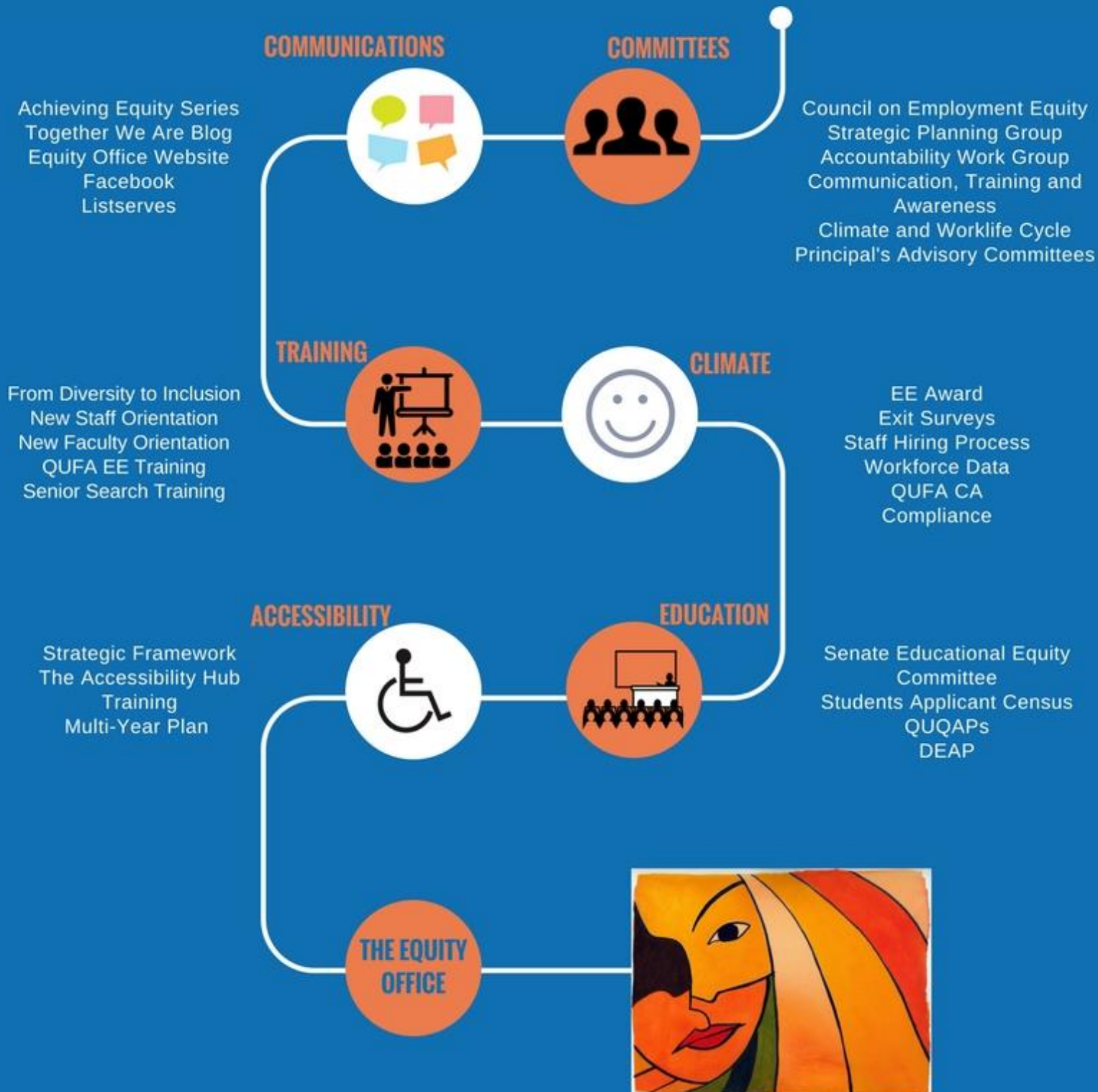


Equity Office

ANNUAL REPORT 2016



queensu.ca/equity

September 2017

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

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

Alternative formats of this report are available on request

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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. Moving forward, careful attention will be given to the recommendations included in the Truth and Reconciliation Task Force (TRC) Final Report and the Principal's Implementation Committee on Racism, Diversity and Inclusion (PICRD) Final Report.

Within the above framework, 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



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



Jill Christie – Manager, Data and Administration

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 an 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. He works collaboratively within the Queen's community to provide skills and services that will ensure a coordinated approach to accessibility. 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.

Greg Naçu - Application Developer



gwnb@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.



Vanessa Yzaguirre – Special Projects Assistant

vcyr@queensu.ca – ext 79576

Vanessa Yzaguirre began working in the Equity Office in January 2017 assisting with special projects such as the design of infographics on the topics of unconscious bias and employment equity. In addition, Vanessa has worked as a content designer and web developer for online training modules being created by the Equity and Human Rights Offices. In her role as Special Project Assistant, Vanessa coordinated and executed the most recent Human Rights Legislation Group Meeting.



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

Priority Responsibilities for 2016

The priority responsibilities for 2016 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.
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 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 and delivering 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 2016.



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.



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 all unions and associations are invited to participate on the committee, as well as a representative from the Aboriginal Council of Queen's University. The CEE is coordinated by an Equity Advisor in the Equity Office. With the implementation of the Employment Equity Framework and its working groups, the Council's primary function is to review and advise the work of that structure.

The **CEE** met once during 2016. The CEE met to discuss the Diversity and Inclusion Strategy as well to discuss the work of the Employment Equity Working Groups.

