HUMAN RIGHTS
AND EQUITY OFFICE

Annual Report 2019

Human Rights and Equity Office

Queen's University

Alternative formats of this report are available on request

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MESSAGE FROM THE AVP HUMAN RIGHTS, EQUITY AND INCLUSION

2019 was a very active year for the Human Rights and Equity Office and it is my pleasure to report on the activities and to highlight some of the work we and our partners have accomplished over the past year.

This year the Office has faced new and exciting challenges, experienced many changes, and achieved several positive outcomes. From launching an employment equity program for Staff to developing new training initiatives, our office has been dedicated to fostering equity across campus. We have maintained our mandate of providing resources and support to faculty, staff and students regarding human rights, equity, accessibility and sexual violence prevention matters, and we also have been leading training initiatives that promote inclusion and a sense of belonging for the Queen's community.

We continue to strive for a campus that values diversity and works to achieve inclusion, and we are committed to providing the necessary support for units to achieve their human rights and equity goals.

Stephanie Simpson

THE HUMAN RIGHTS AND EQUITY OFFICE STAFF

Andrew Ashby - Accessibility Coordinator

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Andrew Ashby is the Accessibility Coordinator and has worked in the Office since 2015. Andrew is responsible for the coordination of accessibility initiatives throughout the University. Andrew 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, Andrew 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.

Jill Christie – Manager, Data and Administration

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Jill Christie is the Manager, Data and Administration and has worked in the Office since 2003. The majority of Jill's time is spent preparing detailed reports as well as routine reporting and analysis to facilitate decision making and strategic planning of equity initiatives at Queen's. Jill 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 manages the administration of the Office.

Erin Clow – Manager, Education and Training

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Erin Clow is the Education and Training Advisor and has worked in the Office since 2014. Erin is responsible for the implementation of training and learning strategies relating to human rights, equity and inclusion. 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 – Special Projects and Finance Officer

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Meri Diamond is the Special Projects and Finance Officer and has worked in the Office since 2005. Meri contributes to a broad range of office/ campus/ community projects that advance the University's equity goals. Meri administers the I Count Queen's Equity Census process to all new employees and administers the Faculty and Staff Employment Equity Process.

Nilani Loganathan – Human Rights Advisor

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Nilani Loganathan joined the Office in 2019 as a Human Rights Advisor. Nilani supports students, staff and faculty at Queen's by working with them to effectively address human rights- and equity-related concerns using a client-led and anti-oppressive approach. Nilani has completed a Bachelor's degree in Political Studies and Global Development Studies and has previously worked to advocate for international members of the Queen's community.

Barb Lotan - Sexual Violence Prevention and Response (SVPR) Coordinator

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Barb Lotan joined the University in May 2016. As the SPVR Coordinator, Barb serves as the central point of contact for students who have experienced sexual violence. She provides information about options and assists students to access support services. Additionally, Barb works closely with campus partners on coordinating training and education related to sexual violence and developing the University's central sexual violence policy and other related policies on the Queen's campus. Barb holds a Bachelor's degree in Psychology and Criminology and has undertaken studies in Conflict Studies at the M.A. level.

Greg Naçu - Application Developer

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Greg Naçu is the Application Developer and has been with the Office since 2014. Greg is responsible for creating new online applications, maintaining and updating existing applications for the Office. Greg also provides technical support and database administration services to the Office.

Justin Makasoff – Multimedia & e-Learning Support Analyst

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Justin Makasoff became a member of the team in 2020. Justin is responsible for creating online training for the HREO. Justin also researches and implements educational technologies that facilitate learning.

Taylor Mackenzie MacPherson - SVPR Community Outreach and Student Support Worker

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Taylor Mackenzie MacPherson joined the HREO in July 2020. Taylor works with university and local community partners to develop and deliver educational and awareness programming. Taylor is also available to respond to individual disclosures of sexual violence, providing guidance on accessing university and community resources, and assisting students with safety planning and with navigating available policies, procedures, and services.

Heidi Penning - Equity Advisor

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Heidi Penning has been with the Office since 2010. Heidi is an Equity Advisor and contributes to the oversight function of the Office regarding the University's compliance and commitment to achieving equity throughout the Queen's community. Heidi brings with her over 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.

Jean Pfleiderer- Associate Director, Human Rights Advisory Services

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Jean Pfleiderer is responsible for the overall functioning of the Human Rights Advisory Services, including the Sexual Violence Prevention portfolio. As well, Jean is the Sexual and Gender Diversity Coordinator and facilitates the Queen's Positive Space Program. Jean, who holds a Doctor of Philosophy in English and a Juris Doctor from the University of Colorado, has been with the Office since 2008.

Ruth Santamaria- Administrative Assistant

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Ruth Santamaria has been in the Office since 1998 as the Administrative Assistant. She provides administrative support for members of the advisory team. Additionally, Ruth assists clients who wish to speak with an advisor, and she is responsible for responding to general inquiries.

Stephanie Simpson – Associate Vice-Principal (Human Rights, Equity and Inclusion)

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Stephanie Simpson has worked in the Office since 1996. In 2018, Stephanie became the Associate Vice-Principal (Human Rights, Equity and Inclusion). Stephanie holds a Master of Education degree and a Master of Laws degree from Queen's. Her research has focused on how racism and processes of racialization affect youth in smaller urban centres such as Kingston, as well as on adjudicative silences with respect to racial inequality and access to justice for racial equality seekers. Stephanie represents Queen's on the Kingston Immigration Partnership Operations Committee Council, currently acting as the Council's Co-Chair.

Lavie Williams - Inclusion and Anti-Racism Advisor

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Lavie Williams joined the Office as the Inclusion and Anti-Racism Advisor in 2018. Lavie earned her Bachelor of Science from Queen's and then a Master of Arts in Human Rights from the University of Sussex. Lavie brings her passion for and experience with anti-racism and anti-oppression work to contribute directly in developing, implementing and monitoring institutional inclusion and anti-oppression strategies. Lavie is a central point of contact for individuals and units who wish to access all related anti-oppression and anti-racism initiatives, processes and services at Queen's.

Vanessa Yzaguirre – Equity Advisor

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Vanessa Yzaguirre joined the Office in 2018 as the Equity Advisor. Vanessa holds a Bachelor of Arts in Media and Communications from Universidad Central de Venezuela and a Master of Arts in Gender Studies from Queen's University. Vanessa is responsible for working collaboratively with academic and/or administrative units to implement diversity and equity strategies using the Diversity and Equity Assessment and Planning (DEAP) Tool and Cyclical Program Reviews Process. Vanessa also coordinates the Queen's Human Rights Legislation Group, and delivers training sessions on employment and/or educational equity-informed initiatives and practices.

Our Services

There are four services areas that fall under the Human Rights and Equity Office portfolio:

Equity Services

The Equity Services unit works with departments on campus to ensure that equity is achieved throughout the University. Equity Services identify gaps in equity matters and helps to facilitate the development of new policies, procedures and programs that remove barriers to equity.

Accessibility Services

The Accessibility services unit works on improving access for everyone on campus by removing barriers, encouraging accessibility and promoting the duty to accommodate.

Human Rights Advisory Services (HRAS)

Human Rights Advisory Services provides advice to Queen's community members concerning human rights issues arising at Queen's and advocates for human rights practices and policies that respond to the needs of Queen's equity-seeking communities.   For individuals who have questions or concerns about human rights at Queen's, a human rights advisor can assist in identifying and articulating concerns (such as discrimination, harassment, failure to accommodate), explain relevant Queen's policies and procedures, make referrals where appropriate, and offer options for addressing concerns. An advisor can, with your permission, speak to people on your behalf in order to help resolve the problem and may, where appropriate, attend meetings as a support person, but is not your advocate or representative. Advisors can also provide information and guidance to academic and administrative units at Queen's with regard to ensuring non-discriminatory policies, procedures, publications, and materials.

Sexual Violence and Prevention Response Office

The Sexual Violence Prevention and Response Office provides non-judgemental sexual violence response for any student who has experienced or who has been impacted by sexual violence. Students may access all supports and services on campus and will be provided with appropriate academic considerations regardless of when or where the sexual violence occurred. Students may disclose sexual violence and access a variety of supports and services without making a formal report to the University.

The services of the portfolio can be summarized under seven activities: Employment Equity, Accessibility, University Mandated Obligations, Training, Initiatives, Human Rights Code Obligations, and Sexual Violence Prevention and Response.

EMPLOYMENT EQUITY

Under the Employment Equity Act (1995), a federal employer must ensure that persons in designated groups (Indigenous peoples, persons with disabilities, women, and racialized/visible minorities) are represented in each occupational classification in a manner 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 100 or more employees and that receive federal government goods and services contracts of $1 million 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, Equity Services 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

Over and above its FCP requirements, Queen's recognizes its responsibility and the need to promote equity in the employment of LGBTQ+ persons.

I COUNT Queen's Equity Census

Queen's collects equity seeking group self-identification information, through the *I COUNT Queen's Equity Census*. The Census is sent monthly to 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 *I Count Queen's Equity Census* and PeopleSoft, the Human Resources Information System (HRIS), are combined using our Equity Data Warehouse. This allows us to analyse the designated group data by occupational group.

