



Equity and Inclusion Office Annual Report

SEPTEMBER 1, 2020 – AUGUST 31, 2021

BRIGHTER WORLD

Equity and
Inclusion Office



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Relevant Links

[Equity & Inclusion Office Website](#)

[Equity & Inclusion Facebook Page](#)

[Accessibility Hub Website](#)

[Sexual Violence Prevention and Response Office Website](#)

[Discrimination and Harassment Policy](#)

[Sexual Violence Policy](#)

<https://equity.mcmaster.ca/app/uploads/2021/03/Blue-Folder-McMasters-Discrimination-Harassment-Policy.pdf>

<https://svpro.mcmaster.ca/app/uploads/2020/11/Gold-Folder.pdf>



Executive Summary

EIO Mandate

The Equity and Inclusion Office (EIO) has a broad three-pronged mandate:

- to provide leadership to advance institutional equity, diversity, and inclusion (EDI) priorities and inclusive excellence goals;
- to provide education, training, and resources related to accessibility, inclusion & antiracism, human rights, and sexual violence;
- to provide harassment, discrimination, and sexual violence response services.

The EIO is a key partner and leader in advancing McMaster's commitment to establishing accessible, equitable, and inclusive learning and working environments that are barrier-free and free from harassment, discrimination, and sexual violence, per the university's *Accessibility Policy*, *Discrimination & Harassment Policy*, and *Sexual Violence Policy*.

Report Purpose and Organization

This Annual Report provides narrative information and statistical data on activities of the four EIO portfolios: Access Mac Program; Inclusion & Anti-Racism Education Program; Sexual Violence Prevention and Response Office; and Human Rights & Dispute Resolution Program.

In June of 2019, McMaster launched its [EDI Strategy](#), which included an [EDI Framework for Strategic Action](#) and a 2019 – 2022 EDI Action Plan. Fifty-seven strategic actions were identified across six thematic objectives. Detailed [EDI Action Plan Progress Reports](#) are posted on the EIO website.

2020/2021 Highlights

- The COVID-19 pandemic and McMaster's response to it required renewed efforts to address amplified and new accessibility, equity, and inclusion challenges facing campus community members. All Office staff remained available to provide virtual education, training, and outreach programs and services through the pandemic, reaching more than 16,500 individuals in the 2020/21 reporting year.
- As of 2021, the majority of priorities identified in the 2019 – 2022 EDI Action Plan were either completed or substantively underway. Given the ambitious nature of the university's EDI Action Plan, coupled with operational challenges presented by the protracted COVID-19 pandemic, the time horizon of this iteration of the EDI Action Plan was extended an additional year, to 2023.
- 2020/2021 marked the fourth year that the Human Rights & Dispute Resolution Program has been operating within an Intake Office team model, with partners in Employee and Labour Relations, in the Student Support and Case Management Office, and in the Faculty of Health Science Professionalism Office collaborating with the Human Rights & Dispute Resolution Program.
- In 2020/2021, the university launched a search for a new Director, Sexual Violence Prevention & Response Office (SVPRO), and committed to investing in hiring a Case Manager, Sexual Violence Response, bringing the staff complement in the SVPRO to 3.0 Full-Time Equivalent staff alongside the Prevention Education team member. The new SVPRO has been established as a centralized Intake Office for sexual violence response, though other Intake Offices still provide response services.
- We continue to enhance systems to enable the most effective collection and reporting of consultations, disclosures, early resolution of disputes, and complaint intakes; this year the annual report disaggregates disclosures and consultations, where previously they had been reported together.



Program Highlights

2020 | 2021

AccessMac Accessibility Program



Consultations

Consultations: A consultation takes place when an individual or group seeks advice and/or guidance on a matter related to accessibility and disability inclusion as per the *Accessibility for Ontarians with Disabilities Act, 2005* or best practice.

