



# Equity and Inclusion Office

## Annual Report

**SEPTEMBER 1, 2017  
– AUGUST 31, 2018**

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**BRIGHTER WORLD**

Equity and  
Inclusion Office

McMaster  
University 



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## Relevant Links

**Accessibility Hub** [accessibility.mcmaster.ca](https://accessibility.mcmaster.ca)

**Equity and Inclusion Office** [equity.mcmaster.ca](https://equity.mcmaster.ca)

**Equity and Inclusion on Facebook** [facebook.com/EIOMcMaster](https://facebook.com/EIOMcMaster)

**Hamilton Anti-Racism Resource Centre** [harrc.ca](https://harrc.ca)

**Policy on Discrimination and Harassment: Prevention & Response**  
[mcmaster.ca/policy/General/HR/Discrimination\\_and\\_Harassment.pdf](https://mcmaster.ca/policy/General/HR/Discrimination_and_Harassment.pdf)

**President's Advisory Committee on Building an Inclusive Community** [pacbic.mcmaster.ca](https://pacbic.mcmaster.ca)

**Sexual Violence Policy**  
[mcmaster.ca/vpacademic/Sexual\\_Violence\\_Docs/Sexual\\_Violence\\_Policy\\_effec-Jan\\_1,2017.pdf](https://mcmaster.ca/vpacademic/Sexual_Violence_Docs/Sexual_Violence_Policy_effec-Jan_1,2017.pdf)

**Sexual Violence Response Protocol** [svrp.mcmaster.ca](https://svrp.mcmaster.ca)



# Message from Dr. Arig al Shaibah, Associate Vice President

## Dear Campus Community Members:

As McMaster's inaugural Associate Vice President, Equity and Inclusion, it is my pleasure to present this 2018 Annual Report of the Equity and Inclusion Office, and to offer some introductory comments!



While this report provides both narrative highlights and statistical information related to the programs and services offered through the Office, I would like to share, in these prefacing remarks, some information about my role and what I have been focused on since I joined McMaster in April of 2018.

In the last several months, in addition to familiarizing myself with the campus, I have been engaged in collaborative work to strengthen the foundations needed to enable both the EIO team and the broader community to advance institution-wide equity, diversity and inclusion (EDI).

The EIO has experienced considerable change since its inception. In the last year, the Office benefited from institutional investment in both people and programming. Shortly after I began my term, the entire team engaged in a productive exercise which led to the revitalization of our vision, reinforcement of our core values, and renewal of our mission and mandate. We are poised to maintain forward momentum!

With respect to building broader university capacity to advance EDI, I have been consulting and engaging campus community members – students, faculty, staff and administrators – on the development of an institution-wide EDI framework and strategy. Community consultations will continue through the 2018/19 winter term.

Together, we have been shaping a four-pillar framework spanning all areas of the university:

- 1. Institutional commitment and capacity** (strengthening leadership, governance, and accountability);
- 2. Educational content and context** (innovating teaching, learning and research);
- 3. Interactional capabilities and climate** (developing attitudes, knowledge and skills);
- 4. Compositional diversity and community engagement** (enhancing equity, access, and success).

We have also determined that our EDI efforts should be guided by the following principles:

- *Cultural relevance and reconciliation* through education and relationship-building;
- *Community ownership* through campus consultation and engagement;
- *Collective responsibility* through senior level accountability and distributed leadership;
- *Coordinated de-centralization* through cross campus collaborations and synergies; and
- *Continuous improvement* through evidence-based decision-making and practice.

We are living in increasingly diverse, pluralistic, and interconnected communities, yet disparities in social determinants of human health and well-being persist, intergroup conflict continues, and solutions to local and global economic and environmental sustainability challenges elude us. It is more important than ever to generate knowledge and graduate scholars, global citizens and leaders to address these contemporary issues and challenges. These are the ultimate goals of advancing EDI and inclusive excellence in higher education, and, as a world-class institution, McMaster is well placed to be on the leading edge of these efforts.

A handwritten signature in blue ink, appearing to read 'Arig al Shaibah'. The signature is stylized with a large, sweeping 'A' and a star-like flourish above the first letter.

Arig

# Executive Summary

McMaster's Equity and Inclusion Office (the Office) experienced considerable change and forward momentum in the 2017/2018 academic year. The following are particularly notable accomplishments.

In April 2018, Dr. Arig al Shaibah joined the Equity and Inclusion Office as McMaster University's first Associate Vice President, Equity and Inclusion. Reporting to the Provost and Vice-President Academic, Dr. David Farrar, Dr. al Shaibah was appointed after a national search and unanimous recommendation by the selection committee.

In March 2018, the Hamilton Anti-Racism Resource Centre (HARRC) was successfully launched in collaboration with the City of Hamilton and the Hamilton Centre for Civic Inclusion. Princewill Ogban was hired as the Manager of the HARRC. More than 10 years in the making, the new HARRC is already proving to be a positive force in combatting race-based discrimination, harassment and hate incidents.

The Office was relocated to the First Floor of University Hall, bringing the entire EIO team together under one roof and creating a more collaborative and efficient work environment. More importantly, the new office location provides a more welcoming and accessible space for members of the University community seeking our support and services, particularly those requiring a private place for confidential consultations.

The EIO website was also updated. More user-friendly, the site is now easier to navigate, and visitors report it is quicker and easier to identify and locate the vital information they are looking for.

In addition to looking forward to Dr. al Shaibah's leadership and vision for advancing a campus-wide EDI Framework and Action Plan, the EIO will be prioritizing the following activities in 2018/19:

- Reviewing both the Sexual Violence Policy and the Policy on Discrimination and Harassment;
- Supporting the implementation of employment equity best practices across the institution;
- Contributing to the enhancement of recruitment and selection training resources and tools;
- Developing a new online tool to improve tracking of Sexual Violence cases; and
- Building on the pilot Indigenous Blanket Exercise to sustain campus community training efforts.

767

Total cases -  
consultations/  
complaints/disclosures

41

Complaints

637

Consultations

89

Sexual Violence  
Disclosures

170

Total workshops  
and events

9,937

Total people  
reached

# The Equity and Inclusion Office

## Advancing equity, diversity and inclusion

### The Equity and Inclusion Office has a broad and proactive mandate to:

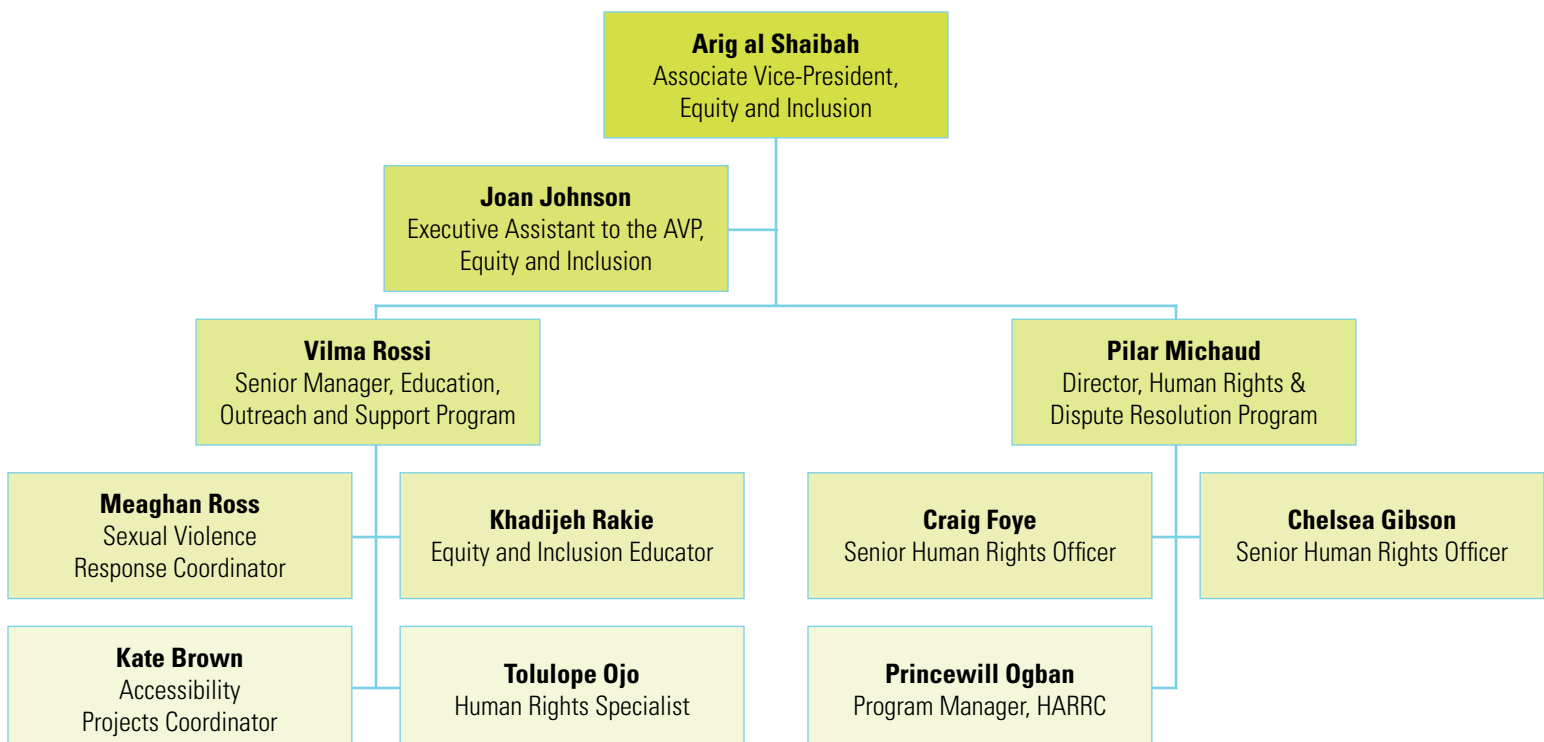
- Identify and address campus-wide systemic equity and inclusion issues;
- Play a central role in campus education and awareness-raising on equity and inclusion; and
- Help develop and implement relevant equity and inclusion initiatives, policies and processes, including those for handling discrimination, harassment and sexual violence concerns and complaints.

The Associate Vice President (AVP), Equity and Inclusion provides leadership to advance institution-wide strategic equity, diversity and inclusion priorities and goals, working collaboratively and in consultation with the President's Advisory Committee on Building an Inclusive Community (PACBIC), the Indigenous Education Council, and the McMaster Accessibility Council.