The *ICOUNT Queen's Equity Census* was administered twelve times in 2019 to 695 new employees, an increase of 53 from 2018. 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
108	7-Jan-19	25	21	4	84%
109	1-Feb-19	91	69	22	76%
110	11-Mar-19	44	37	7	84%
111	1-Apr-19	27	25	2	93%
112	1-May-19	49	45	4	92%
113	3-Jun-19	56	50	6	89%
114	28-Jun-19	33	31	2	94%
115	1-Aug-19	108	98	10	91%
116	4-Sep-19	58	50	8	86%
117	4-Oct-19	106	82	24	77%
118	4-Nov-19	54	42	12	78%
119	2-Dec-19	44	36	8	82%

In those instances where the return rate is below 80%, Equity Services 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.

The Equity Data Warehouse

Equity Services and Queen's Information Technology Services designed the Equity Data Warehouse which allows Equity Services 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 Collective Agreement (CA) and FCP (e.g. in its search processes). 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. Only appropriate staff members from within Equity Services have access to this 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.

Throughout 2019, Equity Services was able to provide designated group profiles through the Queen's Equity Appointments Process (QEAP) and the Diversity and Equity Assessment Planning (DEAP) Tool applications by using the **Equity Data Warehouse.** The following additional ad hoc reports were also prepared, by request, using the Warehouse:

a. Canada Research Chair target setting document and historical data report (past ten years)
b. Post Doctoral Fellow report
c. 2018 designated group data broken down by Faculty, Staff and Research
d. 2018 Workforce Analysis broken down by Employment Equity Occupational Group
e. 2018 Tenure/Tenure track data
f. Workforce Analysis by Employment Equity Occupational Groups for Health Science and Advancement
g. Detailed designated group data profiles (Chemistry, Physics, Math and Stats, Biology, Physical Plant Services, Economics, School of Business and Computing)
h. Clinician and Department Head report for Faculty of Health Science
i. Designated group data for Senior Searches
j. Equity Reports for new programs in Language, Literatures and Cultures and Policy Studies
k. ICOUNT Equity data for Smith School of Business
l. Designated Group appointment data for2014-2018 for Psychology
m. Designated Group data for new faculty members in the Faculty of Arts and Science

The Employment Equity Committees

The Principal's Advisory Group on Employment Equity (PAGEE)

The primary focus for the PAGEE is implementing elements of the Employment Equity Plan. This Group has continued the work of the Accountability Working Group of the Employment Equity Framework. The PAGEE met four times in 2019.

Employment Equity Community of Practice

The Employment Equity Community of Practice was established by the Human Rights and Equity Office in 2018 and is comprised of Employment Equity Representatives, Hiring Managers and anyone else who has an interest in advancing equity, diversity and inclusion at Queen's. The group meets quarterly to discuss relevant topics and to share ideas around what is working well and how to remove barriers to employment.

The Employment Equity Plan

The Employment Equity Plan is developed/updated yearly with the contributions of the Principal's Advisory Group on Employment Equity (PAGEE). The plan outlines initiatives in the following areas: Recruitment, Retention and Professional Development. In 2019, the plan included the following items:

	Activities/Initiatives
1. Recruitment	a) Develop a streamlined employment equity training program. (Staff Hiring Committee, Employment Equity Representative, Recruitment Bootcamp)
	b) Develop a frequently asked questions package for HR Advisors.
	c) Create list of standard EDI language for job descriptions.
	d) Conduct an impact evaluation of Equitek.
2. Retention	a) Introduce the Diversity and Equity Assessment and Planning (DEAP) Tool across all administrative units.
	b) Formalize a process for the implementation of further Employee Resource Groups and determine a communication plan.
	c) Review the exit survey process and internal transfer reports and identify areas of concern that need attention.
	d) Identify a metric/reporting process for Managers around retention of designated groups.
3. Professional	a) Deliver and monitor training to senior administrators' grades 10 and above with the expectation that this training will be offered on a yearly basis to capture new employees.
	b) Deliver and monitor Diversity and Inclusion Staff Team Learning Program.
	c) Evaluate current Diversity to Inclusion Certificate Program making any improvements where necessary.
	d) Develop an online version of 'From Diversity and Inclusion to Belonging' at Queen's program to deliver to existing administrative staff.

The progress on this Plan is ongoing and various aspects of it are detailed throughout this report.

The Staff Hiring Process

In 2015, the Queen's FCP Action Group (now the PAGEE) developed a proposal that entailed developing and conducting an equity process for staff hires. After completion of a pilot project, it was determined that having a detailed employment equity process contributed to creating a more representative applicant pool. Based on the success of the pilot, Equity Services further developed a plan for making an employment equity process for staff more widely available across the University. In 2016, Equity Services 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.

On November 20, 2017, Senior Management approved an employment equity process for Staff to begin with a voluntary year in 2018 and mandatory participation starting in 2019.

As Equity Services was already mandated to manage and monitor the University's employment equity program for Faculty, implementing the process for Staff was a relatively simple and logical next step. Monitoring for staff employment equity, like faculty employment equity, is managed through the Queen's Equity Appointments Process (QEAP) Application. The QEAP is an innovative web application that collects, tracks, and reports on employment equity data. The QEAP is able to verify that all hiring committee members have received the appropriate mandatory employment equity training (developed and delivered by the Human Rights and Equity Office).

After receiving 6 hours of employment equity training, the Employment Equity Representative can access QEAP to determine which designated groups are the most under-represented in the unit (this information is taken from the ICOUNT Queen's Equity Census and imported into the system). This information will influence the unit's recruitment strategy. The diagram below is an example of a unit's designated group data profile; 1 being the designated group that is most under-represented, 2 being the next most under-represented, and so on. A green checkmark indicates the unit has met workforce availability for that designated group.

The QEAP application also does the following:

o   QEAP asks what measures have been taken to attract and recruit members of designated groups.

o   QEAP sends self-identification questionnaires to all applicants inviting them to complete the questionnaire in confidence; only the Employment Equity Representative has access to this confidential information. This information helps to ascertain whether there is a diverse pool of qualified applicants and also aids in decision making with respect to job offer.

o   QEAP is able to track the diversity of the applicant pool from total applicants, to longlist, shortlist, invited to interview, ranking and ultimately, job offer.

o   If the candidate who is offered the job has not self-identified in the unit's most under-represented group, QEAP prompts the Employment Equity Representative to provide the committee's rationale.

o   Lastly, a summary report is sent to the unit head as well as the Provost's Office for monitoring purposes.

In 2019 there were 292 staff hiring competitions tracked in the QEAP application that resulted in the hiring of 309 new employees. With respect to the recruitment process, Equity Services can report on the data extracted from self-identification questionnaires that have been returned by applicants. The data from the self-identification questionnaires is important for a number of reasons. The self-identification questionnaires allow us to view how members of the designated groups fare throughout the entire hiring process. The table below indicates the total number of applicants for these 292 processes who returned self-identification questionnaires. The table also shows how many designated group members were short-listed, proceeded to the interview stage and were ultimately appointed.

Staff Hires 2019		Totals	Women	Racialized/ Visible Minority	Indigenous Peoples	Persons with Disabilities	LGBTQ+
Applied	Total	11342	5829	2043	405	613	940
	Percentage	100.0	51.4%	18.0%	3.6%	5.4%	8.3%
Shortlisted	Total	1401	737	226	55	94	121
	Percentage	100.0	52.6%	16.1%	3.9%	6.7%	8.6%
Invited to Interview	Total	1086	577	172	46	80	94
	Percentage	100.0	53.1%	15.8%	4.2%	7.4%	8.7%
Appointed	Total	309	175	50	12	19	29
	Percentage	100.0	56.6%	16.2%	3.9%	6.1%	9.4%
Canadian Workforce Availability			48.2%	21.3%	4.0%	9.1%	N/A

If we examine the overall progress of these groups across the various searches using the information from self-identification forms, we see that the percentage of women and LGBTQ+ persons increased at each stage of the process.   The percentage of racialized/visible minorities decreased at each stage until the appointment stage where the percentage increased. Indigenous peoples and persons with disabilities increased until the appointed stage where both decreased in percentage.

According to the self-identification information gathered in these hiring processes, women, are the only equity seeking group that is being appointed above the Canadian Workforce availability percentage. At this time, there is no workforce availability data for LGBTQ+ persons available through Statistics Canada.

Senior Search Strategy: In 2012, the FCP Action Group, Equity Services, and the Council for Employment Equity put forward a Senior Search Strategy Proposal. The strategy included 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 Senior Management on April 8, 2014.

In 2019, the senior search process was implemented in four search processes: the Associate Director, Facilities and Operations, the Associate Vice Principal (Finance and Administration), the Dean of the Faculty of Law and the Principal and Vice Chancellor. The return rate for self-identification questionnaires, for these four senior searches, was 53%. Of those who chose to self-identify, 26.6% of all applicants were women, 1.6% applicants were Indigenous peoples, 3.1% applicants were persons with disabilities, and 20.3% applicants were racialized/visible minorities. The data shows that we are receiving applications from a representative pool of women and racialized/visible minority applicants when comparing the self-identification questionnaire data to Employment Equity Occupation Group (EEOG) 1 (Senior Managers) but we are still facing challenges attracting applicants from the other designated groups.

Senior Searches 2019 (four searches)	Women	Racialized/Visible Minority	Indigenous Peoples	Persons with Disability	LGBTQ+
Applied	26.6%	18.2%	1.6%	3.1%	3.1%
EEOG #1 Senior Managers (Availability 2016)	27.6%	11.5%	3.2%	5.0%	Not Available

Exit Survey

To help ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an Exit Survey. Human Resources collects personal emails from staff employees departing the university and forwards this information to Equity Services for the purpose of administering the survey. Here are a few sample findings from the survey.

