



Ms. G. Moore, Secretary of the Senate
University Secretariat
Room 153, Richardson Hall
Queen's University

RE: Response of the Senate Educational Equity Committee to the Human Rights Office Report 2006-09

January 6, 2011

Dear Ms. G. Moore:

On behalf of the Senate Educational Equity Committee (SEEC), I am pleased to provide the response to the referral by the Senate regarding the Human Rights Office Report 2006-2009.

At the October, November and December 2010 SEEC meetings, the Committee members discussed the current report of the Human Rights Office (HRO) and also were given a copy of the previous HRO report. Please find the Committee's recommendations below:

1. **The Multi-faith Calendar:** The Committee feels it is necessary for a three-year commitment from the Office of the Provost and VP (Academic) regarding the purchase of the BC Multifaith Calendar. The BC Multifaith Calendar is a comprehensive and authoritative resource representing a diversity of faith traditions in Canada. It is regarded very highly by the Office of the Chaplain at Queen's. Through the Chaplain and the Human Rights Office, Queen's has relied on the extensive information contained in this Calendar for many years in its efforts to foster inclusivity and to meet legal obligations to accommodate faith requirements. Having an online version of the calendar available to members of the Queen's community this past year has made it possible for all supervisors and administrators – rather than just staff in specialized offices such as Human Rights and the Chaplain's Office - to access the information they need to make appropriate decisions about activities and scheduling.
2. **Location of the HRO:** It is a concern of the Committee that no action has been taken to ensure that the clients in need of the services offered by Queen's through the HRO are able to access these services in a welcoming location that ensures respect for dignity and a full understanding of the confidential nature of the issues the clients bring. The location of the Human Rights Office in a series of offices aligned in a hallway that leads from Mackintosh-Corry to Dunning Hall is highly problematic for the client-oriented work of the HRO. A confidential service is a basic requirement for encouraging individuals with human rights issues to seek assistance. We would strongly recommend a more appropriate location for this service. The lack of a private waiting space, as well as discreet offices for the advisors, compromises both the ability and willingness

of community members to access this resource. In addition, the Office is accessible only with difficulty for persons with mobility disabilities and with no access to accessible washrooms for these individuals. These persistent issues may be sending a message to the university community different than the institution's stated commitment to equity, diversity, and human rights

3. **Reporting relationship:** The Senate initially approved a structure for the HRO in 1992 that ensured independence for the Office based on the 1991 report of the Principal's Advisory Committee on Race Relations. In 2005, the HRO reporting relationship was changed such that it now reports directly to the VP responsible for Human Resources. As the statistics have demonstrated, the staff and faculty were not as comfortable using the services of the HRO; feedback from staff and faculty indicated a discomfort with the location and a lack of confidence with respect to the independence of the Office as a result of the change in reporting structure.

The Committee recommends that the above noted concerns be addressed and would like to call attention to the response of the SEEC to the Senate on May 21st, 2008 (http://www.queensu.ca/secretariat/senate/May21_08/SEECHRO.pdf). Many of the above noted items are mentioned in this response to the Senate as well.

If you have any questions or concerns, you can reach me by email at notash@me.queensu.ca or by phone at extension 36778.

Sincerely,



L. Notash, Ph.D., P.Eng.
Chair, Senate Educational Equity Committee

- I. Bujara, Human Rights Office
- D. Dávila Aquije, Social Issues Commissioner, AMS
- N. Deshpande, School of Rehabilitation Therapy
- A. Foo, NCIC Clinical Trials Group
- A. Girgrah, Office of the Associate Vice-Principal and Dean of Student Affairs
- A. Grondin, SGPS Representative
- C. Hoessler, Faculty of Education
- A. Husain, Office of the Provost and Vice-Principal (Academic)
- C. Morrison, Faculty of Education
- L. Notash, Mechanical and Materials Engineering (Chair)
- C. Pilgrim, Faculty of Law
- M. Singh, Physics
- M. Zulkernine, School of Computing & Electrical and Computer Engineering

- J. Christie (Secretary)

From: senate@queensu.ca [mailto:senate@queensu.ca]
Sent: Friday, May 28, 2010 12:08 PM
To: ah28@queensu.ca
Cc: jjc@queensu.ca
Subject: SEEC Referral: Human Rights and Equity Annual Report

Dear Adnan,

The attached report, memo and appendices (Human Rights statistics) is referred to the Senate Committee on Educational Equity (SEEC) for review.

This item appeared as a Matter Referred to Standing Committees on the May 26, 2010 Senate Agenda. Senators received a copy of the report without the appendices in their agenda package.

Thank you for your attention to this matter.

Sincerely,

Georgina

Georgina Moore
Secretary of the Senate

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EQUITY OFFICE

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Memo

To: Senate

From: Irène Bujara, Director Human Rights and Equity Offices

Date: Tuesday, 18 May 2010

Re: Human Rights and Equity Offices Year in Review

Please accept the latest reports of the Human Rights and Equity Services.

It has always been a challenge for the Human Rights/Equity Offices to report annually to the Senate due to the lack of electronic case management systems. Some years ago, the Human Rights Office was given leave to report bi-annually, yet even this has become challenging when additional unexpected responsibilities arise. We feel strongly that reporting less than bi-annually is not acceptable in a University community. Staff members of the Human Rights Office have worked hard to bring external funding to the Office, which has allowed us to develop an electronic case management tool. This will in turn allow us to report statistics at any time, thus making our responsibilities to deliver a bi-annual report on our activities possible.

The current report consists of the latest year in review document for the two Offices, which gives updates to our activities. (Relevant statistics will be appended as soon as possible.) Please note that updates to the recommendations that were made in the previous report for 2004 – 2006 are attached to this memorandum. Although less than half of the recommendations have been addressed comprehensively, several of the initiatives undertaken in the past three years have led to an approach that is more comprehensive than in the past. The development of the Human Rights Legislation Group and the acquisition of the on-line Multifaith calendar are illustrative of this. In relation to the previous recommendations, we would emphasize the need to continue attempts at finding a suitable location for the Human Rights Advisory Services, and to review the suitability of the current reporting relationship.

The two major recommendations that result from the current analysis of the activities of the Human Rights and Equity Offices are as follows:

1. Human Rights Office: A comprehensive training program needs to be developed for all constituents of the University; the training that senior administrators receive needs to have a connection with the training delivered to managers and all employee groups, including faculty members as well as to that offered to student groups. The Human Rights Office does not currently have the resources to develop and deliver such a program.
2. Equity Office: The Office has developed excellent tools to collect data. However, most of the results of this data collection are delivered in a piecemeal fashion as they become available. This does not allow the data to be used in a manner that favours effective goal setting by faculties, a requirement of the Federal Contractors Program. We would recommend the

University pilot a program that would allow for a researcher to put together all of the data relating to specific faculties along an analysis of the relationship of that data to the challenges faced by equity-seeking groups within the disciplines. This would give faculties the information necessary to conduct meaningful self-studies and set the (FCP) required goals and timetables. The Equity Office does not have the resources currently to pilot such a project.

We would recommend allotting sufficient resources to allow the Human Rights and Equity Offices to develop and pilot such programs for one year. Once the development stage is completed and the programs piloted, the Offices would then be in a position to determine how and whether to reallocate existing resources to continue these should they prove effective in addressing the gaps that currently exist at the operational level.

We strongly favour the development of comprehensive approaches to human rights and equity and believe that this is the next step that can move Queen's from a position where statements are made to one where action can be taken.

Note: Update to Recommendations 2004 – 2006

The original recommendation appear below each title and the updates appear bulleted and in italics immediately following the recommendation.

The Human Rights Advisory Services

An appropriate location for the advisors should be made available to enhance access to the Advisory services.

- *The inappropriate location of the Human Rights Advisors continues to be an issue.*

Information with respect to accommodation for faith requirements and disabilities should be more widely disseminated.

- ✓ *The initiation of the Human Rights Legislative Group may assist with this: a representative of units across the institution meet regularly to receive information on developments of human rights related legislated requirements, with the goal of ensuring that this is disseminated to others in the departments who need to know; this is in development and currently includes a web-site for those who attend and is to include a fact sheet for each meeting.*

Consideration should be given to an appropriate reporting structure or to changing the Office's mandate entirely; for example it could become a student service where the mandate and reporting relationships can be clear and effective.

