. Toward that end we have in place a number of tools to assess our current practices including a staff and faculty *ICOUNT Equity Census*, the DEAP Tool and Section 6 of the Cyclical Program Review. The lack of a student census creates a gap preventing us from making optimum use of these tools. Throughout 2016 the Equity Office will work towards implementing an ICOUNT Queen's Student Equity Census.

The Guidelines and Policy on Collecting Information Regarding Sex and Gender

The purpose of this policy is to ensure, in so far as possible, that language used on in-take forms, record documents, and surveys is inclusive and free from bias or barriers related to sex and

gender identification. The policy will go for approval to the Policy Advisory Sub Committee to VPOC in 2016.

New Online Appointments Application (Equity)
Throughout 2016 the Equity Office will work on the creation of a new online equity appointments application for both academic and non-academic hiring processes.

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

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

Accessibility: With respect to accessibility, the Equity Office continues to implement a framework to assist in the development of accessibility policies, trainings, accommodation plans, resources, and different support channels for persons with disabilities in the University community.

Educational Equity: The Equity Office continues to assist units with the DEAP Tool as well as the CPR process while administrating other matters pertaining to education equity.

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