Why are you leaving Queen's?

Most respondents identified at least one reason and many identified multiple reasons for departing the institution. The majority of respondents identified that promotion opportunities, job related stress and end of contract were a key factor. Only three respondents explicitly noted harassment/discrimination, however, this remains cause for concern.

How satisfied were you with the work environment?

Although many respondents were satisfied with their work environment, some noted that they were very unsatisfied with their physical working conditions, including not being provided a desk, computer or a space to work for weeks after their contract started.

How satisfied were you with the climate?

The majority of the respondents identified being somewhat satisfied to very satisfied with the climate. There were, however, a significant amount of respondents that were very unsatisfied with the bureaucracy and staff morale in their units.

Internal Transfer Survey

In addition to the exit survey, an internal transfer survey is available for employees to complete when transferring departments. Each month, Equity Services identifies employees who have transferred departments using PeopleSoft HR and sends them a confidential survey. A total of 102 employees transferred departments in 2019. Of the 102, 68 (66.7%) completed the Internal Transfer Exit Survey. Here are a few sample findings from the internal transfer survey:

Why are you transferring departments at Queen's?

Answer	Total
Did not get a promotion	7
End of contract	11
Family circumstances	6
Harassment/Discrimination	3
Health reasons	5
Job related stress	16
Lack of accessibility	1
Lack of accommodation	2
Lack of research funds/assistance	1
Limited release time for professional development	7
Need other experience	6
Physical environment	3
Promotion opportunities not available	25
Redeployment	2
Salary considerations	26
Staff reduction/redundancy	2
Vision and direction of senior administration	15
Workload	12
Would like to work in a different field	17
Other	18

What was your overall satisfaction with the following?

Answers	Very Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Ability to affect change within the university	4	10	35	18	1
	5.9%	14.7%	51.5%	26.5%	1.5%
Ability to affect change within your faculty/department/unit	4	15	23	18	8
	5.9%	22.1%	33.8%	26.5%	11.8%
Influence on policies and procedures within the university	4	17	32	15	0
	5.9%	25.0%	47.1%	22.1%	0.0%
Influence on policies and procedures within the faculty/department/unit	6	11	27	19	5
	8.8%	16.2%	39.7%	27.9%	7.4%
Recognition of performance	9	9	22	15	13
	13.2%	13.2%	32.4%	22.1%	19.1%
Support from senior administration	9	11	12	25	11
	13.2%	16.2%	17.6%	36.8%	16.2%

How satisfied were you with career development and training?

The majority of respondents indicated satisfaction with their access to training and development.

Answers	Very Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Training received to perform your duties	8	8	18	22	11
Training received to improve the quality of your work	7	5	22	19	13
Opportunities to enhance your career and increase your knowledge	9	9	16	16	17

The links to the exit and transfer surveys can be found here:

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

The Federal Contractors Program

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. Equity Services provides a variety of reports that address the requirements of the FCP 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 2019. The Canadian Workforce data is derived from the Statistics Canada 2016 Census and the 2017 Canadian Disability Survey.

Queen's University Representation Rates (for purposes of the FCP)

Designated Groups	2011	2012	2013	2014	2015	2016	2017	2018	2019	Canadian Workforce
Women										
Academic	39.2%	40.1%	40.4%	38.4%	39.7%	41.7%	43.2%	44.3%	45.5%	48.2%
Staff	66.1%	65.2%	64.4%	64.7%	65.7%	66.6%	65.4%	65.6%	66.0%	
Indigenous Peoples										
Academic	0.9%	0.8%	0.8%	1.1%	1.3%	1.3%	1.2%	1.2%	1.5%	3.5%
Staff	1.6%	1.6%	1.8%	2.0%	2.0%	2.0%	2.2%	2.4%	2.4%	
Persons with Disabilities										
Academic	4.1%	4.4%	3.8%	4.1%	3.6%	3.9%	4.1%	4.0%	4.1%	4.9%
Staff	5.3%	5.3%	5.1%	5.9%	5.8%	5.8%	5.6%	2.4%	6.0%	
Racialized/Visible Minorities										
Academic	12.3%	12.3%	12.8%	12.8%	13.3%	13.6%	14.0%	14.2%	15.4%	17.8%
Staff	5.2%	5.5%	6.1%	4.0%	4.6%	6.9%	7.1%	7.8%	9.3%	
Totals										
Academic	41.5%	41.1%	42.4%	40.4%	42.6%	42.4%	41.4%	42.3%	41.4%	
Staff	58.5%	58.9%	57.6%	59.6	56.6%	57.6%	58.6%	57.7%	58.6%	

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

A workplace whose overall population reflects the diversity of Canada may not necessarily have achieved equity. For example, an institution where the majority of employees from equity-seeking groups work in the lowest paying, least stable jobs may have achieved global equity, but not attained equity in all parts of the workforce. To ensure that equity-seeking groups obtain equal opportunity for success in all positions, the FCP requires that employers achieve equity within 14 occupational groups. In 2019, the following designated groups were under-represented at Queen's in these specific Employment Equity Occupational Groups (EEOGs):

- **Women** in Professionals, Semi- Professionals and Technicians, Supervisors Crafts and Trades, Administrative and Senior Clerical, Intermediate Sales and Service, Other Sales and Service (Custodians) and Other Manual Workers.

- **Indigenous peoples** in Middle and Other Managers, Professionals, Administrative and Senior Clerical, Skilled Crafts and Trades Workers, Clerical Personnel, Intermediate Sales and Service and Other Sales and Service.

- **Racialized/visible minorities** in Senior Managers, Middle and Other Managers, Professionals, Semi-Professionals and Technicians, Supervisors, Supervisors: Crafts and Trades, Skilled Crafts and Trades Workers, Intermediate Sales and Service and Other Sales and Service.

- **Persons with disabilities** in Professionals, Semi-Professionals and Technicians, Supervisors, Supervisors Crafts and Trades, Administrative and Senior Clerical, Skilled Crafts and Trades Workers and Other Sales and Service.

Retention and Terminations

The following table outlines the hires and terminations for employees at Queen's University in 2019.

Queen's Hires and Terminations 2019	Total	Women	Indigenous Peoples	Persons with Disabilities	Racialized/Visible Minorities	LGBTQ+ Persons
Hires	951	562	27	57	172	60
Percentage	100.0%	59.1%	2.8%	6.0%	18.1%	6.3%
Terminations	596	343	14	23	76	31
Percentage	100.0%	57.6%	2.3%	3.9%	12.8%	5.2%

The data shows that the overall hiring rate for designated groups at the University was higher than the termination rate in 2019.

Faculty Equity Reporting

Equity Services 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 has access to the QEAP 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 faculty members.

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%
2017	79%
2018	93%
2019	94%

Of the faculty hiring processes undertaken in 2019, 94% of the processes were compliant with the Equity Reporting Process requirements of the CA. This is an increase of 1% from 2018. The findings are reported to the Joint Committee on the Administration of the Agreement (JCAA) on an annual basis. Interestingly, the overall number of designated group members hired into Tenure/Tenure Track positions met or exceeded workforce availability for the designated groups.

Renewal, Tenure, Promotion and Continuing Appointments

The Human Rights and Equity Office is also responsible for ensuring 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 Articles 30 and 31 of the Collective Agreement. The procedures used in making promotions decisions are required to 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, racialized/visible minorities, Indigenous peoples, persons with disabilities, LGBTQ persons and other such groups as may be designated by legislation. 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).

Every member of a Renewal, Tenure, Promotion and Continuing (RTPC) Appointments Committee is required to participate in equity training provided by the Human Rights and Equity Office. (Article 24.1). In addition, 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).

Year	Compliance with RTPC Equity Reporting Process
2009	77%
2010	98%
2011	99%
2012	95%
2013	86%
2014	92%
2015	72%
2016	68%
2017	83%
2018	80%
2019	85%

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: Indigenous representation under Appendix O, leaves due to family responsibilities, and accommodations for Human Rights issues. Compliance with equity reporting in the RTPC process in 2019 was 85%.

ACCESSIBILITY SERVICES

The *Ontarians with Disabilities Act,* 2001 (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document their priorities within an accessibility plan. In 2005, a second piece of legislation, the *Accessibility for Ontarians with Disabilities Act* (AODA) was enacted to augment 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 AODA is required and standards 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 Accessibility Framework was conceived to be comprised of two phases:

Phase One – Compliance and **Phase Two** – Competency. Phase One enabled the development and implementation of an Accessibility Plan and the establishment of four working groups. The working groups were formed with direct responsibility and expertise pertaining to accessibility requirements and identified priorities.

Information about initiatives from each active Working Group is given to the Office of the Provost and Vice-Principal (Academic) to ensure institution-wide communication. Equity Services coordinates the working groups. The total number of meetings held during 2019 appears below:

Type of Meeting	# of Times Met in 2019
Information and Communications Working Group	9
Built Environment Advisory Group	10
Employment Working Group	On hiatus
Community of Practice	On hiatus

AODA Requirements

In the role of guiding the Queen's accessibility mandate and putting plans into action, 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 to 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 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.

Education, Training, & Awareness

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

The following chart indicates future AODA requirements that Queen's University will have to meet. Failure to meet these requirements could lead to a non-compliance designation and could result in fines being levied against the University.

