

JCAA Employment Equity Compliance Report

2024

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INTRODUCTION

Queen's University has participated in the [Federal Contractors Program](#) (FCP) since 1987. In 1992, the University developed its first official Employment Equity Plan, establishing a strategic framework to advance equity across its workforce. This plan marked the beginning of a more coordinated approach to fostering an equitable and inclusive workplace.

In 2002, Equity Services assumed responsibility for monitoring and reporting under the Collective Agreement between Queen's University and the Queen's University Faculty Association (QUFA).

The FCP was redesigned in 2013, increasing the contract threshold from \$200,000 to \$1 million and shifting its focus to result-based assessments. This allowed Queen's to implement initiatives best suited to achieve employment equity objectives, particularly related to equitable representation of the four FCP designated groups: women, persons with disabilities, Indigenous peoples and racialized persons.

In 2018, the Human Rights Office and Equity Services merged to form the Human Rights and Equity Office (HREO). This restructuring brought together employment equity, human rights, and accessibility services under a single unit, strengthening the University's capacity to monitor, report on, and support the implementation of employment equity provisions outlined in the Collective Agreement.

Section 24.4.4 of the 2022-2025 Collective Agreement, states that:

"The HREO shall monitor the progress made in employment equity in the Bargaining Unit and report its findings every year to the Parties. It will post these reports on its website and inform the Parties when it has done so. The report of the HREO will document the progress made in meeting the goals of Article 24.1 and Article 9. The JCAA shall review the report of the HREO and shall (i) discuss means for improving employment equity, and (ii) report any recommendations for improving employment equity to the Faculty and Staff Recruitment, Retention and Support Sub-Council, the Deans of Faculties, the University Librarian, and the Senate."

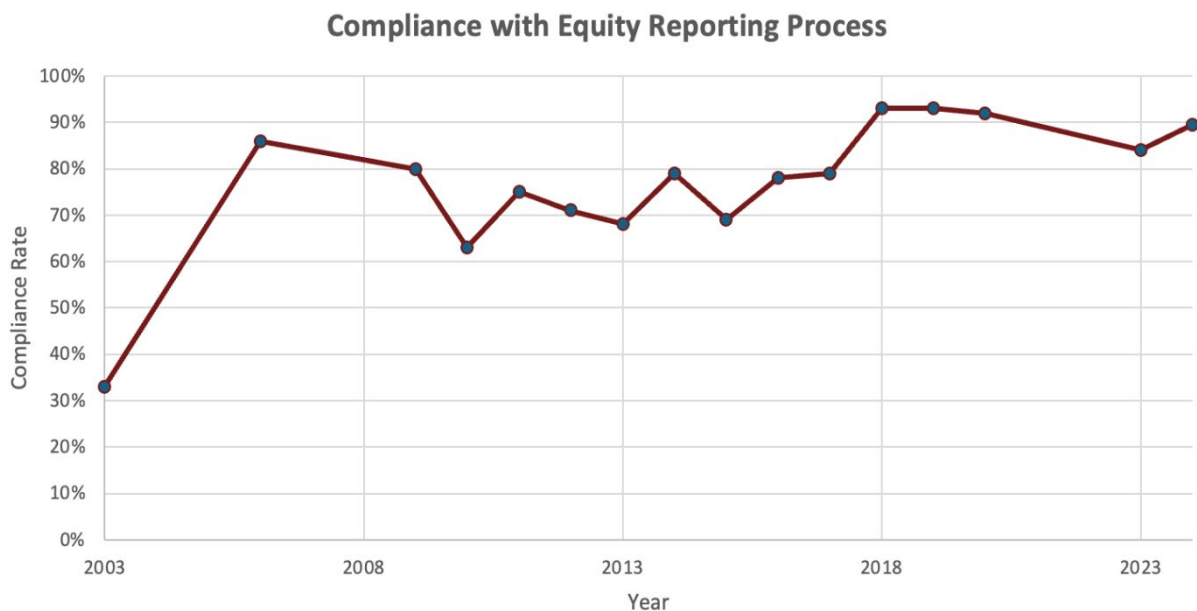
This report is intended to fulfill that requirement and consists of the following sections:

- **Section 1:** Overview of employment equity development at Queen's.
- **Section 2:** Data collection and cleaning methods used to produce this report.
- **Section 3:** Findings from data on new QUFA faculty appointments.
- **Section 4:** Designated group representation rates in academic positions.
- **Section 5:** Training provided to Appointments Committee members by the HREO.
- **Section 6:** Data on Renewal Tenure Promotion and Continuing processes
- **Section 7:** Recommendations to support ongoing progress

SECTION 1: OVERVIEW

For many years, the JCAA Employment Equity Compliance Report has tracked the University's progress in employment equity. While this report fulfills the requirements of Section 24.4.4 of the Collective Agreement (CA), the HREO also views it as an opportunity for the Parties to reflect on ongoing efforts and identify areas of improvement. The HREO hopes this report will highlight areas for new projects and inform discussions about future directions and goals to achieve a more equitable and diverse workplace at Queen's

Year	Compliance with Employment Equity Process
2003	33.0%
2008	86.0%
2013	68.0%
2018	93.0%
2023	84.0%
2024	88.0%



In 2024, the compliance rate is 88%, a slight increase from 2023 but still below the 2018 peak. Sustained progress will require continued commitment from departments and faculties, who are responsible for upholding employment equity practices and meeting their CA obligations.

