Equity Office
ANNUAL REPORT 2016
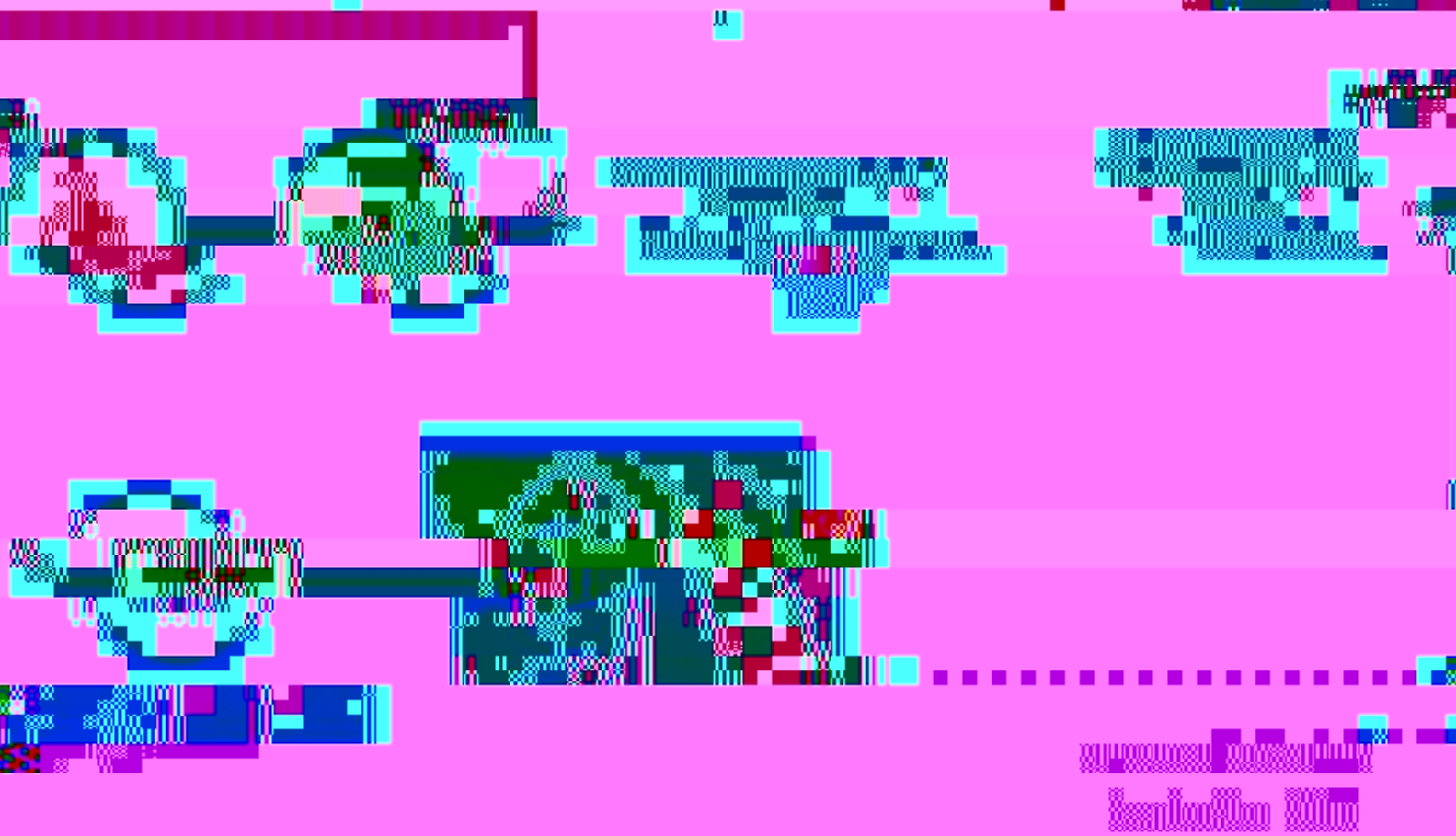
Council on Employment Equity

