

INTRODUCTION

The period of this report is one in which the Office of the University Advisor on Equity (OUAE) faced acute staff shortages. As a consequence of this, and at the University's request, staff members of the Human Rights Office (HRO) took on added responsibilities. This ensured that the OUAE was able to maintain its core programs, including those that are part of the University's legislated requirements, while the institution examined the future of this unit. However, this also meant that although the Human Rights Office was able to maintain its operations, it was restricted in its ability to improve its programs and to plan strategically for the future.

These difficulties were compounded by two things: a lack of clarity with respect to the reporting structures of both Offices, resulting from consultations which also included a recommendation to hire a V.P. Human Resources; and the relocation of the HRO. It is important to recognize that despite the overall positive acceptance of the general principles of human rights and equity in our community, the practical applications of those principles tend to bring out highly charged and emotional reactions. Thus, lack of clarity or consistency in with respect to the application of Human Rights and Equity in the operations of the University will quickly lead members of the community to question the structures put in place to advance these values. Thus, the lack of adequate staffing in the Office of the University Advisor on Equity gave rise to many questions about its ability to ensure that the University's legislated requirements were met. There have now been organizational changes and additional staffing that should help to resolve these issues for the future. In addition, the ability of the Human Rights Office to carry out its work has come under question both by clients and community members generally, at least in part because of its location and changes in its reporting structure. This situation has created uncertainty in the community and creates inconsistency with the Senate policy itself. The improved staffing in the OUAE, and the future reorganization of the structures of the two Offices should alleviate some of these problems. We trust that some of the additional consultations that have been carried out under the initiative of the V.P. Human Resources will lead to greater stability and clarity.

Before giving a brief synopsis of the work done in the HRO and the OUAE during this reporting period, I would like to underline the tremendous work done by the staff members of both Offices: Stephanie Simpson, Anita Davies, Julie Darke, Margot Coulter, Catherine Wells and Ruth Santamaria for the hard work and dedication that has allowed the Human Rights Office to maintain its critical services and even advance some of our programs during this period; and Jill Christie, Jeanette Parsons, Meri Diamond, and Gurjit Sandhu, (and during this current period, Joyce Wan) whose efforts ensured the maintenance and strategic planning of the OUAE's equity and accessibility related programs. Their hard work has been critical to ensuring that the institution continues to meet its legislated and social obligations in the areas of human rights and equity during this difficult period.

The following is essentially two reports: the first relates to the work of the Human Rights Office (the HRO) and the second that of the Office of the University Advisor on Equity (the OUAE). I have thus included two separate executive summaries that offer snapshots of the major activities in each Office for the period of this report.

Executive Summary - Human Rights Office

The mandate of the HRO is to put into practice human rights principles and their related legislated requirements with the goal of providing a harassment and discrimination free work, living and study environment. In doing so, we face unique challenges by the very fact that we work in an institution that is defined by its ability to challenge ideas; and by the ubiquitous presence of popular media that do not have to be mindful of communicating ideas in a respectful way. To meet these challenges the HRO has developed a long term strategic vision aimed at developing a balance between the work we do to facilitate community initiatives in the area of human rights, the training we offer (both on-line and in groups) and the case work/advising that is done by our Advisory Service.

Community Initiatives

In the areas of gender and sexual diversity, the HRO continues to provide support for the Positive Space Program, the Transgender/Transsexual Policy Group, and a new initiative, QUAQE (Queen's University Association of Queer Employees.)

In the race and race-related areas, the HRO has provided online resources such as the multi-cultural calendar (developed by a Toronto based group, it offers guidance on important cultural and faith days through the year, and complements the Chaplain's resources); the HRO has also developed the Getting Real program with the assistance of Gurjit Sandhu: a peer training program on racism that is available to all groups, but that is targeted at student group situations where a greater understanding of racism would benefit group interaction (i.e. residence or associations.)

In the area sexual harassment, the HRO has updated the online training which has been very successful locally and nationally; the HRO continues to work with the DATING B.A.S.I.C.S. program (peer educator program for the residences); because of the complex environment that exists in a residential institution, the HRO has also concentrated efforts on increasing support and involvement in KFACT, which involves judges, crown attorneys, victim witness assistance programs, regional police forces and community organizations such as Interval House and Pathways for Youth and Children - this allows the Sexual Harassment Prevention Advisor to effectively access all services required by survivors of sexual harassment or abuse.

