

Achieving Employment Equity at Queen's

*Part 6: Looking to the Future
Persons with Disabilities*



Council on Employment Equity

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Introduction

Queen's University strives to foster an inclusive culture that celebrates our diversity and assists with attracting and retaining talented employees and respond strategically to the challenges of reaching its employment equity and diversity goals in a competitive employment market. This report is the sixth in a series of joint publications by the Queen's University Equity Office and the Council on Employment Equity, highlighting employment equity activities at Queen's.

The first publication, ***Achieving Employment Equity at Queen's, Part 1: Challenges***, introduces the concept of employment equity and its application to Queen's.

The second publication, ***Achieving Employment Equity at Queen's, Part 2: Snapshots***, compares the diversity of the Queen's workforce population to the diversity of the three domestic pools from which candidates are recruited (Canada, Ontario and the Kingston Census Metropolitan Area).

The third publication, ***Achieving Employment Equity at Queen's, Part 3: Ten Years in Review***, outlines the representation of women, Aboriginal peoples, visible minorities and persons with disabilities, in the workforce population at Queen's over the past decade.

The fourth publication, ***Achieving Employment Equity at Queen's, Part 4: From Compliance to Inclusion***, highlights a variety of innovative efforts and programs from various units across the University seeking to promote inclusion.

The fifth publication, ***Achieving Employment Equity at Queen's, Part 5: Looking to the Future, Visible Minorities at Queen's***, is the first in a series that examines the factors Queen's needs to consider in order to achieve its employment equity goals in future. It looks at these factors, with respect to racialized group members, as they impact our ability to achieve our employment equity goals.

This publication, ***Achieving Employment Equity at Queen's, Part 6: Looking to the Future, Persons with Disabilities at Queen's***, is the second in this series. It identifies barriers to achieving employment equity for persons with disabilities at Queen's, and proposes future initiatives to overcome these challenges.

Future issues will focus on the remaining designated groups.

In order to avoid confusion, please note that throughout this publication the term 'visible minorities' may replace the term 'racialized persons' in keeping with the terminology used by the Federal Contractors Program.

The Federal Contractors Program

Under the Employment Equity Act (1995), an employer must ensure that persons in designated groups (Aboriginal Peoples, persons with disabilities, women, and members of visible minorities) achieve a degree of representation that reflects their representation in the Canadian workforce in each of the Federal occupational classifications. The Federal Contractors Program (FCP), was initiated by the Federal government in 1986. The Federal Contractors Program (FCP) ensures that contractors who do business with the Government of Canada achieve and maintain a workforce that is representative of the Canadian workforce. The Program applies to non-federally regulated contractors that have a combined workforce in Canada of 100 or more permanent full-time, permanent part-time and/or temporary employees having worked 12 weeks or more and have received an initial federal government goods and services contract, a standing offer, or a supply arrangement valued at \$1 million or more.

Effective June 27, 2013 a redesigned FCP is in effect which includes:

- an increase in the contract threshold from \$200,000 to \$1 million to support the Government's commitment to reduce regulatory red tape burden for small- to medium-sized employers;
- assessment that focuses on achievement of results enabling contractors to determine initiatives best suited to their organization in order to achieve employment equity objectives.

The contractor must fulfill the following requirements:

1. Collect workforce information
2. Complete a workforce analysis
3. Establish short-term and long-term numerical goals
4. Make reasonable progress and reasonable efforts

Queen's must establish reasonable goals for the hiring and promotion of designated group members in order to close any gaps in representation of designated group members in the workforce by engaging in setting short-term numerical goals, setting long-term numerical goals, making reasonable progress, and making reasonable efforts.

Setting Short-Term Numerical Goals

When establishing short-term goals for a period that covers one to three years, Queens needs to consider the following:

- the degree of under-representation;
- the availability of qualified designated group members within the employer's workforce and in the Canadian workforce;
- the anticipated growth or reduction of the employer's workforce in the period covered by the goals; and
- the anticipated turnover of employees during the period covered by the goals.

Setting Long-Term Numerical Goals

In order to close the gaps in representation of designated group members, long-term goals of three years or more, must be established. When establishing long-term goals, Queen's must consider the same factors as those considered when establishing short-term numerical goals, as well as the effects of those short-term goals.

Making Reasonable Progress

Queen's must be able to provide evidence that reasonable progress is being made. This may include:

- meeting the hiring and promotion goals by at least 80 percent or more, and/or by reaching overall goals (cumulative) by at least 80 percent; and
- moving forward in closing gaps in representation within the set timeframe.