Timeline	Requirement
January 1, 2020	Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary
	Where available, our Libraries will be required to provide an accessible or conversion ready format of digital multimedia resources or materials, upon request (some exceptions)
January 1, 2021	Ensure all internet website and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0 Level AA (some exceptions)

Accessibility Policies

The Policy Advisory Subcommittee 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 2019 Accessibility Compliance Report can be found here.

Accessibility Plan

The 2016-2025 Multi-Year Accessibility Plan is posted here. You can also find the 2019 Annual Status Report posted here.

Accessibility Cafes

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? A Café was held on November 27, 2019. The event provided accessibility features for the new proposed Queen's Residence as well as discussion regarding big accessibility ideas for the campus. Feedback for residences given to architects…campus ideas were gathered, shared, and on-going discussions with BEAG on what ideas to develop further and prioritize.

Accessibility Hub

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 numerous Queen's Departments and Community Services with accessibility issues. In 2019, the Accessibility Coordinator had responded to over **159** specific requests. These have included; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking. In 2019 alone, there was **29,277 Visitors** to the website, viewing over **53,000 pages.**

UNIVERSITY MANDATED OBLIGATIONS

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, Equity Services developed the DEAP Tool with twelve indicators of equity achievement that units can use to ensure that equity, diversity, and inclusion are embedded within all facets of their operations.

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. The **"Twelve Indicators of Educational Inclusion"** of the DEAP Tool systemically catalogue the ways in which a unit can demonstrate its commitment to improving diversity and inclusiveness in the following 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 units are 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 units.

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. **Scholarship and Library/Digital Resources:** Inclusive units advance and support their faculty and students in the pursuit of all scholarship, including non-traditional/alternative research (for example alternative methods, methodologies, worldviews and research areas) and ensure that appropriate resources are available. Support of non-traditional scholarship can take on multiple forms including mentorship, funding, knowledge mobilization (translation) and recognition.

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

The Diversity and Equity Assessment and Planning (DEAP) Tool was initially developed by Equity Services in 2015 to assist Academic Units to better understand the environments and climate relating to equity and diversity in their Units.

In 2018, Equity Services rolled out an Administrative DEAP Tool for non-academic units. The Administrative Tool consists of twelve indicators as well. These are: Planning Exercises, Policies, Procedures & Practices, Committee Representation, Recruitment, Hiring & Orientation, Staff Supports, Professional Development, Promotion & Retention, Education & Training, Procurement & the Delivery of Goods, Services and/or Facilities, Communications & Community Relations, Accessibility and Consulting Indigenous Communities. In terms of administrative units, 11 units have completed the assessment portion of the DEAP for the 2018-2019 cycle .The following chart shows the goals set by administrative units. For example, four units set goals under the indicator 'Indigenous Consulting'.

DEAP Goals As Set By Administrative Units
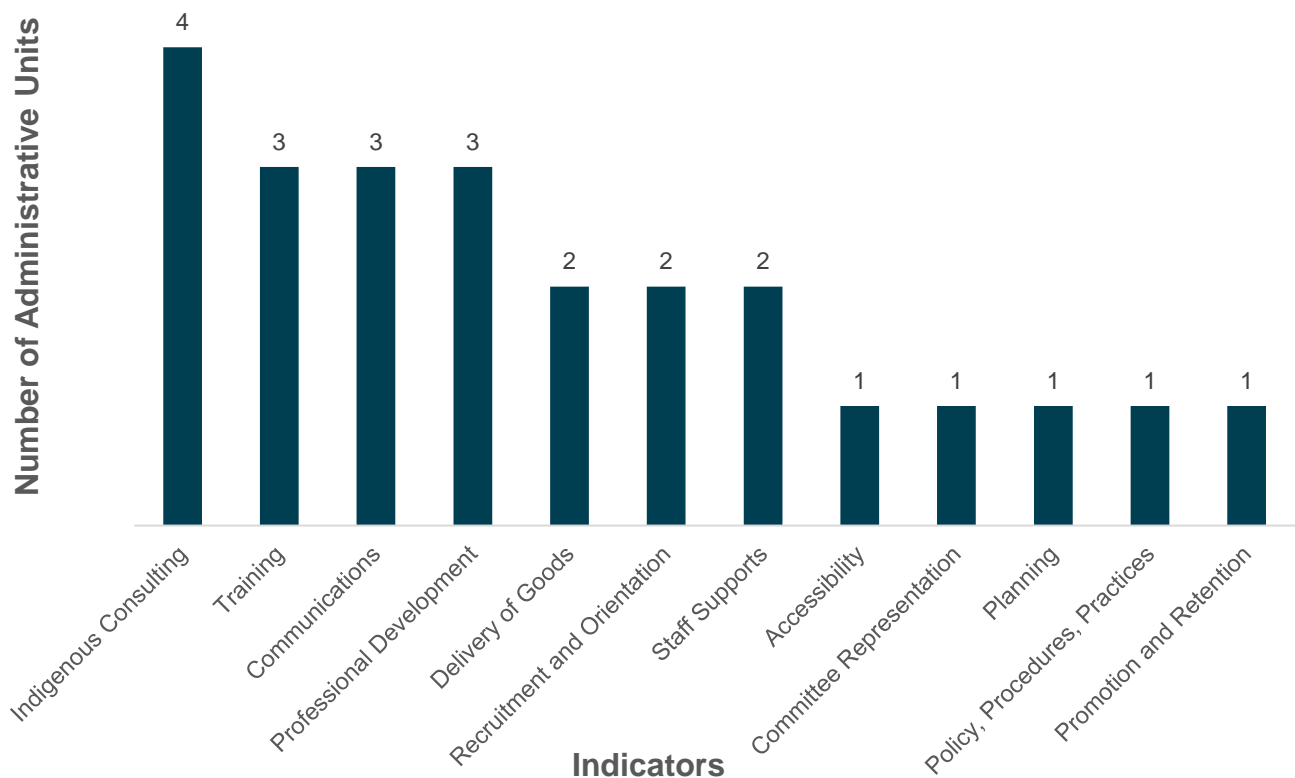
The Senate Educational Equity Committee

Equity Services actively assists the efforts of the Senate Educational Equity Committee (SEEC), providing administrative and other supports. The SEEC is responsible for academic equity-related policy in all matters pertaining to the academic mission of the University. The responsibilities of the Committee include:

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

The SEEC met seven times during the 2018-2019 academic year. The Committee discussed and advised on the following items: University Survey of Student Assessment of Teaching, Canada Research Chairs (CRC), Faculty Orientation Process, Student Admission and Access, Student Applicant Census, Graduate and Student Wellness Survey Presentation, Understanding Each Other: Perceptions of Accent and Authority Among Classroom Instructors at Queen's University, 2018 Orientation Survey Report, Equity in Graduate Studies and the Educational Experiences of African and Caribbean Students (presented by the African and Caribbean Students Association - ACSA).

The Student Applicant Census

Since 1999, the Student 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 identity. 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 Equity Services, 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.
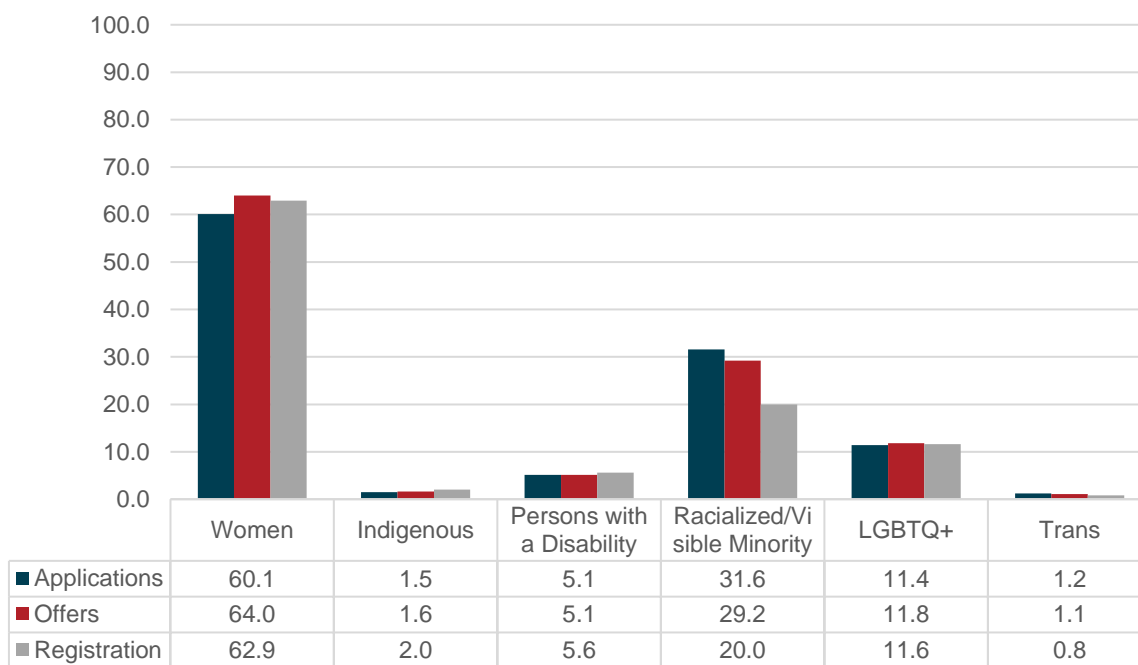
In the 2019 census results, the response rate was similar to the one obtained during the 2018 census, which allows us to establish accurate comparisons since the size of the samples is similar. The Faculty of Law and Medicine are the units showing the greatest progress , both in terms of increasing diversity in the pool of candidates and at extending offers of admission to equity seeking candidates. This may speak to the importance of engaging in a thoughtful and active measures in recruitment and candidate assessment, in order to achieve higher representation rates in all programs at different levels.

