

Equity Office
Mackintosh-Corry Hall
Room B513 Queen's University

613-533-2563
equity@queensu.ca
www.queensu.ca/equity

Alternative formats of this report are available on request

The goals of the Equity Office are to ensure 100% compliance with the University's legal obligations, University Senate mandated obligations (in particular under the Senate Educational Equity Committee mandate), obligations under various

The Equity Office

The mandate of the Equity Office is to work with Officers of the University, the Senate Education Equity Committee and the Council on Employment Equity to ensure that equity is achieved throughout the University in accordance with the Report on Principles and Priorities adopted by the Queen's Senate in 1996. The Office will:

- Provide leadership, information and liaison on equity matters throughout the University;
- Identify throughout the University those structures, practices and policies which create inequity;
- Initiate processes to identify gaps in equity policy and develop and/or facilitate the development of new policies, procedures and programs that remove barriers to equity and ensure greater and equal participation of marginalized groups and individuals in the University;
- Identify those individuals and offices with whom particular responsibility for implementing equity rests or should rest;
- Take steps necessary to ensure those responsibilities are met and to coordinate University equity resources;
- Provide initiative in effecting cultural change throughout the institution so that equity becomes everyone's concern and responsibility.

In addition to the above mandate, the Equity Office is responsible for reporting on the four requirements under the Federal Contractors Program (FCP), reporting on compliance with the regulations and standards of the Accessibility for Ontarians with Disabilities Act (AODA), as well as training and data collection mandated by Collective Agreements

The Equity Office Staff Compliment



bujarai@queensu.ca - ext. 77581

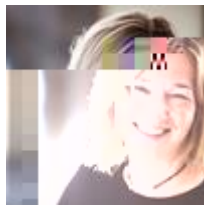
Irène Bujara has worked at Queen's since 1992 as the Director of the Human Rights Office. In 2005 she became the Director of both the Human Rights Office and the Equity





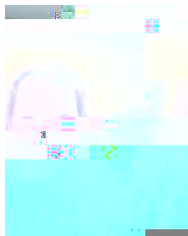
diamondm@queensu.ca - ext 32563

Meri Diamond is the Administrative Coordinator at the Equity Office and has worked in the Office since 2005. 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 I Count Queen's Equity Census process to all new employees and administers Faculty Appointments Process.



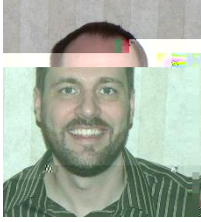
heidi.penning@queensu.ca - ext. 79338

Heidi Penning is an Equity Advisor and contributes to the oversight function of the Equity Office regarding the University's compliance and commitment to achieving equity throughout the Queen's community. She holds a Masters Degree in Public Administration from Queen's University. Heidi brings with her over two decades of experience about the way that public policy, human behaviour, and community realities intersect to create sustainable and positive change for equity-seeking groups so they can live, work and play with dignity in their communities.



shielss@queensu.ca - ext. 79576

Shauna Shiels is an Equity Advisor and is responsible for the coordination and administration of programs and special projects that contribute to the University's compliance and commitment to achieving employment and educational equity as well as accessibility throughout the Queen's community. Shauna holds a Master of Arts degree in Sociology and a Bachelor of Arts Honours both from Queen's. Shauna is of mixed Aboriginal and Irish ancestry and has over a decade of experience working with Aboriginal and other equity-seeking groups.



ashby@queensu.ca - ext. 75734

Andrew Ashby is the Accessibility Coordinator, who is responsible for the





Under the Employment Equity Act (1995), an employer must ensure that persons in designated groups (Aboriginal peoples, persons with disabilities, women and visible minorities) achieve a degree of representation in each occupational classification that reflects their representation in the Canadian workforce, or those segments of the Canadian workforce, " that are identifiable by qualification, eligibility or geography and from which the employer may reasonably be expected to draw employees." The Federal Contractors Program (FCP) was developed by Human Resources Skills Development Canada (HRSDC) to enforce the employment equity compliance of large, provincially-regulated employers. In 2013, the FCP was redesigned and now applies to all provincially-regulated employers that have one hundred or more employees and that receive federal government goods and services contracts of \$1,000,000 or more. These "Federal Contractors", including Queen's University, are required to certify their commitment to employment equity by showing that they meet, or are taking measures that will enable them to meet, FCP criteria. In order to meet those criteria, the Equity Office has initiated the development of several programs, practices and procedures.

By signing an Agreement to Implement Employment Equity, Contractors agree to implement and maintain employment equity within their workplace. This Agreement is in force from the moment of receipt of an initial federal government goods and services contract, a standing offer, or a supply arrangement valued at \$1 million or more (including applicable taxes). 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.

