



POLICY PAPER

Racial, Cultural, and Religious Equity

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Table of Contents

Introduction	3
Individual and Institutional Inequities on Campus	4
Reporting Discrimination on Campus	5
Building a Campus Culture of Equity and Diversity	7
Building Equity and Diversity into the McMaster Curriculum	10
Improving Faculty/Staff-Student Interactions	12
On-Campus Events (i.e. Welcome Week, Homecoming)	26
Security Services	17
Anti-Oppressive Practices Training for Campus Student Groups and Clubs	19
Data Collection	20
Amendments to McMaster Policies	23
Religious, Spiritual, and Indigenous Observances (RISO) Policy	23
Policy on Discrimination and Harassment: Prevention & Response	25
Religious Considerations	27
Interfaith Initiatives & Prayer Spaces	27
Food Options on Campus	28
Mechanisms of Government Supports	30
Federal Legislation	30
Provincial Legislation	32
Off-Campus Initiatives and Programs in Hamilton	35
Off-Campus Reporting	35

Introduction

According to the World Health Organization, “Equity is the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically.” Within the context of this policy, it is the recognition that all individuals, regardless of race, religion or culture, deserve an equitable opportunity to pursue postsecondary education within a diverse and inclusive environment.

In an increasingly polarizing world, recent times have increasingly seen a rise in hate crimes and discrimination towards certain racialized groups locally and worldwide. Such acts can tear at the fabric of society, leading to fragmented communities where people feel unsafe to live, work, and practice their beliefs freely. They impact people at an individual level but also at an institutional level, where systemic discrimination act as policies and practices that isolate and disadvantage racialized people.

McMaster, as a world-class university, takes pride in its support for building an equitable and inclusive environment. Most recently, McMaster has also taken another step forward to committing to developing an institutional Equity, Diversity and Inclusion Plan. However, through consultations with MSU Diversity Services, the Equity and Inclusion Office, the Hamilton Centre for Civic Inclusion, and the working groups of the President’s Advisory Committee on Building an Inclusive Community (PACBIC), it remains clear that several obstacles exist to ensuring an equitable and inclusive environment for all.

This policy aims to shed light on the state of individual and institutional inequities in relation to race, cultural and religion on campus and within the broader Hamilton community. On campus, these include a lack of awareness surrounding reporting procedure related to discrimination and limited incorporation of issues surrounding race, religion and culture in the curriculum, with no formal courses geared towards diversity, equity, and inclusion. As well, faculty, staff and student groups do not receive mandatory anti-oppressive practices training, which means they are not well-equipped to handle instances of discrimination that occur in their classrooms or offices. McMaster policies on discrimination and religious accommodation also require amendment to enhance promotion, awareness, and ensure anonymity for students.

Another problematic area includes interactions of students with McMaster Security Services on campus and with the Hamilton Police Services Action Team in the broader Hamilton community, with certain racialized groups reporting high levels of carding practices and racial profiling. This can have incredibly adverse impacts on the safety and comfort of students on campus. As such, it is recommended that McMaster should create an action strategy to reduce and eliminate racial profiling on campus, while also collaborating with the City of Hamilton to address such discriminatory practices in the community.

Towards this end, McMaster must put more effort to change its policies and guidelines to include explicit commitments to equity, diversity and inclusion. This must be achieved both at an individual level, through implementing anti-oppressive practices training for faculty and staff, and at an institutional level through changing hiring practices to include considerations for diversity; increasing the university’s commitment to evaluating and awarding faculty and staff adherence to the principles of equity and inclusion; and working towards mandating an equity and diversity component across all undergraduate programs.

To ensure accountability and transparency, the McMaster Equity and Inclusion Office must also employ various forms of data collection to target new initiatives addressing racial, cultural and religious

equity that match priority needs. Currently, there is no way to track how certain racialized groups may be disproportionately affected in the admissions process or after first year, when 10% of students at McMaster drop out. While Canadian postsecondary institutions have historically avoided racial data collection, more recently, other Ontario universities such as the University of Toronto and Ryerson University have begun tracking such data. As a research-intensive university, it does not make sense for McMaster to commit to building an equitable and inclusive environment without knowledge of the makeup of its own student body. This is imperative to determine who is here, but more importantly, to determine who is not, and why.