- *There has been no change in mandate. Although the structure of the Human Rights and Equity Offices have been changed to mitigate the conflict of interest that having a director responsible for each of the two Offices, this does not resolve the conflict represented by the reporting relationship to the Vice Principal Human Resources though its mandate rests with the Senate Harassment/Discrimination Policy which applies to staff, student and faculty members of the community; this means that staff members of the community who wish to bring concerns of harassment or discrimination in the workplace do so with the knowledge that our direct report is the V.P. of Human Resources; in addition student members of the community may not understand that the Human Rights Advisor Service is not limited to work with employees.*

A review of the Procedure's formal mechanism should be undertaken to ensure it does not present a barrier to effective internal resolution.

- ✓ *The Procedure has been reviewed by a working group, who has undertaken a community consultation before submitting it to the Senate for approval.*

Human Rights Educational Resources

Student groups tend to request more sessions on a greater diversity of human rights and equity related topics; yet it is important that knowledge of human rights/equity issues exists through all

constituencies and at all levels of the institution. This creates more consistency and allows for more effective leadership on human rights issues. Given that one of the most often cited example of positive experiences in colleges and universities (Educational Policy Institute March 2006 Student Success) that led to success for students is positive interaction and connectedness with peers, staff and faculty, serious consideration should be given to increasing the skills of all service providers and managers/administrators (including senior administrators) to serve a diverse population. The new standards connected to the Accessibility for Ontarians with Disabilities Act in fact requires training for all service providers in the area of disability. This is illustrative of the tendency of policy makers to specifically mandate what was once explicit in institutional policies, including education and training.

- *There has been some increase in the request for training sessions for non-student groups. In addition to those offered regularly in the past, sessions have been offered in the context of the Foundational Leadership Program held by the Department of Human Resources, and several specific units have requested training for their managers. Training has been delivered to all senior administrators in person and to all other staff members on line. Nevertheless, resources need to be dedicated to developing additional ways to deliver training for senior administrators regularly.*

The University would also benefit from the development of an appropriate Queen's specific multi-faith approach at the senior administrative level. Initial steps have been taken by the V.P Academic to address this in a manner that complements existing resources such as those of the Chaplain's Office.

- ✓ *With the acquisition of an online Multifaith Calendar, and its presentation to the Human Rights Legislative group by a multifaith panel, important steps have been taken in this direction.*

The Human Rights Bulletin

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

- ✓ *The Human Rights Office has partnered with Diane Kelly of the Office of the V.P. Finance and Administration to develop a program for representative of units across the University. The Human Rights Legislative Group meets a minimum of three times per year to discuss legal developments in human rights in order to better inform and assist all units in meeting their legal responsibilities with respect to Human Rights. This program includes the development of a*

website accessible to members of the Group. In the future, we hope to be able to offer more comprehensive information through several media.

The Human Rights Initiatives Award

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

- *This has not been possible given the cuts that the Human Rights and Equity Office have had to make, as have all other units of the University.*

STOPIT!

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

- ✓ *The Computer Code of Ethics was reviewed and guidelines drafted. Although the University cannot take on responsibility for social networking tools, efforts have been made to educate the community. Plans are in development to present this issue to the Human Rights Legislative Group.*

WWW.THEENDTOHATEPROJECT.ORG

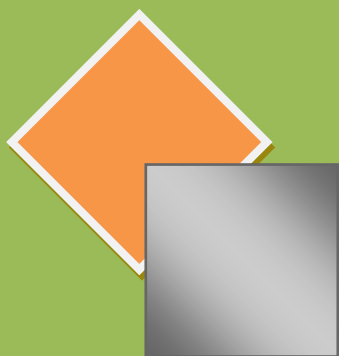
The Human Rights Office believes that this project needs to be reexamined and updated to take into account recent world events that may influence current needs. The project also needs to be promoted more fully through special events and other media. We are examining ways of working with other groups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

- *Steps have been taken to allow the Human Rights Office to access the domain name so that we can assure regular maintenance of the website. Proactive work and an ability to respond quickly is imperative in this area, therefore, the Office is also working with a broad "climate" group to allow for better monitoring of the issues of racism on campus such that we can assist in addressing these when they arise. This is a first step as much more needs to be done to equip individuals to respond appropriately.*

Healthy Relationship Programs

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

- *Some work has been done to address the issues of sexual violence, however, a more comprehensive approach has not yet been developed to deliver information broadly, in particular to first year students.*



Human Rights Office

2006-2009

2006-2009

"...Unless these rights have meaning [here], they have little meaning anywhere." Eleanor Roosevelt address to the UN.

Welcome

Welcome to the inaugural issue of the Human Rights Office (HRO) "Year in Review". It is my pleasure to report on the activities of the HRO and to highlight some of the work we have been involved with since 2006.

I encourage you to read this report and to contact the HRO if you have any questions about the information enclosed. The HRO website is at www.queensu.ca/humanrights and you may also contact us by email at hrights@queensu.ca.



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Human Rights Office Staff

Education and Training

A significant part of the HRO's mandate involves providing education and training on human rights related issues for members of the Queen's community. Our sessions are tailored to ensure that faculty, staff and students in their various capacities (faculty, managers/supervisors, frontline service providers, student government administrators, teaching assistants, etc.) understand their fundamental human rights obligations. HRO staff also deliver sessions on broader human rights topics including anti-oppression skills and working in partnership with equity-seeking groups ("ally work"). Between 2004 and 2009, the HRO delivered an average of 57 sessions per year. Demand for our expertise on human rights, equity and diversity issues, within Queen's and in the broader Kingston community continues to grow.

Internal Training – Highlights

In 2006, the HRO partnered with Human Resources to deliver training on Rights and Inclusion in the Workplace to all members of CUPE Local 229 and their management teams. HRO facilitators introduced more than 200 staff to various legislation affecting the workplace, and scenarios which illustrated the applicability of human rights to everyday situations. This successful pilot module is now being offered to other employee groups, beginning with those groups whose anti-harassment/discrimination obligations are defined within a collective agreement. The HRO began working with Human Resources and Queen's Libraries administration in 2009 to deliver similar modules to all library staff.

External Training – Highlights

From September 2008 to May 2009, the HRO was pleased to contract with Kingston Community Health Centres (KCHC) to offer a training series entitled "Working in Community with Newcomers to Canada". Approximately 100 staff from KCHC's satellite agencies (Better Beginnings for Kingston Children, North Kingston Community Health Centre and Streethealth) participated in various sessions including "Anti-Racism and Human Rights" and "Multicultural Competency on the Frontlines".

(Continued on Page 3)

External Training – Highlights (Continued)

The HRO partnered with Dr. Arunima Khanna from Health Counselling and Disability Services (HCDS) and Susan Anderson from Queen's University International Centre (QUIC) to develop and deliver the sessions to the KCHC staff.

The HRO continued to strengthen relationships with the Human Resources staff of Kingston General Hospital by offering training to the hospital's volunteer Harassment Advisors in April 2009. As in previous years, the HRO introduced the Harassment Advisors to the human rights legislative framework and coached them on best practices for resolving human rights-based complaints within the organization.

In May 2009, the HRO was also pleased to contract with Vegetables Unplugged (VU), the local community shares agriculture business, to design and deliver their staff anti-oppression and human rights training. Using a combination of small group exercises, scenarios and role plays, facilitators worked with staff on situating human rights within the VU mission and developing "active witnessing" skills.

Using a combination of small group exercises, scenarios and role plays, facilitators worked with staff on situating human rights within the VU mission and developing "active witnessing" skills.

Recent changes to human rights related legislation include:

- A new human rights process that allows allegations of human rights violations to go directly to the Ontario Human Rights Tribunal
- A clause in the new Ontario Human Rights Code that allows civil court to consider allegations of human rights violations within a wrongful dismissal lawsuit
- New customer service regulations under the Accessibility for Ontarians with Disabilities Act
- Impending changes to Ontario's Occupational Health and Safety Act regarding workplace harassment and violence

Special Projects

Human Rights Legislation Group

In 2008, the HRO launched the *Human Rights Legislation Group* composed of unit heads or their designates, from all academic and non-academic groups on campus.