Currently, faculty members, librarians and archivists in eight units are covered by the CA:

- VPUL GLAMP (Libraries and Archives),
- Smith School of Business,
- School of Graduate Studies,
- Stephen J.R. Smith Faculty of Engineering and Applied Science,
- Faculty of Arts and Science,
- Faculty of Education,
- Faculty of Health Sciences,
- Faculty of Law.

These Parties have agreed to incorporate fundamental employment equity principles into the CA, binding themselves to a process that ensures adherence through specific articles, including:

- **Article 9:** Prohibits discrimination in any term or condition of employment
- **Article 24:** Affirms responsibility to promote employment equity
- **Article 30.2:** Establishes employment equity for Renewal, Tenure and Promotion for Tenure-Track and Tenured Faculty processes.
- **Article 31.2.3:** Establishes employment equity for Renewal, Tenure and Promotion for librarian and archivist members.
- **Appendix O:** Permits members of Indigenous ancestry to request the inclusion of non-members on RTPC committees.

EMPLOYMENT EQUITY PROCESS AT QUEEN'S

The procedure outlined in Article 24 of the CA allows the HREO to track participation of equity-deserving group members throughout the hiring process.¹ The HREO provides guidance and monitoring support to assist committees in fulfilling their equity-related responsibilities and to conduct systemic monitoring to identify areas for improvement.

Currently, the process is as follows:

1. **Approval and Committee Formation:** Once a department or faculty receives hiring approval, the Dean (or the Department Head in the case of Term Adjuncts) initiates the formation of an Appointments Committee. Each committee member is required to complete a “familiarization and training workshop” delivered by the HREO, which covers

¹ Effective monitoring of employment equity is only possible when departments take responsibility for notifying the HREO at the outset of a hiring process. Without this step, the University cannot fulfill its equity obligations under the Collective Agreement.

the principles, objectives, best practices and institutional expectations for employment equity (Article 24.2.1).

2. **Role of the Employment Equity Representative (EE Rep):** Every committee designates an EE Rep, who must receive additional mandatory training (Article 24.2.2). The EE Rep is responsible for:
 - Administering equity-related data collection through the Queen’s Equity Appointment Process (QEAP) application.
 - Supporting adherence to equity practices throughout the hiring process.
 - Guiding the committee to ensure equity principles are upheld during all stages of recruitment.
3. **Conducting Recruitment Oversight:** The QEAP application is used to monitor the recruitment process. The EE Reps are responsible for starting a competition at the beginning of each appointment process.²

Proactive Recruitment Efforts: Committees are expected to be actively engaged in recruiting equity-deserving groups. This includes strategic advertising, inclusive job criteria, and outreach designed to attract applicants from underrepresented groups.

THE QEAP APPLICATION:

The Queen’s Equity Appointment Process (QEAP) application was developed by the HREO to help faculties increase equity compliance and ensure the timely execution of each recruitment stage.³ Its design prioritizes transparency, accountability, and inclusive hiring. Key features of QEAP include:

- **Training Verification:** Confirms all committee members have completed the mandatory employment equity training from the HREO
- **Equity Profile Analysis:** Provides data from the ICOUNT Queen’s Equity Census to identify underrepresented designated groups in each unit. A ranked profile (1 = most underrepresented) helps guide recruitment strategy. Green checkmarks indicate groups for which workforce availability has been met

² EE Reps need to request access to QEAP by contacting the HREO.

³ For more details on how to use the application, you can download the [QEAP Manual](#).



Indigenous Peoples



Persons with Disabilities



Women



Racialized Persons

- **Proactive Equity Measures:** Prompts the committee to report what targeted measures have been taken to attract and recruit members of equity-deserving groups.
- **Confidential Self-ID:** Sends voluntary self-identification forms to all applicants. Only the EE Rep or a trained departmental assistant can access this data, which informs applicant pool diversity and hiring decisions
- **Applicant Pool Monitoring:** Tracks the diversity of the applicant pool from total applicants to longlist, shortlist, invite to interview, ranking and ultimately, job offer.
- **Equity Rationale Requirements:** If a candidate from the most underrepresented group is not hired, QEAP prompts the EE Rep to provide a rationale.
- **Reporting and Accountability:** Generates a summary report that is sent to the unit head and the Office of the Provost for monitoring purposes.

The use of QEAP has led to measurable improvement in employment equity compliance. Its structured approach has enabled faculties and departments to apply equity principles more consistently over the years.

SECTION 2: DATA COLLECTION

DATA COLLECTION PROCESS

The data for this report is meticulously gathered from several sources to ensure accuracy and completeness. The initial data is extracted from PeopleSoft HR using a specific query that identifies individuals with the union code 'QFA'. The data is then filtered based on Start Date and Action variables, focusing on hires and rehires with start dates in 2024.

Despite these efforts, the data may not fully reflect the actual number of hires. This discrepancy can be attributed to several factors, including the way departments enter hiring data into PeopleSoft. There are instances where departments create PeopleSoft records for new hires months after the actual hiring date. These delays prevent us from capturing all hiring records in real time, potentially impacting the accuracy of the hiring data.

