



# Equity and Inclusion Office

## Annual Report

SEPTEMBER 1, 2019 – AUGUST 31, 2020

**BRIGHTER WORLD**

Equity and  
Inclusion Office



# Equity and Inclusion Office

## Annual Report

- 3 Executive Summary
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- 14 Statistical Report

### Relevant Links

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

**Discrimination and Harassment Policy:**  
[secretariat.mcmaster.ca/app/uploads/Discrimination-and-Harassment-Policy.pdf](https://secretariat.mcmaster.ca/app/uploads/Discrimination-and-Harassment-Policy.pdf)

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

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

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

**Sexual Violence Policy:** [secretariat.mcmaster.ca/app/uploads/Sexual-Violence-Policy.pdf](https://secretariat.mcmaster.ca/app/uploads/Sexual-Violence-Policy.pdf)

**Sexual Violence Prevention and Response Office:** [svpro.mcmaster.ca](https://svpro.mcmaster.ca)



# Executive Summary

The Annual Report is broken down into two main sections: Program Highlights and the Statistical Report

## Program Highlights

This section provides an overview of respective programming, training initiatives, collaborative events, and notable successes and opportunities across each Equity and Inclusion Office service area:

- AccessMac Accessibility Program;
- Inclusion & Anti-Racism Education Program;
- Sexual Violence Prevention & Response Office; and
- Human Rights & Dispute Resolution Program.

Collectively, the education, training, and outreach initiatives across these programs and service areas reached more than ten thousand (10,000) individuals.

## Statistical Report

This section comprises detailed information on complaints, consultations, and dispute resolution for matters falling under McMaster University's Discrimination and Harassment Policy (formerly, the Policy on Discrimination and Harassment: Prevention & Response) and/or the Sexual Violence Policy.

2019/2020 was the third year operating with an Intake Team model, and, as such, comparative data from the last two years has been incorporated into this report.

Complaints: 46. While the overall number of complaints has remained relatively stable, there has been a marked increase in the complexity of the matters coming forward.

Consultations: 477. Year over year, we are seeing a steady increase in the number of consultations being conducted by the five Intake Offices on campus. This past year, a notable trend is the increased number of consultations on issues involving ancestry, colour and race.

Dispute Resolution: 122. We are again seeing an increase in the number of matters being successfully resolved with the assistance of an Intake Office.



# Program Highlights

2019 | 2020

# Program Highlights – 2019/20

## AccessMac Accessibility Program

### Accessibility and Disability Support-Related Consultations (Total)

Type of Consultation	# of Consultations
<b>Accessibility and / or Disability Inclusion Consultations:</b> Broad campus community	141
<b>Support-Related Consultations / Referrals:</b> Persons with lived experience of disability	24

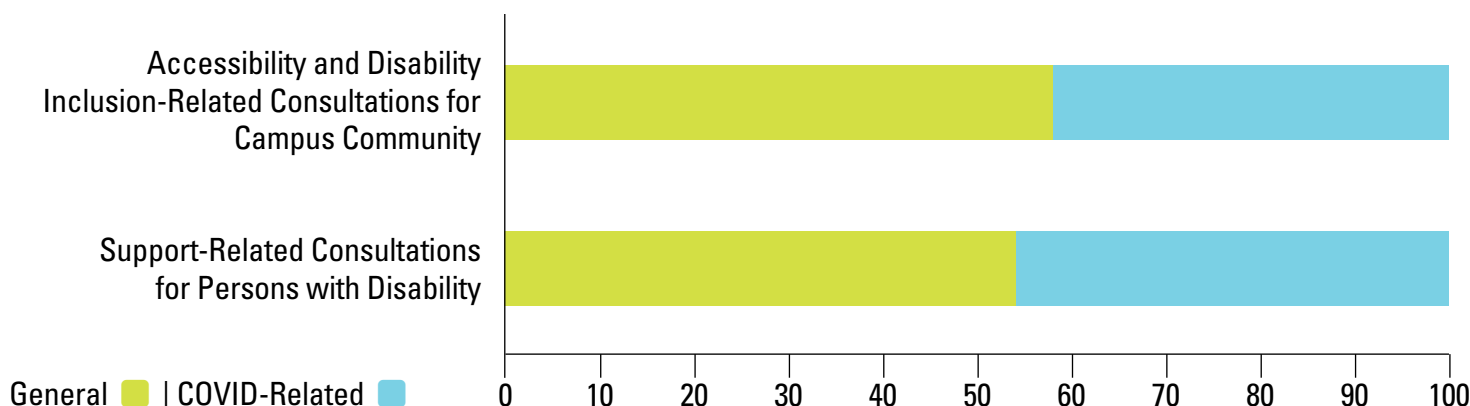
### Accessibility and Disability Support-Related Consultations (COVID-Related)

Type of Consultation	# of Consultations
<b>Accessibility and / or Disability Inclusion Consultations:</b> Broad campus community	59
<b>Support-Related Consultations / Referrals:</b> Persons with lived experience of disability	11

### Top 3 Themes for COVID-Related Consultations:

1. Captioning and digital content accessibility
2. Integrating and enabling accessibility within online / virtual teaching and learning and work environments
3. Supporting persons with disabilities in the shift to remote work / learning environments online / virtual teaching and learning and work environments

### Total Accessibility and Support Consultations vs. COVID-Related Accessibility and Support Consultations: AccessMac Program 2019-2020 Academic Year



## Education: Workshops, Presentations and Training

Type of Education	# of Sessions	# of Participants
<b>Synchronous workshops and training</b>	1) 25 in-person / synchronous	1) 1,200
<b>Asynchronous workshops and training</b>	1) 3 asynchronous Student Leadership Training course shells / sessions 2) 13 online sessions <a href="#">AODA and Human Rights Code</a> 3) 4 online <a href="#">Accessible Education</a> sessions (FLEX Forward)	1) 266 2) 2000 3) 650

## Disability-Centric Events and Meetings

Type of Meeting / Events	# of Sessions / Meetings	# of Participants
<b>International Day of Persons with Disabilities Commemorative Events</b>	1) Launch Party and Publication of the 2018-2019 Accessibility and Disability Inclusion Update 2) Self-Advocacy and Disability Rights Disability Discussion	1) 50 2) 20
<b>Employee Accessibility Network</b>	8	120
<b>Disability DIScussions</b>	4	55
<b>Engineering Design-Think Accessibility Workshop</b>	1	50
<b>Ross MacDonald School for the Blind McMaster Visit</b>	1	30



## Highlights of Notable Successes and Opportunities

### Training

- Co-development with MacPherson Institute: New chapter in the *FLEX Forward: Accessible Education* training for McMaster instructors and faculty on Accessibility in Online and Technology-Enhanced Learning.
- Co-development and launch with Faculty of Science: *Accessible Document Webinar* series with Faculty of Science; available asynchronously from [Microsoft Sway](#) and [MacVideo channels](#) and synchronously from the AccessMac Program.
- Development of fully asynchronous *Accessibility and Disability Inclusion Student Leadership* training (used by: Archway Program; McMaster Student Union Part-Time managers and volunteers; Wellness Centre's newly launched Caring Communities Network and McMaster Institute for Research on Aging (MIRA)).
- Redevelopment with Employee Health Services (HRS): *Accessible Accommodations for McMaster Managers* training for remote work / COVID context
- Co-development with Engineering Co-op Services: *Accessibility and Disability Inclusion Module* within the EDI Module series for Engineering Co-op students.

### Large Accessibility Consultations and Projects

- Collaboration with the McMaster Accessibility Council (MAC), and the Employee Accessibility Network (EAN) to audit and work toward redeveloping [McMaster's Accessibility Plan 2012-2025](#) (Fall 2019- Fall, 2020).
- Establishment of the Barrier Free Standard Committee in collaboration with Facilities, the Libraries, Student Accessibility Services (SAS) and Residence Life (Fall, 2019).
- Development and launch of the User Testing Pilot Program for website accessibility testing with funding from the (SSC) Career Access Professional Services (CAPS).
- Development, launch and communication of the [COVID-19 Response for Accessibility](#) section on the Accessibility Hub for Faculty, Staff and Students, including the McMaster online closed captioning protocol and accompanying resources (Spring, 2020).
- Co-development of a cross-campus McMaster Captioning Strategy for Online Teaching and Learning in collaboration with the Libraries, SAS, MAC and McMaster Faculties (Spring, 2020).
- Collaboration with the Faculty of Science to develop and hire Accessibility Digital Media Specialist within the Faculty (Spring, 2020).
- Redevelopment and re-drafting of the overarching University Policy on Accessibility (Spring, 2020-ongoing).
- Co-development and launch of the [IDEAS \(Inclusion, Diversity, Equity, Accessibility, and Sustainability\) grant initiative](#) with the MacPherson Institute (Summer, 2020-ongoing).