Co-chaired by Irène Bujara, the Human Rights Director and Diane Kelly, Queen's Legal Counsel and Access and Privacy Co-ordinator, the Group provides units with the information they need to understand recent changes in human rights-related legislation, amendments that give employers and service providers additional responsibilities to prevent breaches of human rights.

There were three well-attended and successful meetings of the Human Rights Legislation Group in 2008/2009, addressing issues of workplace harassment, the employer's duty to stop harassment, and accommodation in the workplace. Themes to be addressed in 2010 will include faith-based accommodations and "non-code harassment".

Queen's Inclusive Climate Working Group

Among the challenges facing many Canadian institutions today are those of addressing systemic inequities and creating services/environments in which people feel welcome and valued. Following several reports which referenced a persistent climate of exclusion at Queen's and in the Kingston community, the HRO invited various Queen's community stakeholders to form the *Queen's Inclusive Climate Working Group* in 2009. Comprised of staff, students and faculty, the group aims to meet at least once a term for the purpose of sharing information, fostering collaboration, and coordinating efforts among groups working for change.

Engaging Africa

Since 2007, the Human Rights Office has supported efforts to diversify curricular and co-curricular opportunities at Queen's through the creation of an *Engaging Africa ad hoc Steering Committee*. The Committee has reviewed the potential of raising the profile of African studies and related events on campus by considering current levels of engagement with Africa at Queen's and in Kingston and providing the administration with suggestions for increasing/strengthening opportunity for intellectual and cultural exchange.

In 2008, a successful application to the Principal's Fund for Conferences and International Engagement allowed the Committee to bring two prominent African scholars to campus, Dr. Paul Zeleza and Unomah Azuah. A strong recommendation to come out of these engagements was that Queen's combine its current African and African Diaspora offerings under the rubric of "Africana Studies." The Committee proposes to continue exploring the viability of Africana Studies and opportunities for collaboration at a University-wide research conference in 2009.

Online Sexual Harassment Module

Sexual harassment is a complex and emotionally charged issue. The HRO's *Online Training: Sexual Harassment* was designed to provide members of the community with the basic knowledge and skills required to prevent and respond to incidents of sexual harassment that occur within academic environments.

The Online Training program has been hugely successful. Since its launch in 2007, the HRO has received many requests from individuals, both internal and external to Queen's, wishing to participate and receive a completion certificate. Most recently the Office has been contacted by representatives of the Sierra Club, two U.S. Equal Employment Opportunities Commissions (EEOC) and the University of Texas wishing to purchase copies of the module for use within their institutions. The Office is currently working with Queen's Marketing and Communications and IT Services on professionally packaging the module for sale to the public. The HRO is also exploring the feasibility of creating additional modules which address other human rights topics including racism and heterosexism/ homophobia.

"A strong recommendation to come out of these engagements was that Queen's combine its current African and African Diaspora offerings under the rubric of "Africana Studies."

Community Collaboration

McGill

The Director of the Human Rights Office was pleased to participate in the bi-annual conference of the Professional Association of Québec University Disability Service Providers (AQICEBS). Irène took part in a panel of experts in Human Rights to discuss legal issues related to post secondary students with disabilities. More specifically, Québec universities are interested in how the AODA is playing out in Ontario universities. We are pleased to have forged solid links with our francophone counterparts in both the Québec Human Rights Commission and Québec universities to exchange ideas and resources.

Concordia

The Human Rights Office also lent its expertise to Concordia University for a review of its Human Rights services as it seeks to enhance its capacity to respond to the full range of evolving human rights issues faced by Québec Universities.

KFACC

The Human Rights Office is honoured to be a member of the *Kingston Frontenac Anti-Violence Coordinating Committee* (KFACC).

KFACC is a broad-based local committee of agencies which provide services for victims of partner abuse and/or sexual violence, their children, their family members, as well as agencies that work with perpetrators. After many years of hard work, the Committee released its 2008 Partner Abuse Protocol for the City of Kingston and Frontenac County which outlines best practices for collaborative responses to domestic violence.

The Committee continues to offer educational resources to the community. In 2009 it launched the *Direct This* Video Contest, an invitation to local high school students to develop short films on the theme of ending violence against women. The HRO staff members have been active participants in the development of this initiative.

Queen's Positive Space Program

Supported by the AMS Education on Queer Issues Project (EQUIP), the Ontario Public Interest Research Group (OPIRG), the HRO and a voluntary undergraduate student fee, the Positive Space Program continues its invaluable mission to offer support and resources regarding Lesbian, Gay, Bi-Sexual, Trans and Queer (LGBTQ) issues, and to strengthen local LGBTQ and ally communities. The Program, which has been both hugely successful and inspirational for many community members, currently boasts a strong membership of staff, faculty and students and there is a steady demand for Positive Space information sessions.

In 2009, the Queen's Positive Space Program celebrated its 10th Anniversary with a new initiative, the launch of the OPIRG Positive Space Award. The Award recognizes a full-time Queens University undergraduate or graduate student who has demonstrated leadership in the Queen's and/or Kingston community in promoting the recognition and celebration of sexual and gender diversity.

Transgender/Transsexual Policy Group

In Canada, the rights of trans people are protected by human rights legislation. The Harassment/Discrimination Policy of Queen's University lists gender identification as a ground of prohibited discrimination.

The *Transgender/Transsexual Policy Group* is made up of students, academic and general staff interested in the issues faced by trans people at Queen's. This Group has been working to increase trans accessibility in residences, employment and campus services by removing barriers from policies and practices.

In 2009, the Policy Group teamed up with members of the Queen's Accessibility Committee to advise the University on how best to ensure that facilities such as washrooms and change rooms are designed with the needs of various groups (e.g. people with disabilities, people transitioning, young families, etc.) in mind. The two committees are providing the University with valuable insight into how to broaden the accessibility features of the new Queen's Centre.

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Public Programming

Colour of Poverty

In January 2008, The HRO, in cooperation with the Department of Geography and organizer/Ph.D. candidate Cheryl Sutherland, was pleased to welcome representatives of Toronto's Colour of Poverty Campaign to campus to speak on the issue of the racialization of poverty in Ontario. The workshop, facilitated by campaign organizer Michael Kerr, invited participants to view the film, *The Colour of Poverty* and discuss key issues/strategies that need to be pursued to best address the growing economic and social oppression affecting racialized groups in our communities.

Race is a Four Letter Word

The Human Rights Office, with the Kingston Race Relations Association, marked International Human Rights Day on December 10, 2009 by screening the Canadian documentary, *Race is a Four Letter Word*. The film, directed by Sobaz Benjamin, exposes Canadian contradictions and conflicts around notions of "race". We gratefully acknowledge the participation of Dr. Arumima Khanna of HCDS who facilitated a very engaging discussion on race and identity following the film.

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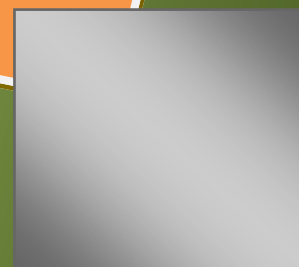
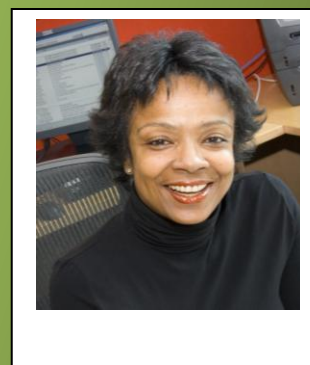
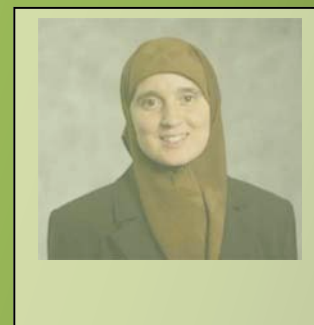
Monia Mazigh

On March 24, 2009 the HRO, with the Queen's Muslim Students Association, the Office of the Associate VP and Dean of Student Affairs, and other partners, was honoured to welcome Dr. Monia Mazigh to Queen's to speak about her recent book, *Hope and Despair: My Struggle to Free My Husband Maher Arar*.