To ensure compliance with the Employment Equity terms set out in the Collective Agreement, the PeopleSoft data is compared with records in the QEAP application. This application tracks all QUFA hires, ensuring that each hire has a corresponding record, regardless of whether they had an exception for advertisement. However, PeopleSoft data does not indicate whether a hire was made as a posting exception. When a new hire does not appear in QEAP, the HREO contacts the relevant department to determine whether the appointment was made with a posting exception. This process is very time-consuming and highly manual as it requires timely departmental cooperation.

In accordance with Article 25.10.1.5 of the Collective Agreement, exceptions to the posting requirements are allowed but may not be used to circumvent Article 24. If the hire is confirmed to be a posting exception, the department must enter this information into QEAP to remain compliant. Initial communication to departments regarding this requirement was sent in February 2025. A reminder email was issued on April 1st, 2025, to departments that had not responded, with a final deadline of April 14th, 2025, to update QEAP.

ENSURING COMPLIANCE AND CONTINUOUS IMPROVEMENT

New hires without a QEAP record are considered non-compliant with the Collective Agreement. As of April 14, 2025:

- Any hire **not declared as posting exception** was categorized as **advertised and non-compliant**
- Any hires declared as posting exception **but not entered into QEAP** were recorded as **posting exception and non-compliant**.

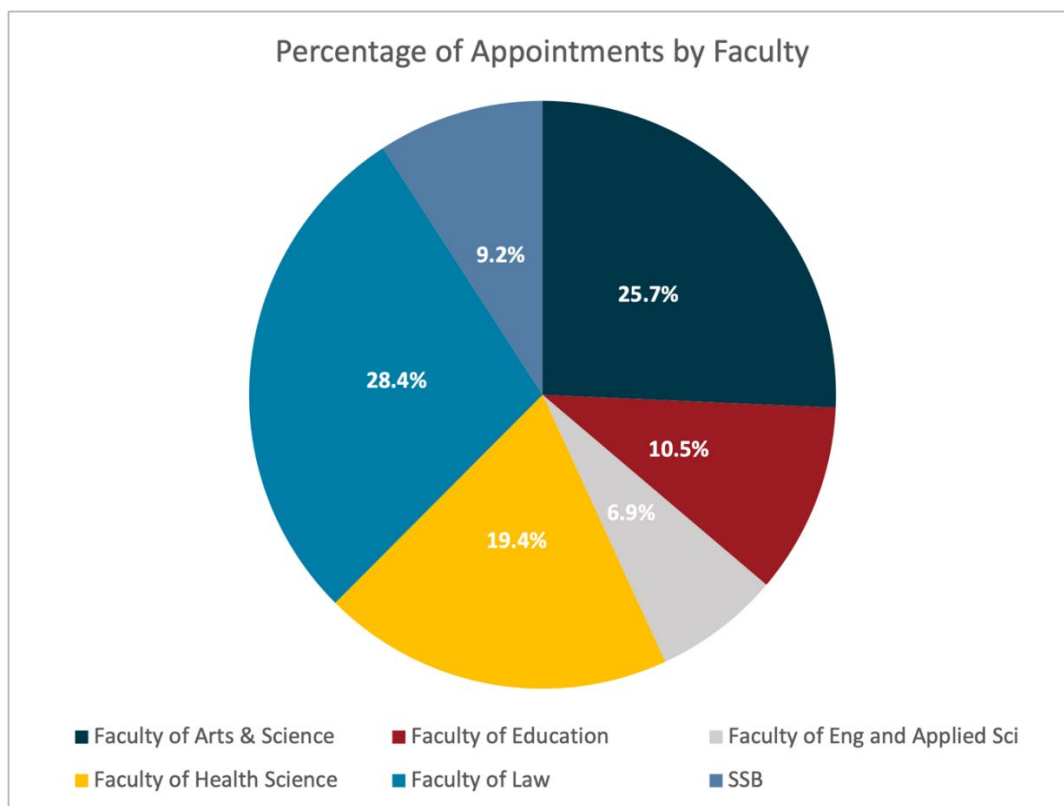
This approach is essential in maintaining a comprehensive and accurate record of all new hires, ensuring compliance with employment equity terms. The HREO has worked collaboratively with affected departments to ensure the process is smooth and the changes to the system are clear.

SECTION 3: FINDINGS

3.1. COMPLIANCE RATES

Between January 1 and December 31, 2024, Queen's University filled 677 new QUA faculty positions. Identifying where these appointments occurred across the institution is a first step in assessing employment equity compliance.

Chart 1: Percentage of Appointments by Faculty



This hiring distribution carries important equity implications. Faculties with higher volumes of hiring exert greater influence on overall institutional equity outcomes. Therefore, strong equity compliance in these areas can drive meaningful progress, while non-compliance may significantly hinder it. Sustained engagement and accountability in these high-volume hiring units are essential for achieving Queen's equity goal.

Of these 677 hires, 597 followed the equity process, resulting in an **overall compliance rate of 88.2%**. Table 1 and Table 2 provide insights into how different Faculties and Departments are meeting the employment equity obligations under the Collective Agreement.

Table 1: Compliance Rate by Faculty, 2024

Faculty	Number of Hires			Compliant Hires			Total Compliance Rate
	Total	PE*	Adver.	Total	PE*	Adver.	
Business	62	45	17	62	45	17	100.0%
Education	71	10	61	71	10	61	100.0%
Law	192	138	54	183	137	46	95.3%
Health Sciences	131	55	76	121	55	66	92.4%
Eng. & Applied Science	47	13	34	37	13	24	78.7%
Arts & Science	174	106	68	123	93	30	70.7%
Total	677	367	310	597	353	244	88.2%

***Posting Exception (PE)**

While most faculties performed well (especially **Business** and **Education**, both achieving full compliance), **Engineering & Applied Science** and **Arts & Science** reported **below-average rates**. Together, these two faculties accounted for **61 out of the 80 non-compliant hires**, underscoring the need for strengthened oversight in these faculties.