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.

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 four times in 2016. The primary focus this year was the development of the Employment Equity Project Plan.



The Accountability 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 six times during 2016 and reviewed the following:

- Exit Surveys
- Diversity and Inclusion Scan of Human Resources
- Diversity and Inclusion Departmental Plans
- Strategy for closing the Gaps
- Staffing/Business Officer Listing
- The DEAP Tool for Staff
- The Diversity and Inclusion Plan
- Employment Equity Plan
- Employment Equity Process for Staff
- University Council Agenda
- CEE Mandate and membership terms
- National Occupational Classifications
- HR Managers Advisor Group Mandate
- Equitek
- Queen's Equity Application Process (QEAP)
- Workforce Analysis 2015-16



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 Communication, Training and Awareness Working Group met nine times during 2016 and reviewed the following:

- Advancement communication for equity hiring pilot
- The Principal as an engaged Champion
- Diversity & Inclusion Campaign
- Where & How: Equity & Diversity talk on campus
- Human Resources Scan results
- University training
- Diversity & Inclusion Plan/Strategy
- Diversity & Inclusion Strategy Communication
- Committee Membership
- PICRDI update
- EE Strategic Planning Group update
- Communications Plan update



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 Climate and Worklife Cycle Working Group met six times during 2016 and reviewed in the following:

- Exit Survey results
- Employment Equity Plan
- Diversity and Inclusion Plan
- Diversity and Inclusion Strategy
- University Council AGM update
- Recruitment Management System
- Equitek
- QEAP
- Workforce Analysis
- CEE
- Faculty Renewal

Other Committees: 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 of Queen’s University and its Working Groups, Kingston Community Legal Clinic, and the 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 2016, she was invited to participate in the search for the Vice-Provost and University Librarian, the Dean of the Faculty of Arts and Science, the Truth and Reconciliation Commission Task Force and the Dean of the Faculty of Engineering and Applied Science. She also participated on the Queen’s National Scholar Committee, the Honorary Degrees Committee and the University Promotions Committees.



Communication

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*, is the third in this series. It identifies barriers to achieving employment equity for women at Queen's, and proposes future initiatives to overcome these challenges.

The eighth publication, *Achieving Employment Equity at Queen's, Part 8: Looking to the Future, Aboriginal Peoples* is the fourth and final in this series. It identifies barriers to achieving employment equity for Aboriginal peoples at Queen's, and proposes future initiatives to overcome these challenges.

**Achieving
Employment
Equity at Queen's**

*Part 8: Looking to the Future
Aboriginal Peoples*



Council on Employment Equity
Equity Office

Queen's University
September 2016



In September 2015, the Equity Office launched its blog called [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 honour of the 175th anniversary of Queen's University, the 2016-2017 blog put a spotlight on Queen's alumni. Over the course of the year both current and past students (undergraduate and graduate), staff and faculty participated. In total we had nine blog contributors for 2016 who shared their experience from their diverse perspective. They were: (from left to right) Paul Chaput, Mona Rahman, Billie Kearns, Mala Joneja, Theresa Yamson, Precia Darshan, TK Pritchard, Julie Harmgardt and Sarah Kastner.

2016 Blog Contributors





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 2016 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 1146 subscribers. In 2016, we communicated 12 times through the Equity listserv: the Together We Are Blog (January, February, March, April, June, September, October, November and December), information regarding the Accessibility Café with David Lepofsky, feedback on the design of the policy related to the collection of information related to sex and gender at Queen's University and information on the 2016-17 blog contributors' profiles.

The **Employment Equity Rep listserv** has 560 subscribers. In 2016, no major changes to our faculty hiring process required communications through the EE Rep listserv.



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 133 staff members working towards completing their certificate for Diversity to Inclusion in the Workplace in 2016/17.

New Staff Orientation Sessions: There have been 96 new staff in 2016/17 that attended this training.

Employment Equity Training: In 2016, the Equity Office offered thirty-one training sessions (including one-on-one sessions) for employment equity. Of these, twelve were general training for Appointments/Renewal, Tenure, Promotion Continuing QUFA committee members, nine were for Employment Equity Representatives on QUFA hiring committees and 8 were staff employment equity sessions. Throughout 2016, 221 faculty, staff and students participated in this training.

Senior Search Hiring: In 2016, the Equity Office participated in training and presentations on employment equity for the hiring committees for the Vice-Provost and University Librarian, the Dean of the Faculty of Arts and Science, the Dean of the Faculty of Engineering and Applied Science, the Queen's National Scholar Committee, the Honorary Degrees Committee and the University Promotions Committees.

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/>



Climate

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 2016 Employment Equity Award was presented to Sheila Devine. While at Queen's University Sheila worked in the Faculty Relations Office as the Associate Vice-Principal. Described as a collaborative and cooperative university administrator, Sheila built positive and inclusive relationships with colleagues and stakeholders. She acted as a mediator between Queen's University administration and Queen's University Faculty Association during collective bargaining processes. Sheila was also instrumental in positioning Queen's University as a leader in employment equity, a legacy which endures today.



Benoit-Antoine Bacon presenting the award to Sheila Devine



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.

Internal Transfer Surveys: A total of 57 employees transferred departments in 2016. Of the 57, 32 (56.1%) completed the Internal Transfer Exit Survey.

A confidential report was discussed by the Accountability Working Group outlining the results of the Internal exit surveys for 2016. The Survey is also available for those employees that have left the University. The links to the exit surveys can be found here:

Exit Survey
Equity Office Exit Survey

Introduction
Equity Office

Equity Office Exit Survey

Welcome to the **Equity Office Exit Survey for Internal Transfers**.