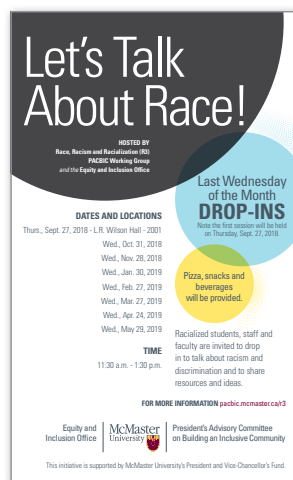
### Two complementary programs

**The Human Rights and Dispute Resolution Program** offers confidential advice, guidance and consultation to students, staff and faculty members on issues related to human rights. The Program houses one of four intake sites listed in McMaster's *Policy on Discrimination and Harassment: Prevention and Response* and the *Sexual Violence Policy*. The Program team is responsible for facilitating the resolution of concerns and complaints and for investigating formal complaints related to issues of discrimination, harassment and sexual violence.

**The Education, Outreach and Support Program** engages students, staff and faculty members through awareness-raising and education, including workshops, equity-related initiatives, inter and intragroup dialogue, support and outreach, and special events. The Program team works closely with partners, both on and off campus, not only to advance equity, inclusion and accessibility, but also to challenge myths and misconceptions about sexual violence on campus.

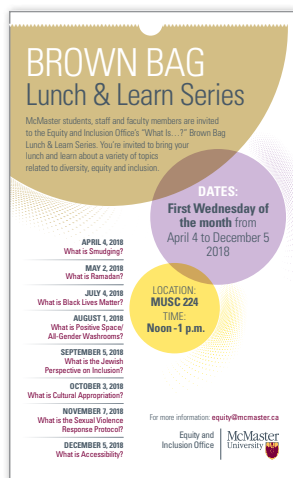


# Education, Outreach and Support Program 2017/18 Highlights



**The Education, Outreach and Support (EOS) Program** – formerly known as the Equity Services Program – is overseen by Vilma Rossi, Senior Manager, Education, Outreach and Support. EOS includes AccessMAC, the University's accessibility program, the Sexual Violence Response Protocol, and the Education Portfolio which includes a wide range of educational workshops and initiatives related to equity, diversity and inclusion.

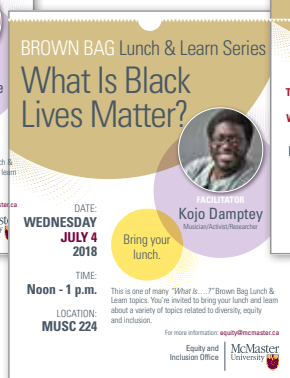
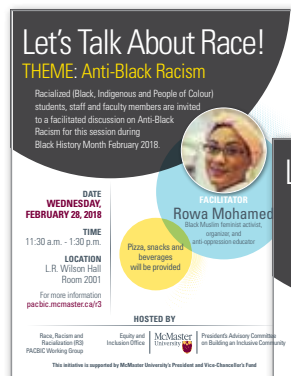
This year, the Program was strengthened by the addition of the **Equity and Inclusion Educator** position. This position was filled by Khadijeh Rakie who first undertook the role on a promotional assignment from her previous position as Human Rights Specialist. With the introduction of the Equity and Inclusion Educator role, the Program looks forward to providing an even wider range of workshops and specialized training to build skills and raise awareness around harassment, discrimination, equity, accessibility and inclusion. The Educator will also work closely with team members and with members of historically marginalized groups on campus to create opportunities for intragroup support and dialogue initiatives, such as the very well-received **"Let's Talk About Race"** and **"Disability Discussions"** Series.

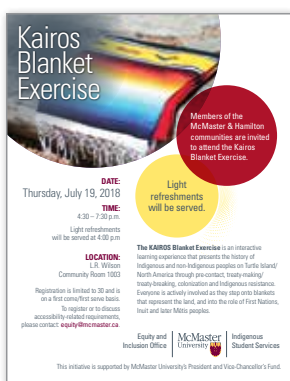
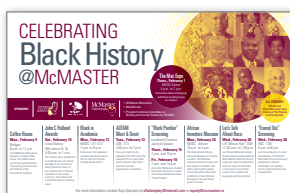


Another exciting initiative was the **Lunch & Learn** series covering a wide range of topics of interest to the campus community. This initiative has been so well-received that the Program will be adding a **"Smart Start"** series for campus members who want a very early start to their day with coffee, croissants and conversation about equity, diversity and inclusion.

Working in close partnership with the Employment Equity Specialist in Human Resources Services, the EOS team continued to build on the success of the "Building Inclusion" Series for managers and supervisors with the "Creating Trans-Inclusive Workspaces Presentation" offered by the 519 Community Centre, Toronto.

The **"Creating Trans-Inclusive Workspaces"** presentation was complemented by the release of the **On-Line Trans Resource** developed by several members of McMaster's transgender and non-binary communities: <https://equity.mcmaster.ca/inclusion-initiatives>





## AccessMac Highlights

- EIO staff worked with youth activists with disabilities and other partners to hold the very first **Momentum: Disability Justice UnConference** to celebrate and commemorate the International Day of Persons with Disabilities (December 3).
- The **Employee Accessibility Network for Employees with Disabilities** was launched.
- In partnership with MSU Maccess, the **Disability Discussions Series** was launched. This student-focused series consists of themed events and networking opportunities for students with disabilities on topics of their choice.
- EIO partnered with MacPherson Institute staff on important accessibility-related initiatives, including the **Accessibility and Equity in Teaching and Learning Network**, which hosted two events in early summer 2018 for faculty and teaching staff members.
- AccessMAC** developed strong partnerships with groups working in accessibility and disability inclusion both within McMaster and in the broader Hamilton community. Partners include the Hamilton Centre for Civic Inclusion, PATH Employment Services, and L'Arche Hamilton.

## Other important highlights of the past reporting year include:

In its ongoing efforts to build an inclusive community, the EOS Program provides many educational events and initiatives to the McMaster community. Notable ones include:

**National Day of Remembrance and Action on Violence Against Women:** EOS works in close partnership with the Anti-Violence Network and the Indigenous Studies Program/ Indigenous Student Services to plan the commemorative events held annually on or about December 6th.

**Smudging Protocol:** Led by Katelyn Knott, Indigenous Projects Coordinator and graduate student in Gender Studies and Feminist Research, the Equity and Inclusion Office partnered with members of the Indigenous communities and relevant McMaster University offices to affirm the right of Indigenous peoples to engage in Smudging on campus. This right is upheld by the University's *"Procedure for Burning Traditional and Sacred Medicines"* which recognizes that "the use of these Traditional and Sacred Medicines for ceremonial purposes is separate and distinct from the 'recreational' use of tobacco, and other substances, and as such is not subject to the same restrictions outlined in the *Tobacco & Smoke Free University Policy*."

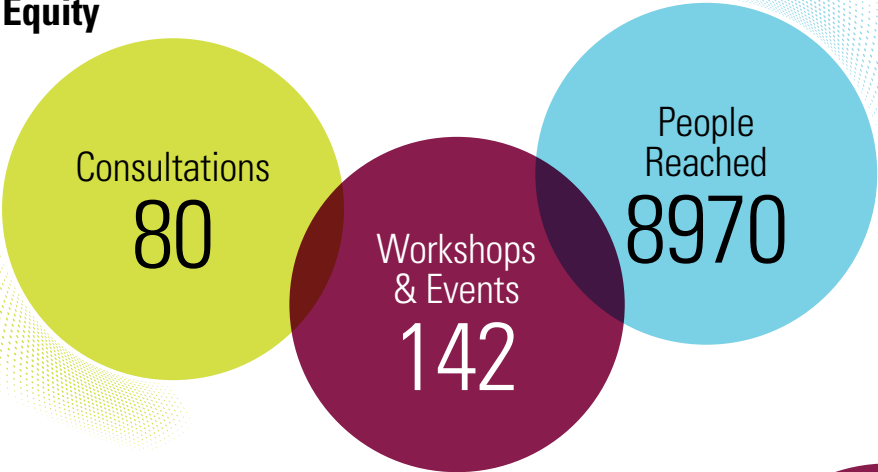
**Black History Month 2017:** Black History Month is commemorated on an annual basis in February. Coordinated by Kojo Damperty, this year's commemoration offered a series of meaningful and engaging presentations and initiatives that brought together some of the pre-eminent scholars and advocates on issues related to anti-Black racism and other forms of oppression facing members of racialized communities.

Members of the EOS Education Portfolio worked closely with Indigenous Student Services to deliver the **Kairos Blanket Exercise (KBE)** to members of the campus community. The KBE is an interactive learning experience that presents the history of Indigenous and non-Indigenous peoples on Turtle Island/North America through pre-contact, treaty-making/treaty-breaking, colonization and Indigenous resistance. The KBE was made possible with financial assistance from the President and Vice-Chancellor's Fund.



**Equity and Accessibility**

**Equity**



**Accessibility**





# Sexual Violence Response Protocol

McMaster University introduced its Sexual Violence Response Protocol in 2015; the purpose of the Protocol is to ensure all individuals on campus – students, staff, and faculty – know how to provide consistent, clear, and survivor-centred responses to disclosures of sexual and gender-based violence.

The Sexual Violence Response Coordinator consults with community members on their respective roles and responsibilities under the Protocol, receives and responds to individual disclosures of sexual and gender-based violence, including drafting safety plans for individual survivors, providing referrals to campus and community resources/supports, arranging academic, workplace, and residence accommodations, and providing information regarding complaint and reporting options available to survivors on and off campus.

The Coordinator played an integral role in the implementation of, and reporting on, the Ministry of Advanced Education and Skills Development's Campus Climate Survey on Sexual Violence. In total, 9333 McMaster University students completed the survey, representing a response rate of 30.7%, which is greater than the average university response rate of 26.1%. A provincial analysis of survey results is currently being undertaken.

The Protocol is woven into McMaster's *Sexual Violence Policy*, in that disclosing and seeking support from the Sexual Violence Response Coordinator is one of the Policy's three options available to community members. Other options under the Policy including making a formal university complaint and making a report to Security Services or Hamilton Police Services.

Additional information on McMaster's Sexual Violence Response Protocol can be found here:

<https://svrp.mcmaster.ca/>.

