Equity Matters at Queen's University

October 2014

MESSAGE FROM THE EDITOR

IN THIS ISSUE

Dear Queen's University Community Member,

Welcome to the tenth issue of Equity Matters at Queen's, a bi-monthly electronic newsletter from the Queen's University Equity Office.

The theme of this issue is to highlight some recent developments in employment and educational equity at Queen's.

In the "Bits and Bites" section we will be discussing the new Employment Equity Framework at Queen's University. The Federal Contractors Program and the university have gone through many changes over the years. To ensure continuity through these changes a new EE Framework has been developed.

Equity in Focus highlights the new Diversity and Equity Assessment Planning Tool that

is nearing completion and discusses educational equity at Queen's University.

Equity in the Community focuses on Employee Resource Groups at Queen's. This is a topic that we discussed in our first issue and are revisiting now as the project evolves.

Thank you for taking the time to read our newsletter. We invite you to share your comments and suggestions for future topics concerning equity at Queen's and beyond. Please contact us at equity@queensu.ca.

- The Equity Office at Queen's University

Employment Equity "Bits and Bites": Queen's University Employment Equity Framework

Equity in Focus: Diversity and Equity Assessment Planning Tool

Equity in the Community: Employee Resource Groups at Queen's

**Upcoming Event
Teach-In
Sovereignty: Culture, Family, and Food
Part of the Kaswhentha Indigenous Knowledge Initiative
Thursday November 27th
JDUC, Sutherland Room
2-4pm**

EMPLOYMENT EQUITY FRAMEWORK

In an effort to ensure that Queen's not only continues to address the changing demands of the Federal Contractors Program (FCP) but continues to strive to be a leading institution in Employment Equity, Queen's is moving forward with a new Employment Equity Framework.

In past Issues we have discussed the impact that the FCP has had on institution such as Queen's, as well as our obligations under the legislation. Since becoming a federal contractor under the FCP we have implemented initiatives and formal processes to ensure our compliance as well as to ensure that Queen's continues in its efforts to be a welcoming, inclusive, and diverse environment for everyone.

In 2011, the FCP underwent some significant changes and with these changes, Queen's felt that it was time to re-evaluate our strategies for Employment Equity throughout the institution. As such, it was felt that a new Employment Equity Framework would better meet both the requirements of the FCP and the evolving needs of the University.

In moving forward with the new employment equity framework Queen's University remains committed to fairness in employment opportunities.
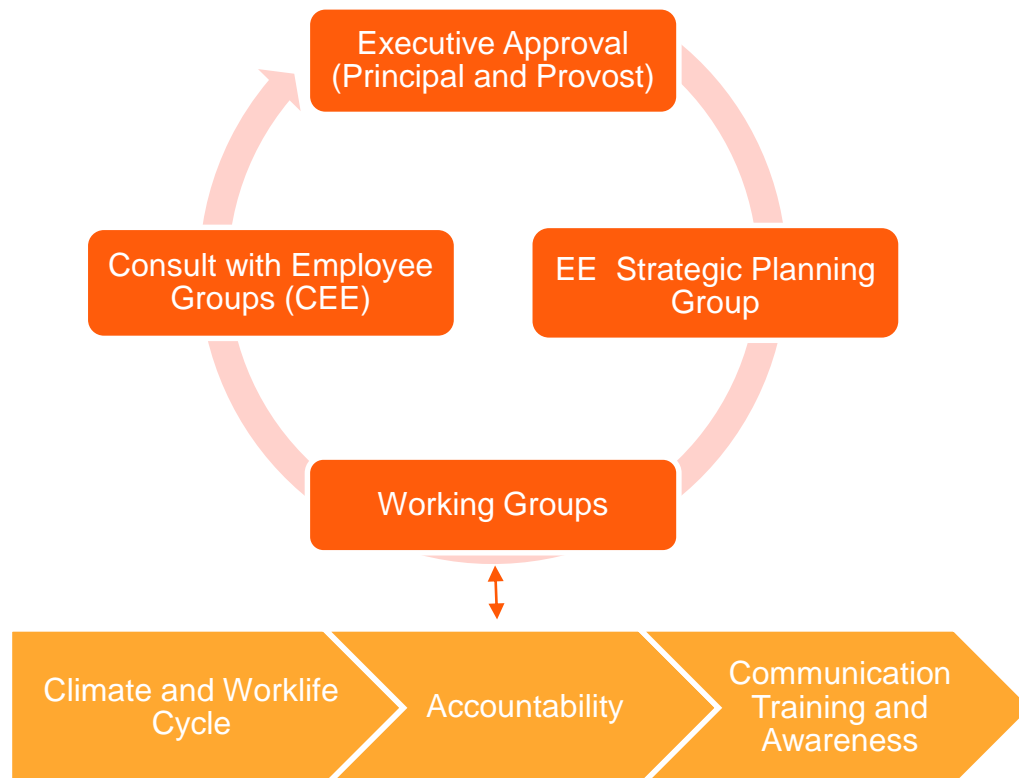
One of the gaps in the current employment equity strategy is the fact that mid to senior managers were not as engaged in the process, despite the fact that it is at this level that change occurs. The current committees that have been established have functioned more in an advisory capacity to management rather than being inclusive of management. As such the new framework will not only address the changes made by the FCP but will call for more university-wide engagement at more mid and senior management levels to ensure that we are fostering an environment of inclusivity, increasing our ability to attract, hire, retain, and promote members of equity-seeking groups throughout the university.