Additionally, Arts & Science and Law made **significant use of posting exceptions** (106 and 138 respectively). While posting exceptions are permitted under the CA, their volume raises equity concerns, particularly regarding transparency, outreach, and equitable access to academic job opportunities. Overreliance on such exceptions can limit progress toward inclusive hiring and should be closely monitored. **True compliance means embedding equity principles at every stage of the process—not just meeting procedural requirements.**

Table 2 provides a departmental breakdown of compliance.⁴ A review of departmental compliance data reveals critical areas of concern, particularly in units that reported a 0% adherence to employment equity processes. Other departments showed varying levels of partial compliance. When faculties bypass the employment equity process, they risk excluding members of equity-deserving groups and undermine CA obligations and University's federal commitments under the Employment Equity Act.

⁴The remaining faculties (Smith, Education, & Law) hire at the faculty level rather than by department.

Table 2: Compliance Rate by Department, 2024

Faculty	Department	Number of Hires	Compliant Hires	Compliance Rate
Faculty of Arts and Science	Continuing & Distance Studies	4	0	0.0%
	Dean's Office - A&S	1	0	0.0%
	Global Dev Studies	1	0	0.0%
	Sociology	2	0	0.0%
	Political Studies	15	3	20.0%
	Physics	10	3	30.0%
	Geography & Planning	9	3	33.3%
	Psychology	3	1	33.3%
	Chemistry	6	3	50.0%
	School of Religion	4	2	50.0%
	Dan School of Drama and Music	13	7	53.8%
	School of Kinesiology & Health	8	5	62.5%
	History	3	2	66.7%
	Geological Science	4	3	75.0%
	All other departments	91	91	100%
	Total	174	123	73.3%
Faculty of Health Sciences	Continuing Med Ed	10	0	0.0%
	All other departments	121	121	100%
	Total	131	121	92.4%
Faculty of Engineering and Applied Science	Mechanical & Materials Engineering	17	7	41.2%
	All other departments	30	30	100.0%
	Total	47	37	78.7%

This detailed breakdown highlights where efforts should be concentrated to ensure all areas of the institution meet equity goals. It identifies both strengths and gaps, enabling a more targeted and effective approach to advancing employment equity.

Table 3 shows compliance rates by appointment type. **Term Adjunct appointments continue to pose the greatest challenge to meeting equity obligations.** Notably, low faculty- or school-level compliance often reflects a high number of adjunct hires.

Table 3: Compliance Rate by Appointment Type

Appointment Type	Number of Positions			Number of Compliant Hires			Total Compliance Rate
	Total	PE	Adver	Total	PE	Adver	
With Tenure	4	0	4	4	0	4	100.0%
Initial	13	0	13	13	0	13	100.0%
Term (adjunct)	660	367	293	580	353	227	87.9%
Total	677	367	310	597	353	244	88.2%

In 2024, **Term Adjuncts accounted for 97.5% of all QUFA hires**; yet, their compliance rate (87.9%) falls short of that for tenure-track and initial appointments.

Of particular concern is that over half (55.6%) of Term Adjunct positions were filled through posting exceptions, a notable increase from 46.4% the previous year.

The remaining 293 Term Adjunct hiring processes received no permission for an exception to the posting requirement and were required to implement an employment equity process; however, this was only done for 77.5% (227) of the appointments. **Considering that adjunct positions are typically short-term and high turnover, there is a heightened risk that equity considerations are implemented as optional rather than integral.**

3.2. SELF-IDENTIFICATION DATA

The HREO's ability to assess employment equity in the QUFA hiring process depends on applicants returning self-identification questionnaires for advertised positions entered into QEAP.

In 2024, **244 hires had a QEAP record and were advertised**. These 244 appointments were associated with **106 distinct QEAP competitions**,⁵ with a **self-identification response rate of 78.4%**. However, an additional **66 advertised appointments did not go through the QEAP process**, meaning applicants were not invited to complete a self-identification questionnaire. As a result, there is a substantial gap in the assessment of QUFA hiring processes. To address this, the HREO has initiated follow-up discussions with the departments that were non-compliant in 2024.

Table 4 shows the total number of applicants who returned self-identification questionnaires, along with the number of equity deserving group members who were shortlisted, interviewed and appointed.

Table 4: Self-Identification Data from QEAP for QUFA Appointments, 2024

Self-Identification Data for QUFA Appointments, 2024		Totals	Women	Racialized groups	Indigenous Peoples	Persons with Disabilities	2SLGBTQI+
Applied	Total	1508	520	570	49	81	116
	Percentage	100.0	34.5	37.8	3.2	5.4	7.7
Shortlisted	Total	520	242	130	31	36	46
	Percentage	100.0	46.5	25.0	6.0	6.9	8.8
Invited to Interview	Total	497	231	121	29	34	45
	Percentage	100.0	46.5	24.3	5.8	6.8	9.1
Total		310	136	65	17	19	24

⁵ It's important to note that a single QEAP competition often results in multiple hires, which explains why the number of competitions (106) is lower than the number of appointments (244).