Type of Consultation	Number of Consultations
Accessibility and/or Disability Inclusion Consultations: Broad McMaster campus community	209
Accessibility and/ or Disability Inclusion Consultations: Provincial accessibility communities (other ON universities and municipalities)	18
Support-Related Consultations: Persons with lived experience of disability(ies)	34

Themes for AccessMac Accessibility Program Consultations

- Captioning and digital content accessibility
- Teaching and Learning accessibility
- Support for persons with lived experience of disability(ies)
- Employment Accessibility (Outside of Lived Experience / Accommodation Referral and Support)
- Respectful Disability Representation and Language
- Procurement Accessibility

AccessMac Accessibility Program Consultation Data Comparison – 2018-2021

Category	2018/19	2019/20	2020/21
Support-Related Consultations	27	24	34
Accessibility and/ or Disability Inclusion Consultations	82	141*	227*

*March 2020 onset of COVID-19, McMaster response lasting through 2020/2021 reporting year.

Broad accessibility consultations (defined above) increased 177% within the AccessMac Accessibility Program over the 2018-2021 time period, while disability / support related consultations increased to a lesser degree, but still significantly, by 25% over the same time period. Increases in campus-community consultations can be attributed to several factors including:

- the development of the EDI Framework and Strategic Action Plan,
- the development of the Accessibility Program Manager Position,
- the overall raising in awareness of accessibility across the province and locally (rapidly increased by the shift to remote work/study environments due to COVID-19), and
- web accessibility legislation requirements coming into effect this past January 1, 2021.

The expectation of the Program Manager is that consultations will continue to increase, in particular with the rollout of the Campus Accessibility for Ontarians with Disabilities Act (AODA) Web Accessibility Roadmap in partnership with University Technology Services (UTS) and Communications and Public Affairs (CAPA).

Education Numbers

Type of Education Delivery	Number of Sessions	Number of Participants
Synchronous (online, live) workshops, presentations, and training	39	1,915
Asynchronous (online, self-paced) training	10	4,097
Total	49	6,012

Top 5 Education Requests by Enrollment	Number of Sessions	Number of Participants
AODA and Human Rights Code (asynchronous)	7	3,117
Teaching and Learning (synchronous and asynchronous)	5 synchronous 3 asynchronous (FLEX Forward Accessible Education teaching and learning resource)	145 synchronous 780 asynchronous
Digital Accessibility (synchronous)	19	909
Leadership (Student / Staff) (blended)	4	315
Accessibility 101: Foundations (synchronous)	7	297

Community Development and Engagement

Type of Community Engagement	Engagement Highlights	Engagement Numbers
Employee Accessibility Network	Data captured regarding Disabled employee / employee with disability(ies) experience of remote work due to COVID; information communicated to HR and EIO leadership + Return to Campus Employee Experiences Committee	8 (synchronous) meetings 17–18-person average attendance/meeting Anonymous email list serve growth to 77 members
Disability DIScussions and Mad Chats Events Series	Strengthening of relationship among MSU Maccess, the DIMAND PACIBIC Working Group, and AccessMac. Data captured at “Disability DIScussions” regarding Disabled student experiences of remote work / study due to COVID; information communicated to SAS and EIO leadership + Return to Campus Teaching and Learning Committee Launch of the “Mad Chats” (Critical Mad Studies) scholarship series through the DIMAND PACIBIC Working Group	3 events / facilitated discussions 70 total participants in attendance across events
International Day of Persons with Disabilities Commemorative Events (December 3rd)	Accessibility and Disability Inclusion Highlights Newsletter released to McMaster campus community	539 document views across PDF and Word versions of the Newsletter

Highlights of Notable Successes and Opportunities

Institutional Accessibility Consultations and Projects

- Under the leadership of the McMaster Accessibility Council Chair, and in partnership with Accessibility/AODA Coordinators across the province, developed and launched an institution-wide consultation process to gather campus-wide feedback for the ongoing development of the [Post-Secondary Education Accessibility Standard](#) under the *Accessibility for Ontarians with Disabilities Act, 2005*.
- Under the leadership of the AVP EI and McMaster Accessibility Council Chair, drafted McMaster’s institutional AODA Compliance Environmental Scan evaluation tool to support December, 2021 AODA Compliance reporting.
- Under the leadership of the AVP EI and AVP / CTO UTS, drafted, launched, and gained governance approval of the *McMaster University Web Accessibility Roadmap* under McMaster’s emerging institutional Web Strategy.
 - AccessMac- lead role creation and hiring of McMaster’s inaugural central Web Accessibility Specialist role.