Queen's University strives to be an employer of choice and considers employees to be its most valuable resource. To help us ensure that we meet our commitment to employment equity, the following exit survey is available to all employees of Queen's University who are transferring to a different unit. We would appreciate hearing about any barriers you may have encountered in your employment related to employment equity, discrimination, harassment and/or accommodation and whether or not these barriers had any impact on your decision to transfer.

Purpose

The Employment Equity program at Queen's University was established to identify and eliminate barriers in the organization's employment procedures, policies and practices, as well as to facilitate the development of new procedures, policies and programs that would ensure greater and equal participation of marginalized groups and individuals in the University.

You will be providing valuable feedback that will be used to assist Queen's University in improving operations, policies and practices in the working environment for employees.

Privacy Policy

Completing this questionnaire is voluntary and your responses will be kept confidential. The data will be anonymously aggregated in order to analyze the results.

If you have any questions regarding this survey, please contact the Equity Office at equity@queensu.ca or telephone 613-533-2563 and we will be happy to assist you.

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



Staff Hiring Process: The FCP Action Group 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 discussed how to make it more widely available across the University.

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

Senior Search Hiring Procedures: In 2012, the FCP Action Group, 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 2016, the senior search process was used in three search processes. The Dean of Arts and Science, the Dean of Applied Science and Engineering and the Provost and VP Academic. The data from the self-identification questionnaires is important for a number of reasons. For example, it allows us to view how members of the four designated groups fare throughout the appointments process.

The return rate for self-identification questionnaires, for these three searches, was 87%. Of those that chose to self-identify 20.0% were women 0.0% were Aboriginal peoples, 4.6% were persons with disabilities and 15.4% were visible minorities. It is encouraging to note, from the table below, that we appear to be receiving applications from a representative pool of applicants when comparing the self-identification questionnaire data to the Employment Equity Occupation Groups (EEOG) 1 (Senior Managers) and EEOG 2 (Middle and Other Managers) availability with respect to women, visible minorities and persons with disabilities. We still face challenges attracting representation from Indigenous applicants. There are of course complex factors that contribute to this, for example, availability within specific areas of expertise, which is not within the scope of this report.

Total Applied Senior Searches	Women	Visible Minority	Aboriginal Peoples	Persons with Disability
2016	20.0%	15.4%	0.0%	4.6%
EEOG #2	39.9%	15.0%	2.2%	4.3%
EEOG #1	27.4%	10.1%	2.9%	4.3%



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 2016 to a total of 529 new employees, an increase of 66 from 2015. The FCP requires an 80% return rate. The response and return rates were as follows:

Census #	Sent Date	No. of Hires	No. of Returns	No. of Non-returns	Return Rate
72	4-Jan-16	46	33	13	72%
73	1-Feb-16	70	59	11	84%
74	2-Mar-16	34	26	8	76%
75	4-Apr-16	20	19	1	95%
76	3-May-16	22	21	1	95%
77	1-Jun-16	46	40	6	87%
78	30-Jun-16	28	23	5	82%
79	3-Aug-16	52	46	6	88%
80	7-Sep-16	42	36	6	86%
81	30-Sep-16	82	59	23	72%
82	1-Nov-16	55	34	21	62%
83	9-Dec-16	32	29	3	91%

In those instances where the return rate is below 80% the Equity Office has determined that these lower rates are attributable to the presence of employees holding appointments that are not permanent, for example post-doctoral fellows. In those instances follow up is challenging.



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 allowing the university to meet its obligations under the QUFA CA and FCP (to engage in employment equity in its search process). 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) specifically when Queen's is required to provide compliance reports to the government under the FCP. The Equity Office continues to work with ITS on the functionality of the Equity Data Warehouse.

Throughout 2016 the Equity Office was able to provide 39 data profiles to departments undergoing a hiring process by using the **Equity Data Warehouse**. The following additional ad hoc reports were also prepared using the Warehouse:

- a) TA Census Data
- b) Terminations and Hires over a three year period
- c) Workforce Analysis report as of November 3, 2016
- d) FCP data by department and Union
- e) CRC target setting data
- f) Data profiles for Libraries, Equity Office and Human Rights Office
- g) Aboriginal data for Achieving Equity Report
- h) Yearly data for online applications (Diversity and Equity Assessment and Planning (DEAP) Tool, Equity Training Application)
- i) Workforce analysis report for Advancement
- j) Health Sciences data profile, QUFA and NON-QUFA
- k) University Relations and Office of the Principal data profiles
- l) Workforce Analysis reports for FEAS staff, Student Affairs, Chemical Engineering, Finance/Admin, Provost Office and VP Research
- m) CPR data for Civil Engineering, Philosophy, Economics, Political Studies
- n) EEOG #1 and EEOG #2 for Senior Search processes
- o) Visible minority statistics for 2014 & 2015



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 2016. The Canadian Workforce data is derived from the Statistics Canada 2011 Census and the 2012 Canadian Disability Survey.