Education

Education and training is important in protecting the community against breaches of human rights by ensuring information about internal and external human rights systems, is communicated to all community members. Although the demand has fluctuated, some training is delivered to all constituencies at the University. However, there is a major gap that we have consistently identified in the University's approach to the dissemination of human rights education: information specific to the needs of senior administrators, managers and supervisors. Arbitrators and tribunals consistently consider adequate and appropriate dissemination of information as mitigating factors when they examine human rights claims. The only existing vehicle for proactively informing senior agents of the University was developed as a response to

this gap some years ago: the Human Rights Bulletin (a non editorialized summary of important judicial decisions) was developed specifically for the benefit of senior administrators and supervisors, and several of the early issues were sent by email to the entire community through the Office of the Principal. Although the Bulletin is still available, its dissemination is currently limited and fragmented. Thus, this gap has re-emerged and we are examining once again how to addressing this for the near future.

Case work

In the area of case work, the claims made during the period of this report showed consistency with previous years: sexual harassment issues make up the greatest percentage of cases and many include disturbing elements, including obsessive behaviour connected to past relationships, criminal harassment and violence or threats of violence; in the race and race-related areas, issues of citizenship and faith (Christian, Muslim and Jewish faith in equal numbers) have required attention in a significant number of cases; the number of persons seeking assistance with trans issues has increased appreciably; timely accommodations for persons with disabilities continues to present challenges for the University. Please note that the statistics included in this report are not as extensive as they have been in previous years. In light of increasing fears connected to pursuing human rights issues, we have become very sensitive to the potential for small numbers that could lead to the identification of individuals. We will therefore be releasing most of our statistics at a later date so that we may eliminate any possibility of identification.

Policy and Procedure

Since its last review in 2000, several issues have emerged as increasingly problematic within the Queen's University Harassment/Discrimination Policy and Procedure: the *formal* process does not work well in practice, leading many to take their cases to the Ontario Human Rights system; there exists a lack of coherence between administrative processes related to harassment and discrimination when incidents occur in residences - we have taken some steps to remedy this by developing a memorandum of understanding with the Chairs of the respective Boards, but there should be clearer direction existing within the body of the Policy and Procedure; there is also a lack of coherence between the human rights processes and other administrative boards on campus which need to be examined in light of external developments in the human rights system in Ontario; and there are changes to the wording of the Policy required by the University's Accessibility Plan that have not yet been implemented. These are issues that were not within the mandate of the Consultant hired to examine the Human Rights processes and will require some internal review in the near future.

Location

The location of the Human Rights Office in a series of Offices aligned in a hallway that leads from Mackintosh-Corry to Dunning Hall is highly problematic for the client oriented part of our work. A confidential service is a basic requirement for encouraging individuals with human rights issues to seek assistance. We would strongly recommend a more appropriate location for this service.

Executive Summary - The Office of the University Advisor on Equity (OUAE)

The mandate of the OUAE is to work with the University's many committees and Officers to ensure progress is made on equity in both the employment and academic arenas. To this end, many of the major functions of the OUAE are ensuring that the University's commitments and obligations are met with respect to the Federal Contractors' Program (FCP), the Accessibility for Ontarians with Disabilities Act (AODA), and the equity related articles of the Collective Agreement (C.A.) between the Queen's University Faculty Association and the University.

The Conference Board of Canada, an independent organization that specializes in economic trends as well as organizational performance and public policy issues, has recently released a report entitled "Report on Diversity: Priorities, Practices and Performance in Canadian Organizations", in November 2006. It presents and discusses the results of their survey on diversity-related policies and practices in Canadian organizations. Their findings quoted below, are reflective of Queen's in many ways:

- *Canadian organizations say they value diversity but have not yet fully committed their policies, practices and resources to driving diversity to the core of their operations.*
- *Most organizations surveyed have yet to achieve basic representation rates that match or exceed the Canadian labour force availability rates for the four diversity groups – Aboriginal people, members of visible minorities, persons with disabilities, and women – identified in the Employment Equity Act.*
- *Many organizations have policies and programs to support diversity, but there is room for improvement in the strategies used to identify, retain and develop a diverse workforce, and in the way these strategies are linked to performance outcomes and success.*
- *Successful diversity initiatives required clear communication about intent, strong leadership commitment, and concrete strategies and objectives linked to organizational needs and goals.*

The University has taken a large step toward communicating intent and commitment to equity through its Strategic Plan; it has also been innovative among Canadian universities: notably in the development of data gathering processes to create flow data for designated group profiles. These are useful for setting goals and objectives in both the human resources and the academic arenas, and in the hiring process mandated by the C.A between Queen's University and the Faculty Association. Nevertheless, there is still a great deal of work that needs to be done before the University can say that it has created an inclusive climate such that it has driven diversity to the core of its operation - within its educational mission as well as its human resources functions.