We continue to see that women are fully represented in the application phase across all programs, but in Medicine and Law, the offers and registration percentages are much lower than the number of applicants they have received. The Faculty of Education was the one program that received the highest rate of Indigenous students, but Medicine was the one program with the highest proportion of offers and registrants. The number of students that self-identified as part of the LGBTQ+ community remains

consistently low in comparison with the rest of the equity-seeking groups, but the representation of LGBTQ+ individuals is consistent across the three stages of the application process.

During 2019, we continued to see the trend of low numbers of individuals who self-identify as having disabilities, though racialized/visible minorities, increased slightly between 2018 and 2019, despite the changes of the sample size. However, racialized/visible minorities remains at a higher disadvantage across the board as they appear to receive considerably fewer offers, and are less likely to register than those in other equity seeking categories.

% Student Representation - Undergraduate Programs, 2019 (based on response)

	Women	Indigenous	Persons with a Disability	Racialized/Visible Minority	LGBTQ+	Trans
Applications	60.1	1.5	5.1	31.6	11.4	1.2
Offers	64.0	1.6	5.1	29.2	11.8	1.1
Registration	62.9	2.0	5.6	20.0	11.6	0.8

A summary table of the annual census results from 2013 to 2019 is available on the website of the Office of Planning and Budgeting.

Cyclical Program Reviews

Cyclical Program Reviews (CPRs) are internal evaluations of Queen's undergraduate and graduate academic programs with the objective of ensuring academic quality and integrity at Queen's University. The process is monitored through the Queen's University Quality Assurance Processes (QUQAPs), 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".

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

1.   A brief analysis of the key equity findings
2.   Most under represented designated group rankings for faculty and staff
3.   The Unit's compliance with the employment equity hiring process
5.   Designated group representation in appointments and hiring processes
6.   Compliance with the mandatory employment equity training
7.   Equity and accessibility training reports

In 2019, Equity Services provided detailed reports for five (5) 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.

TRAINING

The Human Rights and Equity Office provides a variety of training sessions for faculty, staff and students, as well as external organizations. The Office regularly delivers training sessions on a variety of subjects including but not limited to: employment equity, unconscious bias, sexual and gender diversity, inclusion in the classroom, positive space, anti-racism, anti-oppression, sexual violence prevention and understanding equity, diversity and inclusion.

There are 5 in-person sessions and 4 on-line trainings that are mandatory for employees at the University:

Mandatory, In-Person Sessions

Faculty 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). EE Reps receive an additional three hour training session. Lastly, Administrators who are in recommendatory positions must receive appropriate training.

Staff Employment Equity Training: All individuals participating on staff hiring committees must attend a 3 hour employment equity training session. In addition, one member of the hiring committee must be appointed to the role of equity representative (EE Rep). This person will attend an additional 3 hour training session. Similar to faculty EE Reps, staff EE Reps should be able to confidently interject and to provide guidance to the committee in order to uphold principles of employment equity and to ensure a fair process.

Showing up for Anti-Racism: a working session for Queen's senior leaders: Making equity an institutional reality requires leaders to "show up" and <u>do</u> equity work. Mandated by the Principal for all Senior Leaders, this workshop offers senior administrators and managers an opportunity to reflect on key human rights, equity and anti-racism concepts as well as the importance of these concepts to university administrative functions. Through facilitated discussion, senior leaders and managers consider the current context for equity and anti-racism work on university campuses and explore/revisit foundational language and principles related to anti-racism, equity, access, decolonization and justice for marginalized communities.

The mandatory in-person training sessions are monitored and facilitated by the Human Rights and Equity Office. The following table shows how many sessions there were in total as well as how many participants.

In-person Mandatory trainings, 2019	Total # of sessions	Total trained
Faculty Employment Equity Training for persons sitting on Appointments Committees	13	162
Faculty Employment Equity Training for persons acting as Employment Equity Representatives on Appointment's Committees	10	66
Staff Employment Equity Training for persons sitting on Staff Hiring Committees	19	352
Staff Employment Equity Training for persons acting as Employment Equity Representatives on Staff Hiring Committees	11	169
Showing up for Anti-Racism: Senior Leader Training (Grade 10 and above)	12	323

Online Accessibility Training

In January 2008, the Ontario government enacted the customer service regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. To meet regulatory compliance, the University must train everyone who interacts with the public in accessible customer service. The Accessible Customer Service Training (CST) was launched by the Equity Office in December 2009. 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 set out in the Access Forward (AF) and Human Rights 101 (HR 101) modules. 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.

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, Equity Services 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, Equity Services 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 who have completed accessibility training as of August 2020:

Employee Group	Total Employees	CST	HR 101	AF
Faculty and Staff	5197	88.6%	82.1%	83.4%

Additional Trainings for Community Members

In addition to mandatory training, the following training sessions were provided by the Human Rights and Equity Office in 2019:

From Diversity to Inclusion in the Workplace is a certificate program made up of 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. This certificate program was first offered in January 2013, and is jointly sponsored by Queen's Human Resources, and the Queen's Human Rights and Equity Office. There are currently 190 registrants for this certificate program and 59 employees have completed the certificate program.

The Diversity and Inclusion Staff Team Learning Program was launched in January 2018. In this interactive and skills based course, participants explore ideas, concepts and issues related to diversity and inclusion. In particular, attention is paid to how these concepts present in the context of the workplace. In total, the Diversity & Inclusion in the Workplace Staff Team Learning Program runs for 8 weeks. This course is a blended learning course with both online and in-person components. In 2019, 33 staff members completed this program for a total of 48. The next cohort will begin in September 2020.

Diversity and Inclusion Faculty Modules : Over the course of the last year, the Centre for Teaching and Learning and the Human Rights and Equity Office worked collaboratively to design a series of five online learning modules for faculty members at Queen's University. Faculty can explore topics including: power, privilege and bias, decolonization, inclusive classrooms, universal design for learning and navigating difficult conversations. Central in the design of each of these modules are the principles of interactivity, self-reflection and practical strategies.

Lead, Include, Transform (LIT) In-person

This student leadership training is an in-person training that was designed in collaboration between the Division of Student Affairs and the Human Rights and Equity Office. After completing the training, students:

1. Understand the foundations of basic anti-oppression, diversity and inclusion concepts
2. Understand the social dynamic of privilege and/or oppression and how it operates in each individual.
3. Recognize and see the value of diverse ideas, experiences and identities for the Queen's community and beyond.
4. Feel equipped with strategies and tools to navigate and respond to difficult conversations.

In 2019, 1300 students participated in the LIT training.

Senior Search Hiring

The Associate Vice- Principal (Human Rights, Equity and Inclusion) delivers training and information to hiring committees for the appointment of senior administrators, which include any appointment at the level of Dean and above.

In 2019, the Associate Vice- Principal (Equity, Human Rights and Inclusion) or delegate delivered training and presentations on employment equity for the hiring committees for the Dean of the School of Business, the Dean of the Faculty of Health Sciences, the Director of the Agnes Etherington Art Centre, the Executive Director of Student Wellness, the Ombudsperson, the Provost and Vice-Principal (Academic) the CRC Executive Committee, the Queen's National Scholar Committee, the Honorary Degrees Committee and the University Promotions Committees.

Faculty, Staff and Students can verify their compliance with all of the mandatory equity related trainings at the **Equity Training Portal** here: https://www.queensu.ca/equity/secure/trainingportal/

The following customized trainings were also delivered by the Human Rights and Equity Office in 2019:

Training Request	Who
Unconscious Bias	VP Finance and Administration, School of Business, MUSE Conference
Welcoming Sexual and Gender Diversity	General Staff, Eco-Adventure Camp, Nursing, ASUS
Sexual Violence Prevention and Response	Student Groups and clubs including but not limited to (Sexual Health Resource Centre, Peer Support Centre, AMS leaders), Campus Observation Room team, Health Promotions Team, Faculty of Education, Student Services Staff, Residence Staff, BISC Staff, CSES
Identity in the Classroom	Faculty of Education
New Staff Orientation	New Employees
Anti-Oppression	Bystander Intervention Team, SGPS
Navigating Difficult Conversations	ASUS Executive and Volunteers
Inclusion in the Classroom	Kinesiology, Gender Studies, Film and Media, Teacher Development Day, Engineering TAs, SGS, Politics
The AODA Suite	Residence Summer Staff, Kinesiology, ASUS, Orientation Leaders, Computing Students Association, Homecoming volunteers
Valuing Diversity and Inclusion	Peer Health Educators
Building Inclusive Communities	Student Groups on Campus, Faculty of Law
Accessibility Events	ASUS, Peer Health Educators
PDF Accessibility	Arts and Science Online, Undergraduate Admissions and Recruitment, Faculty of Health Sciences, Sociology
Equitable Hiring Processes	Kinesiology
Personal Statement of Interest	Faculty of Education
Inclusive Leadership training	Athletics
Website Accessibility	Queen's Alumni, Student Affairs, Arts and Science Online
PowerPoint Accessibility	Student Accessibility Services, Residences Staff, Sociology
Women in Medicine (Allyship)	School of Medicine
Effective Communication Class	Smith School of Business
Equity and Inclusion in Graduate Studies	Smith School of Business
Equity, Inclusion and Accessibility	Peer Health Educators, BISC Staff, SGPS
Sexual Violence Disclosures	Dons
Anti-racism 101	ASUS
This is Canada: Living Anti-Racism	Residences staff
Inclusion in the Lab	School of Computing
Human Rights and Equity in the Workplace	Math 494

HUMAN RIGHTS AND EQUITY INITIATIVES

In September 2015, Equity Services 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.