### Publications (Community)

- Second annual publication of the [Accessibility and Disability Inclusion Update, 2018-2019](#), on December 3rd. The Accessibility and Disability Inclusion Update is a collective campus community publication facilitated through the Equity and Inclusion Office, which highlights and celebrates the Accessibility and Disability Inclusion work that takes place within community, student work, faculties, and service units on an annual basis. This year received nearly double last year's submissions with over 70 in total from approximately 50 contributors across campus.

## Inclusion and Anti-Racism Education Program

Type of Program	# of Sessions	# of Participants
<b>Educational</b>	65	4,000
<b>H.E.A.R.T. Workshops</b>	8	320
<b>Black History Month</b>	16	615
<b>Support</b>	61	40
<b>Let's Talk About Race! Drop-In</b>	6	150

### Highlights of Notable Successes and Opportunities

- Alan Berkowitz Bystander Intervention Training to students, staff and faculty on September 25 & 26, 2019
- Miss J Event in collaboration with Laurier and University of Guelph – March 2, 2020
- Partnered with the [Human Book Collection](#) to offer the Human Library on campus on February 12, 2020
- Offered the KAIROS Blanket Exercise to various areas on campus



# Sexual Violence Prevention & Response Office

## Disclosures

Disclosures over the past academic year are highlighted below.

A disclosure is made when an individual informs someone in the University community about an experience of sexual violence because they wish to access support, accommodations and/or information about their options. A person may wish to disclose, seek support, and take no further action. This is an option for individuals under [McMaster's Sexual Violence Response Protocol](#) and [Sexual Violence Policy](#).

Categories for reporting are based on provincial requirements, as set out in Common Institutional Metrics Reporting Guidelines document.

Between September 1, 2019 and August 31, 2020, there were 121 Disclosures, of which 1 was resolved through a mutually agreed process. The number that went on to complaints is captured in the statistical report below.

	2018/19		2019/20	
Type of Program	Total # of Disclosures	Pursued Voluntary Resolution	Total # of Disclosures	Pursued Voluntary Resolution
Sexual Assault	83	2	100	1
Sexual Harassment	9	1	13	
Stalking	4		2	
Indecent Exposure			1	
Voyeurism			1	
Sexual Exploitation	1		1	
Intimate Partner / Domestic Violence	4		3	

## Definitions

These categories are from the Common Institutional Metrics Reporting Guidelines

**Sexual Assault.** Non-consensual sexual contact or activity, including the threat of such activity, done by one person or a group of persons to another. Sexual assault can range from unwanted sexual touching, kissing, or fondling to forced sexual intercourse. Sexual assault can involve the use of physical force, touching, kissing, or fondling to forced sexual intercourse. Sexual assault can involve the use of physical force, intimidation, coercion, or the abuse of a position of trust or authority.

**Sexual Harassment.** A course of vexatious comment, conduct, and/or communication based on sex, sexual orientation, gender, gender identity, or gender expression that is known or should have been known to be unwelcome.

**Stalking.** Behaviours that occur on more than one occasion and which collectively instill fear in the person or threaten the person's safety or mental health, or that of their family or friends. Stalking includes non-consensual communications (e.g., face to face, phone, electronic); threatening or obscene conduct or gestures; surveillance and pursuit; and sending unsolicited gifts.

**Indecent Exposure.** The exposure of the private or intimate parts of the body in a lewd or sexual manner, in a public place when the perpetrator may be readily observed. Indecent exposure includes exhibitionism.

**Voyeurism.** The surreptitious observing of a person without their consent and in circumstances where they could reasonably expect privacy. Voyeurism may include direct observation, observation by mechanical or electronic means, or visual recordings.

**Sexual Exploitation.** Taking advantage of another person through non-consensual or abusive sexual control. This may include the digital or electronic broadcasting, distributing, recording and or photographing of people involved in sexual acts without their consent.

**Intimate Partner Violence.** Harm caused by an intimate partner, who is defined a person with whom someone has or had a close personal relationship that could be characterized by an emotional connection, or ongoing physical contact or sexual behaviour. Persons may identify as a couple, or refer to each other as spouse or partner. IPV is sometimes referred to as domestic violence, though this can include other types of relationships (e.g., with children or older adults). IPV includes: physical abuse (including a threat or attack made with a fist or object, pushing, shoving, slapping, kicking, choking, hitting or beating), sexual abuse, emotional and psychosocial abuse (words or actions to frighten, intimidate, control, isolate, humiliate, and/or belittle) and financial abuse (adapted from RCMP).

## Consultations

Between September 1, 2019 and August 31, 2020, there were 84 total consultations .

The consultations conducted by the Consultant, Sexual Violence Prevention & Response, are also reflected in Intake Office statistical section of this report.

Of the 84 consults, 43 came from faculty regarding sexual harassment, 6 from staff regarding sexual harassment, 25 from graduates regarding sexual harassment, and 10 from undergraduate students. Some of the topics of consultation included:

- reporting requirements
- limits of confidentiality
- procedural issues
- procedural fairness concerns
- accommodations
- types of sanctions
- concerns about witnessed behaviour
- thresholds for sexual harassment
- boundary issues
- fear of "me too" campaign

## Sexual Violence Prevention Education Statistics

February 24, 2020 (date new Coordinator hired) – August 31, 2020

### Training Events

Type	# of Events	# of Participants	Audience	Topics
Ongoing Synchronous Training Events	9	160	student leaders, students (general), staff, faculty, alumni	responding to disclosures of sexual violence, SVPRO overview, healthy relationships, intersectionality, consent, community care
Asynchronous Training Events	4	1,158	student leaders (Welcome Week representatives, Welcome Week planners, Community Advisors, Archway Mentors), staff	responding to disclosures of sexual violence, SVPRO overview



## Highlights of Notable Successes and Opportunities

- Offered the psycho-educational group for student survivors of sexual assault (PEGASUS), which ran for 10 weeks during the fall term of 2019 and again during winter term of 2020 term
- Developed Trauma-Informed Investigations training content for the Law Society of Ontario online professional development opportunity
- Hired the inaugural Sexual Violence Prevention Education Coordinator who began in February 2020, who, in turn, hired and trained 10 students for a new Peer Education Program – one undergraduate peer education team and one graduate team
- Renewed and rebranded (“Consent is Everything”) [Sexual Violence Prevention and Response Office](#) website, with new and updated content aligned with new Sexual Violence Policy
- Established “Consent is Everything” e-newsletter
- Developed the “[Gold Folder](#)” resource for faculty and staff, providing guidance on how to Recognize, Respond, and Refer disclosures of sexual violence
- Developed pandemic-related campaigns for social media channels:
  - Home & COVID-19 (home isn’t safe for everyone)
  - Supporting Friends While Physical Distancing
  - Boundaries & COVID-19 (communicating boundaries regarding comfort and safety around gathering during COVID-19)
- Participated in re-visioning of annual December 6 Day of Remembrance and Action on Violence Against Women event and virtual Men’s Walk. ([Link to YouTube Channel](#))

## Human Rights and Dispute Resolution Program

Consolidated numbers on complaints, consultations and alternative dispute resolution are listed in the statistical report below.

## Highlights of Notable Successes and Opportunities

- Provided consultation to the McMaster Student Union on workplace anti-violence, discrimination and harassment policy drafting and jurisdiction between the student union and the University
- Provided appropriate support and information for the “Systemic Review of the Black Student-Athlete Experience and the McMaster Athletics Climate”
- With SVPRO, participated in a panel presentation and discussion on Trauma Informed Investigations at a continuing professional development day hosted by the Law Society of Ontario entitled, “Workplace Investigations: A Comprehensive Look at Emerging Issues and Practical Solutions”
- Partnered with EIO colleagues and members of other Intake Offices to deliver customized training on human rights issues
- Increased the complement of the Senior Human Rights Officer team by one full time equivalent to address increased workload, compositional diversity, as well as the ability to conduct more investigations internally.



# Statistical Report



# Statistical Report

## Report Parameters

Under sections 52 of the *Discrimination and Harassment Policy* (formerly, the *Policy on Discrimination and Harassment: Prevention & Response*) and section 53 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, 2019 to August 31, 2020.

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, and Student Support & Case Management.