The Employment Equity Section is separated into three areas:

Communication, Training, and Awareness
Climate and Work Life Cycle
Accountability



Committees

The Council on Employment Equity (CEE): The CEE has a mandate from the Principal to assist the University in advancing employment equity. Representatives from the Queen's University Faculty Association, the Queen's University Staff Association, the Aboriginal Council, and all Union locals at Queen's are invited to serve on the CEE. The CEE is coordinated by an Equity Advisor in the Equity Office. With the implementation of the Employment Equity Frameworks and its working groups, the Council's primary function is to review the work of that structure.

The CEE met twice during the 2015-2016 academic year. The CEE participated in the following activities:

- Review the FCP Initial Assessment
- Discuss the ERG 'Young Women at Queen's'
- Discuss the Employment Equity Framework progress

Employment Equity Framework

The **Employment Equity Framework** was reviewed by the Vice-Principal's Operations Committee (VPOC) and received approval from the Principal and Vice Principal's Executive Committee (PVP) in early 2015. Integral to the new Employment Equity Framework are three working groups, led by senior administrators at the University.

The three working groups are; the Climate and Work-life Cycle (CWLC) working group, the Communication, Training, and Awareness (CTA) working group and the Accountability working group. The Leads for each working group are listed below as well as a brief outline of the mandate and key goals for each working group. The Employment Equity Framework serves the University by; addressing employment equity in priority areas, establishing shared accountability and responsibility for the recruitment and retention of designated equity groups, strategically prioritize measures to address the goals and requirements of FCP and providing educational opportunities about employment equity to improve understanding of equity issues and the university obligations with respect to federal contractors program compliance.

In the response to the need for Queen's to meet short term and long term numerical employment equity goals, the Equity Office coordinates the implementation of the Employment Equity Framework. In 2015 the working groups' focus was on reviewing and assessing ongoing data production and processes in order to be better positioned to develop strategic goals and corresponding action plans.



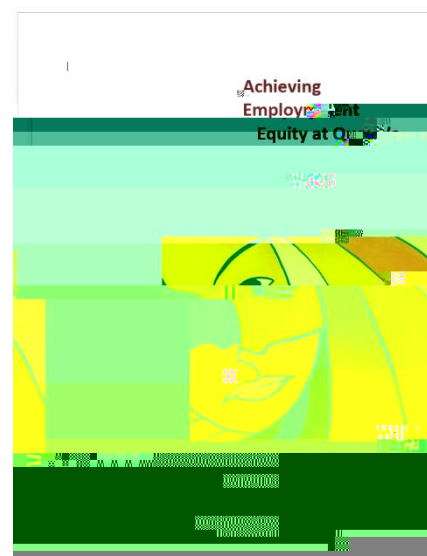
Communication Strategy

The Achieving Employment Equity series as well as the Equity Office Year in Review, the Equity Office website and the Equity Matters Newsletter are examples of communications by the Equity Office to provide employment equity information to the Queen's community.

The Achieving Equity Series: The first publication, *Achieving Employment Equity at Queen's, Part 1: Challenges*, introduced the concept of employment equity and its application to Queen's. The second publication, *Achieving Employment Equity at Queen's, Part 2: Snapshots*, compared 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 report *Achieving Employment Equity at Queen's, Part 3: Ten Years in Review*, illustrates the representation of the designated groups; women, Aboriginal peoples, racialized persons, and persons with disabilities, in the workforce population at Queen's over the past decade. The fourth report *Achieving Employment Equity at Queen's, Part 4: From Compliance to Inclusion* highlights a variety of innovative inclusion efforts and programs from various units across the University. The fifth report, *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 if we are to achieve our employment equity goals in the future. The sixth report,

The seventh publication, *Achieving Employment Equity at Queen's, Part 7: Looking to the Future, Women* identifies current barriers to achieving employment equity for women at Queen's, and proposes future initiatives to overcome these challenges.

The final issue in the series will focus on Aboriginal peoples and will be published in September 2016.





The most viewed main pages on the EO website are: Training and the Equity Reporting Resources for Faculty.

During 2015 the Facebook page increased to 427 'likes'.

The Equity listserv has 1073 subscribers. In 2015, we communicated eight times through the Equity listserv: the Equity Matters newsletters (April, August, October), the request for nominees for the tri-awards were disseminated and the Together We Are Blog (October, November and December).



From Diversity to Inclusion in the Workplace Certificate Program: There were 104 staff members working towards completing their certificate for Diversity to Inclusion in the Workplace in 2015.