Queen's University Representation Rates

Designated Groups	2011	2012	2013	2014	2015	2016	Canadian Workforce
Women							
Academic	39.2%	40.1%	40.4%	38.4%	39.7%	41.7%	48.2%
Staff	66.1%	65.2%	64.4%	64.7%	65.7%	66.6%	
Aboriginal People							
Academic	0.9%	0.8%	0.8%	1.1%	1.3%	1.3%	3.5%
Staff	1.6%	1.6%	1.8%	2.0%	2.0%	2.0%	
Persons with Disabilities							
Academic	4.1%	4.4%	3.8%	4.1%	3.6%	3.9%	4.9%
Staff	5.3%	5.3%	5.1%	5.9%	5.8%	5.8%	
Visible Minorities							
Academic	12.3%	12.3%	12.8%	12.8%	13.3%	13.6%	17.8%
Staff	5.2%	5.5%	6.1%	4.0%	4.6%	6.9%	
Totals							
Academic	41.5%	41.1%	42.4%	40.4%	42.6%	42.4%	
Staff	58.5%	58.9%	57.6%	59.6%	56.6%	57.6%	

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

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

SECTION 1: EMPLOYMENT EQUITY



In 2016, 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 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 Semi-Professionals & Technicians and Other Sales and Service

The following table illustrates the gaps for the designated groups in all of the EEOGs.

EEOG	Women	Aboriginal peoples	Visible minorities	Persons with disabilities
1. Senior Managers	1	0	-1	0
2. Middle and Other Managers	29	-2	-19	0
3. Professionals	12	-3	-210	8
4. Semi-Professionals and Technicians	-2	5	-30	-6
5. Supervisors	14	2	3	0
6. Supervisors - Crafts and Trades	-2	0	0	35
7. Administrative and Senior Clerical	16	5	11	1
8. Skilled Sales and Service Personnel	1	0	0	-1
9. Skilled Crafts and Trades Workers	-1	-1	-10	3
10. Clerical Personnel	69	-3	6	-1
11. Intermediate Sales and Service	-10	-1	1	0
12. Semi-Skilled Manual Workers	-1	0	0	-7
13. Other Sales and Service Personnel	-26	-6	-10	-1
14. Other Manual Workers	-2	0	0	25
Overall gap (hiring goal)	100	-14	-202	0

The purpose of the workforce analysis is to determine whether or not the representation of the four designated groups is consistent with the availability in the larger Canadian workforce. If the representation of designated group members in the workforce is not equal or larger than the available data, gaps in representation exist. In the table below, positive numbers indicate that we have achieved representation in a particular designated group. Negative numbers indicate that we are under-represented in a particular designated group and are therefore considered having gaps in representation.



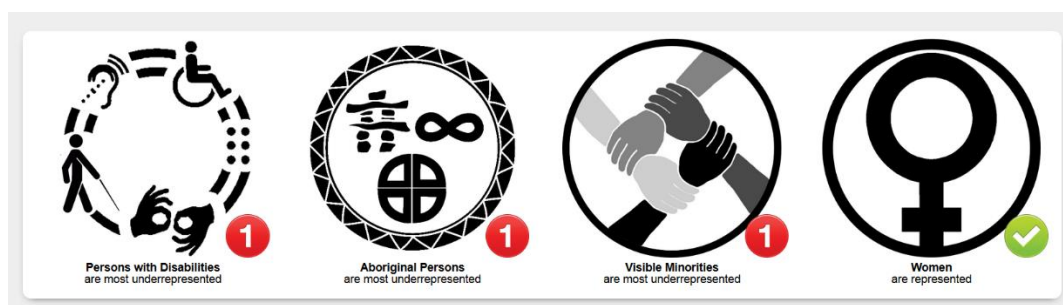
Monitoring under the Collective Agreement between Queen's University Faculty Association (QUFA) and Queen's University at Kingston: the Equity Office is mandated to collect, track and report on equity data as it pertains to faculty applicants.

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 with section 24, an Employment Equity Representative on each search committee will have access to an online application. 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.

In December 2016, the Equity Office launched a new application to replace the Faculty Appointments Database (FAD). This new application is the Queen's Equity Appointment Process (QEAP). Within the application the EE Rep can start the process by reviewing which designated groups are most under-represented in the unit. See the below example:



Since the launch of FAD in January 2013 and now the QEAP in 2016 there have been 198 EE Reps and delegates. At the time of this report there were 751 competitions in total, 126 remain in progress, 528 are complete and 97 have collapsed.

Application	Active Competitions	Complete Competitions	Collapsed Competitions	Total
FAD (222 users)	19	476	89	584
QEAP (76 users)	107	52	8	167

SECTION 1: EMPLOYMENT EQUITY



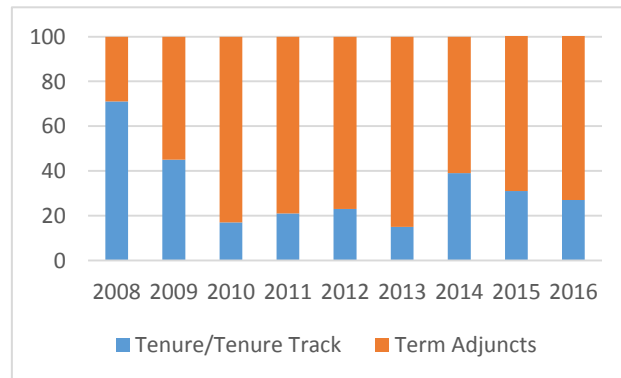
The equity data is further used to complete the annual compliance report to the Joint Committee for the Administration of the Agreement (JCAA). The last report, the 2012-2014 report, was reviewed by the JCAA in September 2015.

Of the faculty hired in 2016, 74% of the processes were compliant with the equity requirements of the CA.

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%
2016	74%

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.

Although the applicant in a RTPC process is not invited to complete a self-identification form, the committee must keep in mind equity principles 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.