Appointed	Percentage	100.0	43.9	21.0	5.5	6.1	7.7
Workforce Availability by NOC 41200 (Professors)			44.7	25.5	1.9	12.7	Not Available

The self-identification data reveals that representation for most equity-deserving groups either increased or remained stable at each hiring stage with one significant exception: **racialized group members**. While racialized individuals made up 37.8% of the applicant pool, they accounted for only 25.0% of shortlisted candidates, a drop of nearly 13 percentage points.

This attrition was not observed in other equity-deserving groups. For example, both women and Indigenous Peoples saw their representation increase from application to shortlisting, suggesting targeted equity efforts may be more effective or consistently applied in those cases.

The shortlisting stage is a critical decision point in the hiring process—one where subjectivity in evaluating qualifications, research focus, or “fit” can inadvertently disadvantage candidates from historically marginalized groups.

Given the notable drop in racialized applicants at this stage, several equity implications arise:

- **Bias in Screening Criteria:** The significant drop in racialized applicants suggests that evaluation practices may unintentionally favour certain academic backgrounds or achievements (e.g., publication venues, reference networks, institutional affiliations) that are less accessible to some equity-deserving scholars.
- **Need for Training and Oversight:** Strengthened training is needed for hiring committees—particularly on unconscious bias, systemic barriers, and inclusive evaluation of non-traditional academic trajectories.
- **Increased Use of QEAP Tools:** QEAP enables real-time tracking of representation throughout the hiring process. However, its effectiveness is limited if departments do not consistently use it. Broader adoption would allow earlier identification of disparities, enabling timely interventions.
- **Review of Search Criteria and Practices:** The pattern suggests a need to revisit how excellence is defined in hiring. Broadening these definitions can help prevent the reinforcement of exclusionary norms and ensure a fairer assessment of all candidates.

Table 5 shows self-identification data collected **after hire** for all academic appointments (n = 593), including those from non-compliant hiring processes. This data comes from the **I Count Queen’s Equity Census**, completed shortly after appointment, with a **response rate of 73.2%**. The results align closely with QEAP data, reinforcing the reliability of both sources.

Despite some progress, representation of **racialized groups** and **persons with disabilities** remains **below workforce availability benchmarks**, particularly concerning for the latter group.

Table 5: New Hires, All Academic Positions: Equity-Deserving Group Representation

Appointees (After hired)	Totals	Women	Racialized Groups	Indigenous Peoples	Persons with disabilities	2SLGBTQI+
2024	593	335	124	20	42	38
Percentage	100.0	57.6	20.9	3.4	7.1	6.4
NOC 41200 (Professors)		44.7%	25.5%	1.9%	12.7%	Not Available

Table 6 breaks down new faculty hires by type. **Tenure/Tenure Track** positions are meeting workforce availability targets for women, racialized persons, and Indigenous peoples **but not for persons with disabilities (most underrepresented)**. Term adjunct hires met benchmarks for women and Indigenous Peoples but **fell short for racialized groups and persons with disabilities**.

Table 6: New Hires, Designated Group Representation Rates, by Rank

Appointees (After hired)	Women	Racialized Groups	Indigenous Peoples	Persons with disabilities
Tenure, Tenure/Track, (Academic)	81.3%	37.5%	*	*
Adjunct	56.9%	20.8%	3.0%	7.1%
Workforce Availability, NOC 41200 (Professors)	44.7%	25.5%	1.9%	12.7%

*Suppressed for privacy reasons.

Table 7 further breaks down new term adjunct faculty hires by whether they had a posting exception. When comparing self-identification data for term adjunct appointees hired through a posting exception compliant process versus those hired through a non-compliant process, **we observe fewer appointees who identify as part of an equity deserving group in the latter.**

Table 7: New Term Adjunct Hires, Designated Group Representation Rates, by Posting Exception Status

Term Adjunct Appointees	Women	Racialized Groups	Indigenous Peoples	Persons with disabilities
Total – With Posting Exception	53.8%	24.1%	2.2%	7.5%
Compliant – With PE	54.2%	24.4%	2.3%	7.8%
Non-Compliant – With PE	50.0%	*	0.0%	0.0%
Total – Without Posting Exception (Advertised)	56.0%	16.2%	3.8%	6.5%
Compliant – Without PE (Advertised)	57.2%	15.3%	2.6%	5.7%
Non-Compliant – Without PE (Advertised)	50.0%	20.3%	7.8%	9.4%
Total	56.9%	20.8%	3.0%	7.1%
Workforce Availability, NOC 41200 (Professors)	44.7%	25.5%	1.9%	12.7%

*Suppressed for privacy reasons.

While overall group representation among compliant and non-compliant processes appears relatively similar, fewer equity-deserving group members were appointed through non-compliant processes, especially racialized persons and persons with disabilities.

SECTION 4: REPRESENTATION AT QUEENS

Is the employment equity process outlined in the QUFA Collective Agreement helping to close representation gaps for designated group members in faculty positions? When we examine the current representation rates across all academic positions at Queen's, we see **steady progress across all designated groups** (see Table 8). This suggests that the employment equity process applied to QUFA hires is having a broader positive impact on faculty representation overall.