New Staff Orientation Sessions: There have been 105 new staff in 2015 that attended this training.

QUFA Employment Equity Training: In 2015, the Equity (-)



Employment Equity Award: The Queen's Employment Equity Award is given annually to recognize and celebrate the achievements of individuals, groups, or organizations that, through their ongoing



Exit Surveys: To help ensure that we meet our commitment to employment equity, all exiting employees have an opportunity to complete an Equity Exit Survey.

In addition, an internal transfer survey is available for employees to complete when transferring departments.

Exit Surveys: A total of 38 employees transferred departments in 2015. Of the 38, 18 (47.4%) completed the Internal Transfer Exit Survey.

A report was presented to the Accountability Working Group outlining the results of the Internal exit surveys for 2015.

The Survey is also available for those employees that have left the University. The links to the exit surveys can be found here:

<http://www.queensu.ca/equity/employment-equity/exit-survey>

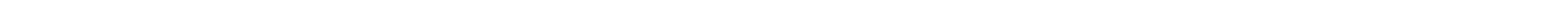


Staff Hiring Process: The FCP AG developed a proposal which entailed developing and conducting an equity process for hiring in a specific non-academic Unit in order to implement, monitor and evaluate the feasibility of such a process. After the process was complete a report was submitted. The report outlined the success of such a process for attracting representative pool of candidates. Based on the success of the Pilot, the Accountability working group discussing how to make it more widely available across the University.

In 2015, the Equity Office approached various units to explore the development of employment equity measures to address staff hiring processes within their units. The Department of Advancement implemented a staff hiring process for all hires at the University in early 2016.



In order to evaluate its progress in hiring and retention of the four designated groups, Queen's needs two types of data: self-identification and employment status which is classified by National Occupational Classification (NOC) and employment type. Queen's must also record instances of promotion and termination in relation to self-identification. Through the *ICount Queen's Equity Census*, Queen's University collects self-identification data on all new employees joining the organization. Existing employees are able to access and re-submit the survey at any time in order to update their self-identification information. The data from the *ICount Queen's Equity Census*





Monitoring under the Collective Agreement between Queen's University Faculty Association



The Equity Office is also responsible to ensure that units are compliant with the Equity Reporting Process for renewal, tenure, promotion and continuing appointments for faculty, librarians and archivists at Queen's. This process is governed by Article 30 and 31 of the Collective Agreement. The procedures used in making such decisions should align with the equity principles articulated in Article 24. That is, committee members must recognize the need to promote equity in the employment of women, visible minorities, Aboriginal peoples, persons with disabilities and persons of any sexual orientation or gender identity. Moreover, the criteria used in evaluating candidates must be periodically reviewed to ensure that they do not systematically discriminate against designated group members or undervalue their work. (Article 30.2.3, 31.2.3).

Employment equity principles guide the Renewal, Tenure, Promotion and Continuing appointments (hereinafter "RTPC") process through the training that each committee member is required to receive. (Article 24.1). Moreover, as in appointment committees, every RTPC committee must have one member who takes additional training to act as the Employment Equity Representative. (Article 30.2.3, 31.2.3). Therefore, equity considerations are communicated to participants of the RTPC process in much the same way it is in the hiring of new faculty, librarians and archivists. In fact, the training has been offered jointly for both types of processes for the past seven years. However, as described below, the Equity Office's monitoring

Compliance with equity reporting in the RTPC process in 2015 was 71.7%. In 2012, 95% of all RTPC committees completed an equity process for RTPC. In 2013, this figure decreased to 86.0% but then increased in 2014 to 91.8%. In 2015, this figure decreased to 72%. This is due to the lack of compliance by one unit.



The *Ontarians with Disabilities Act, 2001* (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document such actions within an accessibility plan. In 2005, a second piece of legislation, the *Accessibility for Ontarians with Disabilities Act* (AODA) was enacted to further qualify the ODA and serve as a framework for the establishment of accessibility standards in five areas: customer service, information & communications, transportation, employment, and the design of public spaces. The standards support the principles of the AODA to ensure dignity, integration, independence, and equal opportunity and each has specific timelines for implementation.

Compliance with the ODA and AODA is required and are in place for the purpose of ensuring that the institution is accessible to persons with disabilities. Implementation is being phased in over time to achieve the Provincial government objective of a fully accessible province by 2025.