## Definitions

**Complaint:** A complaint under McMaster University's *Discrimination & Harassment Policy* or *Sexual Violence Policy* is made when an individual seeks to initiate the institution's investigation and adjudication procedures, by completing and submitting complaint forms to one of the five Intake Offices on campus. Upon receipt of a complaint, the policy Response Team convenes to review the materials with a view to making recommendations to the respective Decision Maker. Complaints are either investigated or not investigated. If the complaint is not investigated, the complainant is informed of their right to make a written request for review of the decision to the appropriate Vice-President.

**Consultations:** A consultation takes place when an individual seeks advice and/or guidance on a matter related to discrimination, harassment, and/or sexual violence from an Intake Office representative in one of the five Intake Offices on campus. Consultations are confidential, subject to limits of confidentiality, outlined in the Policies.

**Dispute Resolution:** Dispute resolution is a service provided by Intake Office representatives to help facilitate the successful resolution of issues and concerns related to discrimination, harassment, and/or sexual violence. It is a voluntary process and is not appropriate in all cases. It seeks to resolve matters in an efficient manner and reduces the need for complaints to be filed.

**Intake Offices:** the five Intake Offices listed in *McMaster University's Sexual Violence Policy* and *Discrimination & Harassment Policy* are the Sexual Violence Prevention & Response Office, Human Rights & Dispute Resolution Program, Employee and Labour Relations, Faculty of Health Sciences Professionalism Office and Student Support & Case Management Office.

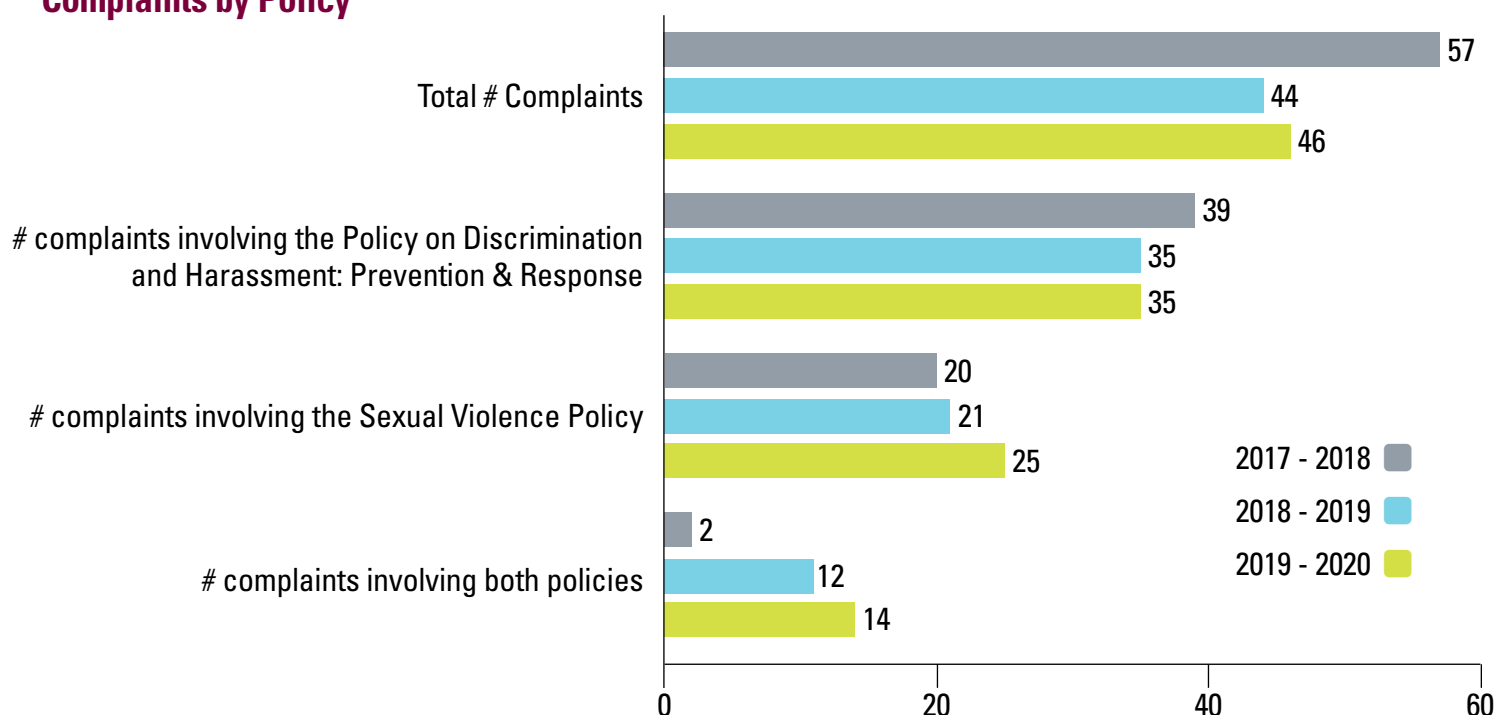
# Complaints

## 1. Complaints: Overview of complaint numbers

Reporting Year	Total # Complaints	Open at start of year	New	Closed
September 1, 2017 - August 31, 2018	57	16	41	47
September 1, 2018 - August 31, 2019	44	10	34	32
September 1, 2019 – August 31, 2020	46	12	34	20

While the overall number of complaints has remained relatively stable, there has been a marked increase in the complexity of the matters coming forward. This is resulting in longer investigation timelines and the appointment of external investigators. 85% of investigations conducted over the past year were done so by external investigators.

## Complaints by Policy



The length of an investigation process is calculated as the time between the date the parties are first notified of the process and the date the parties receive the findings and outcomes of the process.



## Complaints Investigated

Reporting Year	Percent investigated	Percent resulting in policy violations	Average Length of investigation <sup>1</sup> process (months)
2017 - 2018	51%	50%	6.1
2018 - 2019	69%	50%	6.7
2019 - 2020	75%	87%	5.4

## Complaints not investigated

Complaints are not investigated for a variety of reasons, including: the complainant elects to withdraw the complaint; the parties reach a resolution; the complaint proceeds under another University process, such as Academic/Research Integrity, Student Appeal Procedures or Code of Student Rights and Responsibilities; the Response Team and Decision Maker decide not to investigate because, for example, there is no jurisdiction, the complaint is out of time, or there is no prima facie case.

In the past academic year, approximately 25% of complaints did not proceed to investigation.

## Interim measures

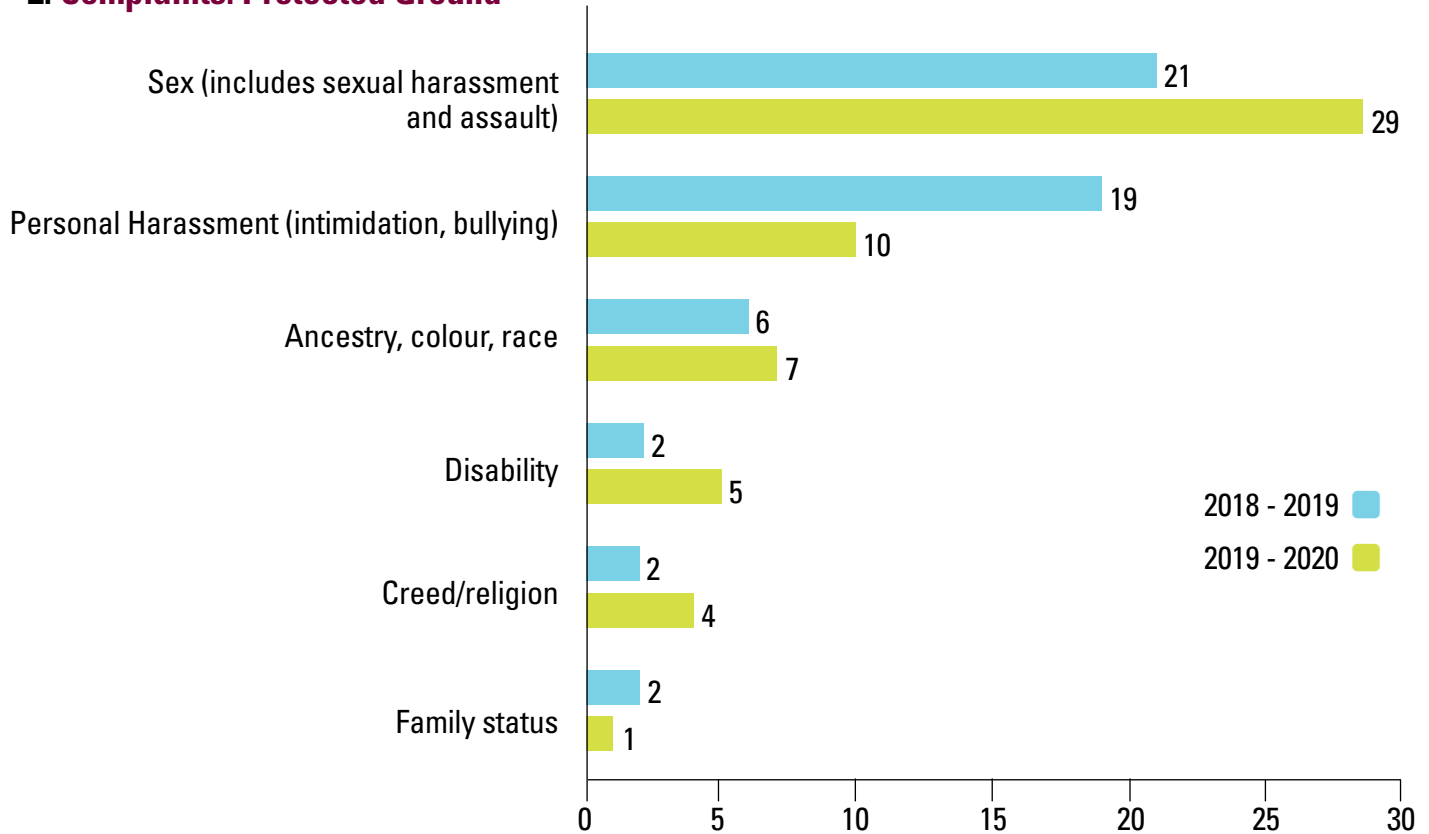
Interim measures are temporary steps put in place while an investigation is in progress to safeguard the working, learning and/or living environments of all individuals. Interim measures do not extend beyond the final resolution of a matter and are reviewed on an on-going basis to ensure they remain appropriate in the circumstances.