Making Reasonable Efforts

The University must be able to provide evidence that reasonable efforts are being made, which could include:

- ongoing senior-level support for employment equity and its implementation;
- accountability mechanisms established to meet that the short-term goals;
- adequate resources (financial and human) devoted to achieving the short-term goals;
- a strategy in place to ensure a barrier-free workplace;
- initiatives undertaken to increase representation where gaps in representation are found; and
- the organization has done all that might reasonably be expected to effectively implement employment equity, taking into account resources and other environmental constraints.

Note: "Reasonable efforts" does not mean Queen's must take action that would cause undue hardship, hire or promote unqualified persons, or create new positions.

2013 Gaps for all Designated Groups at Queen's

Although there are gaps within each of the four federally designated groups, the table below illustrates that persons with disabilities do not have a gap in overall representation at Queen's. However, when broken down by Employment Equity Occupational Groups (EEOGs), the table indicates that there are gaps for persons with disabilities within seven of the EEOGs.

EEOGs	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
1. Senior Managers	6	0	1	-1
2. Middle and Other Managers	19	-2	-12	5
3. Professionals	-15	-9	-165	-16
4. Semi-Professionals and Technicians	2	5	-39	-3
5. Supervisors	3	3	2	-2
6. Supervisors - Crafts and Trades	-2	0	-2	0
7. Administrative and Senior Clerical	31	1	-3	24
8. Skilled Sales and Service Personnel	0	0	0	1
9. Skilled Crafts and Trades Workers	-1	0	-8	-2
10. Clerical Personnel	47	0	-11	12
11. Intermediate Sales and Service	-3	-1	1	-1
12. Semi-Skilled Manual Workers	-1	0	0	0
13. Other Sales and Service Personnel	-33	-3	-7	-7
14. Other Manual Workers	-2	0	0	0
Overall gap (hiring goal)	23	-8	-226	8

Gaps for Persons with Disabilities at Queen's

This publication highlights the efforts made to improve the representation of persons with disabilities in the workforce since 2012, and the continued need to maintain and improve this representation in order for the University to achieve equity. This will be particularly important when considering the growing number of persons with disabilities that are present in the Canadian workforce, the legal gains made by employees with disabilities, the ability to design barrier-free workplaces and the growing recognition of the value diversity brings to the workforce.

2012 Gaps for Persons with Disabilities

- **Persons with Disabilities were represented in 7 EEOGs:** Middle and Other Managers, Semi-Professionals, Supervisors: Crafts and Trades, Administrative and Senior Clerical, Skilled Sales and Service Personnel, Clerical Personnel and Other Manual Workers.
- **Persons with Disabilities were not represented in 3 out of 14 EEOGs at Queen's:** Senior Managers, Intermediate Sales and Service Personnel and Semi-Skilled Manual Workers.
- **There were gaps within 5 EEOGs:** Professionals, Supervisors, Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel and Other Sales and Service Personnel.

Employment Equity Occupational Group	Queen's Representation	Workforce Availability	Gap
	%	%	#
01: Senior Managers	0.0%	3.2%	0
02: Middle and Other Managers	4.1%	3.2%	1
03: Professionals	4.3%	4.5%	-6
04: Semi-Professionals	5.8%	4.8%	4
05: Supervisors	5.9%	9.5%	-2
06: Supervisors: Crafts and Trades	8.3%	4.6%	0
07: Administrative and Senior Clerical	7.0%	2.6%	32
08: Skilled Sales and Service Personnel	33.3%	5.6%	1
09: Skilled Crafts and Trades Workers	1.4%	5.3%	-3
10: Clerical Personnel	6.8%	4.4%	11
11: Intermediate Sales and Service Personnel	0.0%	5.3%	-1
12: Semi-Skilled Manual Workers	0.0%	5.5%	0
13: Other Sales and Service Personnel	3.0%	6.5%	-8
14: Other Manual Workers	5.6%	5.2%	0
Total	4.9%	4.4%	26

2013 Gaps for Persons with Disabilities

- **Persons with disabilities were represented in 6 EEOGs:** Middle and Other Managers, Supervisors – Crafts and Trades, Administrative and Senior Clerical, Skilled Sales and Service Personnel, Clerical Personnel, Other Manual Workers.
- **Persons with disabilities were not represented in 3 out of 14 EEOGs:** Senior Managers, Intermediate Sales and Service Personnel, Semi-Skilled Manual Workers.
- **There were gaps within 7 EEOGs:** Senior Managers, Professionals, Semi-Professionals, Supervisors, Skilled Crafts and Trade Workers, Intermediate Sales and Service Personnel and Other Sales and Service Personnel.