- Provided consultation to AVP Faculty, on accessibility and disability-inclusion integrations into McMaster's newly launched [Teaching and Learning Strategy 2021-2026](#).
- Provided consultation to AVP Faculty, on accessibility and disability-inclusion integrations into [McMaster's Fall 2021 Principles for Academic Planning](#).
- In partnership with Human Resources, supported the redrafting and republication of [McMaster's Workplace Accommodation Procedures](#).
- Co-coordinated McMaster's inaugural User Testing Pilot Program for website accessibility testing to carry out assistive technology testing with McMaster community members with disabilities on 6 institutional web projects (Faculty of Science partnership).
 - Notably, McMaster's new online Graduate and Undergraduate Application Portals and McMaster's public-facing Mosaic job application portal.

Institutional Accessibility Training Development

- Fall (2020)-Current: Ongoing development of baseline EDI Leadership Training for People Managers course suite with the Equity, Diversity, and Inclusion Leadership Committee (Blended Accessible Workplace Accommodations Training forthcoming in 2022).
- Late Spring (2021): Launch of the new chapter in the [FLEX Forward: Accessible Education](#) training for McMaster instructors and faculty on [Accessibility in Online and Technology-Enhanced Learning](#) (MacPherson Institute partnership).
- Spring-Summer (2021): Development and launch of the Inclusive Leadership Return to Campus Training (Human Resources partnership).
- Summer (2021): Migration of the [Accessible Digital Content Training](#) to the e-Campus Ontario-supported, open-source, Pressbooks platform (Faculty of Science partnership).
- Summer (2021): Development and launch of the mandatory TA training module on Accessibility and Disability Inclusion for Teaching Assistants (MacPherson Institute partnership).

Publications (Community)

- Third annual publication of the Full Version of the [Accessibility and Disability Inclusion Update, 2019-2020](#) on December 3rd which highlights and celebrates the Accessibility and Disability Inclusion work that takes place within community, student work, faculties, and service units across campus. This year matched last year's submissions, with over 70 in total from approximately 50 contributors across campus.

Inclusion and Anti-Racism Education Program



The H.E.A.A.R.T. series – offered twice a year – continues to be well-attended, with waiting lists for the series sessions, which include:

- Land Acknowledgement
- Human Rights Fundamentals
- An Introduction to the Duty to Accommodate
- Accessibility 101
- Digital Accessibility 101
- Accessibility in Online Teaching and Learning
- Accessible Presentation Techniques
- Supporting Survivors 1: Responding to Disclosures of Sexual Violence
- Supporting Survivors 2: Family, Friends, Partners – Navigating Long-Term Support
- Positive Space
- Anti-Racism
- Cultural Appropriation
- Challenging Islamophobia
- What's in a Word: Insult of Inclusion

Type of Program	# of Sessions	# of Participants
Educational	121	6,587
H.E.A.A.R.T. Workshops	14	545
Black History Month	18	507
Support	50	40
Let's Talk About Race! Drop-In	7	140

Highlights of Notable Successes and Opportunities

- Following completion of the [Systemic Review of the Black Student-Athlete Experience and the McMaster Athletics Climate](#) in fall 2020, and prior to the hiring of the inaugural Senior Advisor (Equity, Inclusion & Anti-Racism) in Student Affairs in 2021, the Inclusion and Anti-Racism Education Program supported Athletics & Recreation by providing a series of educational sessions.
- Co-facilitated the first Black student virtual check-in, an online space to listen, explore self care, advocacy, and the impact of anti-Black experiences. Hosted by the Race, Racism, and Racialization (R3) PACBIC Working Group and EIO.
- Supported the Ecumenical Chaplain in efforts to provide an Interfaith Dialogue Forum for Medical Students, Faculty, and Staff in the aftermath of global events in the Middle East.
- Supported the launch of the Employee Resource Group for Black, Indigenous, & Racialized Staff.



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).

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, 2020 and August 31, 2021, there were a total of 26 Disclosures. 58% were received directly from survivors, and 42% were received as third party disclosures. The number that went on to complaints is captured in the statistical report section below.