Table 8: Designated Group Representation in Queen's Academic Positions, 2024

Academic Positions ⁶	2008	2013	2018	2023	2024	Canadian Workforce Population (2021)
Women	37.8%	40.4%	44.3%	48.5%	49.4%	48.2%
Indigenous Peoples	1.0%	0.8%	1.2%	1.7%	1.9%	4.2%
Persons with Disabilities	2.6%	3.8%	4.0%	4.3%	5.0%	12.3%
Racialized Groups	12.6%	12.8%	14.2%	21.0%	22.2%	26.8%

While government reporting considers all academic positions at the University, **QUFA faculty appointments remain the only group formally required to follow an employment equity process** that prioritizes hiring underrepresented members of federally designated groups. Although we have improved with respect to the representation of **Persons with Disabilities** in academic positions, they are still the most underrepresented group. At 4.9%, this falls short of both the percentage representation of Canadian Professors (12.7%) and the percentage representation of the Canadian Workforce population (12.3%).

Indigenous Peoples are the second most underrepresented group and account for 1.9% of the Queen's academic positions. This meets the percentage representation of Canadian Professors (1.9%); however, it falls short of the percentage representation of the Canadian Workforce population (4.2%). Given the TRC Calls to Action and Queen's commitments to reconciliation, this

⁶ Includes all academic positions at the University, such as fellows or academic assistants.

underrepresentation should be seen as a priority area for culturally responsive outreach and long-term hiring strategies.

Racialized persons are the third most underrepresented group and account for 22.0% of the Queen's academic positions. This falls short of both the percentage representation of Canadian Professors (25.5%) and that of the Canadian Workforce population (26.8%). This suggests that while progress has been made, current hiring systems may still be disproportionately privileging candidates from non-racialized groups, especially in disciplines or appointment types not subject to equity oversight.

The percentage of **women** in academic positions at Queen's continues to increase with each report and meets both the percentage representation of the Canadian Workforce population (48.2%) and that of University Professors (44.7%). This progress is encouraging and serves as a model of what is possible when equity goals are supported by sustained action, institutional policy, and cultural change.

For additional comparator data please visit [HREO website](#).

Although we have seen improvements in representation for all groups from 2008 to 2024, the data shows that for some designated groups, we often see a plateau, which continues to contribute to gaps in representation, particularly as national workforce demographics shift. A sustained and intersectional employment equity strategy (beyond compliance) will be essential to avoid stagnation and to reflect Canada's evolving academic and demographic landscape.

Queen's needs to continue to monitor the progress and focus on increasing the representation rates for all equity-deserving groups in accordance with the growing diversity within the Canadian workforce.

SECTION 5: TRAINING

Article 24 of the CA requires that members of all appointment committees 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). Workshops are provided by the Human Rights and Equity Office.

For 2024, the HREO primarily provided virtual sessions through Zoom and Microsoft TEAMS for the Employment Equity Representative Training. As of December 2023, the Appointments & Renewal, Tenure, Promotions, and Continuing training have been moved online and become asynchronous. **There was a total of 203 members of the appointment committees who participated in these training sessions. There were 9 sessions on the Employment Equity Representative Training.**

Each member of every Appointments and RTPC committee must have the requisite equity training before the committee convenes. If any individual lacks the required training, the committee is deemed to be non-compliant with the training portion of the CA obligations.

Table 9 indicates compliance with employment equity training by each Faculty or School. In total, **there were 17 appointment committees with members who lacked the required training.** Please note that a single committee may be responsible for multiple hires where one committee member does not have the requisite training. **The overall compliance rate with training was 84.0%, lower than the rate in 2023 (93.1%).** However, it should be emphasized that this figure excludes committees that did not complete the full equity process (inclusive of reporting).

Table 9: Training Compliance by Faculty, 2024

Faculty	Total # of Competitions in QEAP	# of Committees with Training	Percentage with Training
Faculty of Education	6	2	33.3%
Faculty of Law	8	6	75.0%
Faculty of Arts and Science	30	25	83.3%
Faculty of Engineering and Applied Science	23	20	87.0%
Faculty of Health Sciences	23	20	87.0%
School of Business	16	16	100.0%
Total	106	89	84.0%

After every Employment Equity and A/RTPC Session, an evaluation form is sent to each participant. The following summarizes the feedback forms received in 2024 from the Employment Equity Representative and Online A/RTPC training sessions.

- **Both training programs were positively received.** Participants appreciated the clarity, structure, and relevance of the content. Instructors and facilitators were commended for their expertise, preparedness, and ability to communicate complex material effectively. In the online A/RTPC sessions, many participants found the modules informative, useful, and straightforward, with particular appreciation for practical examples and reference to the faculty Collective Agreement.
- **Participants highlighted that they felt more prepared to serve on hiring and A/RTPC committees after the sessions.** Key takeaways included increased confidence in applying employment equity principles, a better understanding of the appointments process, and familiarity with applicable policies and institutional tools. Several respondents commented positively on Indigenous perspectives and the inclusion of relevant social contexts.
- **Suggestions for improvement emerged across both sessions.** In the A/RTPC training, some found the content somewhat repetitive, especially for those with prior equity or committee experience. Others noted the desire for deeper, more technical content related to documentation and process flow. Feedback on accessibility included improving the

narration quality in online modules and addressing issues with platform timeouts. Participants from both groups also requested more scenario-based learning and clearer step-by-step examples. Some highlighted a need to expand content related to adjunct appointments and their connection to equity.