Employment Equity Occupational Group	Queen's Representation	Workforce Availability	Gap
	%	%	#
01: Senior Managers	0.0%	3.2%	-1
02: Middle and Other Managers	6.4%	3.2%	5
03: Professionals	3.9%	4.5%	-16
04: Semi-Professionals	3.9%	4.8%	-3
05: Supervisors	5.8%	9.5%	-2
06: Supervisors: Crafts and Trades	6.3%	4.6%	0
07: Administrative and Senior Clerical	6.0%	2.6%	24
08: Skilled Sales and Service Personnel	50.0%	5.6%	1
09: Skilled Crafts and Trades Workers	2.8%	5.3%	-2
10: Clerical Personnel	7.1%	4.4%	12
11: Intermediate Sales and Service Personnel	0.0%	5.3%	-1
12: Semi-Skilled Manual Workers	0.0%	5.5%	0
13: Other Sales and Service Personnel	3.2%	6.5%	-7
14: Other Manual Workers	10.0%	5.2%	0
Total	4.6%	4.4%	8

Summary: Gap Comparison

In 2012 there were gaps in 5 of the 14 EEOGs at Queen's for persons with disabilities. In 2013:

- Gaps decreased within 2 EEOGs: Skilled Crafts and Trades Workers and Other Sales and Service.
- Gaps increased within 3 EEOG: Senior Managers, Professionals, and Semi-Professionals
- Smaller gaps remained stable within 2 EEOG: Supervisors, Intermediate Sales and Service

The below table illustrates the difference between the 2012 and 2013 gaps.

Employment Equity Occupational Group	2012 Gaps	2013 Gaps
01: Senior Managers	0	-1
02: Middle and Other Managers	1	5
03: Professionals	-6	-16
04: Semi-Professionals and Technicians	4	-3
05: Supervisors	-2	-2
06: Supervisors - Crafts and Trades	0	0
07: Administrative and Senior Clerical	32	24
08: Skilled Sales and Service Personnel	1	1
09: Skilled Crafts and Trades Workers	-3	-2
10: Clerical Personnel	11	12
11: Intermediate Sales and Service	-1	-1
12: Semi-Skilled Manual Workers	0	0
13: Other Sales and Service (Custodians)	-8	-7
14: Other Manual Workers	0	0
Total	26	8

Initiatives: Measures to Address the Gaps

Queen's is addressing the gaps in employment equity from several strategic directions. In particular efforts are being made to creating an accessible work environment for staff with disabilities across the campus. Some of the most recent initiatives include:

1. Queen's Employment Equity Plan

The FCP requires its contractors to demonstrate that they are making reasonable progress in addressing gaps in representation. To this end, Queen's has developed and endorsed an Employment Equity Plan outlining its goals. One of the major initiatives in that plan is the work of the Queen's Federal Contractors Program Action Group (FCP AG), which has been endorsed by the Council on Employment Equity (CEE) and the Senior Administration. The FCP AG has collaborated on the following:

➤ **Recruitment Boot Camp**

The FCP AG participated in the piloting of the Recruitment Boot Camp, a program which seeks to ensure a fair hiring process, launched by Human Resources.

➤ **Human Resources Core Competencies**

The FCP AG reviewed the core competencies for grades 2-9 at the University and supported the inclusion of diversity competencies. The revised core competencies can be found here: <http://www.queensu.ca/humanresources/managers/pdprocess/CompetencyDictionary.pdf>

➤ **Pilot Equity Process**

After reviewing the work force analysis (WFA) which includes calculations for **gaps** based on external availability data by Employment Equity Occupational Groups (EEOG) or National Occupational Classification (NOC) (as appropriate), the FCP AG determined that Queen's needed a strategy to promote the hiring of designated group members for specific EEOGs and supported a pilot process for EEOG 13.

➤ **Exit Surveys**

The FCP AG reviewed, revised and endorsed the new Exit Surveys. The Surveys developed are now specific to the type of employment (academic, non-academic, internal transfers) and include questions regarding a broad range of climate issues. Human Resources has committed to funding half of the programming costs and development is underway. The new Exit Surveys should be ready to launch in the Fall.