Employment Equity and the Federal Contractors' Program

Data gathering system

In 2003, the OUAE worked on updating the University's equity profile by carrying out a new equity census. Although we were able to continually update the system, we were never able to generate some of the most important flow data needed for an effective analysis of the University's progress on employment equity. The OUAE is currently working with ITS to develop a system that will ameliorate our ability to gather, analyze, and generate meaningful

equity data; to this end, the OUAE is also working with the Council on Employment Equity (CEE) to examine the exit survey tool which has not been successful in the past; the OUAE and the CEE have also developed a publication to better communicate the University's obligations and progress to both agents of the University and to the community as a whole; the OUAE is currently developing a report that will provide the community with a yearly update of the University's equity profile.

Statistics

When examining representation rates of designated groups, it is important to keep in mind that there are many measures of equality and representation rates is only one of these. For example: Queen's has not only achieved but surpassed representation rates for women; however, this representation is achieved through an inordinately high concentration of women in certain categories such as administrative assistants while they are absent from others, for example trades; although the numbers of women have improved in the last 10 years within faculty ranks, they are still not present in numbers representative of the national workforce. The data, coupled with the literature and research on employment equity points to the fact that different groups face different barriers: there are possible barriers to retention for racialized group members, whereas Aboriginal group members are largely absent from the workforce; persons with disabilities also face challenges to entering the workforce and face potential barriers to timely accommodation.

The Collective Agreement (between QUFA and Queen's University)

All of the OUAE's responsibilities with respect to the Collective Agreement have been fulfilled in this period: the OUAE has worked to improve the applicant data collection system to better meet the needs of Faculties as they engage in the hiring process for faculty as well as to respond to privacy requirements; the training program has undergone a complete review and update and currently has an online component that may be used to develop the training needed in the case of hiring for sessional academics.

Education Equity

The OUAE is currently working on various aspects of education equity. This includes: research into the impact of the potential undervaluing of non traditional research and equity issues; suggestions for the integration of educational equity components for the Internal Academic review process; and an internal review of the results of the student equity data collection for equity implications.

The Accessibility Plan

The AODA coordinator has continued her work to review the structure and functions of the Accessibility Committee to ensure better communication with senior levels of administration on the needs and legislated requirements for accessibility; the University's Accessibility Plan has been updated yearly and sent to the appropriate provincial bodies; the OUAE and the Accessibility Committee are examining how to better connect individual and systemic accessibility issues to improve the University's ability to eliminate and prevent the creation of barriers. The communication of needs and requirements for accessibility remains one of the greatest challenge in this area. The Coordinator is also involved in committee work with the Accessibility Directorate, which should assist the University as it needs to respond to future standards.

QUEEN'S HUMAN RIGHTS OFFICE

Mission Statement

The Human Rights Office of Queen's University is dedicated to the promotion of human rights within Queen's University and the broader Kingston community.

The Human Rights Office will endeavor to fulfill its goals through pro-active strategies in the following areas: education and documentation; training; through the implementation of individual intervention mechanisms; by fostering complementary initiatives throughout the University; and by advising on policies of equity.

Mandate

The Human Rights Office is an independent body, reporting directly to the Senate of the University. Its mandate is to provide advice, support and resources to the Queen's community in the area of human rights, and to ensure the effective administration of the Queen's Harassment/Discrimination Policy and Procedure.

Staff Profiles

Director

Irène Bujara

B.A. Modern Languages, LL.L. (University of Ottawa)

Alum, University of Ottawa's Human Right Research and Education Centre

Administrative Assistant

Ruth Santamaria

Diploma, Office Administration, Legal, St-Lawrence College, Kingston

Diploma, Executive Secretary, Andes College, Venezuela

Human Rights Advisor/Sexual Harassment Prevention Coordinator

Margot Coulter

B.A. Psychology, Queen's University, Kingston

Certificate, Conflict Resolution, sp. negotiation & mediation, Justice Institute of B.C.

Human Rights Advisor/Education Coordinator/Anti-Racism

Stephanie Simpson

B.Ed., BAH English and History, Queen's University, Kingston

M.A. candidate, Faculty of Education

Human Rights Advisor/Sexual Diversity Coordinator

Dr. Juliet Darke

Ph.D. Psychology, Queen's University, Kingston

Special Projects Coordinator

Dr. Catherine Wells

Ph.D. French literature, Queen's University, Kingston

M.A., B.A. French, Laval University, B.ED, B.Mus MUN. NL.