Compliance with equity reporting in the RTPC process in 2016 was 68%. The Equity Office is exploring the reasons for the steady decrease in 2015 and 2016.

Year	Compliance with Equity Reporting Process
2009	77%
2010	98%
2011	99%
2012	95%
2013	86%
2014	92%
2015	72%
2016	68%



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

Since its inception, the [Comprehensive Strategic Framework for Accessibility](#) (“Accessibility Framework”) was conceived to be comprised of two phases:

Phase One - Compliance

Phase Two – Competency

Phase One - Compliance

This phase enabled the development and implementation of an Accessibility Plan. Five Working Groups were formed 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. A list of the Working Groups is included below:

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](#)

The [Accessibility Coordination Team](#) oversees the implementation of the Accessibility Framework and is responsible for the development of comprehensive and integrated Accessibility Plans. This team is comprised of the Leads of the five Working Groups to support harmonized effort between each group.



The [Operational Review Committee \(ORC\)](#), a senior management committee reviews all accessibility initiatives at the request of the Vice-Principals' Operations Committee, thus ensuring institutional-wide considerations are discussed. Ultimate approval of Accessibility Plans and initiatives rests with the Vice-Principals' Operations Group (VPOC).

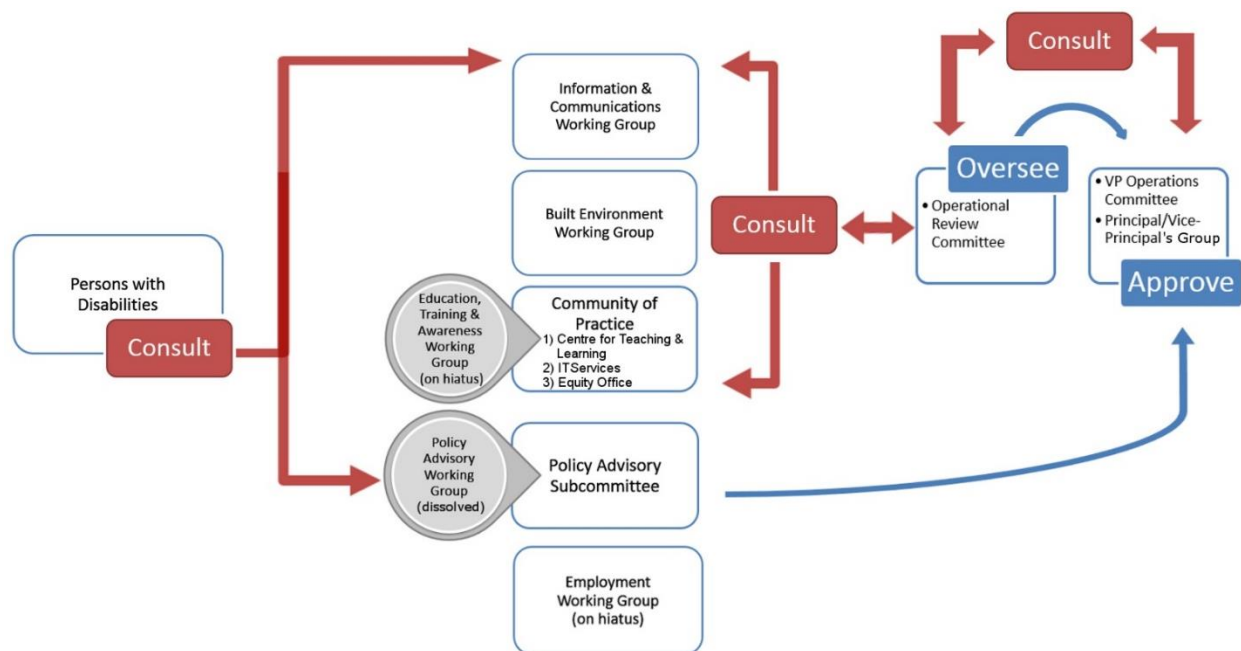
Phase Two - Competency (approved by VPOC Oct 2016)

Through 2015, some original working groups were either placed on hiatus (because AODA obligations were met) or ended. The remaining working groups continued work towards compliance or competency of the university's obligations under the AODA in the following manner:

1. Consult with Persons with Disabilities whose input is shared with the five working groups and throughout the cycle;
2. The process of each working group and committee are as follows:
 - a. **Information and Communication Working Group:** continue to monitor Queen's websites and departmental compliance efforts (with WCAG 2.0 Level A) every six months and make recommendations.
 - b. **Built Environment Working Group:** continue its work to meet obligations of the Design of Public Space requirements coming into force in 2016.
 - c. **Community of Practice** (*formerly the Education, Training, and Awareness Working Group*) has been put on hiatus: include input from the Centre for Teaching and Learning, IT Services, and the Equity Office.
 - d. **The Policy Advisory Subcommittee (PSAC) of VPOC** (*formerly the Policy Advisory Working Group*) which has folded: has agreed to expand its Terms of Reference to include providing feedback on Accessibility policies, procedures, and guidelines and submit them directly to VPOC for approval.
 - e. **Employment Working Group:** has been put on hiatus. The AODA requirements have been met operationally by the Human Resources department through the development of the [Accommodation of Disabilities in the Workplace Policy](#), [Individualized Accommodation Procedures](#), [Disability Accommodation Guidelines](#), [Return to Work Policy](#), and [Return to Work Procedure](#).
3. Any initiative from each active Working Group or Committee (with the exception of initiatives from PSAC) is given to the Operational Review Committee (ORC) who provides feedback and endorsement ensuring institutional-wide considerations are discussed;
4. The VP Operations Committee, Principal or Vice Principal's Group consults with ORC and provides final approval.