Category	2017/18 Total # of Disclosures	2018/19 Total # of Disclosures	2019/20 Total # of Disclosures	2020/21 Total # of Disclosures
Sexual Assault	60	83	100	12
Sexual Harassment	19	9	13	11
Stalking	1	4	2	2
Indecent Exposure			1	
Voyeurism		1	1	
Sexual Exploitation		4	1	
Intimate Partner / Domestic Violence	6		3	1

Consultations

Between September 1, 2020 and August 31, 2021, the Sexual Violence Prevention & Response Office conducted 38 consultations. These consultations are captured here and are also reflected in the statistical section of the report showcasing consolidated consultation data collected by EIO from all five Intake Offices on campus.

Category	2017/18	2018/19	2019/20	2020/21
Consultations	57	106	84	38

Sexual Violence Prevention Education Statistics

Training Events

Type	# of Events	# of Participants	Audience	Topics
Synchronous Trainings and Workshops	65	1,598	Students (undergraduate, graduate, continuing education), staff, faculty, community volunteer coaches	Responding to disclosures of sexual violence, preventing sexual harassment, building cultures of consent, building positive spaces, healthy masculinities, bystander intervention, safeTALK
Asynchronous Trainings and Workshops	5	1,195	Community Advisors, Residence Life Area Coordinators, Archway Mentors, Archway Coaches, Welcome Week Faculty Representatives, open	Responding to disclosures of sexual violence; healthy relationship; art, gender, and expression



Highlights of Notable Successes and Opportunities

- Launched monthly webinar series, “Blueprints for Change,” on practicing healthy masculinity for men at McMaster, open to staff, faculty, and students and featuring external speakers on a variety of topics (e.g., patriarchal culture and male biology, celebrating trans masculinities, and challenging femme-phobia in queer men’s communities)
- Recruited and trained 12 new peer educators and 6 returning peer educators, split into four groups: events team, communications team, men’s allyship circle, and assistant workshop facilitators
- Offered two men’s allyship trainings in collaboration with Mohawk College and White Ribbon Campaign
- Developed drag persona, Unita Assk, to educate student leaders about sexual violence and host events
- Developed programming in collaboration with campus partners (Student Wellness Centre, Museum of Art, Archway, Residence Life, Student Success Centre), student groups (Student Advocates for EDI, Women in Science and Engineering)
- Invited to speak at conferences (jack.org Summit, Men’s Health Society) and as guest lecturer in various courses (WS 1AA3, FSL 4P06, LifeSci 4X03, CHEM 779, PNB 2XT0)
- Developed partnerships with staff at other institutions through the Ontario University Sexual Violence Network
- Expanded website resources (including Topics pages, Online Modules & Videos page, Additional Support Resources & Services pages)
- 5,914 new website users
- Launched the [Sexual Violence Prevention and Response Task Force](#) in the spring of 2021; the group met six times between March 2021 and January 2022
- Launched the Search for a Director (SVPRO) and secured funds to hire a Case Manager, bringing the staff complement in the SVPRO to 3.0 FTE.
- The Sexual Violence Policy was updated to reflect the requirements of O. Reg. 131/16 (Sexual Violence at Colleges and Universities). The updated policy, effective February 7, 2022, can be found here: <https://secretariat.mcmaster.ca/app/uploads/Sexual-Violence-Policy.pdf>. A full review of the Policy is commencing in the spring of 2022.

Human Rights and Dispute Resolution Program



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

Highlights of Notable Successes and Opportunities

- Developed a resource guide called the [Blue Folder](#), setting out important information for faculty and staff in relation to the Discrimination & Harassment Policy.
- Appointment of a Senior Human Rights Officer as the EIO representative on the Trust Fund EDI Committee; provides advice and guidance on the creation of bursaries and awards under the University's Aid and Awards Policy.
- Initiated and led a collaborative project with AccessMac and colleagues in Student Accessibility Services, MAPS, MSU, and Financial Affairs to develop a resource guide for students registered with Student Accessibility Services, explaining supplementary fee options.
- Collaborated with Assistant Deans, Student Accessibility Services, and other partners to review McMaster's process for the intake and assessment of retroactive academic accommodation requests.
- Reviewed and updated internal tools and resources for use when processing complaints.
- Along with members of other Intake Offices, attended Violence Risk Triage Training in fall 2021.
- Continued partnership with EIO colleagues and members of other Intake Offices to deliver customized training on human rights issues.