Work Study Program

Kevin Ho

Computing, Queen's University

Intern

Jennifer Chow

Queen's University

Volunteer Advisors

The Office works with volunteer advisors: this system ensures that complainants have a choice of advisors with whom they may consult, and respondents have access to individuals who can advise them on the complaint process.

Complainant advisors; Administered by the Human Rights Office

Audrey Kobayashi, (Faculty member) Department of Geography

Eleanor MacDonald, (Faculty member) Politics Department

Chuck Vetere, (staff member) Student Health, Counselling and Disability Services

Respondent Volunteer Advisors; Administered by the University Secretariat

Paul Banfield, (Chief Archivist) University Archives

Ellie Deir, (Faculty member) Faculty of Education

Greg Wanless, (Faculty member) Drama Department

Queen's Human Rights Advisory Council

The Human Rights Office works with a volunteer Advisory Council to ensure transparency and community participation in addressing the needs of the community. This council is made up of representatives of the various constituencies of Queen's with some representation from the Kingston community.

Volunteer Members of the Council:

2004 – 2005

Colleen Arsenault (student, SGPS)
Paul Banfield (staff, Archives)
Brian Chenoy (student, AMS)
Christine Collier (faculty)
Mark Epprecht (faculty)
Joel Keenleyside (staff, Security)
Arunima Khanna (staff, Health, Counselling and Disability)
Paula Klink (staff, Faculty of Applied Science)
Peter Lem (staff, Residences)
Daniel Ogutu-Were (student)
Kathryn Vilela (student)

2005 – 2006

Paul Banfield (staff, Archives)
Christine Collier (faculty)
Mark Epprecht (faculty)
Justin Jaron Lewis (faculty/community)
Joel Keenleyside (staff, Security)
Arunima Khanna (staff, Health, Counselling and Disability)
Paula Klink (staff, Faculty of Applied Science)
Shiva Mayer (student, AMS)
Nicole Stephenson (student, SGPS)
Kathryn Vilela (student)

Please note that the staff members of the Human Rights Office may also serve on the Advisory Council as appropriate. The Administrative Assistant of the Human Rights Office also acts as Secretary to the Council.



The Human Rights Advisory Service

Queen's Harassment/Discrimination Policy states that every individual is entitled to live, work and study in an environment that is free from harassment and discrimination on prohibited grounds. The University Senate has approved a procedure to assist individuals who wish to bring concerns forward. To advance this goal, the Office has a confidential Human Rights Advisory Service to assist individuals or groups in pursuing informal or formal routes of complaint resolution following an incident of harassment or discrimination. The basic statistics compiled by this service for the years covered by this report can be found below.

Of note:

- Incidents of sexual harassment continue to be the most frequently reported breach of human rights.
- Incidents of violence or threats during and after the breakup of intimate relationships continue to form part of the pattern of harassment in a troubling number of sexual harassment cases.
- The reporting of incidents in which faith based requirements are not being accommodated in a timely manner have increased.
- Incidents involving the lack of timely responses to appropriately accommodate persons with disabilities continue to require the intervention of an advisor in a significant number of cases.
- General staff have a great deal of reticence in approaching the Office because of the perceived link to the University's administration; students continue to form our largest clientele.
- Requests to engage in the formal complaints process remains complex, time consuming and less than effective.