In addition to her formal talk, Dr. Mazigh made herself available earlier in the day to meet with students to discuss *Spirit, Space and Survival: Experiences of Muslims on Canadian University Campuses*. The events received extensive media coverage and were well-attended by members of both the Queen's and Kingston communities.

Noëlle Richardson

In November 2008, the HRO, the Equity Office, and the School of Policy Studies were pleased to welcome the Ontario Public Service's (OPS) new Chief Diversity Officer, Ms. Noëlle Richardson to campus to discuss *Innovation, Leadership and Diversity: New Visions for Equity in the Ontario Public Service*. In one of her first public addresses in her new portfolio, Ms. Richardson addressed the recent creation of the OPS Diversity Office, as well as evolving strategies for achieving equity in the public service. Members of the OPS Diversity Office have expressed an interest in further collaboration with members of the University community (including representatives from Career Services, the Equity Office, the HRO and the Office of the VP Academic) regarding evaluation tools for institutional systemic change.



Human Rights Initiative Award

Queen's is indebted to many people who have over the years contributed to making the university a more equitable and welcoming place. The Queen's University Human Rights Initiative Award is given annually in recognition of initiatives that have made an outstanding contribution to the advancement of human rights at Queen's University. The Selection Committee responsible for choosing recipients consists of members of the HRO Advisory Council. The Award, presented by the Principal, is normally granted on December 10, the Anniversary of the United Nations Declaration of Human Rights.

Nominations for the Queen's Human Rights Initiative Award are considered on the basis of the originality of initiatives, their positive impact on the University community, their sustainability and how they have encouraged partnership/cooperation among Queen's constituents.

In 2008, the recipients of the Human Rights Initiative Award were members of the Queen's Muslim Students Association for their work on a *Campaign for a Hate-Free Campus*, including a website and an Islamophobia reporting mechanism for students. The 2009 recipient was the Queen's University International Centre's *English Conversation Group* for its years of providing a welcoming venue for cross-cultural dialogue and friendship.

Past recipients of the Award include the Residence Life *Peer Education Program on Intimacy and Dating*, the HIV AIDS Regional Services *Education Program*, the AMS's *Accessibility Queen's*, and the Four Directions Aboriginal Student Centre's Annual *Aboriginal Symposium*.

The Human Rights Initiative Award was designed by Governor-General Award winning artist and author, Leo Yerxa (*Last Leaf, First Snowflake; Ancient Thunder*)

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Complaints and Consultations

Executive Summary Findings:

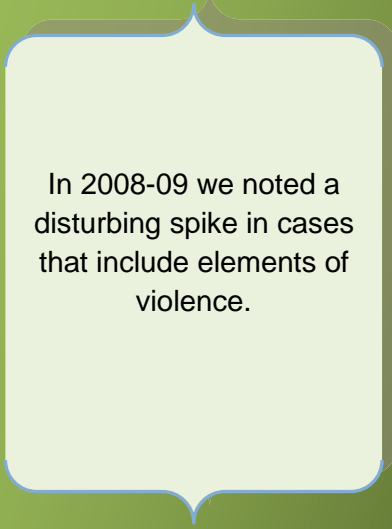
As in previous years, the majority of cases constitute breaches of human rights on the grounds of sex (most are sexual harassment), and race-related grounds; disability is the next most frequently cited ground; this follows the trend noted by the Ontario Human Rights Commission. *Recommendation: added attention to innovative programs in those areas.*

Most faith-based accommodations requested relate to Christian, Muslim and Jewish faiths in equal proportions. *Recommendation: making best use of the multifaith online calendar by making it part of a more comprehensive initiative.*

In most years we note that cases involving violence make up slightly over 10% of cases; however, in 2008-09 we noted a disturbing spike in cases with elements of violence; the majority involved cases of sexual harassment, but cases based on race-related grounds also contributed to this. *Recommendation: continued emphasis on the intersection of violence and human rights.*

In over 60% of the cases, the complainants are women and come from the undergraduate and graduate student groups; The majority of respondents (40 – 45%) are men, although units must respond to complaints in a substantial number of the cases (20 – 30%); units and undergraduate students make up the majority of respondents, with academic and non-academic staff making up the next largest group. *Recommendation: additional attention to systemic approaches.*

Respondent advisors were used infrequently, but formed an integral part of the informal resolution team in all cases. *Recommendation: attention to Keith Norton's recommendation to modify this part of the process.*



In 2008-09 we noted a disturbing spike in cases that include elements of violence.



Coming in 2010

Multicultural Calendar

Each year, the HRO and the Chaplain's Office work together with local faith group representatives to provide the University community with the most up-to-date information about faith observances. In addition to promoting interfaith and intercultural dialogue, this program allows University service providers to ensure that they meet their legal obligations to accommodate faith needs and make living, working and study environments accessible for persons of various faiths.

In cooperation with the Multifaith Action Society of British Columbia (MASBC), the HRO has ensured that accurate information about faith dates and accommodation needs appears in the University's events calendar. The Office has also reached an agreement with the Society that has allowed Queen's to be among the first institutions in Canada to pilot the Society's online calendar in 2010.

Investigations Module

With the institution of Ontario's direct-to-tribunal human rights process and the now limited function of the Ontario Human Rights Commission comes increased pressure on managers/supervisors to ensure they appropriately investigate claims of human rights violations within their jurisdiction. In order to better assist Queen's administrators to fulfill their obligations, the HRO is in the process of developing an electronic Investigations Module. When completed, this educational guide will walk managers and supervisors through the various issues they must consider when human rights issues arise within their areas of responsibility. Topics include how to recognize a "human rights issue", assessing whether an investigation is needed, determining who should investigate and what questions to ask. The Module will be a companion to many of the issues discussed in the new Human Rights Legislation Group (see Special Projects: HR Legislation Group above.)

The HRO has also reached an agreement with the Multifaith Action Society of British Columbia that will allow Queen's to be among the first institutions in Canada to pilot the MASBC's online calendar in 2010.

Human Rights Office Staff

Irène Bujara – Director

bujarai@queensu.ca ; ext. 75166

The Queen's HRO was established in 1992 under Irène's direction. In her dual role as the Director of the Human Rights Office and the University Advisor on Equity, Irène advises the University on its obligations under the Human Rights Code as well as other related legislation such as the Employment Equity Act. Irène holds a law degree from the University of Ottawa.

Stephanie Simpson – Associate Director, Advisor (Anti-Racism and Education)

Stephanie.simpson@queensu.ca ; ext. 75194

Stephanie has worked with the Human Rights Office in the portfolio of anti-racism advisor since 1996. She is currently completing her master's of education with a focus on how racism and processes of racialization affect youth in smaller urban centres.

Margot Coulter – Advisor (Sexual Harassment)

coulterm@queensu.ca ; ext. 36629

Margot has been at the HRO since September 1992 in the capacity of Sexual Harassment Prevention Coordinator. She is also involved in the Greater Kingston Community as a member of the steering committee of Kingston Frontenac Anti-Violence Coordinating Community (KFACC) and as the Chair of the Board of Kingston Internal House, a shelter for abused women and children who are leaving abusive relationships.

Jean Pfleiderer – Advisor (Gender and Sexual Orientation)

pfleider@queensu.ca ; ext. 75847

Jean has worked with the HRO in the capacity of Gender and Sexual Orientation Advisor since 2009.



Ruth Santamaria – Administrative Assistant

rls3@queensu.ca ; ext. 75139

Ruth has been with the HRO since 1998. Ruth has a Diploma in Legal Office Administration from St. Lawrence College as well as a Diploma as Executive Secretary from the Andes Academy of Commerce of Venezuela.

Catherine Wells – Special Projects Officer

cew@queensu.ca ; ext. 75260

Catherine is the Special Projects Officer for both the HRO and the Equity Office, as well as a faculty member in the Department of French Studies. In addition to her Equity projects, Catherine researches the latest developments in human rights, organizes the University's Human Rights Legislation Group and develops electronic learning tools including human rights e-bulletins and online modules.