Achieving Equity Series
Together We Are Blog

TRAINING

CLIMATE

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Alternative formats of this report are available on request

Accessibility Framework

The Steve Cutway Accessibility Award

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

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Andrew Ashby is the Accessibility Coordinator, who is responsible for the coordination of accessibility initiatives throughout the University. He works collaboratively within the Queen's community to provide skills and services that will ensure a coordinated approach to accessibility. As a person living with a disability himself, he fully appreciates the significance of being able to work and learn at Queen's in a way that takes into account dignity, independence, integration, and equality of opportunity.

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gwbn@queensu.ca - ext. 32563

Greg Naçu is responsible for creating new online applications, maintaining and updating existing applications, for the Equity Office. Greg also provides technical support and database administration services to the Equity Office staff.

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ext 79576

Vanessa Yzaguirre began working in the Equity Office in January 2017 assisting with special projects such as the design of infographics on the topics of unconscious bias and employment equity. In addition, Vanessa has worked as a content designer and web developer for online training modules being created by

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

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 all unions and associations are invited to participate on the committee, as well as a representative from the Aboriginal Council of Queen's University. The CEE is coordinated by an Equity Advisor in the Equity Office. With the implementation of the Employment Equity Framework and its working groups, the Council's primary function is to review and advise the work of that structure.

The **CEE** met once during 2016. The CEE met to discuss the Diversity and Inclusion Strategy as well to discuss the work of the Employment Equity Working Groups.

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.

The **Strategic Planning Group** has a mandate to provide strategic planning, harmonization of effort, and oversight of initiatives under the Employment Equity Framework. The composition of this group includes the three leads of the working groups in addition to Gordon Smith (Vice Dean, Faculty of Arts and Science) Chair of the Council on Employment Equity, and Irène Bujara, University Advisor on Equity and Human Rights.

The **Strategic Planning Group** met four times in 2016. The primary focus this year was the development of the Employment Equity Project Plan.

The Accountabiltiy Working Group led by the AVP Human Resources is responsible for:

1. Collecting workforce information and conducting workforce data analysis
2. Establishing short-term and long-term numerical goals. Strategically prioritizing measures to address the goals and requirements of (FCP)
3. Ensuring the implementation of special measures and actions to support the achievement of a representative workforce

The Accountability Working Group met six times during 2016 and reviewed the following:

Exit Surveys
Diversity and Inclusion Scan of Human Resources
Diversity and Inclusion Departmental Plans
Strategy for closing the Gaps
Staffing/Business Officer Listing
The DEAP Tool for Staff
The Diversity and Inclusion Plan
Employment Equity Plan
Employment Equity Process for Staff
University Council Agenda
CEE Mandate and membership terms
National Occupational Classifications
HR Managers Advisor Group Mandate
Equitek
Queen's Equity Application Process (QEAP)
Workforce Analysis 2015-16

The Communication, Training and Awareness Working Group led by the Director of Communications is responsible for:

1. Ensuring that the institution is providing educational opportunities regarding employment equity to improve understanding of equity issues and the University's obligations for Employment Equity compliance
2. Promoting the development of processes to enhance hiring and recruitment practices at the University to ensure progress in our stated obligations to achieve representation in our workforce
3. Communicating equity responsibilities to the University community
4. Developing content for employment equity related publications to educate the university community

The Communication, Training and Awareness Working Group met nine times during 2016 and reviewed the following:

Advancement communication for equity hiring pilot
The Principal as an engaged Champion
Diversity & Inclusion Campaign
Where & How: Equity & Diversity talk on campus
Human Resources Scan results
University training
Diversity & Inclusion Plan/Strategy
Diversity & Inclusion Strategy Communication
Committee Membership
PICRDI update
EE Strategic Planning Group update
Communications Plan update
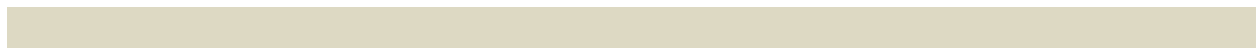
Training

The Equity Office provides a variety of training sessions for faculty, staff and students throughout the year. Below are the scheduled training sessions, however the staff of the Equity Office are often asked to provide tailored training sessions on an ad hoc basis as well.