THE FRAMEWORK



The Equity Office coordinates all five working groups. The total number of meetings held during 2016 appear below:

Type of Meeting	# of Times Met in 2016
Policy Advisory Working Group	folded
Information and Communications Group	4
Built Environment Group	9
Employment Working Group (on hiatus)	hiatus
Education, Training and Awareness Working Group (now 'Community of Practice')	hiatus



AODA 2016 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 continues to work 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?

- ✓ In January 2016 the Accessibility Cafe featured keynote speaker David Lepofsky titled *"Ramping Up Stalled Action in Ontario on Disability Accessibility"*;
- ✓ Three Cafés were held on April 25, May 16, and June 24 titled *"Queen's Facilities Accessibility Design Standards (QFADS)"*;

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 in October 2013, 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 **725** specific requests. These have included; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking. Google Analytics was added to the Hub November 22, 2013 and since then, there have been over **82,000 Visitors** to the website, viewing over **175,000 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, 25,653 staff, faculty, students and third parties contracting with the University have taken the online training. 3,262 of these took the training in 2016.

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 individual who participates in the creation, development or delivery of materials, activities and assessments for learning for both student and employees must take the Accessible Instruction for Educators (AIE) training.

Since the launch of these new online trainings in January 2014, 11,624 (7,750 in 2015) people have completed the Human Rights 101 training, 12,311 (8,164 in 2015) have completed the Access Forward training and 3813 (2,526 in 2015) have completed the Accessible Instruction for Educators training.

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 July 2017.



Active employees as of Feb 2017 Training status as of July 4, 2017	CST	HR 101	AF	AIE
Faculty and Staff (4738)	3865 (81.6%)	2494 (52.6%)	2563 (54.1%)	
Educators, including TAs (3833)				1606 (41.9%)
Students and Casuals (6002)	3513 (58.5%)	2668 (44.5%)	2731 (45.5%)	

Accessibility Policies / Impact on Accessibility of University Policies

- ✓ Accessibility Procedures and Guidelines continue to be developed as appropriate. In revision: Customer Service to Persons who use Service Animals, Customer Service to Persons who use Assistive Devices, Managing Notifications of Temporary Disruptions.
- ✓ 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](#). No accessibility report was required in 2016.

Multi-Year Accessibility Plan

- ✓ The 2016-2025 Multi-Year Accessibility Plan approved by VPOC October 17, 2016 is posted [here](#).
- ✓ The 2016 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 must conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 Level A



(IASR s. 14). In 2016, the Information and Communications Working Group monitored Queen's websites and departmental compliance efforts every six months.

Design of Public Spaces and the Built Environment

Queen's is committed to greater accessibility for accessing, exiting and navigating through and around our facilities. An Equity Advisor participates on the Campus Planning Advisory Committee to bring an accessibility lens to its agenda items. Initiatives to achieve this include the following:

- ✓ A 2-year Accessibility Audit of the University's built environment 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 other buildings are expected to undergo capital upgrades, updates or renovations and these will be audited.
- ✓ At Duncan McArthur Hall, accessibility upgrades were identified in 2015 and a \$50,000 grant was awarded from the Service Canada Enabling Accessibility Fund and Queen's matched the grant with an additional \$50,000. The work commenced in 2016.
- ✓ Richardson Stadium - When the stadium was constructed there were 10-15 accessible parking spaces installed – for football games an additional 10 are installed.
- ✓ All single-user washrooms throughout campus have been re-purposed as gender neutral, and where appropriate, accessible. Appropriate signage has been affixed.

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	<ol style="list-style-type: none">1. Make available, upon request, accessible or conversion ready versions of printed material that are educational or supplementary training learning resources2. 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">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 2016 Steve Cutway Accessibility Award was presented to Katie Charboneau for her advocacy work at Queen's and beyond. [From accident to advocacy, alumna leaves mark on Queen's](#)



Benoit Antoine Bacon presenting the award to Katie Charboneau



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

Please note that the following is reproduced from the SEEC annual report which covers 2016-2017 academic year. The Committee discussed and advised on the following items:

1. **Academic Accommodation for Students with Disabilities:** The Committee reviewed the draft policy and provided feedback to the Office of the Vice-Provost and Dean of Student Affairs. The Committee agreed to approve the policy following minor revisions.
2. **Equity Office Annual Report:** the Committee approved the Equity Office Annual Report 2015 to be accepted and brought to the Senate for information.



3. **Student ICOUNT Equity Census:** The Committee discussed the Student ICOUNT Equity Census on two occasions. The Census was sent to roughly 23,000 students on September 27, 2016. The survey closed in December with a return rate of 32%. The percentage of representation for the designated groups was very similar to the statistics for the Student Applicant Census. The Equity Office is working with the Office of Institutional Planning to combine both sets of data (Student Applicant Census and ICOUNT Student Census) with the student headcount, in order to see if the return rates are any better or if it is the same students completing both surveys.
4. **Employment Equity Training:** the Equity Office Staff provided employment equity training to the Committee. They also discussed equity initiatives on campus.
5. **Professors of Colour:** An additional meeting in December was scheduled to discuss racism, diversity and inclusion, stemming from a letter that was sent to Senate. The Committee discussed the formation of the *Principal's Implementation Committee on Racism, Diversity and Inclusion (PICRDI)* as well as what the SEEC's role in this review could be. The following topics and suggestions were discussed:
 - a. The DEAP tool is SEEC's response to implementation of previous reports. This can support the change to a more equitable and diverse environment, and monitor progress toward that goal. However, there needs to be (i) full commitment from senior administration on the importance of the tool, including supplying the necessary resources and/or human resources, and (ii) a move to make use of the Tool a requirement on a regular basis in all units of the university
 - b. Creating and implementing a requirement for cultural competencies when hiring faculty and staff
 - c. Creating new recommendations, and emphasizing existing recommendations from previous reports (Henry, Dare and DET)
 - d. Aligning recommendations with the Truth and Reconciliation report
 - e. Focusing on Education, listening to Students – provide more open forums
 - f. Reviewing orientation practices and perhaps providing additional diversity training
 - g. Implementing a faculty mentor program
 - h. Adding diversity and equity within each unit's budget
 - i. Addressing the structure of barriers that limit changes to the Queen's culture on campus
 - j. Consulting with stakeholders in the City of Kingston
 - k. Senior administration to take QUFA up on its offer to discuss barriers to hiring faculty of colour that may exist in relation to the collective agreement