Interim measures were necessary in 80% of the cases investigated and closed this past academic year. At times, in order to implement appropriate interim measures, relevant staff and faculty are asked to assist in discussions to explore options, and to assist with implementation and oversight.

## Outcomes

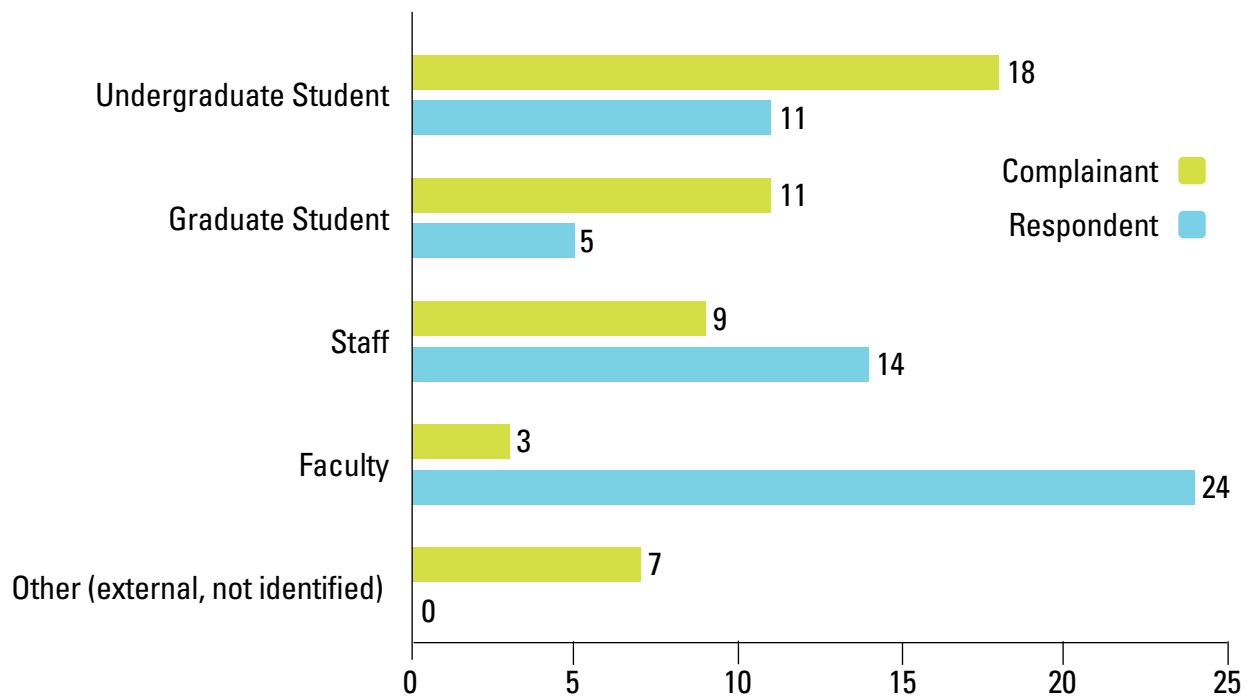
When policy violations are found to occur, outcomes vary, depending on the circumstances of each case. Examples of outcomes during the 2019/20 academic year include: remedial educational initiatives; mandated training; professional coaching; instituting no contact orders between individuals; designating individuals as PNG (persona non grata) from campus; documented discussions; and termination of employment.

## 2. Complaints: Protected Ground



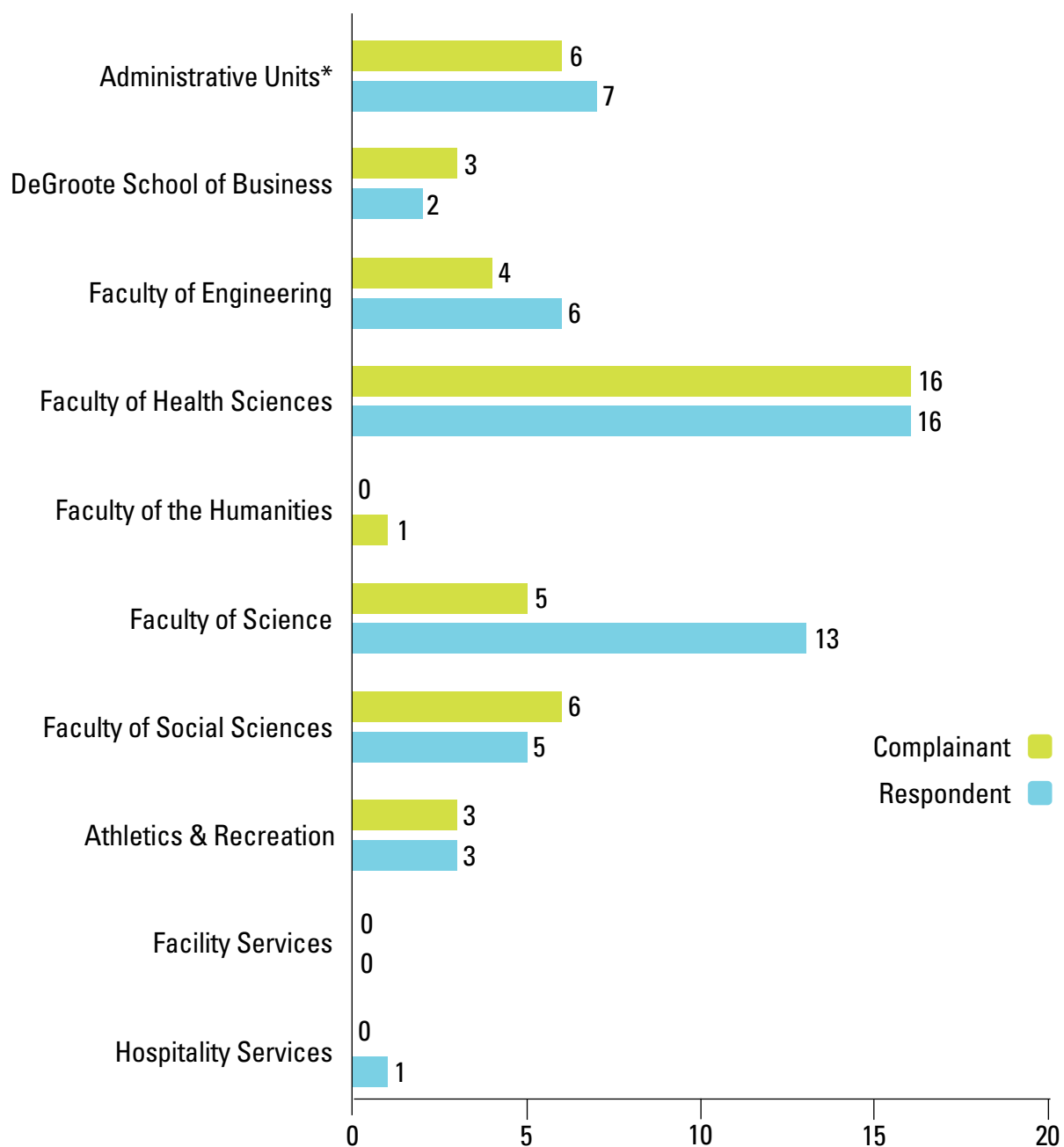
Note: Some complaints involve more than one ground.