Accessibility Framework

The Comprehensive Strategic Framework for Accessibility that was put into place in 2012 enables the development and implementation of a Multi-Year Accessibility Plan that serves the university in the following ways:

1. To develop plans to address accessibility in the five priority areas
2. To establish shared accountability and responsibility for accessibility for persons with disabilities at Queen's University, including funding accessibility-related expenses through standard operating budgets and identifying other sources of revenue streams
3. To provide educational opportunities about accessibility to improve understanding of accessibility issues and the university obligations in accessibility compliance
4. To continue efforts to incorporate accessibility in university diversity initiatives

In preparing accessibility plans, the following are requirements that must be addressed:

The Plan must report on the measures the University has taken to identify, remove, and prevent barriers to persons with disabilities

The Plan must describe the measures in place to ensure that the University assesses its policies, practices, programs, and services to determine their effect on accessibility for persons with disabilities

The Plan must describe the measures the University intends to take in the coming years to identify, remove, and prevent barriers to persons with disabilities

The University must make the Plan and its status reports available to the public and in an alternative format upon request



The purpose of the Plan is to outline the University's strategy to prevent and remove barriers and meet our requirements under the AODA and its Regulations. The Plan's progress is to be reviewed and reported annually such that additional initiatives identified as priorities can be added.

Five Working Groups have been put in place comprised of members with direct responsibility and expertise as it pertains to accessibility requirements and identified priorities. Each Group also has a member that self-identifies as living with a disability and holds a particular interest in the Group's area of focus. These consist of the following:

1. [Policy Advisory Working Group](#)
2. [Information and Communications Working Group](#)
3. [Employment Working Group](#)

THE FRAMEWORK



Accessibility Cafés are a chance for the Queen's community to get together to discuss building an inclusive and accessible Queen's community that follows the requirements of the AODA. Each Café has a unique topic and all participants are encouraged to share their perspectives and generate ideas. How can we improve upon what Queen's is doing already towards imagining and then building an even stronger inclusive and accessible Queen's community?

After a hiatus in 2015, plans were underway to relaunch the Cafes in January 2016 featuring keynote speaker David Lepofsky titled *"Ramping Up Stalled Action in Ontario on Disability Accessibility"*;

The Equity Office has been conversing with ASUS and the AMS group Accessibility Queen's (AQ) around forming a collaborative effort going forward to organize the Cafes.



The Steve Cutway Accessibility Award

Established in 2008, this award 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 coordinates the nominating group as well as the event. The 2015 Steve Cutway Accessibility Award was presented to James McNutt who has created a video taking a closer look at accessibility at the university. The "Video Accessibility Audit Project" aims to heighten awareness of inclusivity and accessibility on campus.



The Senate Educational Equity Committee (SEEC)

The Senate Educational Equity Committee is responsible for equity-related policy in all matters pertaining to the academic mission of the University.

The responsibilities of the Committee include:

- Assisting in broadening campus community awareness of principles, goals and benefits of educational equity;
- Promoting activities that foster a safe, supportive and inclusive campus community that values diversity;
- Promoting opportunities to share experiences and diverse perspectives among campus members;
- Reviewing and, where necessary, recommending revision to existing policy or the creation of new policy related to educational equity;
- Initiating, recommending and overseeing research to inform the development or implementation of recommendations regarding educational equity-related policy;
- Setting up subcommittees or task forces and inviting such representatives as may be necessary to ensure the participation of equity interest groups at Queen's in the work of the Committee;
- Encouraging and supporting academic units in developing and implementing educational equity plans;
- Receiving reports from the responsible administrative bodies on the effectiveness of the implementation and administration of educational equity-related policy;
- Coordinating the execution of its responsibilities with other bodies at Queen's responsible for equity-related policy and with the officers of the University who have responsibility for the implementation of equity-related policy.
- Report at least annually to the Senate on the work and activities of the Committee

The SEEC met eight times during the 2015-2016 academic year. The majority of the Committee's focus was on the completion of the guidelines and policy on collecting information regarding sex and gender. The next step is submitting the Policy and Guidelines to the [Policy Advisor Sub-Committee](#) to the [Vice-Principals' Operations Committee](#) for approval.



The Committee also discussed and advised on the following items:

1. **Indigenous Content Requirement – Lakehead University:** The Committee discussed the indigenous content requirement at Lakehead University and the University of Winnipeg. They also discussed the



10. **Academic Accommodation for Students with Disabilities Policy:** The Committee reviewed the draft policy and provided feedback to the Office of the Vice-Provost and Dean of Student Affairs.
11. **Policy and Procedure for Students in Extenuating Circumstances:** The Committee reviewed the draft policy and provided feedback to the Office of the Vice-Provost and Dean of Student Affairs.

To discuss the above reports, policies and initiatives the SEEC invited:

E. Clow, Equity Advisor, Equity Office, to attend the September, October, December and January SEEC meeting to discuss the Gender Identity Language Policy.