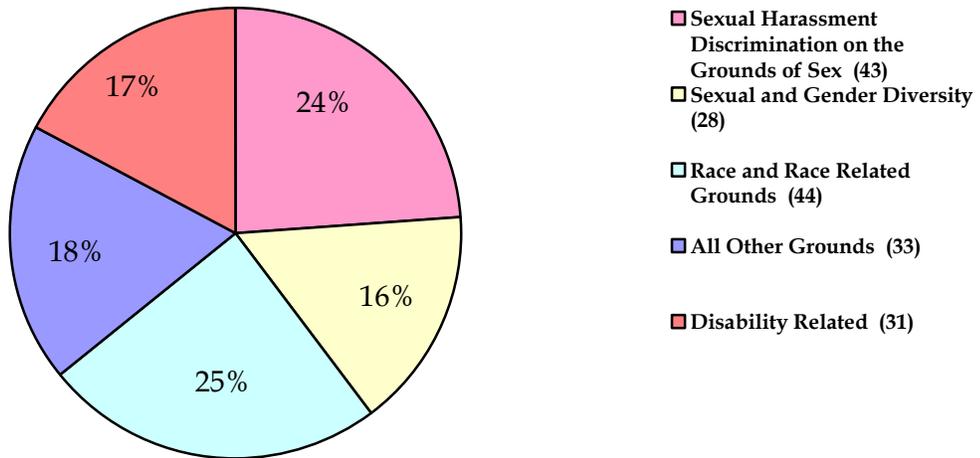
Actions

- A fact sheet on Stalking has been developed in collaboration with Queen's Security Service with funding from the Ministry of Colleges and Universities to help address the issues of sexual harassment and violence.
- An online multicultural calendar has been made available to the community through various web links; a FAQ regarding accommodation for faith requirements has been developed.
- A list of Alternative Dispute Resolution Mechanism providers has been put together and used successfully in the resolution of a formal complaint in 2006.

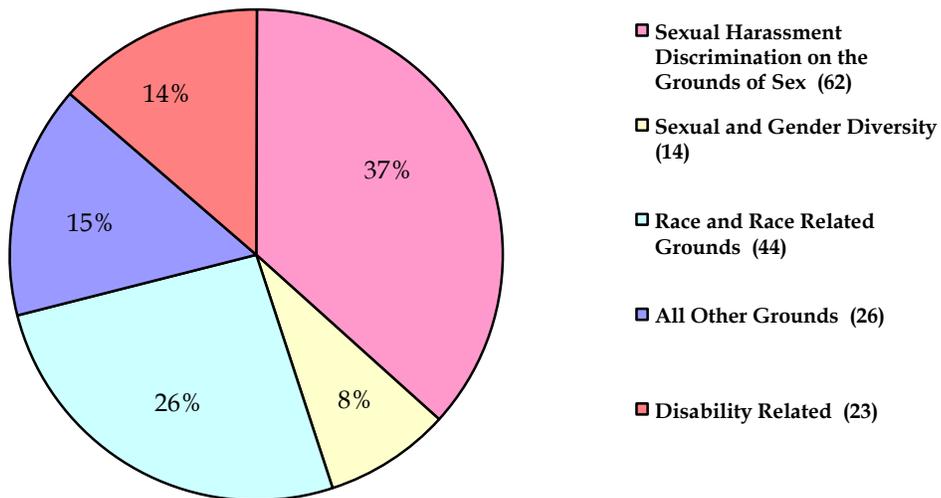
Recommendations

- *An appropriate location for the advisors should be made available to enhance access to the Advisory services.*
- *Information with respect to accommodation for faith requirements and disabilities should be more widely disseminated.*
- *Consideration should be given to an appropriate reporting structure or to changing the Office's mandate entirely; for example it could become a student service where the mandate and reporting relationships can be clear and effective.*
- *A review of the Procedure's formal mechanism should be undertaken to ensure it does not present a barrier to effective internal resolutions.*

TOTAL CASES AND CONSULTATIONS 2004 - 2005



TOTAL CASES AND CONSULTATIONS 2005 - 2006



Human Rights Educational Resources

The Human Rights Office provides educational resources to members of the community with regard to their rights and responsibilities in the area of human rights. Training, workshop and information sessions are tailored to meet the needs of those requesting such sessions. Statistics on this service are noted below. The Office publishes posters and documents on various human rights issues, often in collaboration with other units. These may be available in print form through our Office, and most are also available on our website. We also have a library of audio-visual and print resources available for consultation. We maintain a very complete website that includes information on the Office and its Programs, as well as links to related sites; www.queensu.ca/humanrights averages 2000 hits a year.



Actions

We have developed an electronic training module for use by community members and in particular those in remote locations such as the International Study Centre (Herstmonceux). We are currently developing an on-line module on investigations of human rights issues, in particular to assist those in supervisory positions.

We have also developed a training program for harassment advisors, which includes a training manual, for the benefit of KGH harassment advisors. This program and manual can be imported with minor modification, for the benefit of any human rights advisor group.

As noted in the previous section, a multicultural calendar is available online. It has been developed by a non-profit organization in Toronto; also available is a FAQ section to assist those who need to accommodate individuals because of faith or cultural requirements.