- **There was also a call for greater flexibility in format**, with a preference from some for in-person options, as well as supplementary resources such as pre-session materials, downloadable handbooks, or self-directed learning pathways. Equity-focused enhancements were suggested too, including broader representation in examples and feedback for specific in-session accommodations.

Overall, the 2024 Employment Equity Representative and Online A/RTPC training sessions were well-received. Participants recognized both trainings as valuable, practical, and engaging while providing constructive suggestions for future development, particularly around accessibility, delivery, and the inclusion of more nuanced equity-related content.

SECTION 6: RENEWAL TENURE PROMOTION AND CONTINUING

OVERVIEW

Renewal, Tenure, Promotion and Continuing (RTPC) appointments for faculty, librarians and archivists at Queen's are governed by Articles 30 and 31 of the Collective Agreement. These processes must align with the employment equity principles outlined in Article 24. Similar to appointment committees, every RTPC committee must include one member who has completed additional training to serve as the Employment Equity Representative (Articles 30.2.3 and 31.2.3).

MONITORING

In November 2024, the Human Rights and Equity Office (HREO) launched a new [RTPC Application Portal](#). This tool enhances institutional oversight and ensures that employment equity principles are meaningfully integrated into RTPC decision-making processes. Beyond compliance, this system reinforces Queen's commitment to fair, transparent, and inclusive advancement practices.

Following mandatory training, the Employment Equity Representative (EE Rep) contacts the HREO to request access to the RTPC portal. The EE Rep is responsible for documenting equity-related elements of the committee's work once a recommendation has been finalized. This includes summarizing the process and explicitly stating whether (and how) equity considerations informed the evaluation.

To ensure consistency and alignment with Article 30 of the Collective Agreement, the RTPC Application guides EE Reps through structured questions that assess the integration of equity at key stages of the process:

a) Committee Composition (Article 30.2)

- Did the composition of the committee reflect the diversity of the department?
- If applicable, did the applicant request the participation of an Indigenous member on the committee (Appendix O)?

b) Equity Considerations in Evaluation (Article 30.6)

- At what stages in the process were equity considerations raised by the applicant, and how were these addressed or documented by the committee?
- Did the committee consider systemic barriers, equity-related leave (e.g., for disability or family responsibilities), or personal circumstances in assessing the applicant's case?

- Was non-traditional scholarship (e.g., community-engaged research, preservation of marginalized knowledge) or alternative dissemination methods (e.g., media, exhibitions) considered?
- Did the applicant demonstrate a higher-than-usual service burden linked to equity, diversity, or inclusion efforts?
- Did the file include contributions toward Indigenization, Equity, Diversity, Inclusion, Accessibility, or Anti-Racism (I-EDIAA), and were these considered as part of the applicant's overall academic contributions?

FINDINGS

In the 2024/25 academic year, **overall compliance with the RTPC equity process was 32.6%** (Table 10). This marks a significant decline from the 83% compliance rate reported in 2017.

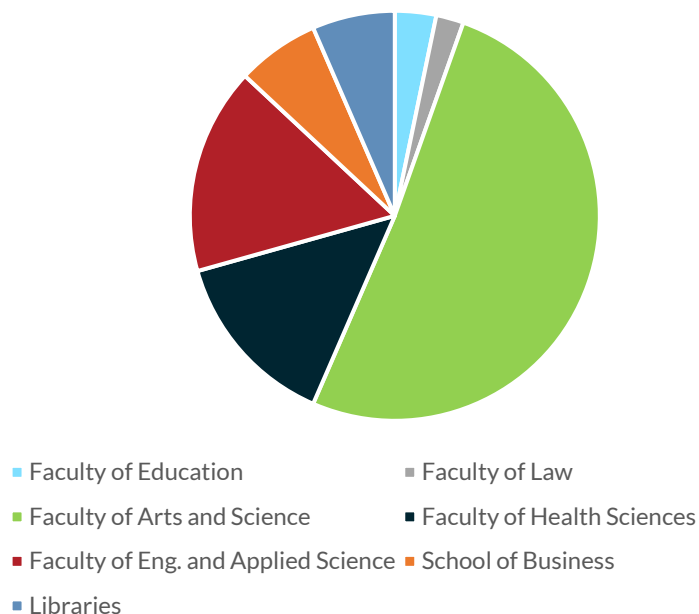
Table 10: Training Compliance by Faculty, 2024/25

Faculty	Total # of RTPC	# of RTPC Applications	Percentage Compliance Rate
Libraries	6	6	100.0%
Faculty of Education	3	3	100.0%
Faculty of Arts and Science	47	18	38.3%
Faculty of Eng. and Applied	15	2	13.3%
Faculty of Health Sciences	13	0	0.0%
School of Business	6	0	0.0%
Faculty of Law	2	0	0.0%
Total	92	30	32.6%

Compliance across faculties remained uneven. While Libraries and the Faculty of Education had 100% compliance, Health Sciences, Business, and Law, submitted no RTPC applications at all. Notably, the Faculty of Arts and Science (FAS) accounted for over half (51.1%) of all RTPC processes university-wide, yet compliance within FAS dropped to 38.3% (down from 77.3% in 2017).

This drop raises serious equity concerns. Failing to engage in equity reporting hampers Queen's ability to determine whether committees are fairly considering systemic barriers, non-traditional scholarship, or career interruptions. It also undermines institutional transparency and accountability.