The 2019-2020 Contributors were asked to focus on learning, unlearning and relearning. In total we had nine blog contributors who shared their experiences from their diverse perspectives. They are (from top left to right):

1. Vanessa McCourt

2. Paige Van Tassel

3. Andrew Cambell

4. Nathan Utoih

5. Xin Sun

6. Kevin Collins

7. Liying Cheng

8. Mofi Badmos

9. Lauren Winkler

The Multi-Faith Calendar

In order to promote awareness, dialogue and inclusivity in our community and workplaces, Queen's has made the Multi-faith Action Society's calendar available electronically to all of Queen's community members. The Multi-faith Action Society is an organization that is dedicated to promoting interfaith and multi-faith dialogue and understanding. Their calendar is renowned for its accuracy and integrity and includes valuable information about 14 world faiths and the different systems of marking important occasions used by various faiths.

You can find the electronic Multi-faith Calendar on the Human Rights and Equity Office website here: http://multifaithcalendar.org/cal/index.php

Positive Space Program

The Positive Space Program brings visibility and support to lesbian, gay, bisexual, trans, 2 spirit and queer communities at Queen's. It was developed in 1999 by the Human Rights and Equity Office, the Ontario Public Interest Research Group, and the Education on Queer Issues Project.

Members of the Queen's community who wish to get involved in this program can attend a Positive Space session to familiarize themselves with queer issues and inclusivity. They can then sign up to be members of the Program and receive a sticker that they can use to designate their work, living or study space as "Positive Space" i.e. respectful and supportive of sexual and gender diversity.

More information is available about the Program at www.queensu.ca/positivespace.

In 2019, the Human Rights and Equity Office offered 45 Positive Space sessions. Twelve consisted of "general" Positive Space workshops that were advertised online and open to the general Queen's community and two were offered through the Human Resources Learning Catalogue. There were 31 additional Positive Space sessions for student groups and units on campus.

In 2019, the Positive Space program celebrated its 20th anniversary. At the event, the HREO showcased the evolution of a welcoming environment for sexual and gender diversity at Queen's with the launch of the following video: Positive Space Video

International Staff Support

Self-identified international staff at Queen's were invited to a conversation in September and November 2019 with the goal of identifying gaps in their transition to working at Queen's and living in Kingston. Through facilitated discussions, participants identified challenges to their transition in the areas of accessing health care, housing and accommodations, navigating immigration policies, understanding workplace culture, and making social connections. The group also considered ways in which to address the identified gaps including the creation of online and print resources as well research into the possibility of a paid staff advisor to support newcomer employees.

Anti-Racism Initiatives

The HREO engaged and supported the Queen's and Kingston communities in a variety of anti-racism initiatives in 2019. Continuing the development of the Anti-Racism Disclosure Tool (a racism mapping platform), a Human Rights Intern was hired to work with the Inclusion and Anti-Racism Advisor to develop a skeleton framework for a beta version. The intern also began developing outlines for six education sessions on racism, anti-racism, self-advocacy, etc., for racialized individuals. These sessions remain in development in collaboration with Four Directions Indigenous Student Centre.

Over the course of the year, more anti-racism education sessions have been added to our educational offerings – sessions such as: 'Learning and Teaching with an Anti-Racist Lens', 'This is Canada: Living Anti-Racism' and 'Cultural (mis)appropriation' to name a few.

The second 'Claiming our Spaces' gathering was held at the University Club. This event, organized as a Welcome Afternoon for BIPOC staff and faculty was well attended and energizing. A much-anticipated Microsoft Teams group for Claiming our Spaces is in development for BIPOC staff and faculty. It is hoped that this online space will facilitate a more direct and accessible way for BIPOC staff and faculty to share events, news, resources and of course, get to know each other better.

Over the course of the academic year and summer months, the Human Rights and Equity Office continued collaborations with external community partners like the Limestone District School Board, Kingston Community Health Centres, Youth Diversion and Immigration Services Kingston Area to

support community-based anti-racism education and projects within Kingston - many of which are ongoing for 2020. In support of local community efforts to promote knowledge that underpins anti-racism practice and creates spaces for racialized groups in Kingston, the Human Rights and Equity

Office funded Black Luck Collective's project of bringing the Toronto-based curator Simone Wright's exhibition 'Parting The Roots' to Kingston. The exhibition was hosted at the Tett Centre's Modern Fuel Artist-Run Centre in the Window gallery for one month and culminated with a community Q&A and panel with Simone Wright.

The Inclusion and Anti-Racism Advisor presented to the University Council on Anti-Racism and Equity (UCARE) on three long-term anti-racism initiatives that are currently in the research and planning stage of development. Those three initiatives are:

- The racism mapping tool – to track trends and patterns of racism across the Kingston community.
- Attainment/achievement gap data collection - to progress widening university access and participation of equity-seeking groups of students.
- Deepening the dialogue - Inviting speakers (academics, activists, artists, etc.) with different focus area expertise (e.g. critical whiteness studies, anti-Black racism, student activism, decolonization studies, etc.) to deepen campus community understanding and awareness of anti-racism.

The HREO continues to work with campus partners including the AMS, SGPS, Division of Student Affairs (DSA) and senior administrators to strengthen/initiate anti-racism programs and services. There will be further partnerships with racialized and allied student groups (such as the Social Issues Commission, the committees against race and ethnic discrimination (CARED and QCRED), the Queen's Black Academic Society (QBAS), the African and Caribbean Students Association (ACSA), Scholars of Colour of Watson Hall, and Teacher Candidates of Colour (TCC)) wishing to address racism in the community and to promote racialized student wellness and success.

The Human Rights Legislation Group

The Human Rights Legislation Group is composed of representatives from all academic and non-academic groups on campus. The Group is co-chaired by Queen's Legal Counsel and Access and Privacy Coordinator, and the Associate Vice-Principal (Human Rights, Equity and Inclusion). The purpose of the Group is to provide units and departments with the information they need to understand the constantly evolving landscape of human rights-related legislation, including amendments, which often give employers and service providers additional responsibilities to prevent breaches of human rights. Some of the pieces of legislation discussed include: the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act and its standards, the Occupational Health and Safety Act, and the Employment Equity Legislation. Interested individuals should email hrights@queensu.ca for information on attending meetings or for access to resources.

The following sessions were held in 2019:

Meeting 25: Disability Stigma and Employment

This meeting focused on cases related to the stigma and perception of disability in employment settings.

Meeting 26: Racial Profiling and Stereotyping

This meeting focused on racial profiling, racial discrimination and stereotyping. Fatema Dad from the Ontario Human Rights Commission Counsel attended as a guest.

Meeting 27: Accent/Language Discrimination

This meeting focused on cases related to accent and language discrimination.

For more details on the Human Rights Legislation Group visit our webpage at:

https://www.queensu.ca/hreo/initiatives

The 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 2019 Employment Equity Award recognized the dedication of six individuals in the Office of the Vice-Principle Finance and Administration (VPFA). From left to right: Nicole Dalglish, Llynwen Osborne, Catherine Gaudreau, Ishana Gopaul, Donna Janiec and Alison Cummings (not pictured) created the *Stewarding Inclusivity Across the VPFA*. The lunch and learn series created and advanced Equality, Diversity and Inclusivity education in the VPFA. The series and topics have created a model that could be implemented for all employees.

The Human Rights Initiative Award

The Queen's Human Rights Initiative Award is given annually in recognition of initiatives that have made an outstanding contribution to the advancement of equality and human rights at Queen's University. Nominations for the Queen's Human Rights Initiative Award were considered on the basis of four criteria: The originality of the initiative, its positive impact on the University Community, its sustainability, and how it has encouraged partnerships/cooperation among community constituents.

The 2019 Queen's Human Rights Initiative Award recognized the outstanding contribution to the ongoing advancement of equality and human rights at Queen's University. The award was given to Edward Thomas, Mala Joneja and Richard Reznick for establishing the Commission on Black Medical Students.

- Edward Thomas investigated the true story behind the 20th century ban of black medical students at Queen's University.
- Richard Reznick acted expeditiously to redress historical wrongs by establishing a Commission and setting an outstanding example of what is possible when community members, researchers and institutional leaders resolve to tackle the complexities of oppression, Equity, Diversity and Inclusion.
- Mala Joneja took a strong leadership role on the Commission and developed several initiatives that included a mentorship program for black medical students.

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 Steve Cutway Accessibility Award recognized (left to right) Katrina McCann, Angela Geris and Sydney Downey, from the Return to Work Unit (RTWU) for organizing THRIVE. The RTWU organized a week-long series of events designed to reduce stigma, foster a supportive community, increase mental health literacy and promote resources. The events were designed to appeal to individuals from a variety of backgrounds and interests

Communication

The Human Rights and Equity Office website is regularly updated with the most current resources and

information pertaining to Equity, Diversity and Inclusion at Queen's including:

- General information about Human Rights, Equity and Inclusion
- Frequently asked questions regarding employment equity
- The Multi-faith Calendar
- 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
- Designated group representation rates at Queen's
- Information regarding the Human Rights Advisory Services

The most viewed main pages on the website are: the Education page and the Queen's Equity

Appointments Process (QEAP) Application page.