## Sexual Violence Cases: Data Collection

McMaster University was required to report aggregate data to the Ministry of Advanced Education and Skills Development on formal complaints/reports of sexual violence made by students from September 1, 2017 to December 31, 2017. For Ministry reporting purposes, a formal complaint/report is narrowly defined as one of the following two situations:

- a student who has been affected by sexual violence (including students directly affected by sexual violence and bystanders) informs the postsecondary institution about that experience for the purposes of initiating the institution's investigation and adjudication procedures; or
- the institution, upon being informed of an incident of sexual violence, initiates an investigation.

## University Data Collection\*: Beyond Mandatory Ministry Reporting

In order to reflect a broader picture of sexual violence on the McMaster campus, the EIO collects the following data, published in this report.

- **Disclosures** – when an individual informs the Sexual Violence Response Coordinator about an experience of sexual violence with the intent to access support, accommodations and/or information about their options;
- **Consultations** – when an individual approaches an Intake Office in order to seek information with the intent of pursuing an informal resolution to the incident experienced;
- **Complaints** – when an individual submits a formal complaint to an Intake Office with the intent of initiating a university process, including formal investigation and adjudication; and
- **Reports**<sup>1</sup> – when an individual makes a first person report to University Security Services or Hamilton Police Services with the intent of initiating a legal process, including laying a charge and engaging in legal proceedings.

<sup>1</sup> EIO records all reports made to Hamilton Police Services (HPS) through McMaster Security Services, but is not privy to reports made directly by individuals to HPS.

## Overview of Sexual Violence Disclosures and Consultations to Sexual Violence Response Coordinator

146  
Total Cases

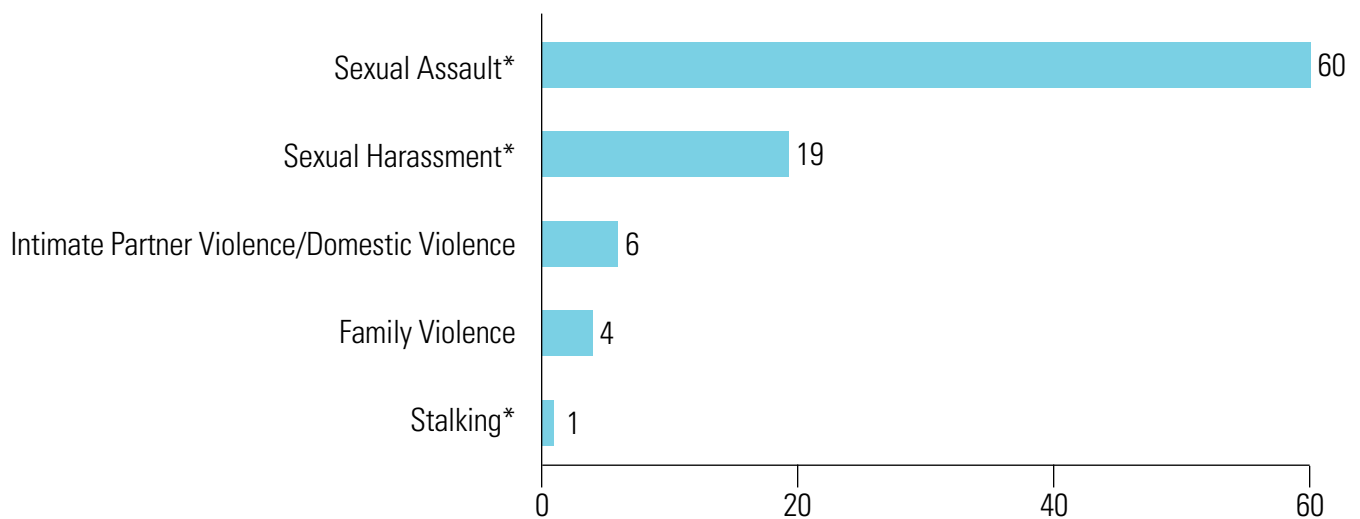
89  
Disclosures  
to the  
SVR Coordinator

57  
Consultations  
with the  
SVR Coordinator

28  
Cases Referred by  
Campus Community  
to the  
SVR Coordinator

35  
Cases Requesting  
Accommodation Assistance  
from the  
SVR Coordinator

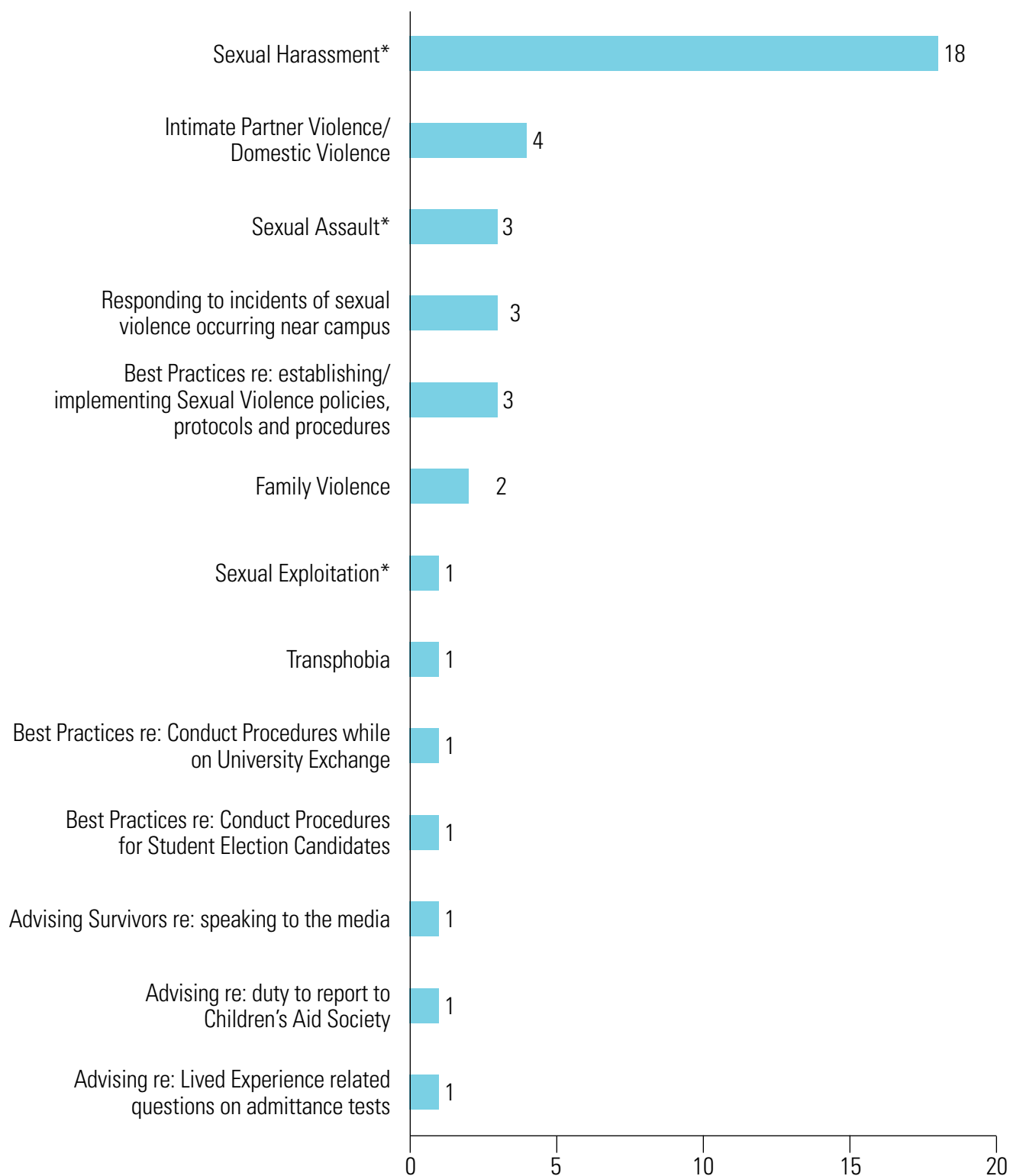
## Disclosures: Type of Sexual Violence



\* Denotes Ministry Category

Note: Some disclosures involved more than one type of sexual violence.

## Consultations: Type of Sexual Violence





## Overview of Sexual Violence Statistics Collected through the Intake Offices

Total Unique Cases Presenting to Intake Offices: 53

53

Consultations  
with Intake Offices

51

Sexual Harassment

2

Sexual Assault

17

Complaints  
Submitted to  
Intake Offices

12

Sexual Harassment

5

Sexual Assault

# Human Rights and Dispute Resolution Program 2017/2018 Narrative Highlights and Statistics

**The Human Rights and Dispute Resolution Program** is overseen by Pilar Michaud, Director (HRDR) and includes two Senior Human Rights Officers, Chelsea Gibson and Craig Foye, and an Anti-Racism Program Manager, Princewill Ogban.

## **Hamilton Anti-Racism Resource Centre: 10+ years in the making:**

On March 21, 2018 – International Day for the Elimination of Racial Discrimination – McMaster University, the City of Hamilton, and the Hamilton Centre for Civic Inclusion announced the opening of the Hamilton Anti-Racism Resource Centre (HARRC).



A truly collaborative initiative, HARRC was proposed more than 10 years ago by the City of Hamilton's Committee Against Racism (CAR). HARRC's mandate is to address discrimination, harassment and hate incidents based on race by collecting statistics and providing support, information and referrals to people affected by race-related oppression or violence.

HARRC's Program Manager is Princewill Ogban, an employee of the Equity and Inclusion Office. Princewill is a registered social worker who has extensive experience working with members of marginalized communities within the corporate, education and health and social services sector. Working closely with Princewill is Dr. Ameil Joseph, a faculty member with McMaster's School of Social Work. Professor Joseph's role is Scholar-in-Community, a fellowship funded by the Faculty of Social Sciences.

"HARRC is a unique model that takes on a present-day analysis of what racism is," says Professor Joseph. "It acknowledges what happens on an individual level: the discrimination, the harassment, the direct experience of racism that people experience. These stories will also be collected anonymously and analysed at aggregate levels, to identify problematic systemic and structural patterns and trends."

Since opening its doors, HARRC has been actively involved in community outreach and relationship building, and has conducted 40 consultations, the majority with individuals who self-identify as African Canadian or Black.

For more information, please visit HARRC's website: <http://harrc.ca>



## **Assessment Team: A new model for handling complaints**

McMaster implemented a new approach to assessing complaints under both the *Sexual Violence Policy* and the *Policy on Discrimination and Harassment: Prevention & Response*. This past academic year marks the first full year this model was in place.