Statistical Report

Complaints, Consultations,
and Disclosures

Discrimination & Harassment Policy
Sexual Violence Policy

Report Parameters

Under sections 52 of the *Discrimination & Harassment Policy* and section 53 of the *Sexual Violence Policy*, the EIO is responsible for collecting and reporting annual anonymized, aggregate data on complaints, investigations, sanctions and outcomes, consultations, disclosures, and dispute/early resolution to the Senate and the Board of Governors.

Data for the annual report is collected and maintained by the EIO and includes data collected from the Sexual Violence Prevention and Response Office, the Human Rights and Dispute Resolution Program, Employee & Labour Relations, the Student Support & Case Management Office, and the Faculty of Health Sciences Professionalism Office¹.

The purpose of the annual report is to inform education and training initiatives.

Unless stated otherwise, this report covers data collected from September 1, 2020 to August 31, 2021.

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.

Investigations may also be initiated by the University, when the University becomes aware of situations where an investigation may be warranted, on the basis of both the circumstances and nature of the allegations².

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.

Disclosures: A disclosure is made when an individual informs someone in the University community about an experience of harassment, discrimination or 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.

Dispute or Early Resolution: Dispute or early 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.

¹ Data submitted by the Faculty of Health Sciences Professionalism Office is incomplete.

² For more information on University-initiated investigations, see section 92 of the *Discrimination & Harassment Policy* and/or section 99 of the *Sexual Violence Policy*.

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
September 1, 2020 – August 31, 2021	58	26	32	40

While the overall number of new complaints remained relatively stable, there continues to be a noted increase in the complexity of the matters coming forward.

Complaints by Policy

Reporting Year	Total # Complaints	# complaints involving the Discrimination & Harassment Policy	# complaints involving the Sexual Violence Policy	# complaints involving both policies
2017 - 2018	57	39	20	2
2018 - 2019	44	35	21	12
2019 - 2020	46	35	25	14
2020 - 2021	58	48	25	15

Complaints Investigated

Reporting Year	Percent investigated	Percent resulting in policy violations	Mean Length of investigation ¹ process (months)
2017 - 2018	51%	50%	6.1 (median 6)
2018 - 2019	69%	50%	6.7 (median 6.5)
2019 - 2020	75%	87%	5.4 (median 5)
2020 - 2021	80%	59%	7.4 (median 7)

¹ 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 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 Student Code of Rights & Responsibilities; the Assessment 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 20% 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 78% 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 2020/2021 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

Protected Ground	2017/2018	2018/2019	2019/2020	2020/2021
Sex (includes sexual harassment and assault)	13	21	29	25
Personal Harassment (intimidation, bullying)	16	19	10	17
Ancestry, colour, race	4	6	7	13
Disability	5	2	5	7
Creed/religion	4	2	4	2
Family status	1	2	1	2

*Note: Some complaints involve more than one ground.

3. Complaints: Participant Type

	Complainant	Respondent
Undergraduate Student	16	10
Graduate Student	15	4
Staff	20	16
Faculty	15	28
Other (external, not identified)	2	

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

4. Complaints: Faculty/Area of the University

	Complainant	Respondent
Administrative Units* (*other than Hospitality and Facility Services)	3	6
DeGroote School of Business		
Faculty of Engineering	8	6
Faculty of Health Sciences	18	18
Faculty of the Humanities	2	2
Faculty of Science	13	10
Faculty of Social Sciences	5	6
Athletics & Recreation	6	6
Facility Services	1	1
Hospitality Services	1	1

5. Complaints: Origin of the Concern

Origin of Concern	2017/2018	2018/2019	2019/2020	2020/2021
Academic context	18	11	14	16
Employment context	7	24	17	26
Campus community (e.g. extracurriculars, events)	17	4	2	3
Off campus, with a nexus to the University	9	4	6	8
Residence			4	3
Athletics			3	4

Consultations & Disclosures

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.

