



Equity Matters at Queen's University

February 2015

MESSAGE FROM THE EDITOR

Dear Queen's University Community Member,

Welcome to the eleventh 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 recent developments in employment equity and accessibility at Queen's

In the **"Bits and Bites"** section we will be discussing the new 2014 Queen's workforce data and how this data helps us determine gaps in designated group representation.

Equity in Focus highlights the Accessibility Training Suite and discusses the new training requirements by the Accessibility for Ontarians with Disability Act (AODA).

Equity in the Community focuses on Employee Resource Groups at

Queen's. This is a topic that we discussed in our first issue and our tenth issue and we are providing updates.

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

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Employment Equity "Bits and Bites": Queen's University Workforce Data

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Upcoming Event

**The Tri-Awards:
Accessibility, Employment
Equity and Human Rights
Initiative Awards – March 2,
2015**

EMPLOYMENT EQUITY: BITS AND BITES

Queen's University Workforce Data

Employment Equity Occupational Group	Women	Aboriginal peoples	Visible minorities	Persons with disabilities
1. Senior Managers	3	0	-1	-1
2. Middle and Other Managers	11	-2	-14	3
3. Professionals	-47	-11	-206	14
4. Semi-Professionals and Technicians	-1	2	-36	0
5. Supervisors	7	3	1	-4
6. Supervisors - Crafts and Trades	-1	0	-2	0
7. Administrative and Senior Clerical	27	2	-1	18
8. Skilled Sales and Service Personnel	0	0	0	1
9. Skilled Crafts and Trades Workers	-1	0	-10	-1
10. Clerical Personnel	68	-2	2	2
11. Intermediate Sales and Service	-9	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service Personnel	-36	-6	-10	-6
14. Other Manual Workers	-1	0	0	1
Overall gap (hiring goal)	32	-21	-232	18

Why do we collect this data?

The Federal Contractors Program (FCP) requires that organizations with 100 or more employees and who receive at least \$1,000,000 in federal contracts for goods and services, commit to implementing employment equity with regard to four designated groups - Aboriginal people, persons with disabilities, visible minorities/racialized groups and women. Employment Equity is needed to remove systemic discrimination that has historically disadvantaged these groups in the area of employment. To learn more about the FCP visit: [Federal Contractors Program](#).

In order to evaluate its progress in the hiring and retention of the four designated groups, Queen's requires two types of data: self-identification data, which is collected through the [ICOUNT Queen's Equity Census](#) and employment status data classified by [National Occupational Classification \(NOC\)](#). NOCs are then grouped into fourteen Employment Equity Occupational Groups.

How?

Each year the Equity Office compares the representation of each designated group in each occupational group of the Queen's workforce to the external availability of the appropriate pool of workers in the Canadian workforce.

This comparison is known as the work force analysis (WFA). The WFA calculates gaps based on external availability data as showed in the diagram above. The gaps are represent as a negative number.

What does this mean?

What this tells us is how many employees in each Employment Equity Occupational Group we would need to hire in order to decrease the gaps in representation in each designated group.

Red Flags during a compliance assessment

- Several small gaps for a particular designated group in various EEOGs
- Under-representation of most designated groups in one EEOG
- Absence of one or more designated groups from several EEOGs

EQUITY IN FOCUS

Accessibility Training Suite

The Ontario government has introduced three new mandatory training modules related to accessibility requirements and human rights. Queen's launched the three new training modules in September 2014.

Most employees have completed Module 1: Accessible Customer Service training which was released in 2008. It is recommended that employees first complete Module 1, if they have not already done so, before completing the three new modules.

All employees must complete Modules 1 to 3. Employees who provide instruction must also complete Module 4: Accessible Instruction for Educators (AIE).

Queen's considers "educators", for the purposes of Module 4, to be all individuals who participate in the creation, development or delivery of materials, activities and assessments for learning.

The new modules include:

- Module 2: Human Rights 101 (30 minutes duration) – all employees.
- Module 3: Access Forward (30 minutes duration) – all employees.
- Module 4: Accessible Instruction for Educators (1.5 hours duration) – "educators"

Module 1: Accessible Customer Service Training (CST)

The content in this training, as set out by the Ministry of Community and Social Services, focuses exclusively on accessibility issues for persons with disabilities within the area of customer service.

Module 2: Human Rights 101 (HR101)

The content in this training focuses on the disability-related obligations under the Ontario Human Rights Code.

Module 3: Access Forward (AF)

This training focuses on the Integrated Accessibility Standards.

Module 4: Accessible Instruction for Educators (AIE)

This training focuses on the research-based principles of Universal Design for Learning.

We are required to have 100% compliance for this training. Units are advised to develop a plan for achieving 100% compliance.

Below highlights several units who have put forth great effort to achieve compliance.

More information on AODA training can be found on the [Equity Office website](#).

Unit	CST	HR101	AF	AIE
Finance	100.0%	96.7%	95.1%	100.0%
Communications	96.7%	73.3%	66.7%	N/A
RMB Mining	100.0%	100.0%	100.0%	100.0%
Civil Engineering	91.4%	69.0%	80.0%	57.0%
Faculty of Law	76.0%	50.7%	56.0%	40.0%
Human Rights Office	100.0%	100.0%	100.0%	100.0%
Career Services	100.0%	84.6%	84.6%	N/A
Student Affairs	100.0%	85.7%	78.6%	50.0%
University Secretariat	100.0%	71.4%	71.4%	N/A

EQUITY IN THE COMMUNITY

Employee Resource Groups

A new group at Queen's University seeks to provide professional development and mentorship programming specifically for young women.

Young Women at Queen's (YWQ) is part of the larger Employee Resource Group initiative developed with the goal of promoting the career development of equity seeking groups on campus. YWQ is the first of these groups to be launched and is coordinated by Meagan Suckling, a member of the marketing and communications team at the Faculty of Engineering and Applied Science.



"YWQ will provide women ages 20-35 with the resources and support that they need to perform their jobs effectively and evolve and grow into young and empowered leaders," Ms. Suckling says. "The group will aim to offer a platform for young women to exert influence and build a vibrant and innovative campus."

The ERG initiative is part of a university-wide strategic focus on talent management and is open to anyone who wishes to come forward and begin a group, especially in areas that are traditionally equity seeking. The only other university in Canada to establish such groups is the University of Toronto, which has a thriving LGBTQ ERG.

The Queen's initiative has the full support of the Equity Office and Human Resources. It has also gained the support of Queen's senior management team.

Along with development and mentorship, the YWQ has multiple goals: to offer a voice and resources to young women who work at Queen's in order to explore areas that can use improvement, teach young women how to bring innovative ideas to their communities within Queen's in ways that are impactful, attract innovative and diverse talent to the university, help with retention efforts and exert influence as well as make changes to enhance the university environment.

For further information about YWQ, contact meagan.suckling@queensu.ca.

For more on ERGs, contact emma.sobel@queensu.ca.

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