Regardless of which Intake Office (Equity and Inclusion Office, Employee & Labour Relations, Student Support and Case Management Office, or Faculty of Health Sciences Professionalism Office) receives a complaint, the complaint is forwarded to a multi-disciplinary Assessment Team.

The Assessment Team then determines: whether the matter fits within the scope of the policies; considers if an investigation is required, and, if so, the parameters; and decides whether accommodation or interim measures are necessary. The Assessment Team maintains a roster of investigators and oversees investigations, advising and consulting with the appropriate senior administrative decision-maker.

The model has proven to have several advantages:

- It provides clarity and university-wide consistency around the complaint process;
- It is allowing the university to develop a panel of experts who are intimately familiar with McMaster's policies;
- It is focused on early and effective alternative dispute resolution;
- It is fostering partnerships and teamwork across the university, and enhancing internal capacity to deal with complaints; and
- It is contributing to education and increased awareness across the university on issues related to harassment, discrimination, and sexual violence.

As a new approach, McMaster's model has generated interest from other university campuses; the Director Employee/Labour Relations recently presented on the model at a conference for the Council of Senior Human Resources Officials. A year into implementation, we are reviewing whether and how to further improve the model.

Note: The 2017/2018 academic year marked the first year that the Assessment Team model was used for the entire 12-month reporting period. While the total number of cases reported by the EIO for the year is similar to 2016/17, the number of complaints is much lower. This is attributed to the new model and the narrower definition of a complaint. A complaint is now a case that is reviewed by the Assessment Team. Cases remaining in an Intake Office and that are resolved through that office are now reported as consultations or informal resolutions.

### Keeping Current: Training and tools for leaders and administrators

The EIO continues to support McMaster's leaders and administrators in staying up to date on the university's policies - *Sexual Violence Policy* and the *Policy on Discrimination and Harassment: Prevention & Response*. Staff representatives from each of the four Intake Offices (Equity and Inclusion Office, Employee & Labour Relations, Student Support and Case Management Office, or Faculty of Health Sciences Professionalism Office) collaborated to develop and deliver a workshop that included:

- An overview of the ***Sexual Violence Policy***, including supports, process for disclosures, complaints, and reports, and investigative and adjudication processes, with a focus on the roles and responsibilities of Chairs and Directors
- An overview of the revised ***Policy on Discrimination and Harassment: Prevention and Response***, with a focus on the roles and responsibilities of Chairs and Directors
- A refresher on McMaster's ***Sexual Violence Response Protocol***
- The opportunity to ask questions, share in problem-solving, and identify needed next steps and supports

The workshop was formally offered through the Office of the Vice Provost (Faculty) for Department and Graduate Chairs and Directors in January 2018. Iterations were delivered upon request throughout the year to various departments on campus.

The Intake Offices created one-page reference guides for use by people managers, and are in the process of also creating a desktop card setting out administrators' limits to confidentiality.

The work of developing tools has been identified as an area for continued improvement in 2018/19.



# Overview of Harassment/Discrimination and Sexual Violence Complaints

Under sections 58 and 71 of the *Policy on Discrimination and Harassment: Prevention & Response* and section 38 of the Sexual Violence Policy, the Equity and Inclusion Office is responsible for gathering and analyzing statistics on consultations, disclosures, complaints, investigations, sanctions and outcomes, and for reporting on that data to the Senate and the Board of Governors.

Unless stated otherwise, this report covers data collected from September 1, 2017 to August 31, 2018.

The report includes: (1) data gathered by the Equity and Inclusion Office; and (2) data provided to the Office by Human Resources Services, Faculty of Health Sciences Professionalism Office, Student Support & Case Management, and Security Services.



Note: The 2017/2018 academic year marked the first year that the Assessment Team model was used for the entire 12-month reporting period. While the total number of cases reported by the EIO for the year is similar to 2016/17, the number of complaints is much lower. This is attributed to the new model and the narrower definition of a complaint. A complaint is now a case that is reviewed by the Assessment Team. Cases remaining in an Intake Office and that are resolved through that office are now reported as consultations or informal resolutions.

## Complaints

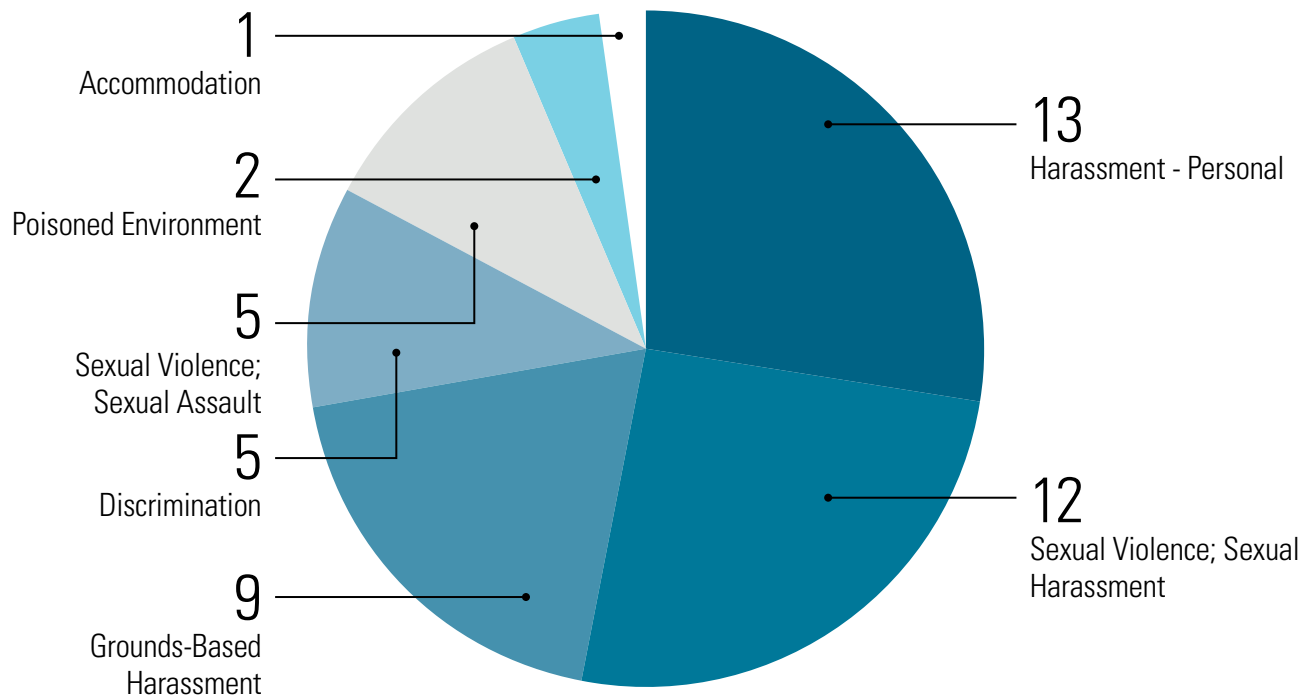
### 1. Complaints: Status of Formal Complaints



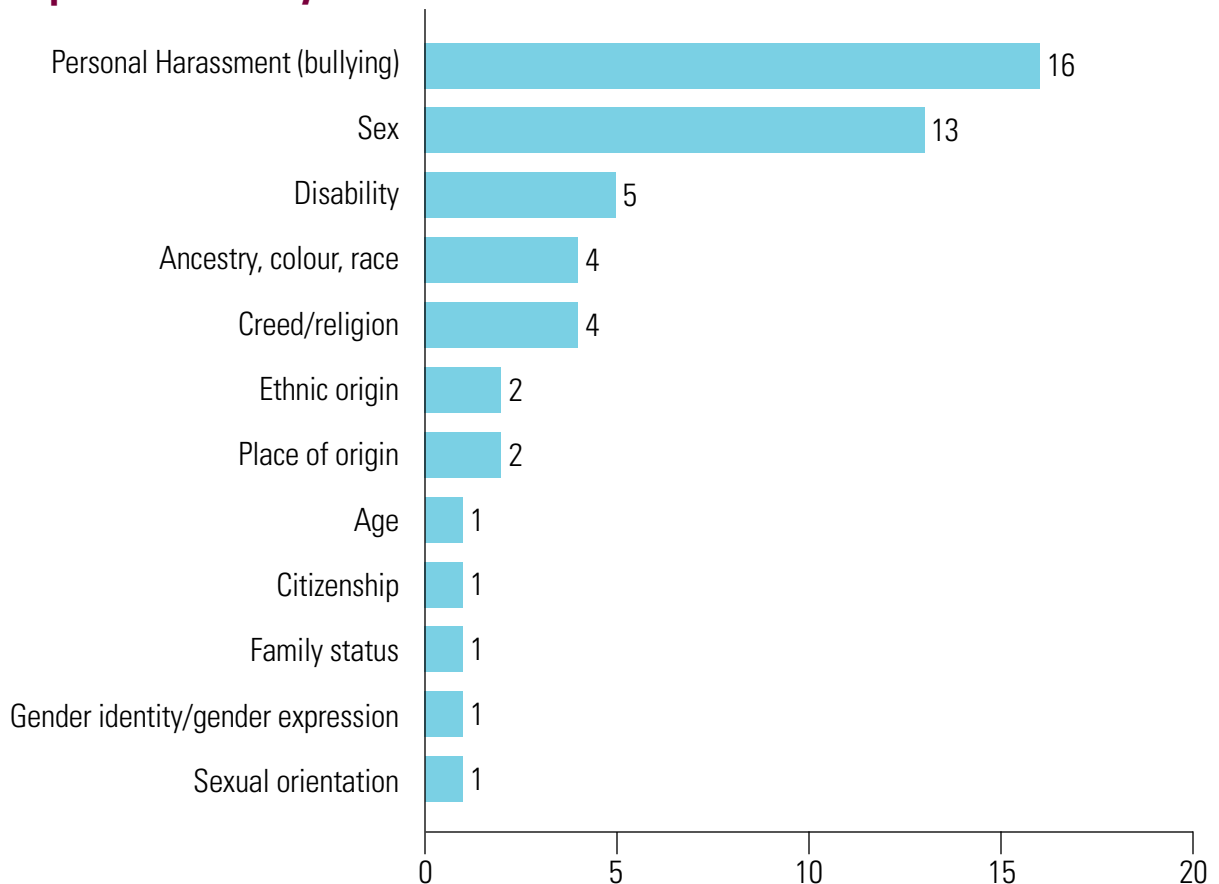
Of the 47 complaints that were closed during this academic year, 24 involved an investigation process followed by a determination as to whether or not a University Policy was violated. Half (12) of the complaints that were investigated resulted in a finding of violation, and half resulted in a finding of no violation. In cases where violations are found to occur, outcomes vary, depending on the circumstances of each case. Outcomes in 2017/18 included: retroactive academic accommodation; instituting no contact orders between individuals; designating individuals as PNG (persona non grata) from campus; remedial educational initiatives; mandated training; professional coaching; documented discussions; and termination of employment.