Momoko Takanobu

Momoko completed a practicum in the Human Rights Office while studying at Queen's School of English in the Professional Program. Momoko has a law degree from Japan. One of her major project was the development and delivery of a training session on the intersection of Human Rights and Privacy legislation.

Ayan Ga'Al -- Student Volunteer

Ayan is currently completing her Bachelor of Arts degree in Political Studies and Philosophy. She has had a longstanding interest in human rights and has contributed to numerous initiatives aimed at raising awareness of tenant rights and police-community relations. At the Human Rights Office, Ayan has researched various subjects including transit discrimination, resources for immigrant women experiencing domestic violence, and policies on gender-inclusive facilities.

1 Educational Equity

June 2009



2 Employment Equity

3 Accessibility

Year in Review 2008

Equity Office

CREATING AN INCLUSIVE COMMUNITY

From the University Advisor on Equity

Welcome to the inaugural issue of the Equity Office Year in Review. It is my pleasure to report on the activities of the Equity Office and to highlight some of the work conducted in 2008. While many of you are familiar with the Equity Office Faculty Hiring and Training Programs, the Equity Office has a much broader mandate.

The Equity Office is responsible for facilitating the overall Employment Equity program at Queen's University. This program is designed to identify and eliminate barriers in the organization's employment procedures and policies, put into place positive policies and practices to ensure the effects of systemic barriers are eliminated, and ensure appropriate representation of "designated group" members in the workforce.

As you will see in the pages ahead, equity reaches into many areas of our

university community. For example, in 2008, equity enhancements were made to the Internal Academic Review (IAR) process. The Equity Office is also responsible for the collection of the Student Applicant Equity Census data, and for assisting with the Faculty Student Mentorship Program (FSMP), a program designed to support self-identified racialized students through their university experiences by matching them with faculty mentors.

There is much more happening in the Equity Office and I encourage you to read about the 2008 initiatives and to contact the Equity Office if you have any questions about the information enclosed. The Equity Office website is at www.queensu.ca/equity and you may also contact us by email at: equity@queensu.ca.

Irène Bujara



IAR—Equity Enhancements

In 2008, a number of enhancements were made to the Internal Academic Review Process to facilitate the integration of equity data into the review. The changes to the Internal Academic Review policy became effective May 21, 2008. In order to assist departments in the preparation of the Review, the Equity Office has provided guidelines explaining expectations. Equity guidelines will be incorporated and highlighted in the self study table and sent to all departments/units undergoing the IAR process in 2009/2010.

IN THIS ISSUE:

1. Educational Equity

In the fall of 2008, the Equity Office launched education equity pages on its website with the intention of offering guidance to members of the Queen's community. Although all web pages are a work in progress, we have made a start by providing general information about what education equity is and what role faculty, staff and students have in creating and maintaining an equitable environment conducive to teaching, learning and research.

We plan to add further resources to this site and hope that members of the community will view it as a valuable resource in the preparation and delivery of an educational program that is engaging and inclusive.



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Faculty Student Mentorship Program

The goal of the **Faculty-Student Mentorship Program** is to support self-identified racialized students through their university experiences. The program, initiated by Queen's Coalition against Racial and Ethnic Discrimination (QCRED) and administered jointly by the Centre for Teaching and Learning (CTL) and the Equity Office, places faculty in a mentorship role where they offer guidance, advice and resources to self-identified racialized undergraduate/graduate students. Students can seek assistance with their goals, needs, and concerns arising from university experiences in a supportive environment. The program promotes frequent faculty-student communication which is a major factor in student motivation, campus involvement, and retention. One objective of the program is to provide self-identified racialized students with a faculty mentor on campus who will encourage, offer guidance and advice, and provide resources to help students manage their university experiences. Another objective is to increase faculty familiarity and understanding of racialized students' experiences and perspectives at university. Each mentor in the program is paired with 1 or 2 self-identified racialized students. Mentors and students meet individually or as a group at least twice a month. However, the program is flexible enough to meet the needs of both faculty and students. Meetings are an opportunity for students to discuss concerns and experiences that arise from working, living, and studying at university. Mentors then have an opportunity to provide advice, guidance and support to each student.

2006-2007 Program Information

- ◆ 36 student applicants
- ◆ 28 faculty applicants
- ◆ 36 student/faculty mentorships established
- ◆ 12 faculty accepted 2 students each in order to ensure all students were accommodated

2007-2008 Program Information

- ◆ 37 student applicants
- ◆ 37 faculty applicants
- ◆ all students and faculty were successfully matched

2008-2009 Program Information

- ◆ 22 student applicants
- ◆ 48 faculty applicants
- ◆ 22 student/faculty mentorships established



2007/2008 Student Applicant Equity Census

Since 1999, the Student Applicant Equity Census has been administered to all students applying to Queen's University. The survey is voluntary and invites each applicant to self-identify as an Aboriginal person, a person with a disability, a visible minority/racialized person, and by gender. Respondents may self-identify in more than one category. The survey also asks questions which seek to determine the socio economic breakdown of the applicant pool. Responses are not used in the admission selection process; rather, the collected information is utilized for general educational equity planning purposes. The 2007 and 2008 results of the Queen's Student Applicant Equity Census are shown below. A summary table of the annual census results from 2003 to 2008 is available on the Institutional Research and Planning website.

(www.queensu.ca/irp/accountability/surveys/EquitySummaryJan2609.pdf)

Undergraduate Table of Designated Persons: Applicants, Offers, Registered						
Designated Groups	2007			2008		
	Applicant	Offers	Registered	Applicant	Offers	Registered
Female	5,733	3,380	1,115	4,990	2,940	1,101
	57.0%	59.3%	58.4%	58.4%	61.0%	59.4%
Aboriginal People	92	43	17	71	26	12
	0.9%	0.8%	0.9%	0.8%	0.5%	0.6%
Persons with a Disability	677	388	150	592	342	149
	6.7%	6.8%	7.9%	6.9%	7.1%	8.0%
Racialized Persons (Domestic and International Totals)	4,091	2,072	514	3,487	1,702	468
	40.7%	36.4%	26.9%	40.8%	35.3%	25.2%
Total	10,052	5,696	1,908	8,547	4,820	1,854

The notes below offer comparative highlights between 2007 and 2008:

- ◆ Queen's offered admission to 59.0% of female applicants in 2007 and to 58.9% in 2008.
- ◆ 33.0% of females who were offered admission in 2007 registered, whereas 37.4% of females who were offered admission in 2008 registered.
- ◆ Queen's offered admission to 46.7% of Aboriginal applicants in 2007 and to 36.6% in 2008.
- ◆ 39.5% of Aboriginal persons who were offered admission in 2007 registered, whereas 46.2% of Aboriginal persons who were offered admission in 2008 registered.
- ◆ Queen's offered admission to 57.3% of applicants with a disability in 2007 and to 57.8% in 2008.
- ◆ 38.7% of persons with a disability who were offered admission in 2007 registered, whereas 43.6% of persons with a disability who were offered admission in 2008 registered.
- ◆ Queen's offered admission to 50.6% of racialized applicants in 2007 and to 48.8% in 2008.
- ◆ 24.8% of racialized persons who were offered admission in 2007 registered, whereas 27.5% of racialized persons who were offered admission in 2008 registered.

The Equity Office's goal is to track these figures over time in order to identify potential barriers for members of equity groups in accessing a Queen's education. This is particularly important as Canada's demographic makeup changes.

Senate Educational Equity Committee (SEEC)

The Senate Educational Equity Committee (www.queensu.ca/secretariat/senate/committe/standing/equity.html) is responsible for the oversight of academic equity-related policy in all matters pertaining to the academic mission of the University.