From Diversity to Inclusion in the Workplace **Certificate Program**: This program is a series of courses that seek to engage Queen's staff and faculty in conversations, discovery, and learning about diversity and equity and to provide resources, knowledge and tools required to make Queen's an inclusive campus. The program is made up of six core courses as well as two elective and two mandatory online courses. This new certificate program was first offered in January 2013.

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

SECTION 1: EMPLOYMENT EQUITY

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.

Internal Transfer Surveys: A total of 57 employees transferred departments in 2016. Of the 57, 32 (56.1%) completed the Internal Transfer Exit Survey.

A confidential report was discussed by the Accountability Working Group outlining the results of the Internal exit surveys for 2016.

Staff Hiring Process: The FCP Action Group developed a proposal which entailed developing and

Collecting Workforce Information

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* and PeopleSoft are combined into an **Equity Data Warehouse** which is accessible only by Equity Office staff for FCP reporting purposes.

The PSAC 901 Equity Census: PSAC 901 members (TAs and TFs) are not required to complete a Census under the FCP because of the nature of their employment. However, in conjunction with the Equity Office and the PSAC 901 executive, a TA/TF census was created in order to assess the designated group profile of PSAC 901 members.

The ICOUNT Queen's Equity Census: The Census was administered twelve times in 2016 to a total of 529 new employees, an increase of 66 from 2015. The FCP requires an 80% return rate. The response and return rates were as follows:

Conducting a Workforce Analysis

Analyzing employment equity is more complicated than simply calculating the percentage representation of the four designated groups in the overall workforce of a given organization. It is also necessary to determine where, and to what extent, the designated groups are employed within the organization, their salary ranges and conditions of employment. It is important to
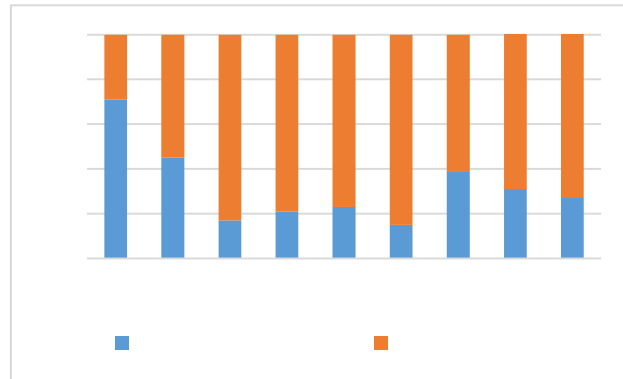
In 2016, t

The equity data is further used to complete the annual compliance report to the Joint Committee for the Administration of the Agreement (JCAA). The last report, the 2012-2014 report, was reviewed by the JCAA in September 2015.

Of the faculty hired in 2016, 74% of the processes were compliant with the equity requirements of the CA.

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

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

The Operational Review Committee (ORC), a senior management committee reviews all

THE FRAMEWORK

The Equity Office coordinates all five working groups. The total number of meetings held during 2016 appear below:

Type of Meeting	# of Times Met in 2016
Policy Advisory Working Group	folded
Information and Communications Group	4
Built Environment Group	9
Employment Working Group (on hiatus)	hiatus
Education, Training and Awareness Working Group (now 'Community of Practice')	hiatus

AODA 2016 Requirements and Achievements

In the role of guiding the Queen's accessibility mandate and putting plans into action, the operations of the working groups under the Accessibility Framework have ensured that Queen's is making progress toward compliance with the AODA and building an accessible and inclusive environment. Some key accomplishments are outlined below.