\*\* Complaints may not be investigated for a variety of reasons, including: the complaint was withdrawn; the parties reached a resolution; the complaint proceeded under another University process, such as the Student Appeal Procedures or Student Code of Rights & Responsibilities; the Assessment Team and senior administrative decision-maker determined there was no jurisdiction or no prima facie case.

## 2. Complaints: Breakdown by Issue

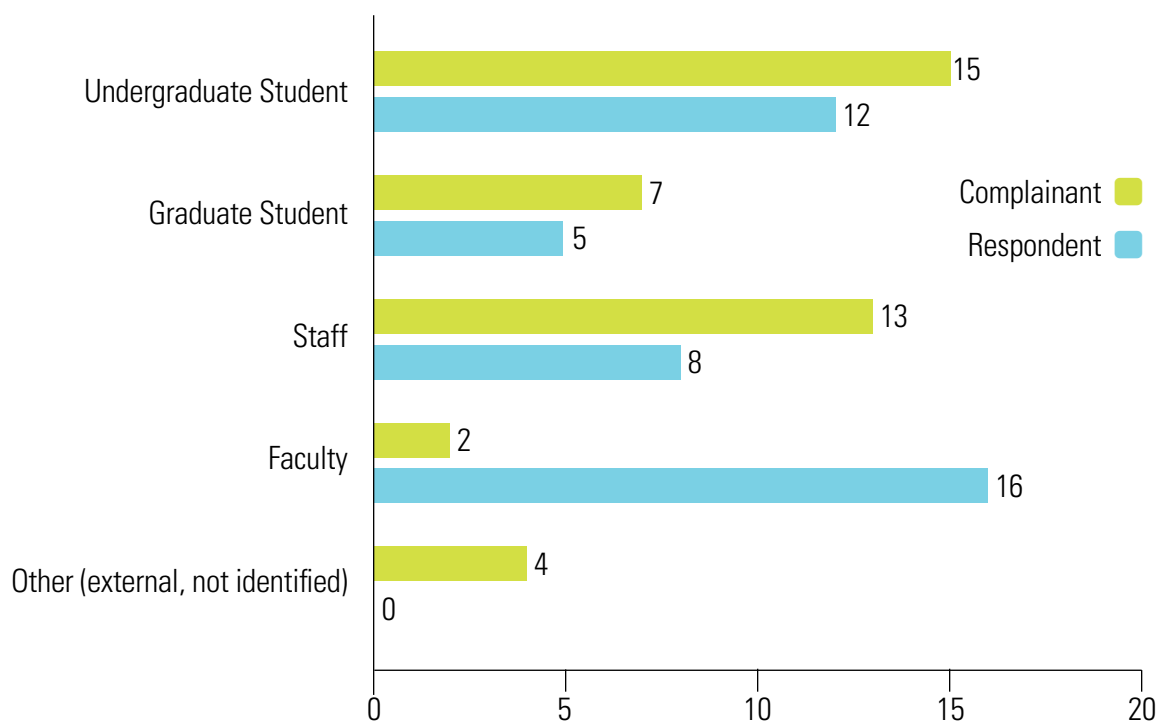


## 3. Complaints: Cases by Ground

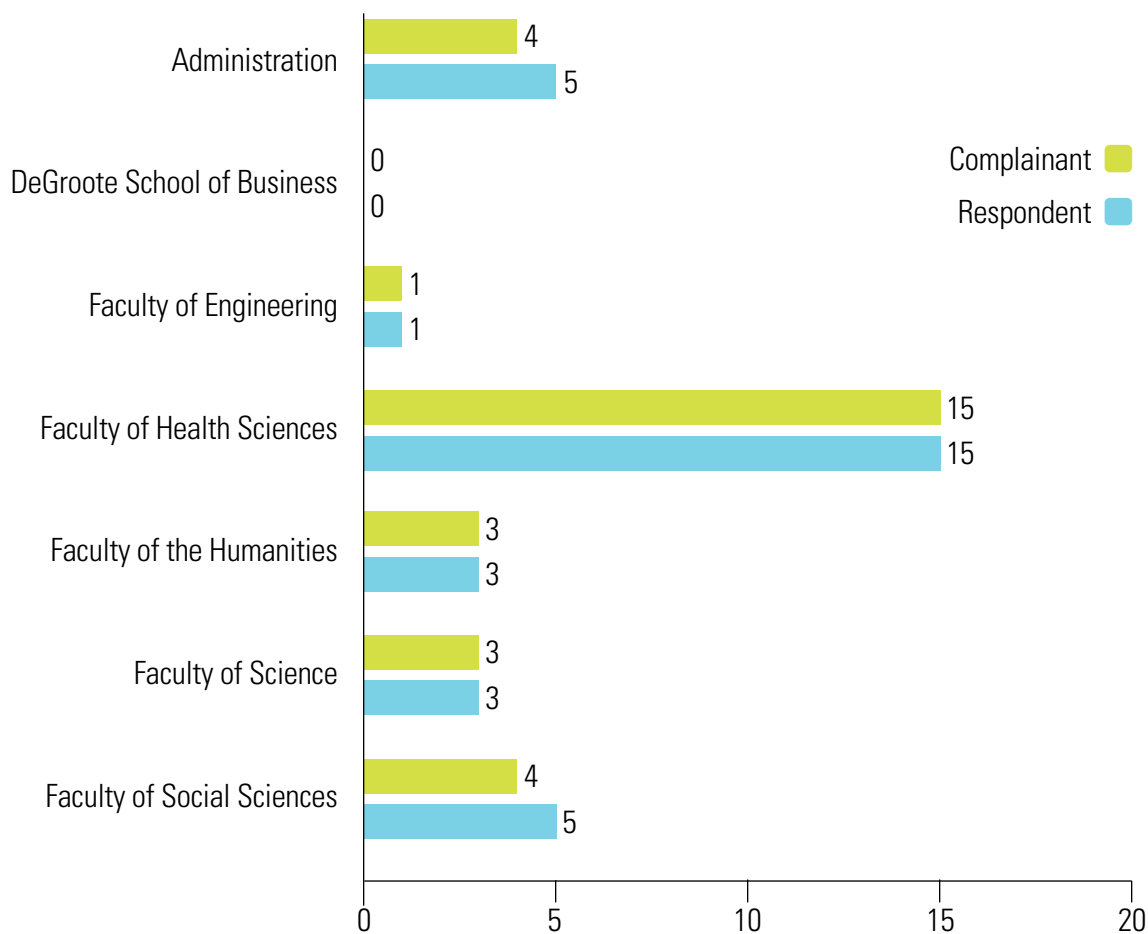


Note: Some consultations involve more than one ground.