The Human Rights and Equity Office Facebook Group was launched on February 23, 2012 for the

purpose of creating an inclusive and informative online forum. During 2019, The Human Rights and

Equity Office Facebook page provided updates several times per week on the following topics:

- Notification of important dates and community events/initiatives
- Workshops, training, and information sessions held by the Human Rights and Equity Office
- Promotion of the efforts and initiatives created by other Queen's University units that serve equity-seeking groups
- Awards and ceremonies related to Equity, Diversity and Inclusion
- Educational articles and other resources related to equity and human rights
- News, data and facts about equity and human rights issues
- Employment and volunteer opportunities for students on topics related to Equity, Diversity, and Inclusion

During 2019 the Facebook page increased to 674 '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 and staff have completed the EE Rep training through the Human Rights and Equity Office they are automatically put on the **EE Rep listserv.** Its purpose is to communicate changes to search committee requirements and processes for which EE Reps are responsible.

The **Equity listserv** has 1306 subscribers, an increase of 69 from 2018. In 2019, we communicated 25 times through the Equity listserv: the Together We Are Blog (x6), information and event notifications and our Tri-Award Event (x4).

The **Employment Equity Rep listserv** has 691 subscribers, an increase of 24 from 2018. We sent five communication in 2019 relating to employment equity processes in the Queen's Equity Appointments Process online system and the Collective Agreement.

COMPLIANCE WITH THE REQUIREMENTS OF THE ONTARIO HUMAN RIGHTS CODE

As a post-secondary institution, we have clear responsibilities with respect to the dissemination of knowledge and information as well as capacity building regarding our legal responsibilities in the areas of human rights. Several human rights cases, (including the 2005 decision of the Ontario Human Rights Tribunal, *B.L. v. Marineland of Canada Inc*.) have clarified the positive obligation on the part of institutions to respond to human rights issues created by legislation such as the Ontario Human Rights Code.

We have obligations both as an employer (Queen's in relation to its employees' workplace environment) and as a service provider (Queen's in relation to the learning and living environment for its students and staff). Without various mechanisms to ensure education, monitoring and assessment with respect to human rights and equity, the University risks being found responsible for breaches of human rights at the Ontario Human Rights Tribunal and non-compliant with other equity-related legislation and programs.

The Human Rights Advisors continue to operate under the Queen's *Senate Harassment/Discrimination Complaint Policy and Procedure*, 2000. By its own terms, the *Policy and Procedure* are very much overdue for review. The University Secretariat is aware of this and is leading a working group to revise the policy as well as several other intersecting University policies addressing human rights issues..

Human Rights Advisory Services

The Human Rights Advisory Services advocate for equitable practices, policies and processes throughout the University. Through consultation and training, they advise the University community-- students, staff, and faculty—on ways to prevent as well as respond to harassment and discrimination. The Advisory Services also provide confidential support for individuals and groups who may have experienced harassment and discrimination, helping them to explore the possible courses of action they may wish to take to address the situation.

Client intake per month, 2019 (102)
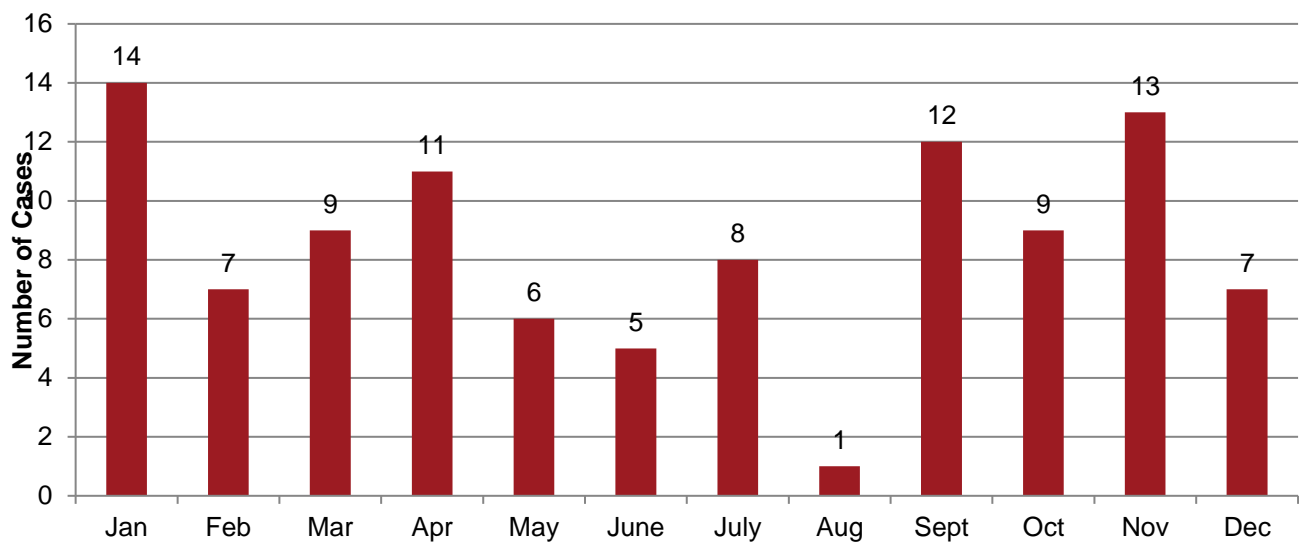
Typically, the busiest time for case work for the Human Rights Advisory Services has been in the Fall. In 2019, however, client intake was consistent in the Fall and Winter terms with the lowest number of clients in the summer.

What is the Nature of the Concern?

The kinds of concerns about which Queen's community members seek human rights advice are many and varied, from situations in which someone feels deliberately targeted for unfair treatment to concerns that a particular regulation or process, albeit unintentionally, creates barriers to full participation. In 2019, the Advisory Services received 102 clients looking for Human Rights advice. Of those 102, 24 were inquiries alleging deliberate acts of harassment, 24 were alleging failures to provide accommodations required under human rights legislation, 16 were allegations of discriminatory behavior and 12 were observations of systemic barriers. The office also provided general support for 34 situations in which human rights were not specifically at issue.
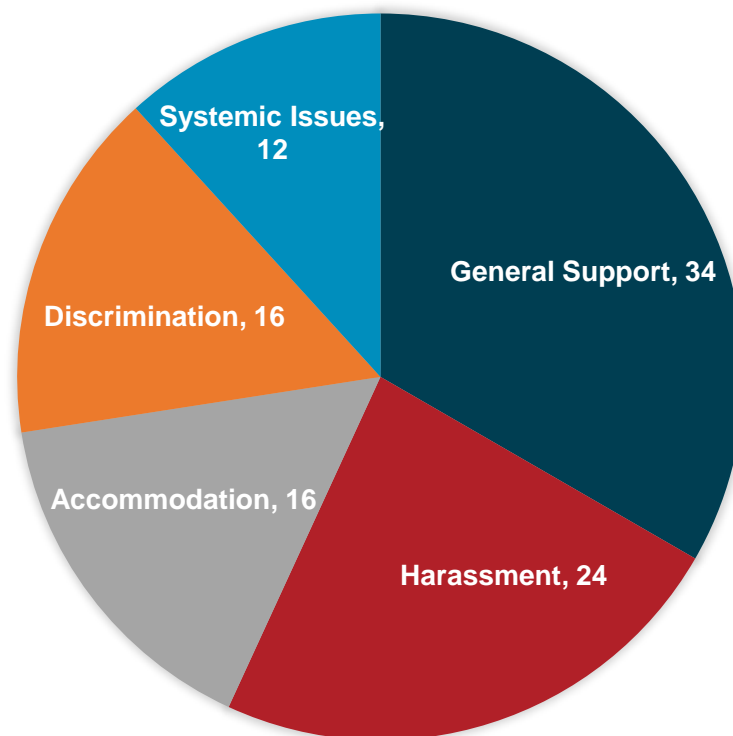
What Human Rights and Other Issues Were Raised?

Code Related Grounds	Total
Race and Race Related	37
Sex	12
Sexual Orientation	6
Gender Identity/Expression	7
Family Status	3
Disability	17
Non-Code Related	**Total**
Non-Code Harassment	24
Bullying	16

Note: Due to the fact that many incidences are based on more than one issue, the totals will not add up to the total number of cases.

As in previous years, the majority of queries concern breaches of human rights on the grounds of sex, race-related grounds and disability. This appears to mirror statistical trends reported by the Ontario Human Rights Tribunal[1].