6. **Compliance Report to the JCAA:** The Committee reviewed the JCAA compliance report regarding equity reporting compliance in faculty hires. The SEEC sent recommendations to the JCAA.
7. **Human Rights Office Report:** The Committee reviewed and approved the Human Rights Office Report to be brought to the Senate for information.
8. **Preferred Name and Pronoun Working Group:** The Equity Office updated the Committee on the work of the Preferred Names and Pronouns Working Group. The Group is made up of members from Student Wellness, School of Graduate Studies, Four Directions, Queen's University International Centre, the Office of the Registrar and the Human Rights and Equity Offices. There are also student and faculty representatives who specialize in this area. The SEEC discussed the Group's work and provided additional suggestions of where students' preferred names might appear.
9. **Diversity and Equity Assessment and Planning (DEAP) Tool update:** The Equity Office provided an update to the Committee on the progress of the DEAP Tool. Since January 2017 the Tool has been demonstrated to six additional units and three faculties. The Equity Office is also working on Tool for Administrative Units.
10. **Truth and Reconciliation Commission Task Force Report:** The Committee discussed the report and prepared a letter of support to the Office of the Provost.

To discuss the above reports, policies and initiatives the SEEC invited: E. Sadinsky, Executive Director, Office of the Vice-Provost and Dean of Student Affairs, A. Tierney, Vice-Provost and Dean of Student Affairs and J. Dods, Executive Director, Student Wellness Services, to attend the September meeting to discuss the Academic Accommodations for Students with Disabilities Policy, S. Simpson, Associate Director, Human Rights Office, to attend the January SEEC meeting to discuss the Human Rights Office annual report, C. Young, Rector, to attend the special December SEEC meeting to discuss racism on campus.

The SEEC was pleased to have five newly elected members join the Committee: T. Christou, S. Fergus, M. Pappano, J. Corlett and K. Pearce. Also, the SEEC had a new Provost Delegate, C. Synnowich and a new Dean of Student Affairs delegate, C. Fitzgerald.

The SEEC's future work will focus on: Working towards improved understanding of the composition of the student body in collaboration with appropriate stakeholders within Queen's, Reviewing the PICRDI's recommendations and providing feedback on specific goals where the SEEC can offer assistance, Assisting with the implementation of a preferred names process and a complementary education and communication strategy, Reviewing outdated Senate policies, specifically policies with committee components, to incorporate equity considerations and provide recommendations, Assist with the development of an outreach and communication plan for the Diversity and Equity Assessment Planning (DEAP) Tool.



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, Indigenous/Aboriginal peoples, persons with a disabilities, and/or racialized/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.



2016 Student Applicant Census

The 2016 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below. The population surveyed was 26,210 with a percentage responding of 21.3%, a slight increase from last year (21.1%). A summary table of the annual census results from 2011 to 2016 is available on the website of the [Office of Planning and Budgeting](#).

Undergraduate Applications 2016	Applied	Offered	Registered
Women	3,309	2,274	986
Aboriginal Peoples	86	55	33
Persons with Disabilities	809	512	228
Visible Minorities	2,644	1,430	441

2016 Student Population

Combining the past and current Student Applicant Census data with our student enrollment data allows us calculate the representation of designated groups in the current 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 15-24.

Students	Total	Women	Males	Visible Minorities	Aboriginal Peoples	Persons with Disabilities
Undergraduate	22,472	13,568	8,904	2,124	156	901
	100.0%	60.4%	39.6%	9.5%	0.7%	4.0%
Graduate	4,677	2,311	2,366	552	24	159
	100.0%	49.4%	50.6%	11.8%	0.5%	3.4%
Total	27,149	15,879	11,270	2,676	180	1,060
	100.0%	58.5%	41.5%	9.9%	0.7%	3.9%
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	1.158	N/A	0.733	0.140	0.829
Ranking	N/A	0	N/A	2	1	3

- Return rate for undergraduate students is 32.8%.
- Return rate for graduate students is 32.0%.
- Counts of Female students are population counts, not limited to responses 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 2016, the Equity Office provided detailed reports for six (6) units related to Programs undergoing the CPR. The Office also conducted extensive consultations in order to assist the units in providing information on how their 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.

In 2016, the following units engaged with the Tool: School of Nursing (has completed year one progress report and is currently setting goals for year two), Libraries, Faculty of Education, Department of Economics, Department of Chemical Engineering, School of Medicine. Finance is piloting the first Administrative Unit DEAP Tool. Student Affairs, VP Research and VP International have indicated an interest as well. The DEAP will be strategically implemented within the Faculty of Arts and Science early in 2017. The Vice-Provost (Teaching and Learning) is also aiming to align the completion of the DEAP with the Quality Assurance Process.