➤ **Employment Equity Policy**

The Equity Office revised the EE Policy and the FCP AG and the CEE endorsed the Policy in May 2013. The Policy went for review to the Policy Advisory Sub-Committee which subsequently recommended that it go to VPOC for approval. The VPOC approved the revised EE Policy on February 10, 2014. The revised policy elaborates more fully the responsibilities of units to ensure the consideration of gaps when hiring. The policy can be found here: <http://www.queensu.ca/secretariat/policies/hr/eequitypolicy.html>

➤ **Senior Search Policy**

The FCP AG approved a Senior Search Policy that includes employment equity considerations in particular when engaging the services of search consultants. The Vice Principal Operations Committee (VPOC) provided the Record of Decision (ROD) on April 8, 2014 endorsing the Senior Search Hiring Proposal. The next step in its implementation is the development of a communication and training strategy.

➤ **Equity Matter's Newsletters**

The Equity Matter's Newsletter has continued to be regularly distributed to the Equity listserv members. The issues can also be found here: <http://www.queensu.ca/equity/publications.html>. The summer 2014 issue highlighted recent gains in accommodation for persons with disabilities.

➤ **Compliance Report on Faculty Hiring**

The FCP AG discussed ways to address gaps in the Compliance Report on Faculty Hiring. Of the faculty hired in 2012, 68% of appointments committees were compliant in submitting equity reporting forms and completing an equity process. This is compared to 75% in 2011. The decline in compliance is due to the increasing number of Term Adjunct appointments and many units are still not completing the equity process for Term Adjuncts. It is expected that an increase in compliance would contribute to a more robust equity process overall, thereby reducing the gaps for all designated groups.

➤ **TA/F Census**

The FCP AG examined the results of the ICOUNT Equity Census for TA/Fs. These showed that there were no gaps in participation rates for persons with disabilities in this area. The group will continue to monitor the gaps in order to report to the CEE as appropriate.

➤ **Employee Resource Groups**

For the past two years, the Equity Office has been examining the possibility of launching Employee Resource Groups (ERG's) at Queen's as an initiative to recruit, attract, and retain diverse faculty and staff and contribute to the University's broader employment equity goals of creating a favorable work climate to support the successful inclusion and retention of members of designated groups. The first ERG will be launched in November 2014 and will be designated as a women's ERG. This was chosen specifically because a group for women at Queen's will be inclusive of other designated groups; women with disabilities, racialized women, and Aboriginal women, for example.

➤ **Cyclical Program Reviews (CPR)**

The CPR process has a component specific to diversity. This means that any gaps in the representation of employees in those units engaging in a CPR process will be highlighted and the unit must address those gaps.

➤ **Employment Equity Framework (EE Framework)**

The University has recently adopted of a Comprehensive Strategic Framework for Employment Equity which will serve to address gaps in designated group representation in the following ways:

- Facilitate the development of comprehensive plans to address employment equity in priority areas
- Establish shared accountability and responsibility for the recruitment and retention of designated equity groups at Queen’s University
- Provide educational opportunities about employment equity to improve understanding of equity issues and the University’s obligations for Federal Contractors Program compliance, and to enhance hiring and recruitment practices at the University to ensure progress in our obligations to achieve representation in our workforce

2. Multi-Year Accessibility Plan

A new requirement under the Accessibility for Ontarians with Disabilities Act (AODA) is to establish, maintain, document, and make public a multi-year Accessibility Plan that defines the ways in which Queen’s will align its initiatives with AODA legislation and achieve campus-wide accessibility for all staff and students. This plan will be reviewed and updated every three years with the objective of developing a list of policies, programs, practices, and services that will identify barriers to persons with disabilities at Queen’s, including barriers to accessibility in the workplace. Under the Accessibility Plan, training has been provided to faculty, staff, students, and volunteers on the regulations of AODA and the Ontario Human Rights Code. The plan has been further expanded through the development of **Queen’s Accessibility Framework Action Plan** that serves to break the requirements down into specific actions or tasks, assign responsibilities, and allocate resources to facilitate the everyday practice of employees with disabilities at Queen’s. These initiatives are implemented in a manner that complements other employment equity initiatives.

3. Five Working Groups

The five priority areas identified in the AODA are: Customer Service, Information and Communications, Employment, Transportation, and Built Environment. In compliance with AODA’s requirements on these areas, five corresponding working groups have been established under Queen’s Comprehensive Strategic Framework for Accessibility. Each Group invites persons with disabilities with a particular interest in the Group’s area of priority to consider

becoming a member-at-large. Members develop and implement plans to assess current accessibility compliance in their respective areas and propose action items to address short and long-term accessibility areas of focus.