The SEEC met regularly during the 2007-2008 academic year. Much of the Committee's focus during the Fall term was directed towards revising the composition and mandate of the SEEC to ensure that they accurately reflect the current work of SEEC and continue to serve the Senate well. Proposed amendments were brought forward and approved by Senate March 27, 2008. The bulk of the SEEC's work during the Winter term involved reviewing the Annual Reports of the Aboriginal Council, the Human Rights Office and the Equity Office. In addition to the work mentioned above, the SEEC also:

- ◆ Responded to the draft *Student Code of Conduct*
- ◆ Reviewed the *Environmental Principles for Queen's University*
- ◆ Continued to monitor, discuss and respond to racial incidents on campus
- ◆ Discussed *Gazette* articles on diversity and racial issues

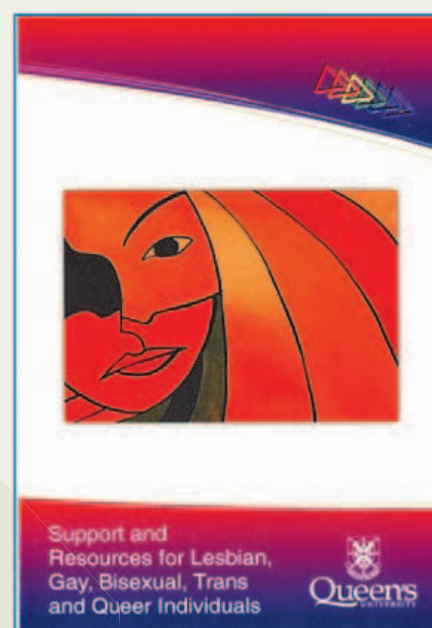
Guiding Principles for Developing a Culture of Educational Equity

- ◆ A broad definition of educational equity encompasses all learning, both formal and informal, in the educational setting.
- ◆ Educational equity does not evolve in a vacuum. The external environment from which students are drawn, the community that they will eventually serve, and the internal environment of the institution should all form part of the critical analysis used in developing a climate of educational equity.
- ◆ Administrative and academic procedures affect educational equity. The means of access, admission and retention of a wide diversity of students, methods of evaluation, hiring and promotion of diverse faculty and staff and other procedures should be addressed as part of educational equity.
- ◆ A university encourages educational equity when its members consider what, how, by whom and for whom teaching and learning occurs and in what environment.

Resources for the LGBTQ Community at Queen's

The lesbian, gay, bisexual, trans and queer (LGBTQ) community at Queen's includes students, staff and faculty members. Fear of harassment and discrimination often cause members of the LGBTQ communities to hide or make their gender identities invisible. All spaces at Queen's should be safe for all people, regardless of sexual orientation, gender identity and expression.

In order to ensure that all community members are aware of the resources available at Queen's, the Equity Office has developed a brochure which includes particular resources where individuals can receive support and information on LGBTQ issues. It was distributed to all departments in May 2008. Additional copies can be requested from the Equity Office or downloaded from the Equity Office website.



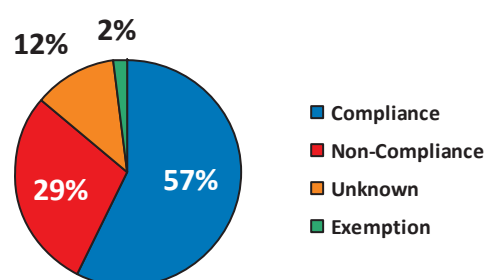
2. Employment Equity

Employment Equity is a program put in place to remove the systemic discrimination that has been documented to have historically disadvantaged particular groups in the area of employment. These groups include Aboriginal people, people with disabilities, women and visible minorities/racialized groups. Systemic discrimination includes policies and practices that unintentionally exclude individuals for reasons that are not job-related, not related to ability, and not related to the safe operation of an organization.

The Equity Office provided a number of services in 2008 related to Employment Equity, including equity training workshops, data analysis and reporting. In 2008 the Equity Data Warehouse (EDW) became fully functional. This system allows the Equity Office to have instant up-to-date data on designated group members employed at Queen's.



Equity Training



In 2008, academic units engaged in hiring processes were required to comply with training regulations outlined in Article 24.4 of the *Collective Agreement (Faculty, Librarians and Archivists) Between Queen's University Faculty Association (QUFA) and Queen's University at Kingston (2005-2008)*. However, they could be exempted from these regulations in extraordinary circumstances by virtue of Article 25.7. The percentage of compliance is demonstrated on the graph that appears on the left. When a hiring unit is exempted from training regulations, it is considered to be neither compliant nor non-compliant as shown in the graph. A fourth category, also appearing on the graph, refers to the training status of units that did not file their employment equity reports with the Equity Office. These are categorized as *unknown*.

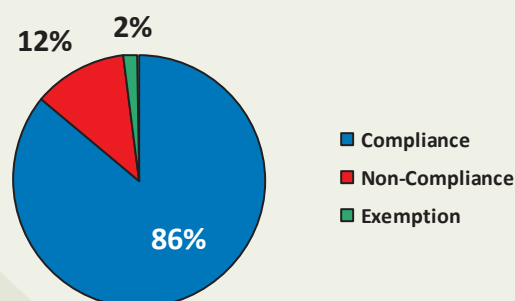
The Equity Office offered twenty training sessions in 2008. Of these, thirteen sessions were General Training for Faculty Appointments/ RTPC committee members, six sessions were for Employment Equity Representatives, and one workshop was for Departmental Administrative Assistants.

Throughout 2008, there were a total of 209 participants in the training workshops offered by the Equity Office. Enrolment in each workshop is usually capped at 20 participants; however, the largest session had 22 participants and the smallest session had 5 participants.

The Equity Office also offers training to other groups, including student groups, that make requests. Sessions have been provided to the Society of Graduate and Professional Students (SGPS) and to the Alma Mater Society (AMS).

Equity Reporting

In 2008, academic units engaged in hiring processes were required to comply with reporting regulations outlined in Article 24.4 of the *Collective Agreement (Faculty, Librarians and Archivists) Between Queen's University Faculty Association (QUFA) and Queen's University at Kingston (2005-2008)*. However, they could be exempted from these regulations in extraordinary circumstances by virtue of Article 25.7. The percentage of compliance is demonstrated on the graph that appears on the right. When a hiring unit is exempted from reporting regulations, it is considered to be neither compliant nor non-compliant.



An annual compliance report of the University Advisor on Equity documents the progress made in meeting the goals of Article 24.1 and Article 9 of the Collective Agreement. The Employment Equity Sub-Committee of the Joint Committee on the Administration of the Agreement reviews this report and makes recommendations to the JCAA.

Data Collection

Through the *I Count Queen's Equity Census*, Queen's University collects self-identification data on all new staff joining the organization. The survey data is used as part of the Employment Equity Program and is only used in aggregate form. As part of our Federal Contractors Program responsibilities, as well as our commitment to the principles of employment equity, it is very important that Queen's collects information to evaluate its progress against Canadian and sector statistics with regard to hiring, retention and employment practices for women, visible minorities/racialized persons, persons with disabilities and Aboriginal persons.

In 2008, 427 new employees were sent the *I Count Queen's Equity Census*. The following are examples of reports produced from the information collected from the *I Count Queen's Equity Census*.

I Count Queen's Equity Census

Faculty			
Designated Groups	Queen's 2005 (%)	Queen's 2008 (%)	Census 2006 (%)
Female	36.1	36.0	39.6
Aboriginal Persons	0.5	0.6	0.9
Persons with Disabilities	3.0	2.8	4.5
Racialized Persons	10.0	13.9	15.1

- ◆ All four designated groups are under-represented as faculty at Queen's in comparison to their national availability as faculty
- ◆ At Queen's, persons with disabilities and Aboriginal persons are the designated group members who are most under-represented as faculty

Staff			
Designated Groups	Queen's 2005 (%)	Queen's 2008 (%)	Census 2006 (%)
Female	63.9	59.0	47.9
Aboriginal Persons	1.2	1.2	3.1
Persons with Disabilities	4.6	4.2	4.9
Racialized Persons	3.2	3.7	15.3

- ◆ 59% of Queen's staff are women, which exceeds the representation of women in the national workforce; however, most women at Queen's are employed in clerical or administrative positions
- ◆ Considering their national workforce availability, Aboriginal persons are more poorly represented as staff than as faculty
- ◆ Persons with disabilities are better represented as staff than as faculty, but continue to be under-represented relative to their availability in the national workforce
- ◆ Racialized persons are significantly under-represented as staff compared to their presence in the national workforce

The Equity Office continues to work with the University on strategies to improve designated group representation.