J. Pfleiderer, Human Rights Advisor, to attend the October meetings to discuss the Gender Identity Language Policy.

A. Tierney, Vice-Provost and Dean of Student Affairs, to attend the December meeting to discuss Diversity/Inclusivity Residence Life and Orientation Week Activities and the May meeting to discuss the Academic Accommodations for Students with Disabilities Policy as well as the Policy and Procedure for Students in Extenuating Circumstances.

S. Pinchin, Executive Director Undergraduate Admissions & Recruitment to discuss Diversity/Inclusivity Residence Life and Orientation Week Activities.

S. Simpson, Associate Director, Human Rights Office, to attend the April SEEC meeting to discuss the



Reviewing outdated Senate policies, specifically policies with committee components, to incorporate equity considerations and provide recommendations.

Providing feedback on the Academic Accommodation for Students with Disabilities Policy and the Policy and Procedure for Students in Extenuating Circumstances

The Student Applicant Census

Since 1999, the Applicant Equity Census has been administered to all students applying to undergraduate and graduate programs in participating faculties at Queen's University. The Census asks applicants to voluntarily indicate whether they identify in one of the Queen's designated equity seeking groups: women, Aboriginal peoples, persons with a disabilities, and/or visible minorities as well as identities related to sexual orientation and gender. It also seeks to determine the overall socio-economic makeup of applicants by asking for information on family gross income, the level of parental education and the size of the applicant's home town. Responses are not used in the admission selection process; rather, the collected information is utilized for planning purposes in the pursuit of educational equity.

From its inception, the student census has been coordinated jointly by the Equity Office, Office of the University Registrar and the Office of Institutional Research and Planning. Queen's University has broadened the scope of the Census over the years. In 2007, the Faculty of Law, the Faculty of Education and graduate students were incorporated into the process. In 2014, the School of Medicine re-joined the Student Applicant Census.

At its inception, the survey was sent with the application package and at that time the response rate was very high. However, since the survey has been sent separately the response rate has been declining. This may be a result of several factors:

Applicants to Ontario universities may apply to three universities with their initial fee, regardless of their intention to attend, therefore, a number of applicants may not respond to the survey as they do not intend to attend Queen's even if they are ultimately offered a place;

If an applicant is not in an equity seeking group they may assume that this survey does not apply to them and opt out of responding;

Given the amount of information from each of the universities, potential students may not have the time or inclination to answer non-mandatory surveys;

Not everyone chooses to self-identify even if they are eligible to do so. Some second generation Canadians consider themselves Canadian only and although they do not disavow their cultural or racial background, designated group status is not how they choose to define themselves.



8. **Communications and Community Relations:** Communications and community relations are our opportunity to showcase our equity initiatives and ensure that our commitment to educational equity is shared within the larger community and prospective community members.
9. **Library Collections:** Upholding a commitment to cultural competence requires ensuring equitable access to library collections. Collections should be inclusive of the needs of all persons in the community the library serves.
10. **Curriculum Development, Assessment, and Program Evaluation:** What is being taught, from what perspective, and in what way is central to evaluating curriculum. When assessing curriculum, deciding on new streams or developing curricula, it is important to ensure educational equity is taken into consideration. It enhances your curricular offerings and fosters a learning environment that is diverse in perspectives and values alternate ways of learning, teaching, and knowledge production and translation.
11. **Accessibility:** Accessible education is the process of designing courses and developing a teaching style to meet the needs of persons from a variety of backgrounds, abilities, and learning styles.
12. **Consulting with Aboriginal Communities:**





gender identification. The policy will go for approval to the Policy Advisory Sub Committee to VPOC in 2016.

New Online Appointments Application (Equity)

Throughout 2016 the Equity Office will work on the creation of a new online equity appointments application for both academic and non-academic hiring processes.

Conclusion

The Equity Office has dedicated a great amount of effort in developing and implementing a variety of programs to facilitate the participation of staff and faculty's with equity processes, as well as to ensure the University's commitment to achieving inclusivity in all three facets of the University's equity related obligations: employment equity, accessibility, and education equity.

Employment Equity: Through the involvement of the Equity Office on various equity related committees, our use of communication tools, the development of training as well as the collection and analysis of workforce information, the Equity Office has been ensuring that the University has all the tools it requires to be compliant with its equity obligation.

Accessibility:

framework to assist in the development of accessibility policies, trainings, accommodation plans, and different support channels for persons with disabilities in the University community.

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the University's goals of increasing equity competencies in the areas of Employment Equity,

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