## 3. Complaints: Participant Type



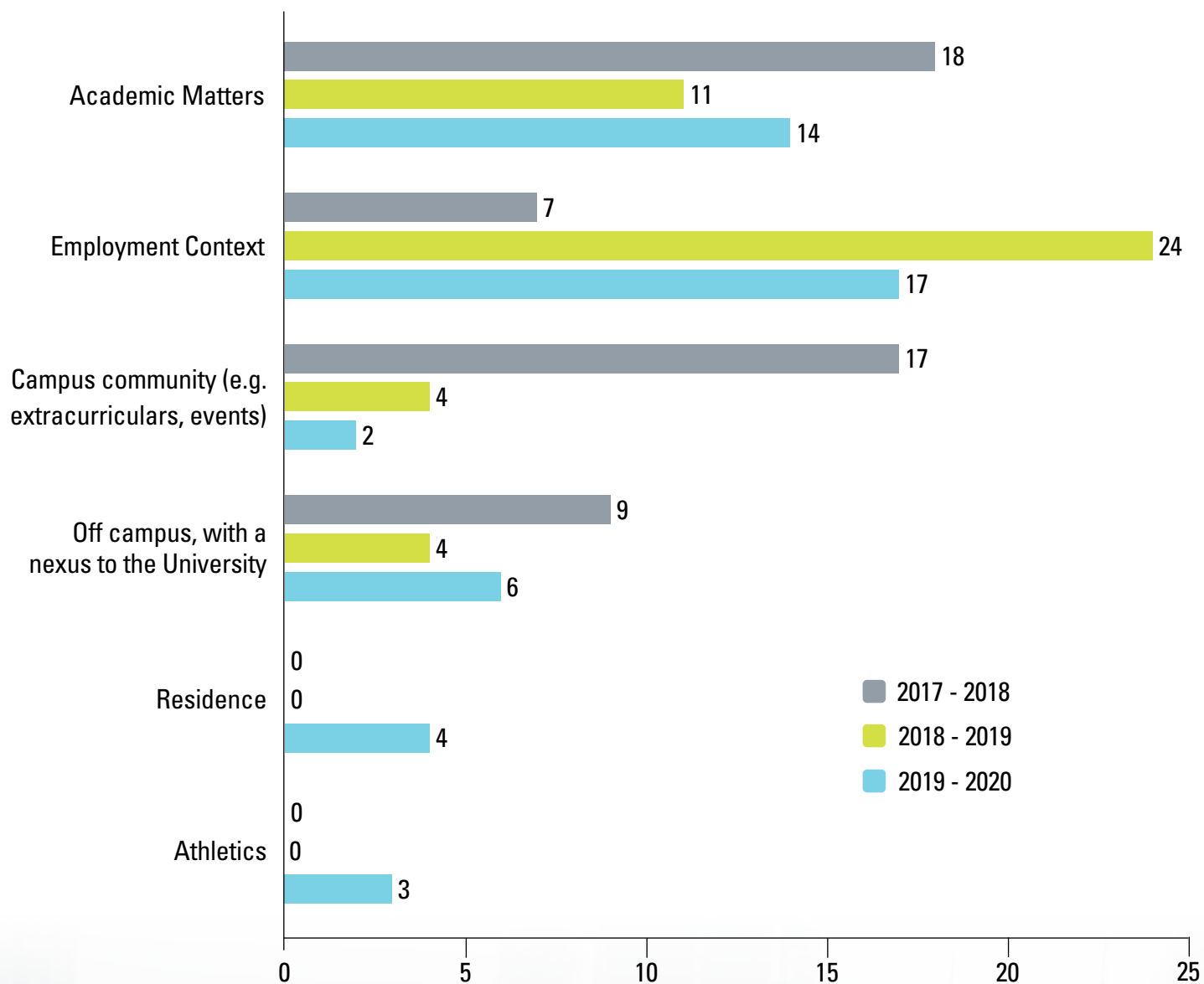
Note: Some complaints involve more than one complainant and/or respondent

#### 4. Complaints: Faculty/Area of the University



\*other than Hospitality and Facility Services

5. Complaints: Origin of the Concern



# Consultations

As set out above, a consultation takes place when an individual seeks advice and/or guidance on a matter related to discrimination, harassment, and/or sexual violence from an Intake Office representative in one of the five Intake Offices on campus. Consultations are confidential, subject to limits of confidentiality, outlined in the Policies.

## Numbers

For the 2019-20 academic year, the five Intake Offices recorded a total of 477 consultations, which is an increase from last year's number of 405.

## Themes

Over the past year, consultations on issues involving ancestry, colour and race more than tripled. While some of these numbers are no doubt attributed to the social events of the summer, the academic year started nine months prior and came to a close on August 31, 2020. As such, we believe other factors may be contributing to this increase including but not limited to McMaster's EDI training taking place across campus and EIO's focus on anti-racism education. It is fully anticipated that this upward trend will continue into next year.

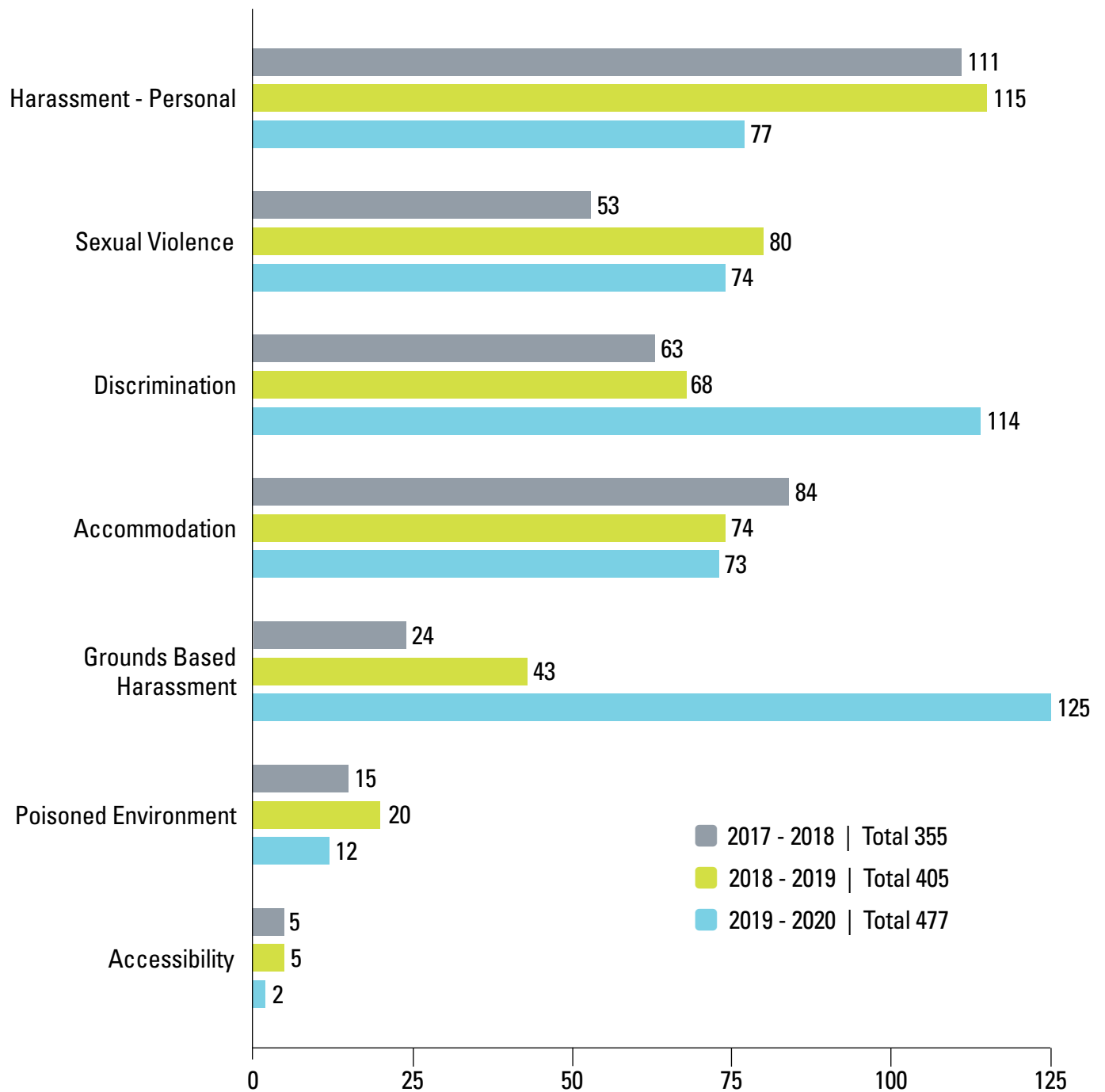
Another notable change is an increase in consultations pertaining to discrimination and grounds-based harassment. Over the past several years, the prominent issue was personal harassment (i.e. non grounds-based harassment, e.g. workplace bullying), however, this year, those numbers have declined.