Equity Exit Survey

Queen's University strives to be an employer of choice and considers employees to be its most valuable resource. To help us ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an *Equity Exit Survey*. The feedback provides information about any barriers that may have been encountered during employment with Queen's University related to employment equity, discrimination, harassment and/or accommodation and whether or not those barriers had any bearing on decisions to leave Queen's University. Completing the survey is voluntary and all responses are confidential. Reports present only aggregate data that may be used to assist the University in improving operations, policies and practices in the working environment for employees.

In 2008, the exit survey was sent to 271 employees leaving the University.

Equity Data Warehouse (EDW)

In 2008, the Equity Data Warehouse (EDW) came into production. This warehouse of data includes the *I Count Queen's Equity Census* application and its corresponding reports. One of the reports included in the EDW that is of particular interest in the broader community is the Unit Data Profile. The data profile breaks down the designated group profile for each unit by rank. This allows a unit to be aware of any under-represented designated group in the unit. This is just one of the uses of the data warehouse that allows the University to meet its commitment to employment equity. Units that are required to, or wish to advance their goal to achieve an equitable representation rate may request a data profile.

Employment Equity Report for Faculty by Rank							
CONFIDENTIAL for Employment Equity purposes only							
	Total	Females	Males	Aboriginal Peoples	Visible Minorities	Persons with Disabilities	No Response
Faculty with Tenure & Tenure Track	# 901	288	613	6	103	34	70
Appointments	% 79.3%	32.0%	68.0%	0.7%	11.4%	3.8%	7.8%

Canadian Population [1]	100.0%	50.9%	49.1%	3.8%	16.2%	14.1%	
Canadian Workforce [2]	100.0%	47.9%	52.1%	3.1%	15.3%	4.9%	
Most under-represented [3]		0.6589	N/A	0.1622	0.7662	0.2435	
Most under-represented ranking		3	N/A	1	4	2	

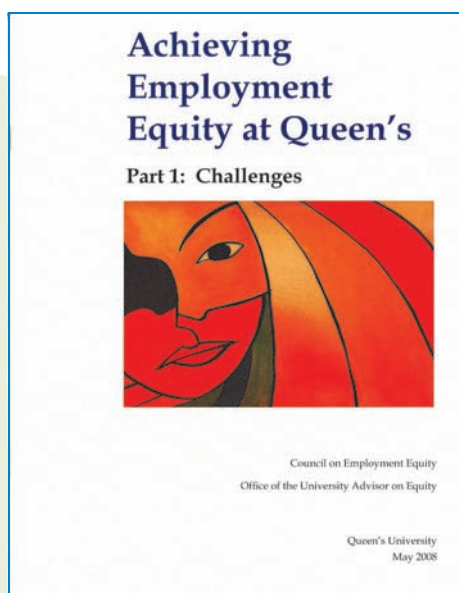


Council on Employment Equity (CEE)

The Council on Employment Equity (www.queensu.ca/equity/content.php?page=CEE) has received a mandate from the Principal to assist the University in advancing equity in employment.

The CEE met regularly during the 2007-2008 academic year and devoted much of its attention towards the following items:

- ◆ ***Achieving Employment Equity at Queen's: Part 1: Challenges***—The Equity Office produced this brochure to communicate with the general Queen's community about employment equity. The brochure also highlights some major challenges that we encounter when advancing employment equity.
- ◆ **Personal Harassment in the Workplace:** One goal in the University's 2003 Employment Equity Action Plan, as submitted during the last review of its compliance with the Federal Contractors Program, was to develop and implement a policy and grievance process to address personal harassment issues. The CEE established a sub-committee this year to examine our compliance with this goal, particularly in light of impending provincial legislation regarding workplace violence.
- ◆ **Exit Survey:** In 2008, the Equity Office re-examined its Exit Survey tool and the process by which it is administered. The Equity Office presented the results of this research to the CEE in April 2008. In conjunction with the CEE, the Equity Office will choose an appropriate survey tool. The long term aim is the successful integration of this important equity assessment process within existing or newly developed human resources practices.



3. Accessibility

The *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) requires the University to identify barriers to access for persons with disabilities and to develop short and long terms plans for removing these barriers. Replacing the *Ontarians with Disabilities Act, 2001*, the AODA also legislates the development and implementation by the province of accessibility standards in several areas including employment, built environment, information and communication, customer service and transportation. The Ministry of Community and Social Services has established a series of standard development committees which will propose a standard for each area. The first of these standards, Customer Service, came into force on January 1, 2008. Other standards are expected to come into force this year. Until all standards are developed and in force, the University is required to continue its efforts in addressing barriers identified in its annual accessibility plans.

For more information about the *Accessibility for Ontarians with Disabilities Act*, please visit the website of the Accessibility Directorate of Ontario. (www.mcsc.gov.on.ca/mcss/english/pillars/accessibilityOntario/)



The Queen's Accessibility Committee (QAC)

The Queen's Accessibility Committee (www.queensu.ca/equity/content.php?page=QAC) brings together community members and representatives of various University groups to provide assistance to Queen's University in its goal of full accessibility for people with disabilities. The Committee receives its mandate from the Vice Principals. In 2008, the QAC provided advice on:

- ◆ Elevating accessibility as a Queen's value
- ◆ The Review of the Reappointment of the Principal
- ◆ Accommodating employees with disabilities (report expected Summer 2009)
- ◆ Physical accessibility improvement projects for completion with the 2008 Renovation/Alteration Fund

The Steve Cutway Accessibility Award

The Queens Accessibility Committee (QAC) and AMS Accessibility Queen's collaborated in the creation of an award to recognize outstanding contributions by staff and faculty to the Queen's community in advancing accessibility for people with disabilities. In March 2008, the QAC voted unanimously to name the award in honour of Steve Cutway, a long-serving employee of Queen's University who maintained an active role in ensuring accessibility for persons with disabilities throughout his career. Steve Cutway was also honoured as the first recipient of the award. The award was initiated to formally recognize the efforts of staff and faculty who demonstrate creativity, enthusiasm, innovation and commitment to the creation of a learning and work environment in which people with disabilities enjoy full participation.

The design of the award is by local artist *duerst* custom metalwork. One spindle represents persons with disabilities and the other represents the individual or department that is advancing accessibility at Queen's University. The spindles end in equal height to each other at the top. This represents the partnerships between persons with disabilities and others working together towards advancing accessibility for everyone.

Nomination forms may be found at the Equity Office website. Click on Accessibility.



Customer Service Standard

The Customer Service Standard, a regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*, came into force on January 1, 2008. Its purpose is to establish accessibility standards for customer service in Ontario. The Standard applies to both public and private sector organizations. A copy of the Standard and a Guide to the Customer Service Standard, publications of the government of the Ministry of Community and Social Services, Ontario, is available on the Equity Office website.

Queen's University is subject to the Customer Service Standard. It mandates the steps universities must take to ensure accessibility, including:

- ◆ Establishing policies, practices and procedures on providing goods and services to people with disabilities
- ◆ Ensuring the University's policies, practices and procedures are consistent with core principles of *independence, dignity, integration, and equality of opportunity*
- ◆ Setting in place a policy allowing persons with disabilities to use their own personal assistive devices to access goods and services
- ◆ Training staff, faculty, volunteers, contractors and other people who interact with the public on behalf of the University. Such training must include information about communicating with persons with disabilities in a manner that takes into account their disabilities
- ◆ Training persons involved in developing policies, practices and procedures on requirements of the Customer Service Standard
- ◆ Developing a policy and procedure permitting the use of service animals and support persons when accessing goods and services on campus
- ◆ Reviewing and updating, as necessary, policies and procedures concerning notices of temporary disruptions

Resources respecting the obligation to Accommodate?

Accommodation refers to the removal of potential barriers for access to employment. It consists of a series of steps taken to ensure that everyone is able to participate fully in employment and employment-related activities. Accommodation means that the terms and employment conditions of the workplace may have to be modified.