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[1] Social Justice Tribunals Ontario, 2017-2018 Annual Report (Human Rights Tribunal of Ontario).
http://www.sjto.gov.on.ca/documents/sjto/2017-18%20Annual%20Report.html#hrto4

<u>Who is Accessing the Confidential Advisory Services?</u>

The Human Rights Advisory Services provides human rights advice primarily to Students. This is consistent with Human Rights Services statistical data from previous years.
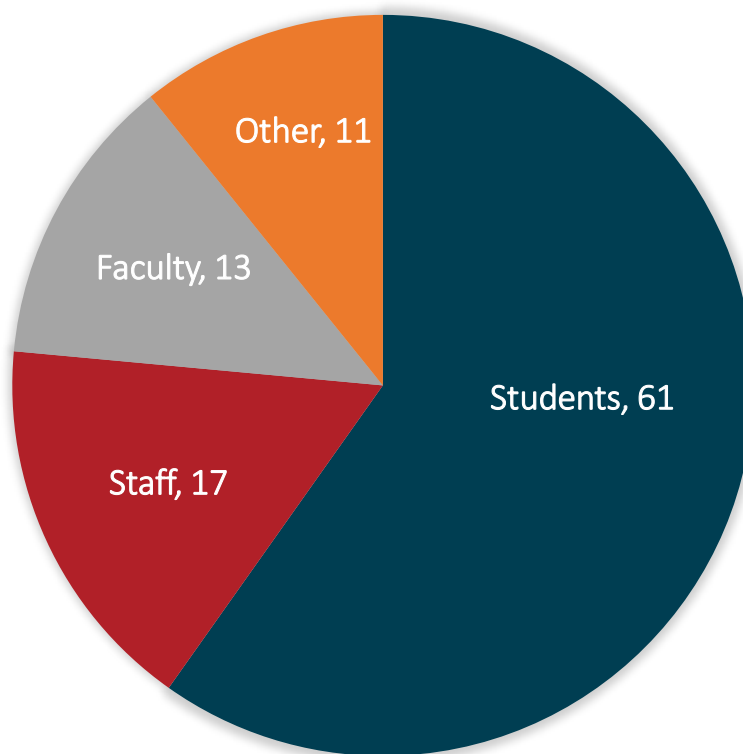
Note: 'Other' includes applicants, alumni, Parents and community members

SEXUAL VIOLENCE PREVENTION AND RESPONSE

In 2016, the Human Rights and Equity Office added the position of the Sexual Violence Prevention & Response Coordinator (SVPRC). The SVPRC is a central point of contact for any student who has been impacted by sexual violence.[2]

Sexual Violence has been defined *as any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.*[3]

The SVPRC provides students with information and support to access both on and off-campus resources, safety planning, assistance with accessing academic and other forms of considerations/accommodations, support for academic appeals and assistance with filing complaints through university discipline processes and/or the criminal justice system.

Additional responsibilities include development and implementation of educational programming on sexual violence and related topics (healthy relationships, gender-based violence, domestic violence) for all members of the Queen's community.

During the reporting period the SVPRC was engaged in numerous activities including, but not limited to:

- Supporting members of the Queen's community who have been impacted by Sexual Violence
- Maintaining the sexual violence website and Facebook page[4]
- Participating in revision of the sexual violence policy

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[2] The violence may have taken place at any time in the student's life and at locations unrelated to Queen's University. Students are not required to file formal complaints in order to access supports and services.

[3] Ministry of Training, Colleges and Universities Act, (Schedule 17).

[4] www.queens.ca/sexualviolencesupport   and @QUSVPR

- Participating in revision of the harassment and discrimination policy
- Developing and implementing in-person sessions for employees on responding to disclosures of sexual violence as well as expanding access to online training options
- Delivering workshops and presentations for student clubs and as part of academic curriculum
- Working on a communication strategy to increase awareness of supports and services available
- Active participant on the Sexual Violence Prevention & Response Task Force
- Maintaining collaborative partnerships with a variety of campus and community stakeholders
- Supporting the efforts of academic units and student leaders to coordinate in SV programming development and delivery
- Preparing reports in compliance with legislative requirements

September 1, 2018 – August 31, 2019

During this reporting period, a total of one-hundred and thirty-three (133) students contacted the Sexual Violence Prevention and Response Coordinator to access support services. Thirty-one (31) students of the one-hundred and thirty-three (133) students who contacted the SVPRC requested and were assisted with some form of accommodation(s) from the University.

Note: Students may also request and receive support and assistance through Student Wellness Services (Counselling).
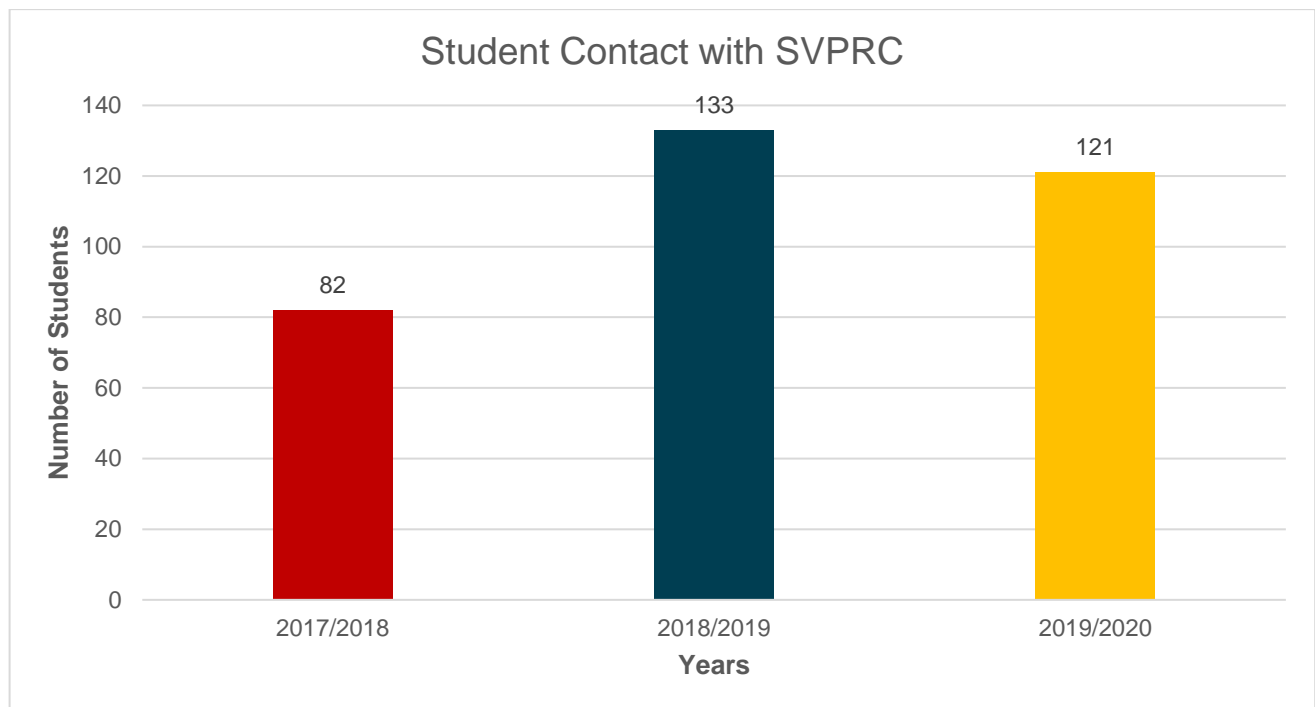
September 1, 2019 – April 20, 2020

During the period September 1, 2019 to April 30, 2020, the Sexual Violence Prevention & Response Coordinator had contact with one hundred and twenty-five (125) individuals wishing to access information, supports and services. This number includes one-hundred and twenty one (121) students plus four (4) non-students: two external community members and two employees.

Twenty-seven (27) of the one-hundred and twenty-one (121) students requested and received accommodations that included academic consideration for course work, exam deferrals, alternative assignments, alternative class schedules, and alternative housing assignments in Residence. Referrals were made to both on and off campus services e.g., Student Wellness Services, community mental health clinics, Kingston General Hospital SA/DV Program and SAC Kingston.

Referrals were made and support was also provided for students experiencing food and housing insecurity.

Additionally, the SVPRC provided support and consultation for faculty and staff who were responding to student disclosures, as well as providing information and support to family members of students who experienced sexual violence.

Student Contact with SVPRC

A bar chart titled "Student Contact with SVPRC" showing Number of Students on the y-axis (0 to 140) and Years on the x-axis. The values are: 2017/2018 = 82, 2018/2019 = 133, 2019/2020 = 121.

CONCLUSION

2019 was yet another year to celebrate the University's progress with respect to human rights, equity and inclusion. Regarding employment equity, all designated groups increased in representation across faculty and staff positions due to the robust implementation of employment equity processes in some departments and faculties. This includes the hiring of Tenure/Tenure Track faculty members, which exceeded workforce availability. The employment equity process for faculty saw a compliance rate of 94%, the highest it has been since the inception of the process in 1999.

Throughout 2019, human rights and equity training became a priority for units with the mandatory AODA training seeing record compliance rates of over 80% and the Diversity to Inclusion Certificate program quadrupling its enrollment.

2019 has also provided the opportunity for our office to work collaboratively with other units on campus to develop dynamic and multi-faceted training modules such as the modules on Power, Privilege and Bias, Navigating Difficult Conversations, Conversations on Decolonization, Inclusive and Responsive Teaching and Universal Design for Learning. Also new to the online HREO learning catalogue in 2019 was the Working Together: Building an Inclusive Queen's Community training as well as the Achieving Safety and Respect in the Workplace.

Over the years, the HREO has put in a great deal of time working with units to embed equity, diversity and inclusion throughout the university.   It is imperative that all Queen's community members value, respect and celebrate the dignity and worth of every person on campus. The HREO will continue to work to advance a culture of human rights, equity and inclusion on campus by embracing our core values of Collaboration, Respect, Integrity, Accountability, Community Centred Practices and Creativity & Innovation.

Annual Report 2019

Human Rights and Equity Office

Queen's University

HUMAN RIGHTS
AND EQUITY OFFICE