Chart 2: RTPC Appointments by Faculty, 2024/25



EVALUATION QUESTIONS

Among the committees that submitted RTPC applications:

- **Committee Composition:** All confirmed compliance with Article 30.2.3, indicating their makeup reflected departmental diversity. One applicant requested an Indigenous member on the committee, which was accommodated in line with Article 30.2.2 and Appendix O.
- **Equity Considerations Raised:** Only 36.7% of committees reported that equity issues were raised during the evaluation process, either by the applicant or the committee. While some proactively addressed systemic disadvantage, the majority did not engage with this question, highlighting a need for increased awareness.
- **Non-Traditional Scholarship:** 78% of committees reported considering non-traditional academic contributions, including community-engaged research, media, policy work, and preservation of marginalized knowledge. This reflects a positive shift toward broader definitions of academic excellence.
- **Alternative Dissemination Methods:** Similarly, 78% considered non-traditional outputs like exhibitions, media engagements, or policy partnerships.

- **Equity-Related Service Burden:** Again, 78% considered whether the applicant carried a higher service burden due to I-EDIAA efforts. While some determined it wasn't applicable, others explicitly recognized such contributions in their evaluations.
- **Equity-Related Leaves:** Only 46.7% reported considering equity-related career interruptions such as disability, parental, or caregiving leaves. Most stated that no such leaves were taken, but several did contextualize leave appropriately. This limited engagement suggests a need for better education on evaluating academic excellence in light of career disruptions.

TRAINING

In 2024, over 200 members of hiring committees participated in mandatory trainings provided by the HREO. Despite broad participation in these sessions, training compliance among RTPC committees varied significantly across faculties (Table 10).

Table 10: Training Compliance by Faculty, 2024/25

Faculty	Total # of Completed Equity Forms	Total # of Committees with Proper Training	Percentage with Training
Faculty of Education	3	0	0.0%
Faculty of Law	0	0	0.0%
Faculty of Arts and Science	18	14	77.8%
Faculty of Health Sciences	0	0	0.0%
Faculty of Eng. and Applied	2	2	100.0%
School of Business	0	0	0.0%
Libraries	6	0	0.0%
Total	30	16	53.3%

Out of the 30 committees that completed their equity reporting on the A/RTPC application, just over half (53.3%) met the training requirement. Notably, Engineering was the only faculty with full compliance. FAS had the highest volume of RTPC processes and reached 77.8% training compliance. All other faculties reported 0% training compliance for their RTPC committee members.

62 RTPC committees did not engage with the equity process at all, further emphasizing the need for improved oversight and accountability. Without full participation and compliance, Queen's cannot ensure that equity is being applied consistently and meaningfully in tenure and promotion decisions.

SECTION 7: RECOMMENDATIONS

The following are recommendations based on the findings:

- 1. Monitor Overreliance on Posting Exceptions:** The growing use of posting exceptions should be closely monitored. When requested, departments using exceptions should provide written justifications that address employment equity considerations. Training and communication should reinforce the value of transparent, open searches, including the risks associated with overusing exceptions.
- 2. Improve Employment Equity Compliance for Term Adjunct Appointments:** Term Adjuncts continue to represent the majority of QUFA hires, yet compliance with equity processes for these appointments remains low. Targeted strategies should be developed to reinforce the importance of employment equity processes for Term Adjuncts.
- 3. Address Attrition of Racialized Applicants at Shortlisting Stage:** The disproportionate loss of racialized candidates during shortlisting suggests bias and/or structural barriers. Hiring committee training should be strengthened to address unconscious bias, inclusive evaluation, and equitable criteria.
- 4. Increase Representation of Persons with Disabilities:** Persons with disabilities remain the most underrepresented group in academic positions. Faculties should develop targeted outreach, recruitment, and retention initiatives that address accessibility, provide proactive accommodations, and engage with disability advocacy groups.
- 5. Recognize Equity Contributions in Evaluation Processes:** Update evaluation rubrics to explicitly assess contributions to I-EDIAA. This will ensure these efforts are properly valued in renewal, tenure, and promotion decisions.

CONCLUSION

This year's report highlights both meaningful progress and ongoing challenges in advancing employment equity at Queen's. With an overall compliance rate of 88%, **the data reflects strong institutional engagement and growing commitment to established equity processes.** However, compliance alone does not guarantee a substantive impact on equity efforts.

Encouraging signs include increased representation of women and Indigenous applicants at the shortlisting stage and a wider uptake of required training. **The QEAP platform continues to support more transparent and consistent reporting,** and targeted strategies are beginning to show measurable results.

The data also reveals critical areas for improvement. The significant drop-off of racialized applicants at the shortlisting stage indicates persistent biases and/or restrictive evaluation criteria. The high use of posting exceptions, limited equity engagement in Term Adjunct and RTPC processes, and the continued underrepresentation of persons with disabilities underscore systemic gaps that must be addressed.

Moving forward, sustained progress will require deeper integration of equity principles across all stages of hiring, not just as procedural obligations, but as commitments to structural change. Strengthening oversight, expanding inclusive outreach, and ensuring fair recognition of diverse scholarship will be key.

Ultimately, a **truly equitable hiring process is one that removes barriers, values difference and treats all candidates with fairness and dignity.** This report serves both as a benchmark and a call to action to build on successes, confront persistent inequities, and foster a more inclusive academic community at Queen's.