This new framework will ensure that there is more transparency and engagement in employment equity processes. That we are able to facilitate the development of comprehensive plans to address employment equity in priority areas, establish a shared accountability throughout the university community and provide educational opportunities.

EMPLOYMENT EQUITY FRAMEWORK CONTINUED

The new Employment Equity Framework being developed will include three working groups to be chaired by senior administrators at the University. The framework also calls for consultation throughout the university on best practices in ensuring that the university's equity goals are met. In addition to the work of the working groups themselves, they will continue to report back annually to the Council on Employment Equity (CEE). The CEE has representation from all staffing groups at Queen's and will serve in an advisory capacity for the working groups and the framework in establishing priorities, timelines, and goals on an annual basis.

This is an exciting time at Queen's in terms of employment equity, with the establishment of the new framework we are able to move forward in ensuring that Queen's is successful in setting and meeting established equity goals and that our community continues to strive to be one that is inclusive and welcoming to everyone.

DIVERSITY AND EQUITY ASSESSMENT PLANNING TOOL

The Diversity and Equity Assessment and Planning Tool (DEAP) has been developed in order to facilitate the assessment of educational equity required by the Senate Educational Equity Policy and to assist units in responding comprehensively to the various reports related to equity, diversity, accessibility, and inclusivity at Queen's in additional to the most recent academic and research plans adopted by Senate.

Institutional Goals

Queen's seeks to provide students with a high-quality education that prepares them for an increasingly diverse society and globally integrated world. It also seeks to empower them to participate in a culturally, economically and politically evolving world in an informed and responsible manner. The mandate of Senate Educational Equity Policy, is to ensure Queen's continues to strive to create and foster an inclusive, supportive, and welcoming educational and learning environment for all students. In *Towards a Mental Health Strategy for Queen's,* the Principal's Commission on Mental Health endorses the need to establish a safe, supportive, inclusive and engaging community by "supporting specific socially-marginalized populations of students with members who may be at higher risk of stress and distress." Specific goals identified by the Commission and the Academic Plan:

Equity, Diversity, and Accessibility

- To encourage appreciation of the diversity of cultures within Canada and the rest of the world, and foster respect for Indigenous Nations' knowledge, languages, and cultures
- To promote the recruitment and retention of Aboriginal students and to examine ways to increase their participation in degree programs and activities across campus
- To support the recruitment, promotion, career development, and retention of diverse faculty and staff, particularly those in equity-seeking groups

Internationalization

- To strengthen global awareness by increasing interaction between domestic and international

students, and enhancing the integration of incoming exchange students
- To develop the intercultural communications competencies of faculty, staff, and students (including, but not limited to, language)
- To promote the importance of modern language learning, the learning of ancient languages such as Latin, Greek, and Biblical Hebrew, and the learning of Aboriginal languages

Diversification of Curricula and Integration of Indigenous Knowledge
- To improve the international and intercultural dimension of Queen's through a curriculum rich in international and domestic content, with a particular focus on indigenous issues
- To diversify curricula and enhance inclusivity by integrating content and ways of knowing from under-represented regions of the world (e.g. Africa, South Asia, East Asia, the Middle East/Islamic World, Latin America, and the Caribbean)

Local Globalism
- To promote the development of "local-mindedness" by fostering responsible engagement and equal partnerships with the Queen's, Kingston, and other communities in Ontario and in Canada
- To strengthen Queen's relationship with its regional

communities through innovative community and place-based learning, increased emphasis on Field Studies, and community volunteer opportunities

Following from the institutional goals and senate policies the Equity Office has been developing an online Diversity and Equity Assessment Planning Tool, which is an online tool, which articulates twelve indicators for departments and units to assess their current state and development of strategic plans for implementing and achieving their identified equity and diversity goals.