Recommendations:

- *Student groups tend to request more sessions on a greater diversity of human rights and equity related topics; yet it is important that knowledge of human rights/equity issues exists through all constituencies and at all levels of the institution. This creates more consistency and allows for more effective leadership on human rights issues. Given that one of the most often cited example of positive experiences in colleges and universities (Educational Policy Institute March 2006 Student Success) that led to success for students is positive interaction and connectedness with peers, staff and faculty, serious consideration should be given to increasing the skills of all service providers and managers/administrators (including senior administrators) to serve a diverse population. The new standards connected to the Accessibility for Ontarians with Disabilities Act in fact requires training for all service providers in the area of disability. This is illustrative of the tendency of policy makers to specifically mandate what was once explicit in institutional policies, including education and training.*
- *The University would also benefit from the development of an appropriate Queen's specific multi-faith approach at the senior administrative level. Initial steps have been taken by the V.P. Academic to address this in a manner that complements existing resources such as those of the Chaplain's Office.*

EDUCATIONAL SESSIONS

TYPE OF SESSION	04 – 05	05 – 06
Information session (up to 1.5 hours)	13	20
Workshop (1.5 – 2.5 hours)	24	33
Training session (3 hours – 2 days)	11	10
TOTAL	48	63

REQUESTED BY	04 – 05	05 – 06
Student staff (eg. Residence/AMS service)	4	4
Student organization (eg AMS/SGPS)	10	12
Unionized staff AMS/SGPS	0	1
General staff	5	6
Senior administrators	1	2
Academic staff (faculty/TA)	8	8
Community partners (eg City of Kingston/KGH/ KDIS OPIRG)	12	5
Mixed (student/staff/academic)		1
Positive space	7	6
In house (staff/volunteer advisors)	1	1
Employment equity	0	17

NOTE:

The office scaled back on sessions offered to community partners in 05-06 in order to accommodate the demand for employment equity training normally carried out by the Office of the University Advisor on Equity.



The Human Rights Bulletin

The first Human Rights Bulletin appeared in 2004 and constitutes a stand alone education and communication tool. Previous Annual Reports from the Human Rights Office pointed to a lack of communications about legal responsibilities to supervisory personnel at Queen's. This is an important component of what Human Rights Commissions and Tribunals as well as the Courts look for when determining whether an institution has an effective human rights and equity system. The Bulletin is designed to be sent electronically 3 times a year by way of an email alert. The alert links to a one page, point form synopsis of important legal precedents in various human rights areas, for example accommodation for persons with disabilities, sexual harassment, and accommodation for faith based requirements. The recipient can choose to open the alert or not, and can choose to link from the one pager to the entire bulletin if the topic is one that is of interest in his or her area of responsibility. The Bulletin usually includes a recent media report on the topic, and tries to be inclusive of U.K. cases that could be of interest to the International Study Centre population. The project developer does not editorialize, but the Bulletin includes links to additional resources on the topic – for example the multicultural calendar that can assist those planning events or needing to accommodate individuals and groups for cultural or faith requirements.

Recommendation:

- *In the past, the Bulletin was sent to all community members, though originally it was developed specifically for staff in supervisory positions; this group has an enhanced responsibility under human rights law to be aware of rights and responsibilities of employees and those (mainly students) who use services or living accommodations for which they are responsible. In the past, the Bulletin has been disseminated through the Principal's Office. Currently, this responsibility has not been delegated to any specific unit. The later issues have been disseminated in a somewhat fragmented way using the resources of units such as QUSA, the AMS and SGPS and QUFA. We would recommend that the senior levels of administration determine an appropriate venue for the dissemination of the Bulletin or assist in the development of more appropriate communication tool if required. Staff members of the HRO have planned for future Bulletins that would meet the specific interests of senior administrators as was the original intent.*



The Human Rights Initiatives Award

The Queen's Human Rights Initiatives Award was first awarded in 2002 and is normally awarded annually in recognition of initiatives that have made an outstanding contribution to the advancement of equality and human rights at Queen's University. The Selection Committee responsible for choosing the recipients, who are nominated by the community, consists of members of the Queen's Human Rights Advisory Council. The award bears the signature of the Principal. Past recipients include the Residence Life Office (2002) for its Peer Educator Program on sexual assault prevention and HIV/AIDS Regional Services (2003) for its education programs from which Queen's benefits greatly.

Action

In 2004, Reelout, the queer film and video festival received the award for bringing together a diversity of queer voices in film and video; the festival crosses gender, cultural, ethnic, faith and racial boundaries, thus contributing to the building of a vibrant community in Kingston and at Queen's. In 2005 Accessibility Queen's received the award for organizing Disability Awareness Week. There was no award given in 2006 due to the scaling back of the HRO's activities during its move and added responsibilities toward the Office of the University Advisor on Equity.