## Top five grounds:

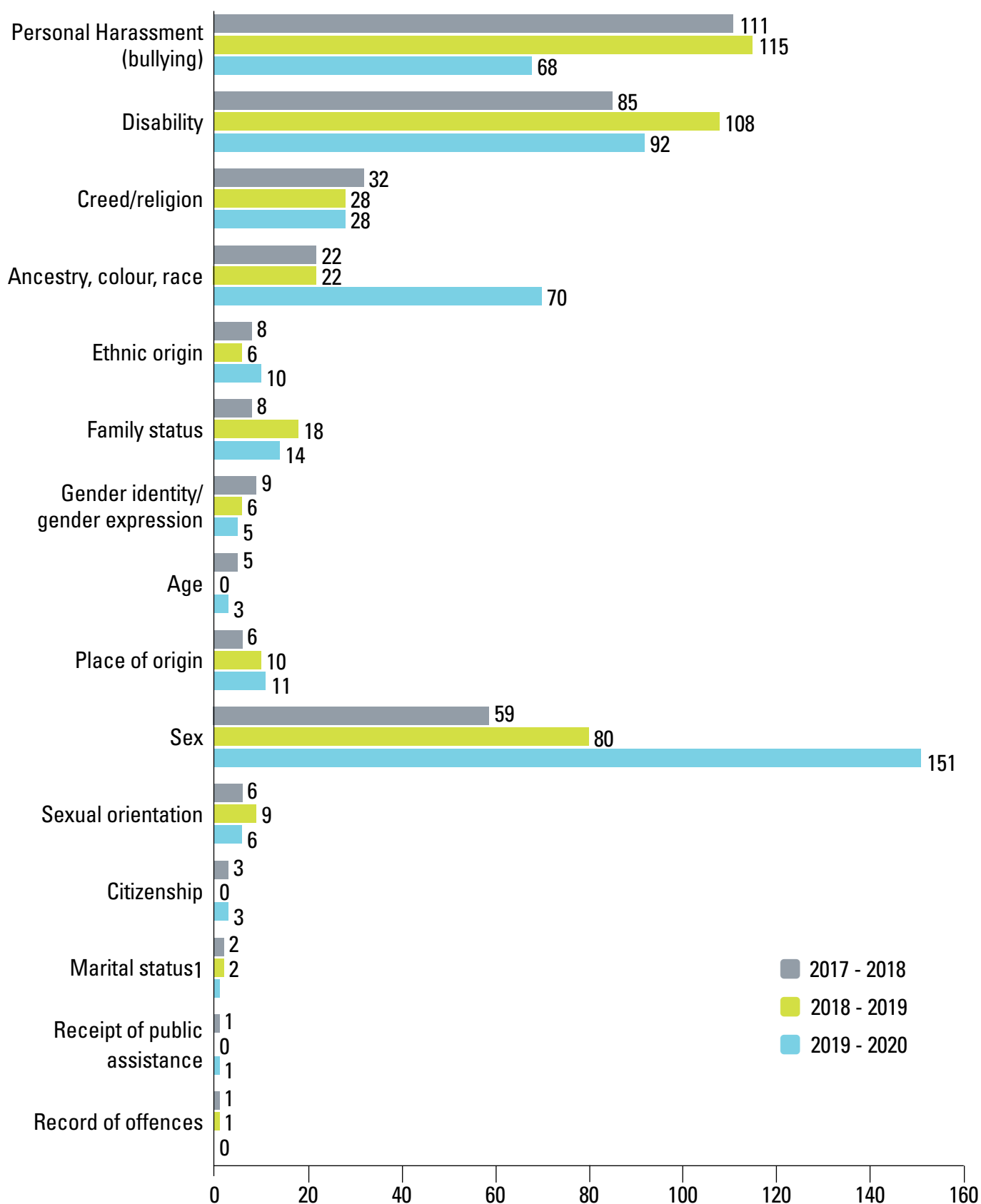
- disability,
- race,
- sex,
- non-ground based harassment (bullying, threatening, intimidating behaviour), and
- religion.