For these reasons, McMaster must begin collecting demographic data at various stages of the undergraduate experience. At the admissions step, the Equity and Inclusion Office must be responsible for collecting demographic data in order to maintain a separation from admissions committees. Anonymized demographic data, including race and ethnicity, must be collected and publicized to demonstrate student enrollment and dropout rates by faculty, and used to subsequently develop equity-based recommendations based on the trends seen. For current McMaster students, annual surveys must be developed and utilized to assess students' perceptions of and experiences with discrimination based on race, religion, and culture on campus in order to identify the inequities that adversely influence one's undergraduate experience on campus.

This policy also recognizes that fostering an environment of equity, diversity and inclusion requires political will and support. At all levels of government, explicit commitments must be made to demonstrate a unified approach to addressing discrimination and inequity. For example, the U.K.'s *Race Relation Act* was presented as a federal mandate that states that it is the obligation of universities and colleges to eliminate racial discrimination, promote equality, and encourage good relations between people of different racial groups. With similar stances taken by the provincial and federal level in Canada, racial, cultural and religious equity must become a promise, not a privilege.

Addressing such abstract concepts of equity seems like a daunting task, but McMaster must approach this problem with clear direction and purpose. Examples of best practices were gathered from other universities across Canada and globally to demonstrate the ways in which successful initiatives can be developed and implemented here on campus and in the Hamilton community. It is the MSU's hope that McMaster will continue to develop its own best practices while also looking to the successes of others in tackling this incredibly important issue.

Ultimately, racial, cultural and religious equity must be considered both a process and an outcome. As a process, McMaster must continue to identify the ways in which equity and inclusion frameworks can be applied to address structural and systemic inequities that students face on campus and across Hamilton. As an outcome, achieving racial, cultural and religious equity must be the main aim, so that all incoming, current and outgoing students at McMaster can continue to excel and thrive in an environment that does not undermine their success on the basis of their skin colour or beliefs.

Individual and Institutional Inequities on Campus

Reporting Discrimination on Campus

Principle: All students at McMaster should be aware of the reporting procedure for discrimination on campus.

Principle: All instances of discrimination on campus should be approached from an equity and inclusion framework.

Principle: Education on diversity and inclusion is central to decreasing the incidence of discriminatory acts on campus.

Concern: Students are not always aware of the discrimination complaint procedure, including the lack of anonymity, prior to choosing to file a report.

Concern: There is a lack of educational material available to ensure events, groups, and classrooms are free of discrimination.

Recommendation: All intake offices for discrimination complaints should outline the steps for reporting procedures on their websites, including an explicit statement regarding the complainant's lack of anonymity in the process.

Recommendation: All intake offices for discrimination complaints should allow individuals to virtually book a meeting through their websites.

Recommendation: All intake offices should provide complainants with support resources and redirect complainants to the Equity and Inclusion Office to receive accommodations and support, regardless of whether they choose to file a formal report.

Recommendation: The Equity and Inclusion Office should, through social media and other campus platforms, increase awareness of the Equity and Inclusion Educator's role on campus, encouraging staff, faculty, and student groups to consult with and incorporate training from the Equity and Inclusion Educator into their activities.

Currently, if an individual in the McMaster community wishes to report an instance of discrimination on campus, they are directed to one of four intake offices: the Equity and Inclusion Office, Student Support and Case Management, Employee/Labour Relations, or the Faculty of Health Sciences Professionalism Office.¹ The Director of Human Rights and Dispute Resolution at the Equity and Inclusion Office is a central liaison between all four offices, and they coordinate initiatives and responses between them.² This is a strong set-up that allows for streamlined communication between all the offices; however, there are still gaps that exist within the Equity and Inclusion Office's, and more broadly, McMaster University's response to discrimination on campus.

When an individual seeks to explore the option of reporting an instance of discrimination on campus, the information made available to them without booking a meeting with a Human Rights Officer is minimal. Currently, the Equity and Inclusion Office's website features a section titled "Human Rights and Dispute Resolution."³ While they outline the limits to confidentiality within this webpage, they fail to inform individuals that all complaints lack anonymity. While this is understandable, complainants should be aware that this is so. Similarly, individuals are not made aware of the usual procedure that is required when filing a complaint, including the length of time for complaints to be processed, the option for academic accommodations, and the appeals process, to name a few key points.