A disclosure is made when an individual informs someone in the University community about an experience of harassment, discrimination or 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.

Numbers

For the 2020-21 academic year, the five Intake Offices recorded a total of 214 consultations and 146 disclosures.

Themes

The majority of consultations and disclosures pertained to academic matters. Undergraduate students and faculty members were the most common groups seeking consultation. Staff and faculty were the most common groups disclosing experiences.

Top three grounds – consultations:

- Sex
- Disability
- Race

Top three grounds – disclosures:

- Disability
- Race
- Sex

1. Consultations & Disclosures: Issue

Issue	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Harassment - Personal	111	115	77	46	49
Sexual Violence	53	80	74	53	28
Discrimination	63	68	114	26	38
Accommodation	84	74	73	46	34
Grounds Based Harassment	24	43	125	23	20
Poisoned Environment	15	20	12	5	5
Accessibility**	5	5	2	15	2
TOTAL	355	405	477	214	146*

*some disclosures involved more than one ground

**consultations related to accessibility tend to focus on improving access to processes and services in a general overall sense, whereas consultations related to accommodation are focused on specific cases requiring resolution. It is important to note that consultations on accessibility tend to flow through the Accessibility Program, which is why so few are represented here.

2. Consultations & Disclosures: Protected Ground

Issue	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Disability	85	108	92	44	46
Creed/religion	32	28	28	9	3
Ancestry, colour, race	22	22	70	23	26
Ethnic origin	8	6	10	9	14
Family status	8	18	14	5	4
Gender identity/gender expression	9	6	5	2	3
Age	5	0	3	0	0
Place of origin	6	10	11	9	15
Sex	59	80	151	65	27
Sexual orientation	6	9	6	0	3
Citizenship	3	0	3	2	5
Marital status	2	2	1	0	0

Note: Some consultations & disclosures involve more than one ground.

3. Consultations & Disclosures: Participant Type

	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Undergraduate Student	95	96	114	59	15
Graduate Student	41	46	92	37	6
Staff	110	120	115	38	68
Faculty	73	103	118	50	45
Medical Resident	23	25	27	2	3
Other (external, not identified)	13	15	11	12	9

4. Consultations & Disclosures: Faculty/Area of the University

	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Administrative Units	44	54	82	66	18
DeGroote School of Business	10	7	18	10	9
Faculty of Engineering	28	31	26	17	18
Faculty of Health Sciences	150	175	133	29	57
Faculty of the Humanities	26	14	24	15	8
Faculty of Science	30	29	35	20	12
Faculty of Social Sciences	34	33	46	27	13
Unknown	33	45	113	24	10
Athletics & Recreation*	—	—	—	6	1

* following the systemic review of the Black Student-Athlete Experience and the McMaster Athletics Climate, consultations from Athletics & Recreation are being disaggregated and reported on.

5. Consultations & Disclosures: Origin of the Concern

Origin of Concern	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Academic context	182	199	201	110	89
Employment Context	86	109	73	41	29
Campus community (e.g. extracurriculars, events)	57	44	43	17	8
Off campus, with a nexus to the University	26	14	50	14	7
Off campus, with no nexus to the University*	—	—	—	2	5
Residence*	—	—	7	8	5
Athletics & Recreation*	—	—	18	14	1

* Data for these areas was not historically disaggregated and/or reported on.

Dispute/Early Resolution

As indicated above, dispute/early 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.

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 core of people’s identity; 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.

2020-2021 Numbers

- For the 2020-2021 academic year, the Intake Offices recorded a total of 145 dispute resolution matters.

- Discrimination/accommodation processes (related to disability, family status, creed, and retroactive academic accommodation requests) and non-grounds harassment (bullying, intimidation) are the most common matters where individuals requested dispute resolution.
- Undergraduate students and staff are the most common groups requesting assistance to resolve an issue, while staff and faculty are the most common groups asked to participate in a process in order to resolve an issue.
- The majority of early resolution matters pertain to academics, followed by employment.



Equity and Inclusion Office

Human Rights | Complaint Resolution
Education | Accessibility
Sexual Violence Support

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