Recent and current initiatives include:

Built Environment Group

- Received funding from the Government of Canada to create a new single user, accessible washroom near the main student street in Mackintosh-Corry Hall
- Completed the first draft of the AODA Self-Assessment and Planning Tool
- Design of public space to meet accessibility requirements concerning interior in the Ontario Building Code
- Developed criteria concerning accessibility for procuring goods, services, and facilities at the University

Customer Service Group

- Drafted and reviewed the AODA Policy and Statement of Commitment to determine the procedures and guidelines flowing from this policy
- Accessibility Alignment Review Schedule of Queen's Policies and Procedures: all units are required to consider equity and accessibility implications in the creation and revision of policies, procedures, and guidelines

Education Training and Awareness Group

- Accessibility Town Halls and Panels: promote community members' familiarity with the AODA and the Queen's Accessibility Framework, identify accessibility barriers and suggest corresponding solutions, and engage the entire community in discussing and implementing the accessibility framework.
- Accessibility Cafés: encourage discussions about accessibility at Queen's University and create a sense of shared responsibility and commitment towards removing and preventing barriers to participation.
- Disability Accommodation Statement: a disability accommodations statement was drafted to be recommended for inclusion on all course syllabi. The Group recommended each Faculty/School to draft its own internal procedures for the addition of the Disability Accommodations Statement on their educators' course syllabi
- Human Rights Training: the Human Rights 101 training module has been launched on the Equity Office's website. The module outlines the rights and responsibilities under the Ontario Human Rights Code (including the rights of persons with

disabilities) and provides all the basic information about human rights and discrimination.

- Access Forward: aims to better incorporate accessibility practices into departments and units' regular business process. The regulation has been made accessible through Moodle, courtesy of Access Forward and Curriculum Services Canada who developed the tool.
- Accessible Instruction for Educators: Every educator who communicates and interacts with persons with disabilities on behalf of Queen's must receive training on accessible instruction.

Employment Group: In 2012, Emergency Response Plans have been individualized which allow employees to request emergency response plan. The Equity Office is currently working on the remaining employment requirement pertaining to:

- Accommodation of persons with disabilities in the recruitment, assessment and selection process
- Provision of accessible formats and communications supports for employment
- Documented individual accommodation plans
- Return to work process for employees who have absent from work due to disability
- Performance management processes in respect of employees with disabilities
- Career development and advancement of employees with disabilities
- *Redeployment* of employees with disabilities

Information and Communications Group:

- General Accessibility Statement: Queen's is obligated to notify the public about the availability of accessible formats and communication supports.
- Accessibility Scan & Gap Analysis Report: outlines the existing Queen's environment and external initiatives that could help meet future demands, and identifies service strengths and gaps. In addition, the document provides recommendations for addressing these gaps.
- Accessibility Hub Proposal: develops an Accessibility Hub Proposal which aims to create a consistent online community that will allow Queen's staff, students, faculty, and visitors with and without disabilities to be informed of how they can provide support and feedback concerning accessibility. Employment resources for persons with disabilities will also be consolidated into the Hub.
- Accessible Websites: Identified that all content posted after January 1, 2012 will need to be fully accessible by 2021. ITS purchased one-year subscription to Siteimprove and managed a project to gauge AODA web compliance readiness.

4. The Steve Cutway Accessibility Award

This honour recognizes students, staff and faculty who demonstrate innovation, enthusiasm and compassion in creating learning and work environments that allow the full participation of persons with disabilities. The Equity Office continues to coordinate the nominating group as well as the ceremony.

5. Consultation Strategy

Queen's strives to improve its ability to consult, engage, listen, and reframe accessibility issues so that the results of our work better meet the expectations and needs of persons with disabilities. In liaison with Marketing & Communication and other relevant bodies on campus, a Consultation Strategy has been developed and implemented with the aim to:

Reflect the university's commitment to improving the way information is shared internally and externally so that our efforts are always conducive to creating and sustaining a learning and working environment that offers the widest range of opportunities for success for every student, staff and faculty member.