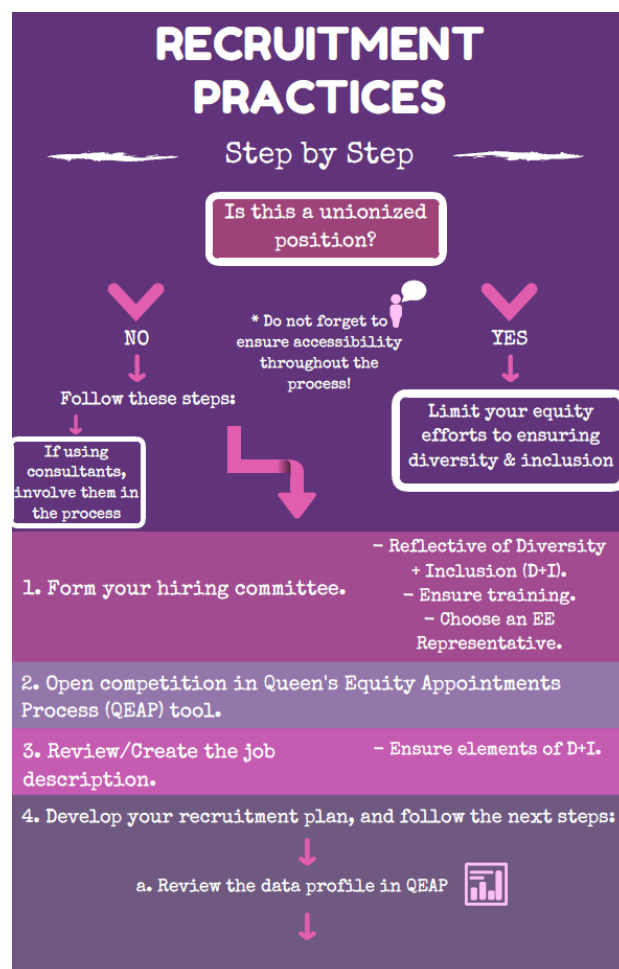
What to Expect in 2017

The Queen's Equity Office will continue developing the following initiatives:

Employment Equity Hiring Process for Staff

Throughout 2017, the Equity Office will work with Human Resources and the Office of the Provost to develop an employment equity hiring process for staff. The following steps will be taken:

- i. Pilot the use of equity processes into staff recruitment and selection in three shared service units (by April 30, 2017)
- ii. Take necessary steps to consult with staff unions with regard to the use of equity processes in staff recruitment and selection (by October 31, 2017)
- iii. Develop equity processes for staff recruitment and selection, along with supporting materials (by October 31, 2017)
- iv. Develop training modules in support of such equity processes (by February 28, 2018)



Diversity and Equity Assessment and Planning (DEAP) Tool

In 2017, the Equity Office will finalize the DEAP Tool for Governance as well as Administrative Units. The Tool for administrative units will include the following indicators of inclusion:

Planning Exercises	Promotion and Retention
Policy, Procedures and Practices	Training
Committee Representation	Accessibility
Recruitment, Hiring and Orientation	Communications and Community Relations
Staff Supports	Consulting Indigenous Communities
Professional Development	Procurement, and the Delivery of Goods, Services and/or Facilities

Conclusion

In the Equity Office, 2016 has been a year marked with new initiatives as well as continued growth and development of others. Central within all of the Equity Office's efforts is ensuring the University's commitment to achieving inclusivity in all three facets of the University's equity related obligations: employment equity, accessibility, and education equity.

In 2016, tremendous strides were taken in relation to a number of key employment equity initiatives. Of particular note is the work done towards the elaboration of an Employment Equity Project Plan by the Principal's Employment Equity Strategic Planning Group and working groups. This strategic document, over the coming months and years, will assist in the development and implementation of an institutional employment equity plan. In addition, 2016 was a year marked with increased demand for training and/or consultations from the Equity Office. Through this outreach and training, awareness of the Equity Office's varied resources, continues to grow.

In the realm of accessibility, 2016 can be characterized as a year of transitions and growth. Of particular note is the transition from Phase One (Compliance) of the Accessibility Framework to Phase Two (Competency). As we embarked on this new phase, working groups were restructured and new energy infused into moving Queen's University from compliance to overall competency. The Accessibility Café featuring David Lepofsky was a capstone event for accessibility in 2016.

2016 also marked a busy year in the area of educational equity. One of the central undertakings of the Senate Educational Equity Committee, in conjunction with the Equity Office, was the administration of a Student ICOUNT Equity Census to approximately 23,000 students. Driving this initiative forward was a desire to understand more about the current student population at Queen's University. It is clear that understanding the demographics of our student population is an integral part to achieving greater inclusion on campus. Unfortunately the return rate was consistent with the return rate of the student applicant census however by combining these results with those of the applicant census the Office of Institutional Research and Planning will be able to provide a more accurate student count.

Looking forward, 2017 appears to be an even more exciting and busy year for the Equity Office. Over the course of 2017 we will carefully consider how to meaningfully and thoughtfully respond to the recommendations outlined in the TRC Final Report and the PICRD Final Report. While it is important and necessary to acknowledge the accomplishments of 2016, we look forward to 2017 and the strides that can be taken to make Queen's University a more diverse and inclusive community, including the university's engagement with the Administrative and Governance DEAP Tool.

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

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