Consulting Persons with Disabilities and the Broader Community
Queen's strives to improve its ability to consult, engage, listen, and reframe accessibility issues so that the results of our work better meet the expectations and needs of persons with disabilities. In addition to having persons with disabilities participating on all of our Working Groups, the University continues to work towards improving engagement with persons who are affected by or interested in accessibility matters at Queen's. An accessible public engagement process helps the University make more informed decisions. It also helps members of the Queen's community better understand the complexities of accessibility planning and thereby builds support for the University's efforts.

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?

In January 2016 the Accessibility Cafe featured keynote speaker David Lepofsky titled *"Ramping Up Stalled Action in Ontario on Disability Accessibility"*;
Three Cafés were held on April 25, May 16, and June 24 titled *"Queen's Facilities Accessibility Design Standards (QFADS)"*;

The Accessibility Hub is a central online resource for accessibility at Queen's. It serves to elevate inclusion and improve access for everyone on our campus.

Since its launch in October 2013, the Accessibility Hub has assisted **120** Queen's Departments and Community Services with accessibility issues. At the time of this report, the Accessibility Hub Coordinator has responded to over **725**

SECTION 2: ACCESSIBILITY

(IASR s. 14). In 2016, the Information and Communications Working Group monitored Queen's websites and departmental compliance efforts every six months.

Design of Public Spaces and the Built Environment
Queen's is committed to greater accessibility for accessing, exiting and navigating through and around our facilities. An Equity Advisor participates on the Campus Planning Advisory

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

Please note that the following is reproduced from the SEEC annual report which covers 2016-2017 academic year. The Committee discussed and advised on the following items:

1. **Academic Accommodation for Students with Disabilities:** The Committee reviewed the draft policy and provided feedback to the Office of the Vice-Provost and Dean of Student Affairs. The Committee agreed to approve the policy following minor revisions.

2. **Equity Office Annual Report:** the Committee approved the Equity Office Annual Report 2015 to be accepted and brought to the Senate for information.

3. **Student ICOUNT Equity Census:** The Committee discussed the Student ICOUNT Equity Census on two occasions. The Census was sent to roughly 23,000 students on September 27, 2016.

SECTION 3: EDUCATIONAL EQUITY

2016 Student Applicant Census

The 2016 results of the Queen's Student Applicant Equity Census for Undergraduate students are shown below.   The population surveyed was 26,210 with a percentage responding of 21.3%, a slight increase from last year (21.1%) A summary table of the annual census results from 2011 to 2016 is available on the website of the Office of Planning and Budgeting.

Undergraduate Applications 2016	Applied	Offered	Registered
Women	3,309	2,274	986
Aboriginal Peoples	86	55	33
Persons with Disabilities	809	512	228
Visible Minorities	2,644	1,430	441

2016 Student Population

Combining the past and current Student Applicant Census data with our student enrollment data allows us calculate the representation of designated groups in the current student population. The ranking is determined by comparing the percentage of designated group members at Queen's to the percentage of designated group members in the Canadian population age 15-24

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:** Upholding a commitment to consult Aboriginal Peoples fosters the success of Aboriginal students at Queen's. Although the inclusion of Aboriginal interests are considered across the other 11 indicators, Canadian institutions have a unique responsibility to consult Aboriginal communities in a manner that respects their distinct place in Canadian society.

The Diversity and Equity Assessment and Planning (DEAP) Tool was developed by the Equity Office in collaboration with SEEC to assist Units to better understand the environments and climate relating to equity and diversity in their Units. The DEAP Tool is a self-assessment tool for internal use by Units. The DEAP Tool was launched in January 2015.   The staff of the Equity Office have been meeting with the Unit delegates responsible for its completion. The Equity Office also met with PARTEQ to patent the Tool as many Universities have shown an interest in purchasing the Tool.

In 2016, the following units engaged with the Tool: School of Nursing (has completed year one progress report and is currently setting goals for year two), Libraries, Faculty of Education,

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