Recommendation

- *The award should be given a higher profile in the community, given the need to encourage activities that foster the building of understanding across differences. The funding of this project through permanent special projects funding should be considered seriously to ensure the continued ability to offer such recognition to community members working toward enhancing equality on campus.*

Positive Space Program

For the past five years, the Positive Space Program has brought visibility and support to lesbian, gay, bisexual, trans and queer communities at Queen's. It is currently sponsored by the Ontario Public Interest Research Group (OPIRG), the Education on Queer Issues Project (EQUIP) and the Kingston Lesbian Gay Bisexual Trans-Identified Association (KLGBTA) with administrative support from the Human Rights Office. Members of the Queen's community who want to get involved in this program can attend a Positive Space Information session to familiarize themselves with the Program, queer issues and local resources. 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. The Program delivers an average of six Positive Space sessions per year with 25 – 30 people attending per session.



Action

The program now has over 300 members on campus and continues to grow.



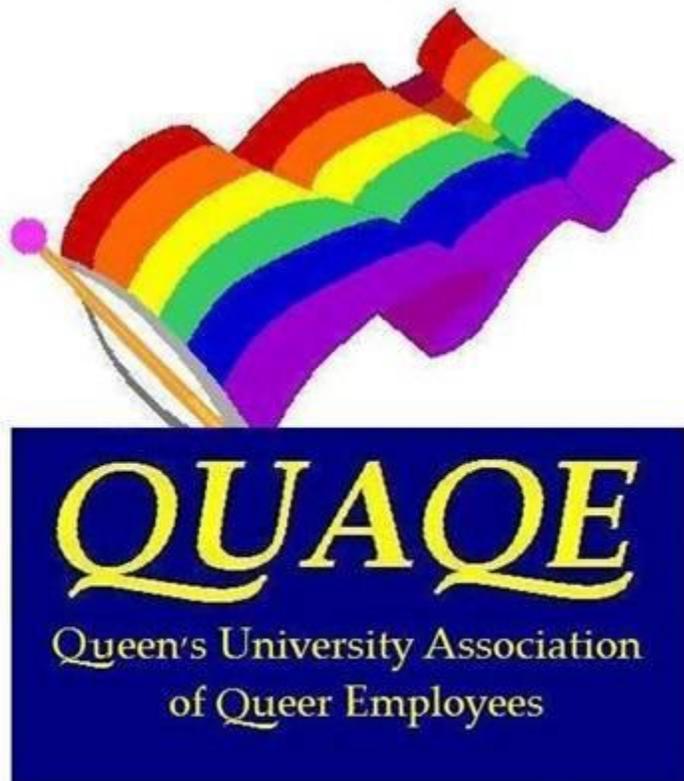
Transgender/Transsexual Policy Group

In Canada, the rights of trans people are protected by human rights legislation. At Queen's, the University's Harassment/Discrimination Policy lists *gender identification* as a ground of prohibited discrimination. The Transgender/Transsexual Policy Group is made up of students, academic and general staff who are interested in the issues faced by trans people at Queen's. This Group has been working to increase trans accessibility in residences, employment and campus services by removing barriers from policies and practices. One of its initiatives has been the creation of two posters highlighting the issue of gender variance and a pamphlet to provide information on trans issues. The Human Rights Office provides administrative support and coordination for the group.

Action

In the 2004-06 period, this working group has continued to work on the development of a guide on transitioning issues.

QUAQE



The formation of the Queen's University Association of Queer Employees (QUAQE) was initiated by the Human Rights Office in the fall of 2005 in order to address the needs of lesbian, gay, bisexual, and trans (LGBTQ) staff and Faculty. An informal needs assessment in the spring of 2005 led to the first meeting of interested staff and faculty on September 30th. From this meeting of approximately 35 employees, an Organizing Committee was formed and a private listserv for group members established.

QUAQE's membership is comprised of LGBTQ-identified staff and faculty, and their partners; including both current and former employees, and post-doctoral fellows. The group provides opportunities to network, discuss relevant issues, raise the visibility of queer issues, and address barriers for queer employees. Specifically, QUAQE's objectives are: 1) To serve as professional and social network, 2) To welcome new LGBTQ staff and faculty to Queen's, 3) To increase awareness of relevant issues through education, advocacy, or political action, 4) To liaise with the university and its employee associations, including the Queen's University Staff Association, Faculty Association, and other unions, as needed.

Action

From its formation to April 2006, QUAQE had hosted eight events, including social activities and group discussions and counted 68 members on its listserv. The group planned to co-sponsor a June Pride event, in conjunction with OPIRG, and an event for Queerorientation in September/06 for incoming students.