6. Diversity to Inclusion Certificate Program

The *From Diversity to Inclusion in the Workplace* Certificate Program is a series of courses that seeks to engage Queen's staff and faculty in conversations, discovery and learning about diversity and equity and to provide resources, knowledge, and tools required to make Queen's an inclusive campus. It is designed to offer participants a foundational examination of the many differences that exist in our community so that they may gain a greater understanding of how we can work together to build a stronger and more equitable community on campus. Participants will gain valuable knowledge and skills to work and lead in an inclusive work environment. The program includes modules specific to accessibility and accommodation.

The Certificate Program is jointly sponsored by Queen's Human Resources, the Queen's Human Rights Office and the Queen's Equity Office. The Certificate Program is open to Queen's employees interested in advancing their knowledge and skills in inclusive practices in the workplace. More information regarding the Certificate Program can be found on the equity office website at www.queensu.ca/equity.

Looking to the Future

The Martin Prosperity Institute released in 2010 a publication called *Releasing Constraints: Projecting the Economic Impacts of Increased Accessibility in Ontario*. This document predicts that persons with disabilities are a growing segment of the Canadian population, due mostly to the aging population. It also highlights the advantages of including persons with disabilities in the workplace.

The authors of the report state that “the number of persons with disabilities is large and growing”. It uses data from Statistics Canada’s Participation and Activity Limitation Surveys (PALS) of 2001 and 2006 to show that in Canada, persons with disabilities represented 12% of Canadians in 2001 and 13.7% in 2006. In Ontario, they represented 14% in 2001 and 15% in 2006. According to the Canadian Disability Survey 2012 the percentage of persons with disabilities has increased in Canada to 14.0%

In the workforce, persons with disabilities have a much lower participation rate than persons without disabilities (54% vs 80% respectively in 2006) and earn an increasingly lower average employment income. The authors submit that increasing workforce participation will benefit not only persons with disabilities but also the employers who employ them.

The Martin Prosperity Institute states that “the benefits of a diversity of perspectives in organizations and their leadership” both have shown that “for communities, social systems, teams or organizations, diversity leads to better decisions, more effective problem solving, greater creativity and innovations, better prediction, and in the long term, resilience to external challenges, less brittle social systems and thereby increased viability”. Furthermore, persons with disabilities have a richer diversity of perspectives than persons without disabilities. Having more persons with disabilities fully participate in the workplace (in decision-making, problem solving and planning) increase what the authors call “the diversity quotient”.

The most important argument put forward by the Martin Prosperity Institute is that only full participation of persons with disabilities in the workplace will lead to the “diversity advantage”. Token representation (hiring one or two persons with a disability) or arbitrary representation (hiring persons with disabilities according to their disability type) will not work to the advantage of the workplace. Only the removal of barriers, allowing the full participation of all persons with disabilities, will suffice:

“The full benefit of these diverse perspectives is only realized when barriers to participation due to disabilities are removed and PWD can individually participate in a level playing field and the rich wealth of insights, knowledge, values and perspectives can be contributed equally.”

The Maytree report, also cited in *Releasing Constraints: Projecting the Economic Impacts of Increased Accessibility in Ontario*, contends that this diversity quotient extends to leadership in the five following ways:

- improved financial and organizational performance
- Increased capacity to link with new global and domestic markets
- Expanded access to global and domestic talent pools
- Enhanced innovation and creativity; and
- Strengthened social cohesion and social capital

This is why the AODA is such a valuable tool for Ontario in general and Queen's in particular.

Conclusion

The FCP requires the University to demonstrate that reasonable efforts are in place to improve the representation of federally designated groups. In addition the AODA requires very specific actions to meet the compliance with its regulations. The Equity Office, in collaboration with the CEE, will continue to:

- Monitor gaps in representation for persons with disabilities.
- Undertake the initiatives outlined in the Queen's employment equity plan and continue to develop the new Employment Equity Strategic Framework.
- Monitor the AODA plan which sets out initiatives that will improve opportunities for persons with disabilities and support their involvement in the identification, removal, and prevention of barriers to full participation in all aspects of work, study and services.
- Work under the approved University Comprehensive Strategic Framework for Accessibility. The five working groups (Built Environment, Customer Service, Education Training and Awareness, Employment, Information and Communications) have conducted many policy reviews and hosted various meetings, workshops, and information sessions throughout 2013. These activities have engaged University members in actively discussing how they can approach to accessibility issues found in work and learning environment at Queen's. It is anticipated that this work will continue.
- Implement a consultation strategy to provide continuous support to persons with disabilities at Queen's.
- Develop appropriate training programs including the Diversity to Inclusion Certificate program.

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