## 1. Consultations: Issue



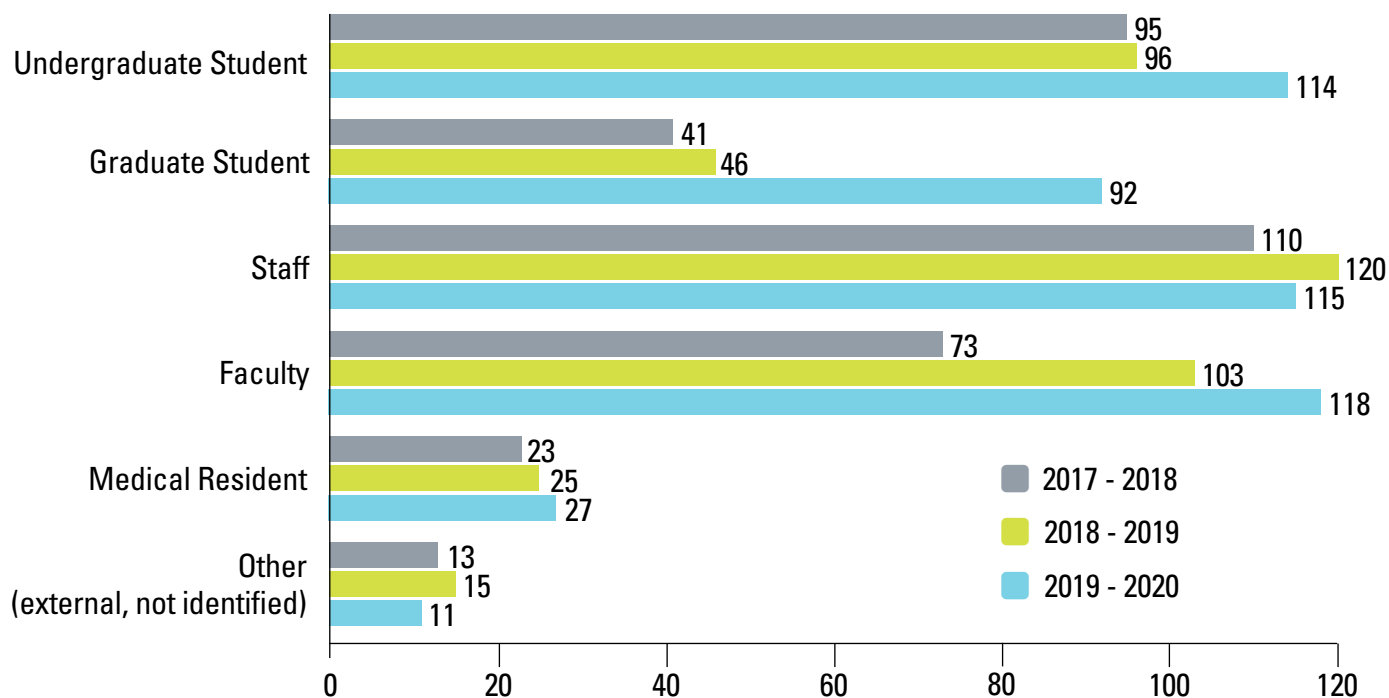
## 2. Consultations: Protected Ground



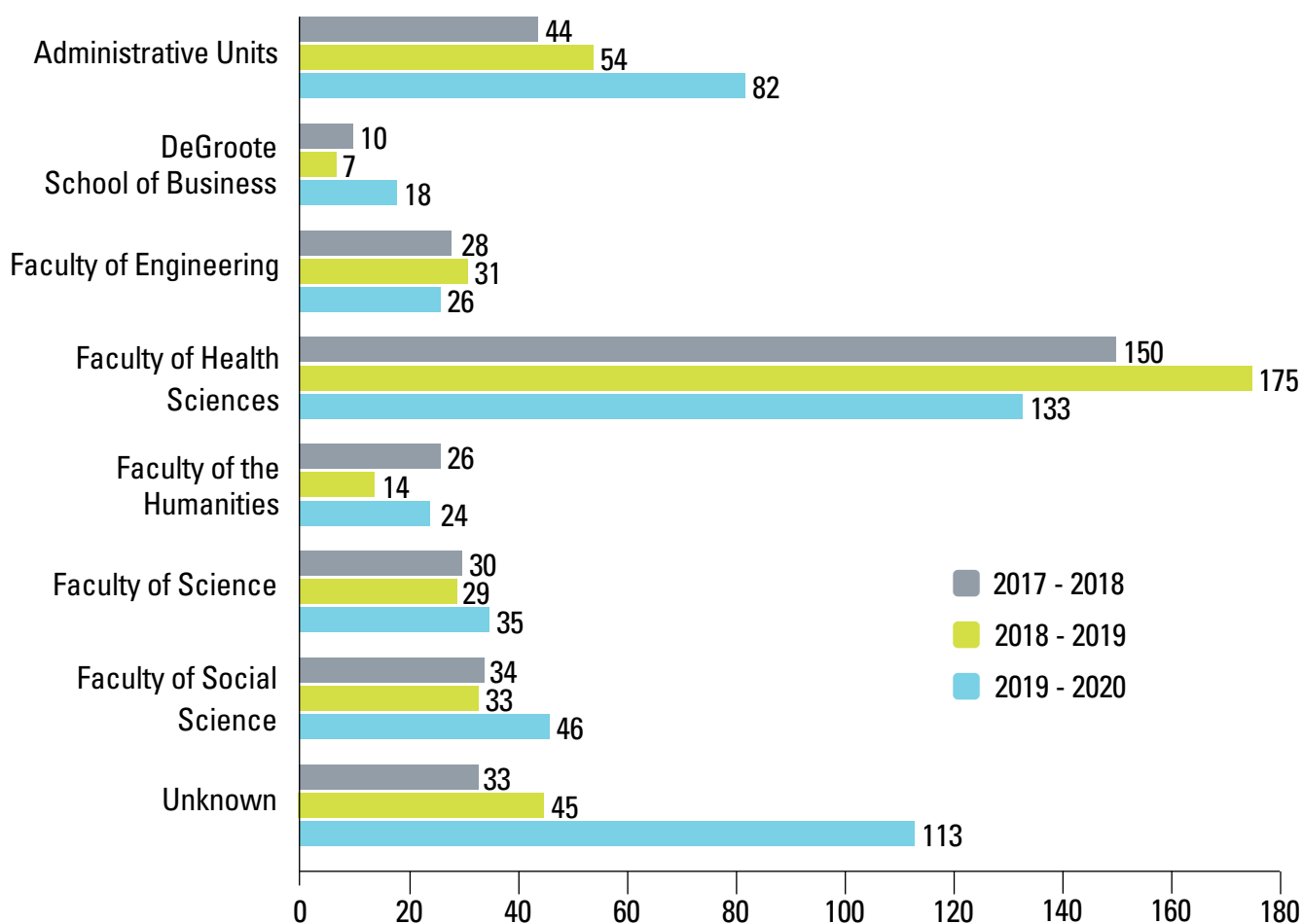
Note: Some consultations involve more than one ground.



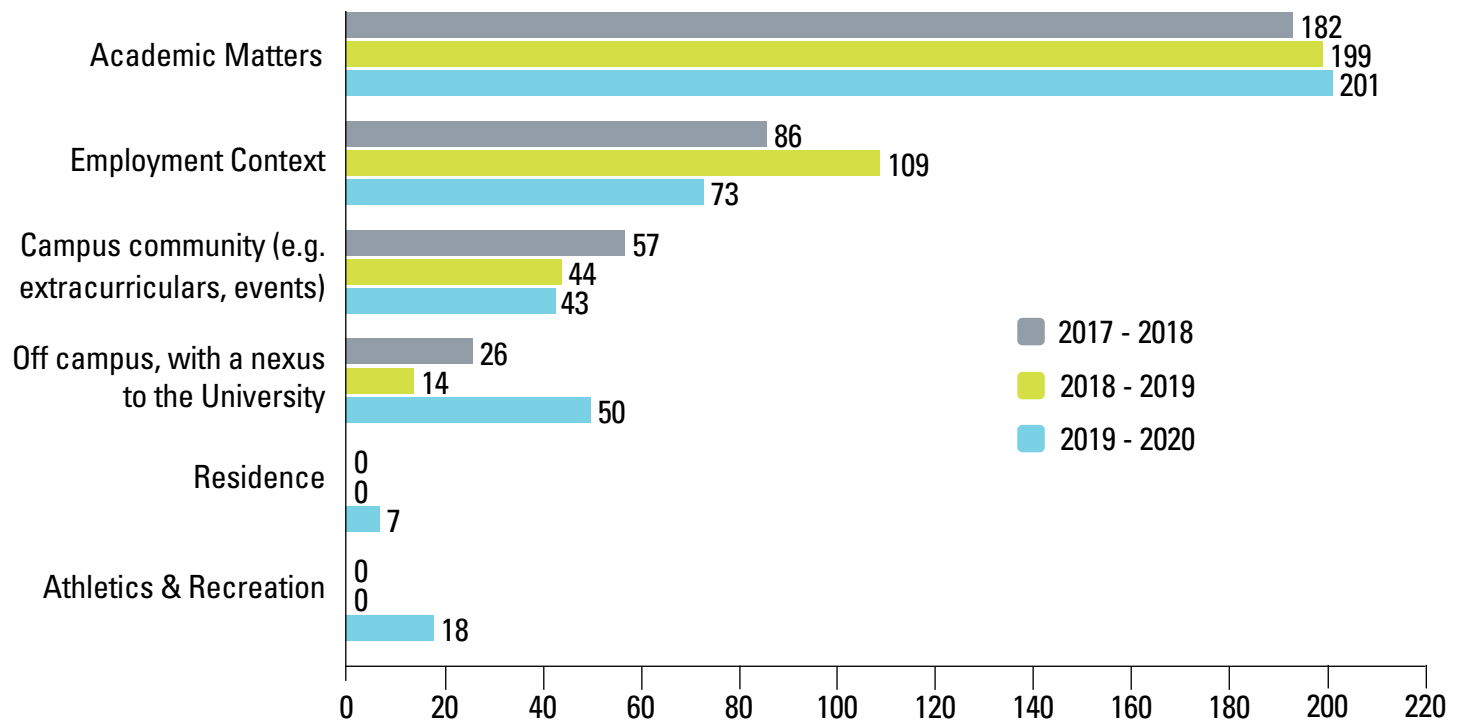
### 3. Consultations: Participant Type



### 4. Consultations: Faculty/Area of the University



## 5. Complaints: Origin of the Concern



# Dispute Resolution

As indicated above, dispute resolution is a service provided by Intake Office representatives to facilitate the resolution of issues and concerns related to discrimination, harassment, and/or sexual violence. In previous annual reports, these matters were reported as informal resolutions and aggregated with consultations. Given the importance and unique nature of this work, it is important to reflect it separately.

Dispute resolution seeks to resolve matters in an efficient and amicable manner and, if successful, reduces the likelihood of a complaint being filed. Engagement in the process is voluntary, and parties may withdraw from the process at any point in time.

Situations involving human rights go to the very core of people's being; it is not surprising that addressing and assisting parties to work through such matters entails mediating emotionally charged, highly sensitive, and multifaceted interpersonal conflicts. The Intake Offices draw upon their acquired expertise in conflict coaching, negotiation, and other ADR techniques to facilitate the resolution of disputes.