Accommodations are meant to address a person's needs in ways that are respectful of the individual's privacy and dignity. In order to assist units in accommodating individuals' needs, the Equity Office produced the brochure *Accommodation in Employment at Queen's*.

This brochure offers advice, tips and resources for units wishing to ensure that their accommodation practices enhance their working environment. It was distributed to all departments in May 2008. Additional copies can be requested from the Equity Office.



What to expect in 2009.....

EnAble Project

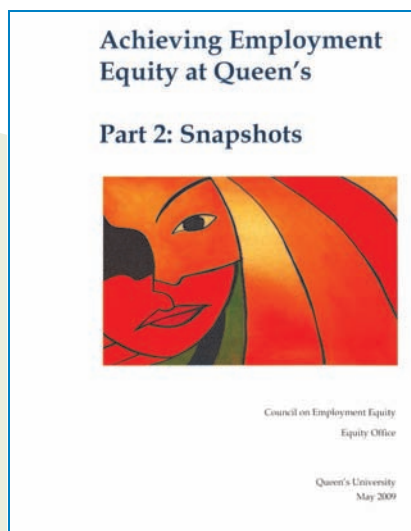
Web-Based Training Tool for the University System

This project aims to create a web-based application that Ontario universities can use to train their community members about customer service for persons with disabilities. The application should be designed so that member universities can adopt it within their existing web technologies.

The project is a partnership between the Ministry of Community and Social Services and the Council of Ontario Universities. It aims to assist universities in meeting their legal requirements under the Customer Service Standard.

Achieving Employment Equity at Queen's Part 2: Snapshots

Achieving Employment Equity at Queen's Part 2: Snapshots will compare the diversity of the Queen's workforce population to that of three pools from which it recruits candidates: Canada, Ontario and Kingston.



Critical Race Journal

Following SEEC's recommendations to the Henry Report to enhance opportunities for racialized faculty members, several units at Queen's have collaborated to develop a Journal that will fill a gap in publishing opportunities.



www.criticalraceinquiry.com/

Equity Reporting Forms Web-Based

We propose to develop an application with the following functionality:

- ◆ Enable EE Reps to use the system to start the initial faculty hiring process and provide them with the necessary workflow and approval steps to track the faculty applicant hiring process through to completion.
- ◆ Assign a unique number to identify each job competition in order to assist the Equity Office in tracking the process.
- ◆ Provide EE Reps with their departmental data profiles online.
- ◆ Allow faculty applicants to access and complete the self-identification questionnaire online.
- ◆ Notify the Equity Office when a faculty hiring process starts, enhancing the ability of the Equity Office to track the hire through to completion.
- ◆ Populate the Equity Data Warehouse with the faculty hiring data and provide a pre-defined list of standard reports.

....and so much more!

www.queensu.ca/equity

Equity Office Student Staff 2008

Carly Thompson **Student Office Assistant**

As a second-year, full-time student at Queen's University, I have been granted the enlightening experience of working at Queen's Equity Office. My major is English Language and Literature. I applied to the Equity Office through the Work-Study Program at Queen's which provides great jobs for students who seek employment in order to earn financial assistance. I knew that working at the Equity Office would provide me with the opportunity not only to earn funding to support my education, but also to expand, improve upon, and put to use the skills that I'd acquired in my previous summer occupation. That being said, working at the Equity Office has led to even more learning and experience than I had originally imagined. The experience that I gained every day at the Equity Office in tasks and through working among people from various backgrounds will truly aid me in my future career.

Hazem Ahmed **Web Developer**

I joined the Equity Office in the Fall of 2008 through a Work-Study Program. I am finishing a Master's degree in computer Sciences at Queen's. As a part-time web-developer, I assist with various information technology duties within the Equity Office. My primary responsibility is planning, designing and developing the online peer-reviewed Journal of Critical Race Inquiry. Working in the Equity Office has helped me to apply my computing knowledge into a working project. It also helped me to be more confident in expressing my ideas and to become more familiar with the Canadian work environment. I consider myself lucky to work on such a great project like the Journal and it helped me gain valuable experience. I am also looking forward to other successful projects.



Faisal Kariyo **Student Office Assistant**

I am a second year student in the Commerce Program at the School of Business at Queen's. I have been a work study student in the Equity office since the fall of 2007. I plan on specializing in Human Resources management with a specific emphasis on employment equity and other venues of employee relations.

I applied to this position as part of the Work-Study Program at Queen's. My main aim was to find a position that could provide me with the financial support I needed to get through the year. However, I have come to view it as more than a job because of the cordial and wonderful treatment from my co-workers. They have been patient with me and have helped me a great deal with both employable skills and soft skills. I have learned a great deal from working in the Equity Office. As a member of a racialized group myself, I appreciate all the hard work that the staff at the office puts in, in order to help Queen's be truly representative of everyone.

Equity Office Staff 2008

Irène Bujara - University Advisor on Equity

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Irène Bujara is the University Advisor on Equity. She is also the Director of the Human Rights Office. Irène oversees the University's responsibility and commitment to equity, diversity, accessibility, the Federal Contractors Program, human rights, and freedom from harassment and discrimination. Irène completed her Law degree at the University of Ottawa.

Gurjit Sandhu - Associate Director

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Gurjit Sandhu is the Associate Director in the Equity Office. To this position, she brings a background in equity, human rights, and education. Gurjit is responsible for the University's efforts to ensure that equity is achieved throughout the University in part through data management and analysis, program planning and implementation, and policy review. Gurjit completed her doctoral work in Education with a focus on gender, racialization, marginalization, and literacy. To this end, she continues to teach on issues of equity and exceptionality as an Adjunct Instructor in the Faculty of Education.

Jeanette Parsons, M.Sc. - Accessibility/Equity Coordinator

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Jeanette Parsons oversees the University's obligations under the Federal Contractors Program and the Accessibility for Ontarians with Disabilities Act, 2005. She also prepares the University's Annual Accessibility Plan. Jeanette provides coordinating support to the Queen's Accessibility Committee, Council on Employment Equity and the Customer Services Working Group. She holds a Master of Science degree in Family Studies from the University of Guelph and a Professional Master of Public Administration degree from Queen's University. Jeanette is a deaf woman and mother and is keenly interested in working with other members of the Queen's community in advancing accessibility for persons with disabilities.

Jill Christie - Administrative Coordinator

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Jill Christie is the Administrative Coordinator and has worked in the office since 2003. The majority of her time is spent supporting the efforts of the Equity Reporting Process for Faculty, administering and coordinating the *I Count Queen's Equity Census* to all new employees at the University and administering any data systems that provide data pertaining to the Federal Contractors Program (FCP) or the Accessibility for Ontarians with Disabilities Act (AODA). Jill also provides coordinating support to the Council on Employment Equity and the Senate Educational Equity Committee.

Meri Diamond - Office Assistant (Mornings)

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Meri Diamond is the Office Assistant at the Equity Office and has been working part time since 2005. Meri also works in the Department of Film and Media in the afternoon. As the front line person, she is responsible for fielding inquiries made to the office as well as assisting with any questions that may arise. She prepares facilitators for monthly equity training workshops required by the Faculty Collective Agreement. She also administers the Exit Survey process to all employees leaving the University and keeps track of individual equity training needs. Meri has completed the Administrative Professional at Queen's Certificate Program as well as the Workplace Communications Certificate.

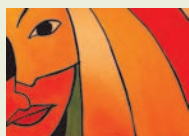
Catherine Wells - Special Projects Officer

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Catherine Wells is a Special Projects Officer in the Equity Office and the Human Rights Office as well as a faculty member in the department of French Studies. Two of her projects connected to the Equity Office are the yearly compliance report to the JCAA, which analyzes the degree to which academic departments comply with equity obligations outlined in the Collective Agreement, and the Achieving Equity brochure series which maps out the equity goals, challenges and achievements at Queen's University.



From left to right: Faisol Kariyo, Catherine Wells, Irène Bujara, Jeanette Parsons, Jill Christie, Gurjit Sandhu, Meri Diamond and Hazem Ahmed.



Equity Office

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