#### 4. Complaints: Participant Type

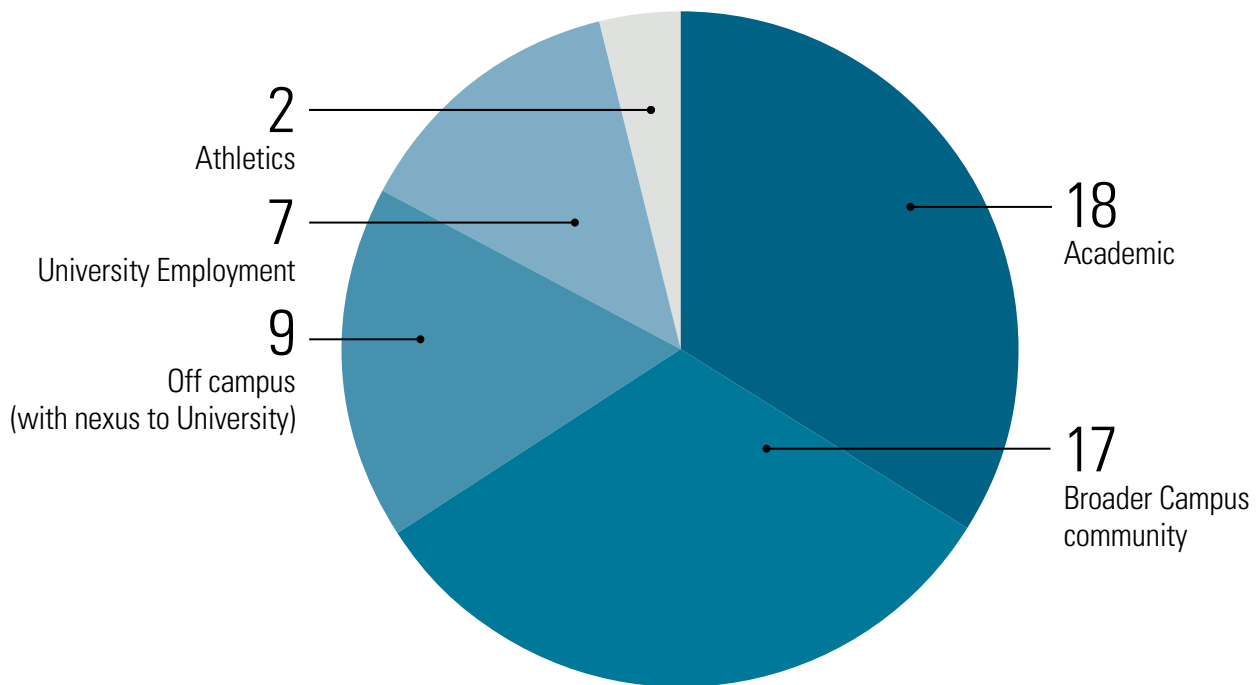


#### 5. Complaints: Participant Type by Faculty/Areas of the University





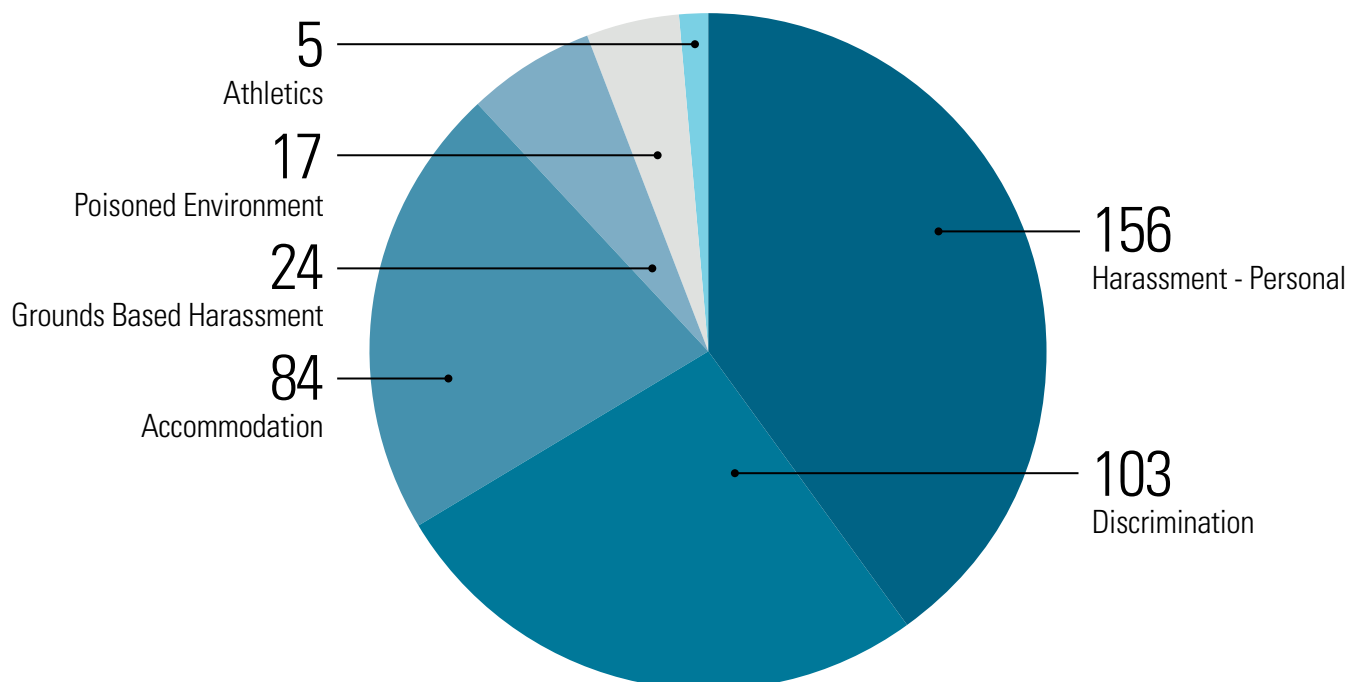
## 6. Complaints: Origin of the Concern



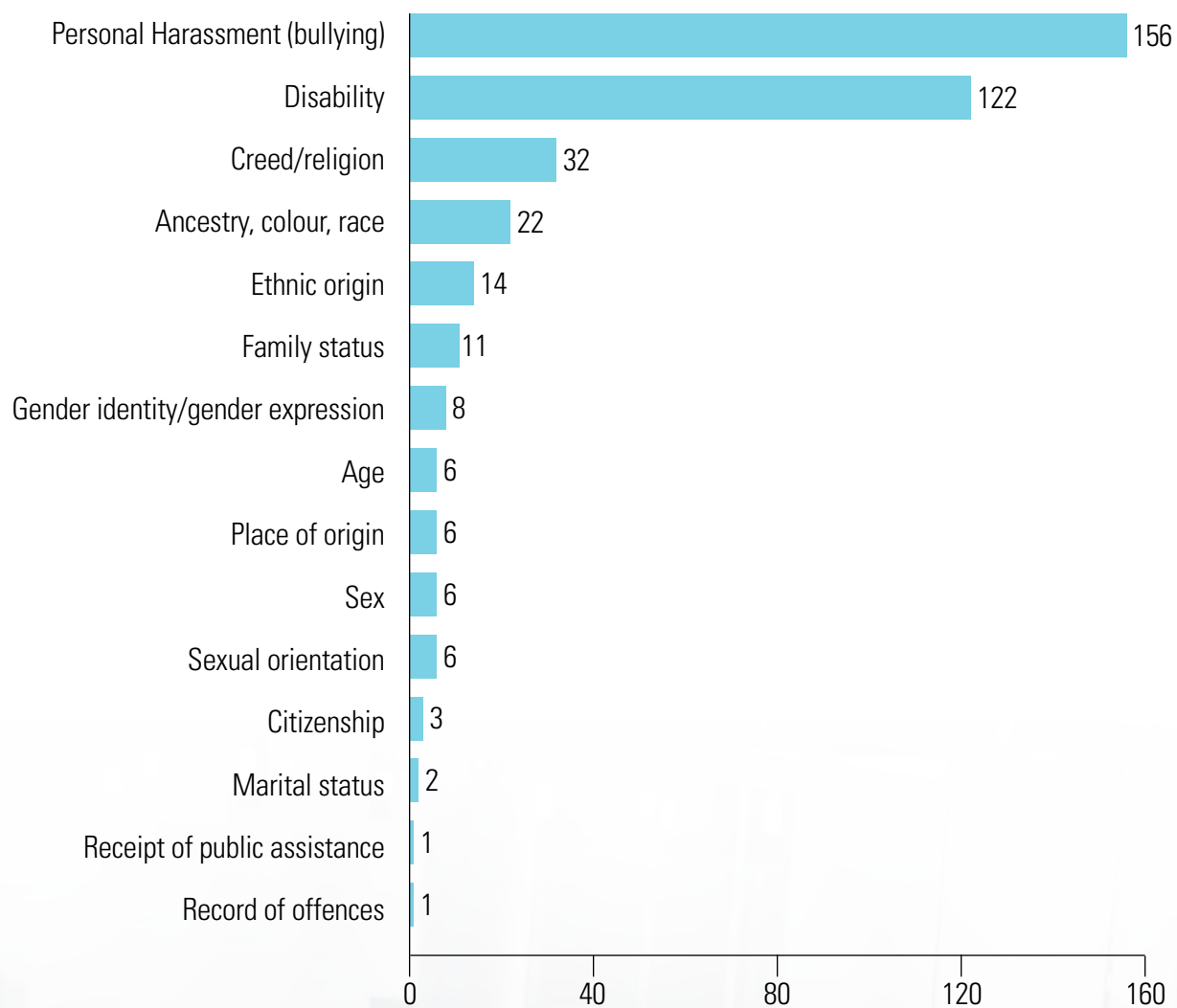
## Consultations

### Discrimination Policy

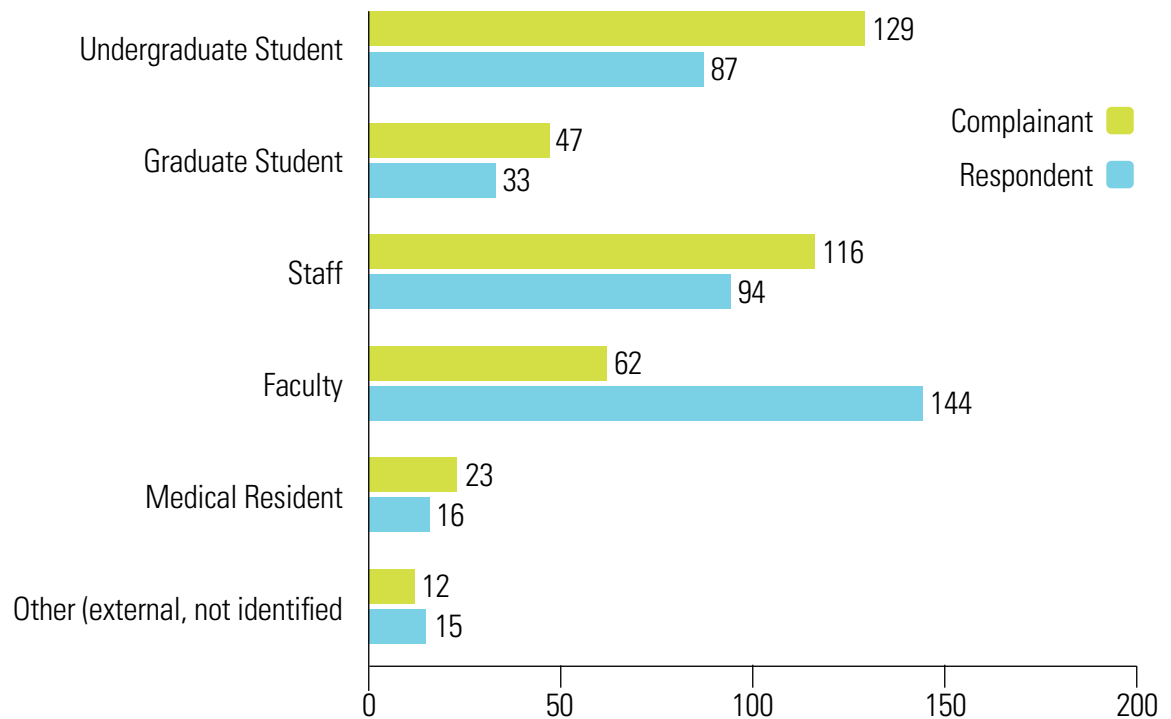
## 7. Discrimination Consultations: Breakdown by Issue