The Twelve Indicators of Educational Inclusion
To achieve the goal of better understanding the working environment and climate relating to equity and diversity at the university, twelve indicators of equity and diversity in education were

identified to ensure that diversity is embedded within all facets of academia.

While the development of equity and diversity principles and processes occur at individual, departmental and school levels, the purpose of diagnostic tool is to *assess specific dimensions of equity and diversity* and when possible create a foundation for organizational change, primarily at the department level in the areas below. These dimensions are referred to as the **"Twelve Indicators of Educational Inclusion"** These twelve categories of the DEAP tool systemically catalogue the ways in which an organization can demonstrate its commitment to improving diversity and inclusiveness in various areas.

Twelve Indicators of Educational Inclusion

- Strategic Planning
- Policies and Procedures
- Commitee Representation
- Admission and Selection of Learners
- Support Programs for Learners
- Faculty Recruitment
- Staff Recruitment
- Library Collections
- Communicationand Community Relations
- Curriculum Development
- Accessibility
- Consulting Aboriginal Communities

DEAP TOOL CONTINUED

Purpose of the DEAP Tool

The Diversity and Equity Self-Assessment and Planning tool (DEAP) has been developed by the Queen's University Equity Office with feedback to assist faculties and their departments or divisions to better understand learning environments and climate relating to equity and diversity, and give guidance on planning for change. The Equity diagnostic tool is a self-audit tool for internal use for faculties to:

- *Understand the demographic profile of their staff, faculty, and students*
- *Assess how well an individual department or unit is doing to promote equity and diversity*
- *Provide an opportunity to reflect on areas in need of improvement using a Diversity Score Card assessment template*
- *Garner support and feedback for any improvements needed to further departmental or faculty commitments to equity and diversity*
- *Develop an action plan and timeline for improvement*

The tool is designed to help faculties with:

- Strategic Planning
- Cyclical Review Process (CPR) and Queen's University Quality Assurance Process (QUQAP's)
- Hiring and Appointments Processes
- Implementing facets of the academic plan

Moving Forward

The tool is intended to meet to institutional goals of Queen's University and ensure that this is a welcoming, safe, and inclusive environment to learn and work in. We will soon be moving in to an

Employee Resource Groups at Queen's

In our first issue of Equity Matters we discussed Employee Resource Groups (ERGs). ERGs are groups that focus on specific equity-seeking groups in terms of career development and

advancement. As part of the University's commitment to employment equity as well as the new talent management strategy, it is important to ensure that we are fostering communities of inclusion that provide opportunities for equity-seeking groups to advance within our organization.

What are Employee Resource Groups (ERG's):

Employee Resource Groups (ERGs) are made up employees who share common interests and backgrounds to come together to create forums that serve to foster an inclusive environment in which employees feel challenged, empowered and supported in developing and maximizing their professional potential and commitment to the university.

ERGs are open to all employees and offer opportunities to:

• Network and engage in dialogue with other employees with common interests and goals
• Develop new skills, enabling employees to learn, grow, and achieve
• Play a role in initiatives that positively affect employees throughout the university
• Become more involved in surrounding communities
• Foster a creative, innovative work atmosphere
• Improve communication and inclusion across the university

Examples include: Women's leadership group, LGBT Pride Employee Group, Racialized minorities staff group

Why Employee Resource Groups (ERG's):

ERG's can provide leadership and growth opportunities for equity seeking groups at Queen's University. Through collaborative leadership, ERGs can:

- Enhance outreach for prospective staff, faculty and students at Queen's University
- Help Queen's with recruitment and retention efforts of designated equity staff, faculty, and students from equity seeking groups
- Provide professional development for equity seeking employee groups
- Build a channel to attract diverse talent to Queen's University
- Offer resources for the employees they represent
- Provide a voice to surface issues for improvement
- Exert influence and make changes to enhance university environment
- Provide innovative mentoring opportunities for equity designated groups

Because members of ERGs will likely reflect the diversity of the Canadian population, Queen's will be able to increase student, faculty, and staff support and retention through shared cultural values and generational expertise.

Employee Benefits

Moving Forward

At this time we are focusing efforts on facilitating the first ERG. The focus for the first ERG is on women faculty and staff. We have hosted an event jointly with Human Resources on November 14th, 2014 to start a dialogue around what an ERG for women might look like at the University, whether this is something that is engaging staff at this time, and the path in moving forward. Following this meeting the Equity Office will be posting a post-meeting briefing note that will be available to the entire university community.

Equity
Matters
At
Queen's
University

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