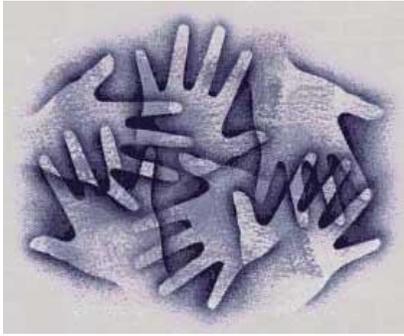


STOPIT!

STOPIT! is a joint initiative of the Human Rights Office, Information Technology Services, the Department of Security and the Dean of Student Affairs. Its aim is to address the issue of harassment that occurs through the medium of electronic information technology. When this type of harassment is based on one of the prohibited grounds of discrimination (listed in the Ontario Human Rights Code), a Human Rights Office advisor generally coordinates the response. This program complements the University's Computer Code of Ethics and Harassment/Discrimination Policy as well as campus security services. Reports of human rights incidents based primarily on the use of electronic technologies have decreased since the inception of the program. Nevertheless, the constantly increasing use of computers for communication has led to an increase in the incidents of inappropriate use of information technologies within the context of harassment cases. For this reason, and given that recent studies have shown that women are more likely than men to be harassed on-line and through various social networking tools such as Facebook and Myspace, the Stopit! Program remains very relevant.

Recommendation

- *The StopIt posters were reprinted and the program continues to form a relevant part of our case intake. However, it may be timely for Queen's to reexamine its computer code of ethics and the Stopit program in light of recent case work that indicate inappropriate use of social networking tools such as Facebook and Myspace both at Queen's and in the broader community. It may be appropriate at this time to offer guidance to the community on the use and misuse of such tools in the context of human rights and equity.*



WWW.THEENDTOHATEPROJECT.ORG

Many campus and community groups have united efforts against hate activity over the years. This web site is part of a series of initiatives developed by Queen's Human Rights Office and the AMS Social Issues Commission to respond to the presence of hate groups and hate activity, and to educate community members about these issues. The information presented on the web site is meant to raise awareness and to provide useful and accessible resources for addressing hate activity. A poster was developed in its first year to advertise

the site and in its fifth year, given the changing nature of hate activity globally, the web site is being updated to be more current.

Recommendation

The Human Rights Office believes that this project needs to be reexamined and updated to take into account recent world events that may influence current needs. The project also needs to be promoted more fully through special events and other media. We are examining ways of working with other groups – in particular student groups, OPIRG and the AMS Social Issues Commission - in order to enhance the project for the future.

Healthy Relationship Programs

In recognition of the importance that healthy relationships have in maintaining healthy work and study environments, the Human Rights Office has initiated and collaborated with a number of programs to address the issue:

Dear Jen

Jen is a *nom de plume* for the Human Rights Office's virtual advice columnist. She gives advice on healthy relationships, discrimination, harassment and other human rights issues, including where to find resources. The advice column can be found on the Human Rights Office's Web site.



Action

Jen continues to be used as an entry point to discuss issues with advisors. It is effective in encouraging individuals who would not normally reach out to an advisor because the issue is not straightforward. We view this as a positive referral tool. However, few individuals agree to have their letter printed. Thus, staff members of the HRO need to reexamine the need that this project fills and whether this is the best method to fill that need.



DATING B.A.S.I.C.S.

Boundaries & Assertiveness Surrounding Intimacy and Consensual Sex: A guide for Workshop Leaders. This was developed as a tool for

a program that supports peer educators to lead workshops on healthy dating relationships specifically in Queen's Residences and for the benefit of the student residents. The program was previously known as

P.E.P.S.I.D; it won the Human Rights Initiative Award in 2003. In 2003-04 it was redesigned to meet current needs thanks to financial support from the Ministry of Education and Training under their Prevention in Post-Secondary Institution Grant Program. Peer educators are trained by experts from a variety of units, including the Crown Attorney's Office, the Sexual Assault Centre Kingston and the Human Rights Office to understand the framework of sexual assault laws and the definition of consent within intimate relationships. The peer educators can then respond to requests from Dons for sessions in the Residences.

Recommendation

Given that the vast majority of sexual assaults occur within the first semester of a student's life at Queen's, we would recommend that more attention be given to disseminating information about sexual assault and consent in the first term of a student's attendance at the University, in particular within the Residence Life programs (through the use of this or other programs).