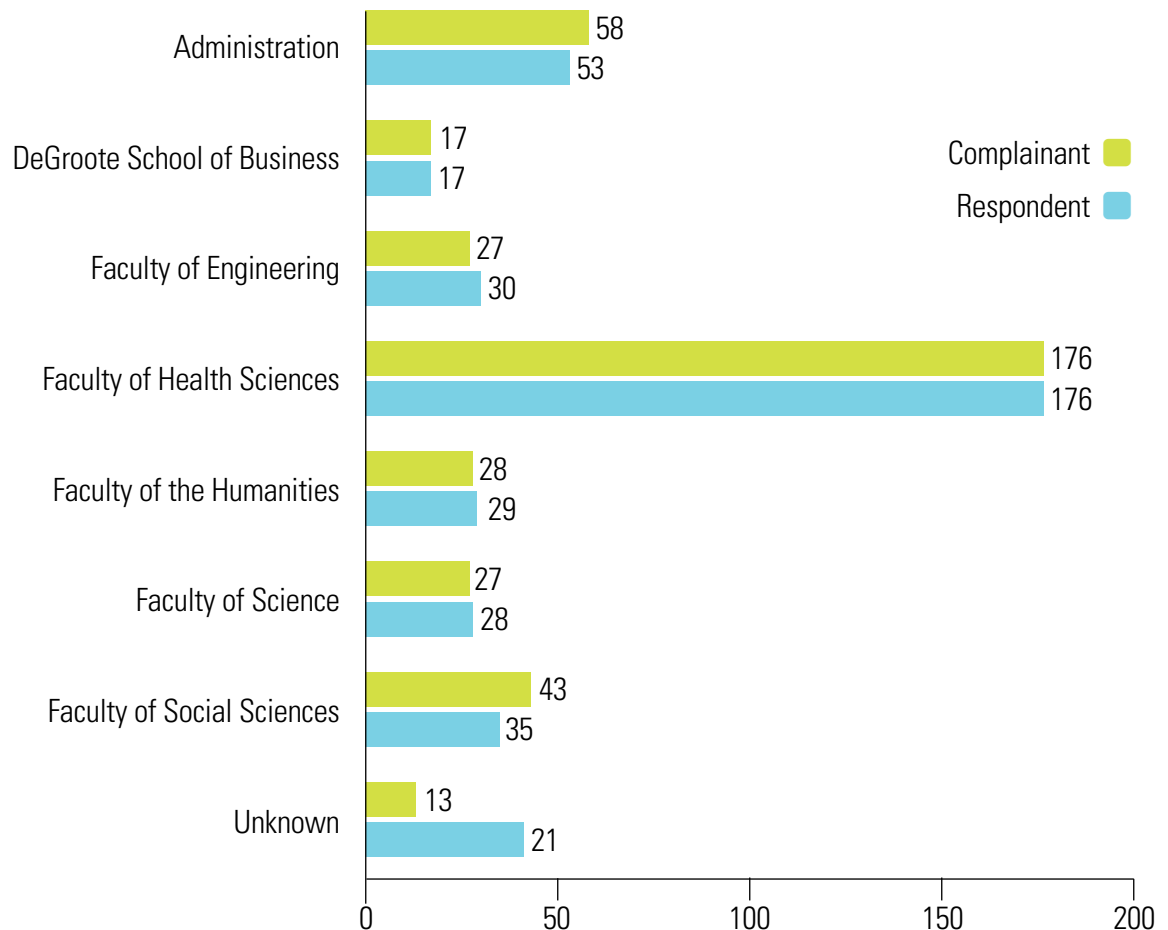
## 8. Discrimination Consultations: Cases by Ground



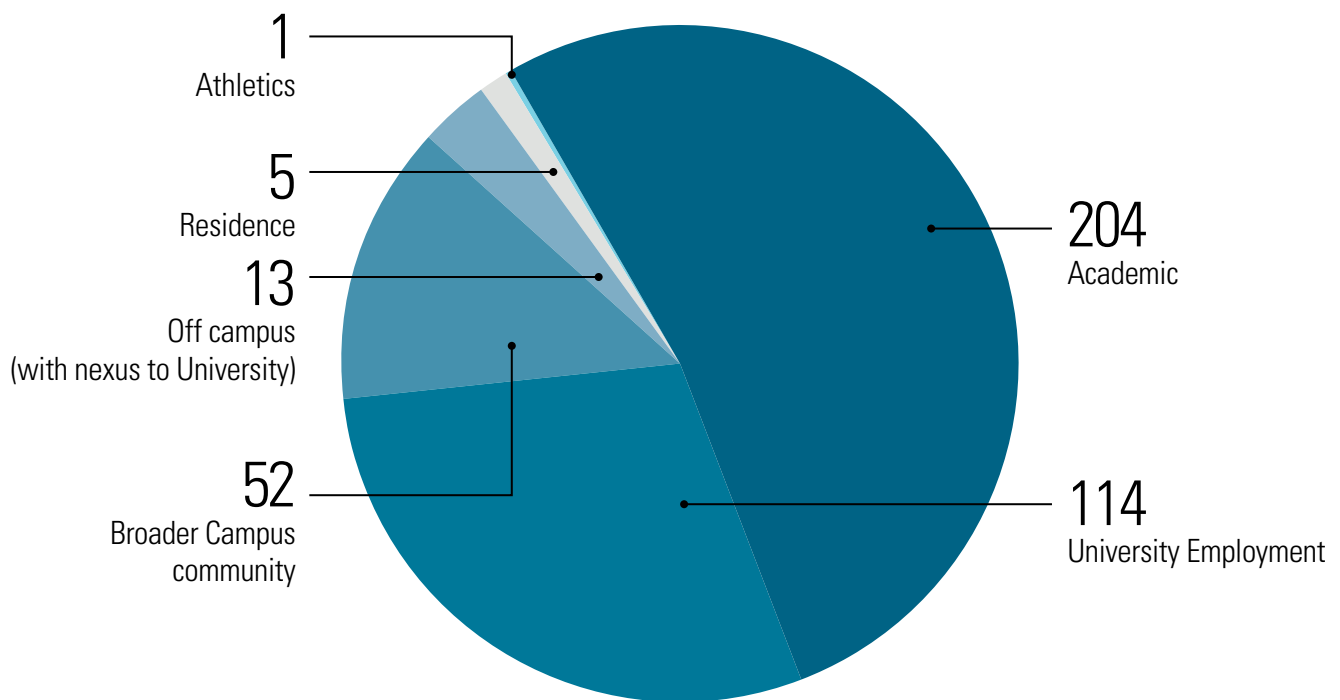
## 9. Discrimination Consultations: Participant Type