## 2018-2019 Numbers

- For the 2019-2020 academic year, the four Intake Offices recorded a total of 122 dispute resolution matters. Year over year, we are seeing a steady increase in the number of matters being successfully resolved with the assistance of the Intake Offices:

Reporting year	2017 - 2018	2018 - 2019	2019 - 2020
Number of resolutions facilitated by Intake Offices	87	110	122

## 1. Dispute Resolution: Issue

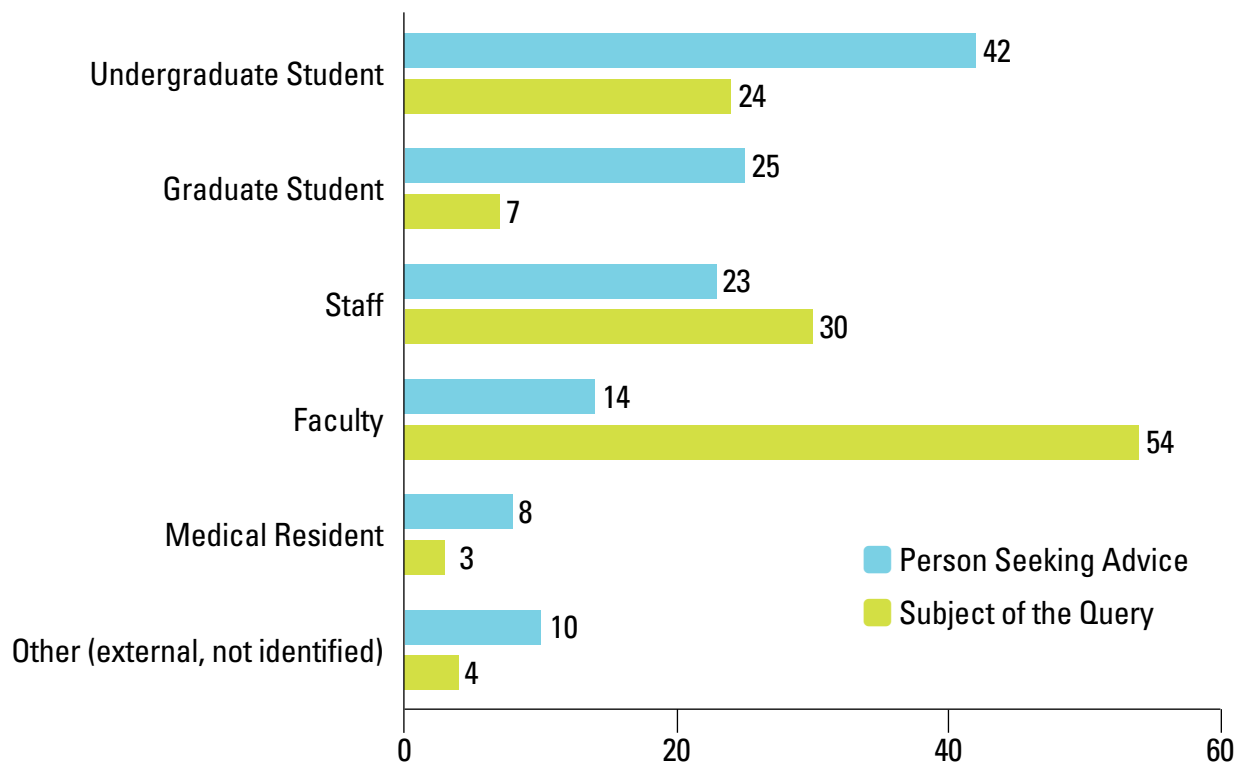
Issue	2019 - 2020
Harassment - Personal	38
Sexual Violence	16
Discrimination	30
Accommodation	19
Grounds Based Harassment	17
Poisoned Environment	2
Accessibility	0
<b>Total</b>	<b>122</b>

## 2. Dispute Resolution: Protected Grounds and Personal Harassment

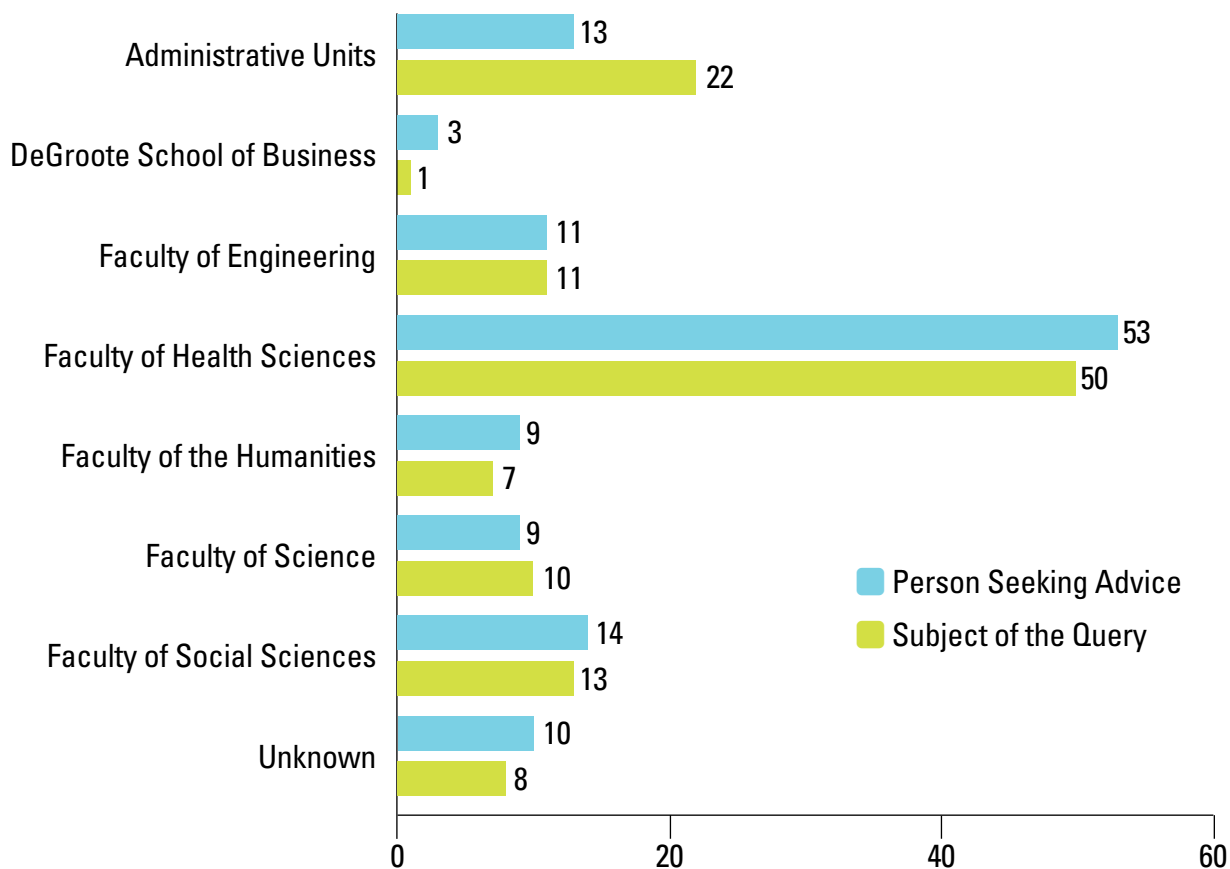
Issue	2019 - 2020
Personal harassment (bullying)	35
Disability	30
Creed/religion	2
Ancestry, colour, race	26
Ethnic origin	3
Family status	5
Gender identity/ gender expression	1
Age	-
Place of origin	2
Sex	21
Sexual orientation	1
Citizenship	1
Marital status	-
Receipt of public assistance	-
Record of offences	-

Note: Some consultations involve more than one ground.

### 3. Dispute Resolution: Participant Type



### 3. Dispute Resolution: Faculty/Area of the University





## 5. Dispute Resolution: Origin of the Concern

Issue	2019 - 2020
Academic matters	69
Employment context	32
Campus community (e.g. extracurriculars, events)	7
Off campus, with a nexus to the University	10
Residence	4
Varsity Athletics	0

- Non-grounds harassment (bullying, intimidation) and discrimination/accommodation matters relating to disability and race were the most common matters where individuals requested dispute resolution.
- Undergraduate students and staff were the most common groups requesting assistance to resolve an issue, while staff and faculty were the most common groups asked to participate in a process in order to resolve an issue.
- The majority of matters pertained to academics, followed by employment.

# Equity and Inclusion Office

Human Rights | Complaint Resolution  
Education | Accessibility  
Sexual Violence Support

/EIOMcMaster   
@EIOMcMaster   
905.525.9140 ext. 27581   
[equity@mcmaster.ca](mailto:equity@mcmaster.ca)   
[equity.mcmaster.ca](http://equity.mcmaster.ca) 

Equity and  
Inclusion Office

McMaster  
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