## 10. Discrimination Consultations: Participant Type by Faculty/Area of the University

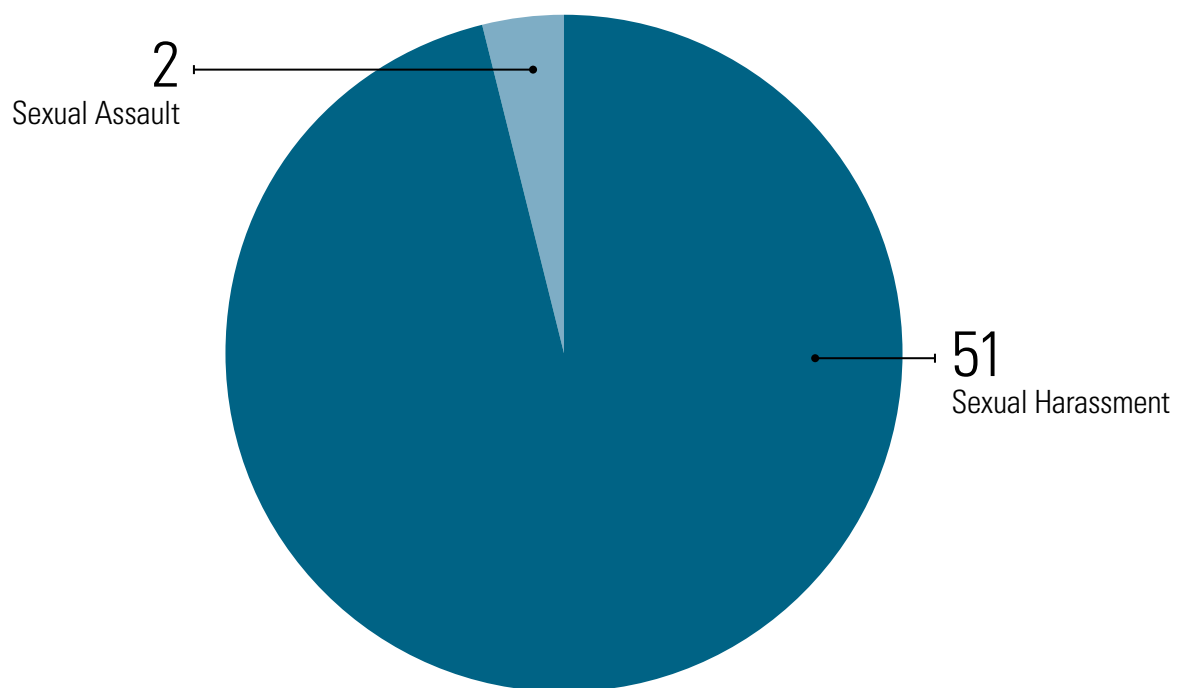


## 11. Discrimination Consultations: Origin of the Concern



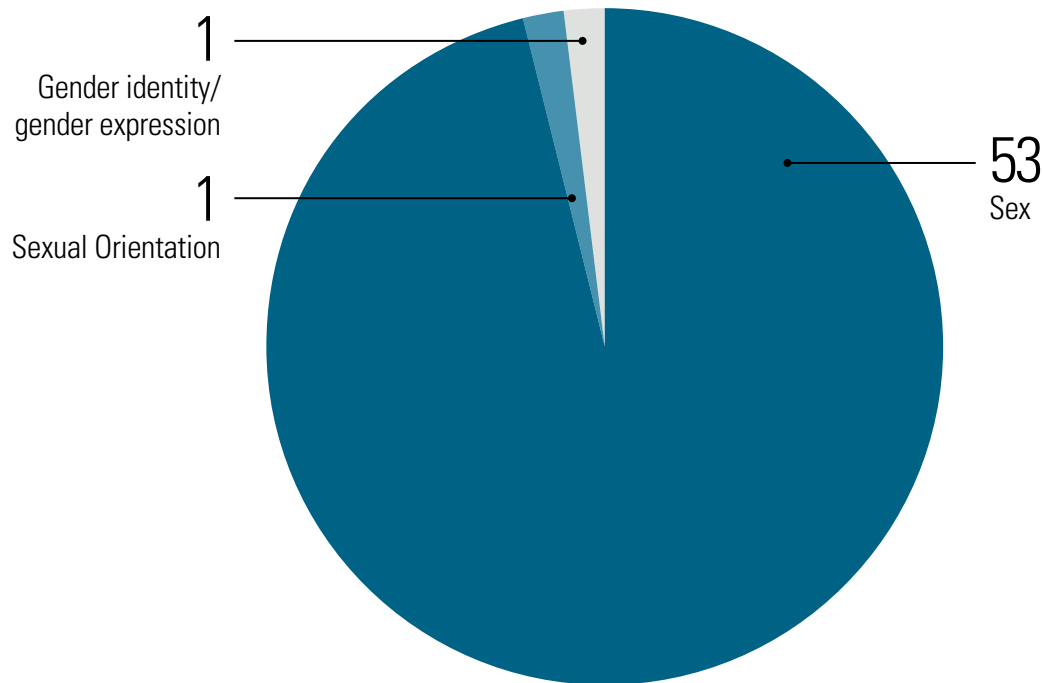
## Sexual Violence Policy

### 12. Sexual Violence Consultations: Breakdown by Type of Sexual Violence\*

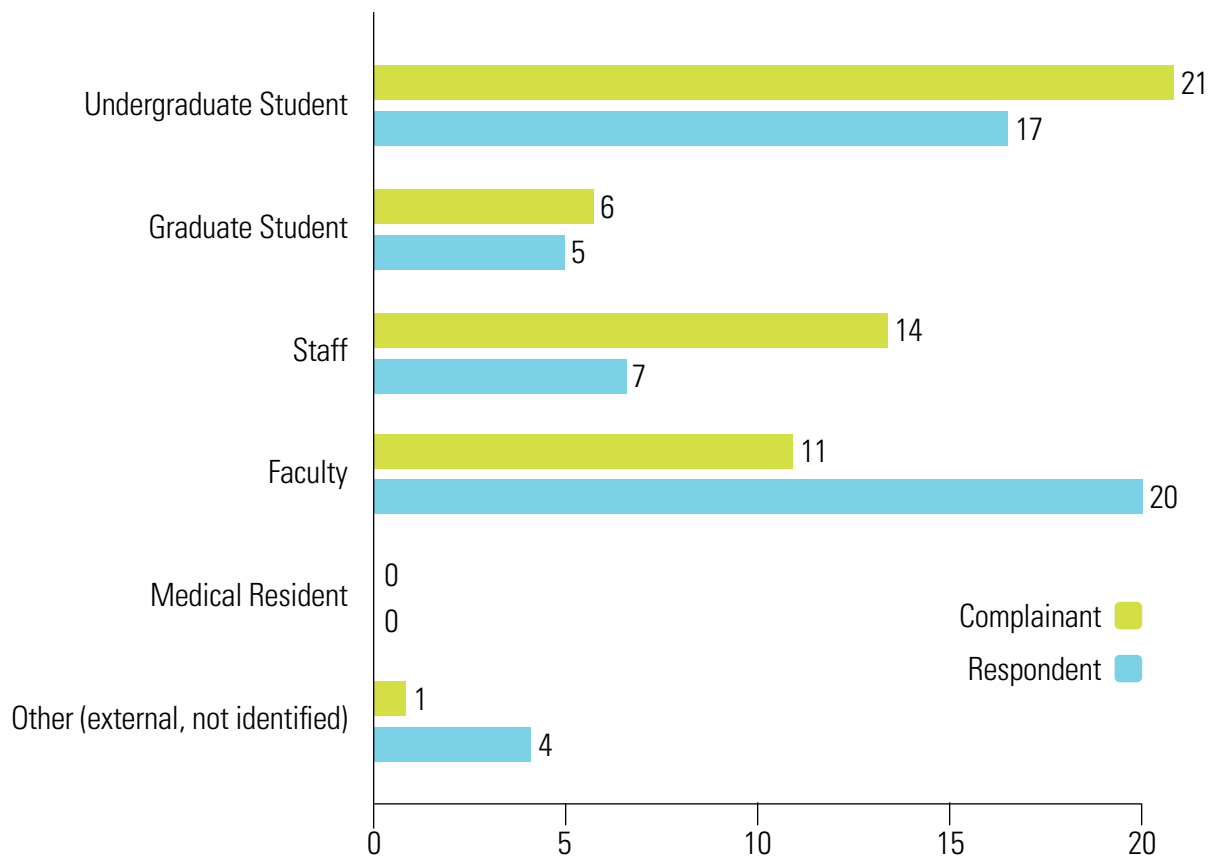


\* Categories are stipulated by the Ministry of Advanced Education and Skills Development. The other categories are: stalking, indecent exposure, voyeurism, and sexual exploitation.

### 13. Sexual Violence Consultations: Cases by Ground

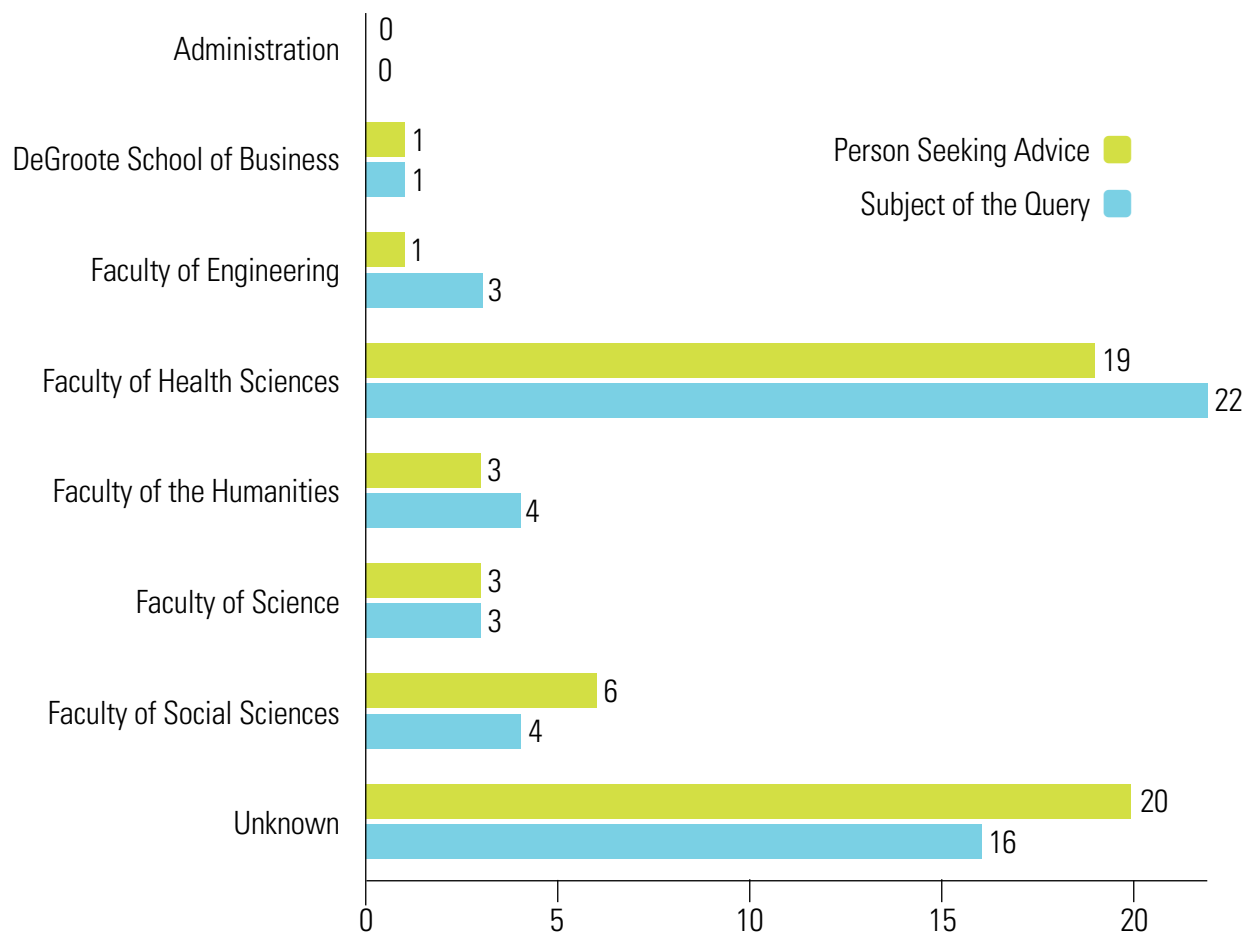


### 14. Sexual Violence Consultations: Participant Type

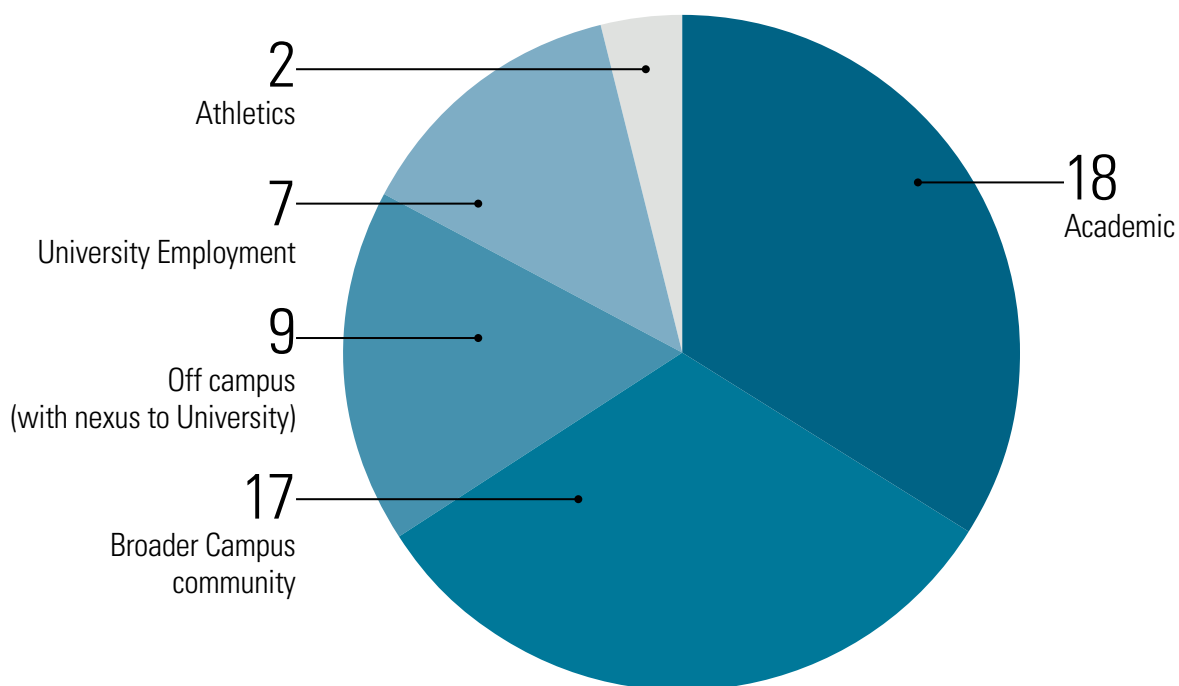




## 15. Sexual Violence Consultations: Participant Type by Faculty/Area of the University



## 16. Sexual Violence Consultations: Origin of the Concern





# Equity and Inclusion Office

Human Rights | Complaint Resolution  
Education | Accessibility  
Sexual Violence Support

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Equity and  
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