¹ Consultation with Arig al Shaibah, AVP Equity and Inclusion.

² Ibid.

³ "Human Rights and Dispute Resolution," Equity and Inclusion Office McMaster, <https://equity.mcmaster.ca/human-rights>.

Instead, the intake websites state that an individual must book an appointment with a Human Rights Officer for more information. It is understandable that every human rights-related situation will differ, and, therefore, no one process can be used to address every complaint. However, failing to outline the general procedure and frequently asked questions is not survivor-centric because it does not account for the fear and discomfort associated with filing a complaint. There are many individuals who may avoid taking their complaints further because they are unaware or wary of the systems they may be required to navigate. If individuals were given a rough idea of what they would be required to do or the types of claims that are relevant to speaking with a Human Rights Officer, it is likely that many would feel more comfortable to book an appointment.

Additionally, the current website requires an individual to email the intake offices to book a meeting. This, too, fails to be survivor-centric; it puts the onus on the individual to write an email, but the individual may not know how much information they are required to disclose or what to include in the email. It also delays the process of confirming a meeting because it requires back-and-forth communication until a time that works for both parties is found. To increase accessibility and reduce the barriers in place for reporting an instance of discrimination, all intake offices should develop an online feature that allows individuals to book a meeting directly through the website.

Lastly, while the discrimination reporting process is streamlined to position the Equity and Inclusion Office as central to the process, there are still gaps that exist that may result in individuals failing to receive the education or support they need. The first gap exists before an individual on campus experiences discrimination; it is important that the Equity and Inclusion Office, through the Equity and Inclusion Educator, work to create a more educated campus. Currently, discrimination based on race, ethnic origin, and religion combine to form the third highest form of harassment complaints on campus.⁴ Education is one of the primary ways through which discrimination can be prevented. Therefore, there must be more of a focus by the Equity and Inclusion Office on increasing awareness of the Equity and Inclusion Educator's role and encouraging faculty, staff, and student groups on campus to reach out to them for assistance and training. While it may not be feasible for the Equity and Inclusion Educator to personally train every individual on campus, there are many other ways they can increase awareness and education, especially through increasing the number of discrimination-free educational campaigns or workshops the Equity and Inclusion Educator runs. Lastly, to ensure that all staff and faculty who are not in management positions are also aware of the procedures and resources on how to appropriately report incidents of harassment and discrimination for all faculty at McMaster, the Equity and Inclusion Office should be tasked with creating an educational infographic for dissemination to all students, staff, and faculty members.

The second gap exists after an individual on campus experiences discrimination; it is important that intake offices ensure that all individuals who have experienced discrimination, regardless of whether they choose to file a formal complaint, are redirected to the Equity and Inclusion Office to receive support. Currently, the other intake offices are not required to redirect an individual to the Equity and Inclusion Office; for someone who accesses any of the other three intake offices and may be unaware that the Equity and Inclusion Office exists, they may miss important support resources that they need. It is, therefore, necessary for all other intake office websites to encourage individuals to seek support from the Equity and Inclusion Office. Additionally, all intake offices should be required, by the Director of Human Rights and Dispute Resolution, to redirect complainants to the Equity and Inclusion Office as part of the discrimination reporting procedure. Whether an individual then chooses to access the Equity and Inclusion Office for support is up to them.

⁴ Equity and Inclusion Annual Report. 2018.

Building a Campus Culture of Equity and Diversity

Principle: McMaster should be committed to building a culture of equity, diversity, and inclusion on campus to ensure that all students who are willing and able to pursue post-secondary education will be given fair opportunity to do so.

Principle: As a front-line runner in the world of research, McMaster should ensure that its research initiatives are accessible and relevant to people from minority backgrounds.

Principle: As the first point-of-contact for prospective students, a university's website should provide information about the institution's commitment to equity and inclusion through empirical evidence and visual presentation.

Concern: In Canada, racialized groups, especially Black and Indigenous individuals, continue to face great disparities when it comes to accessing and excelling in higher education.

Concern: Research across different fields remains euro-centric, and not broad enough to apply to those of different backgrounds.

Concern: McMaster's current website homepage does not convey the university's commitment to equity and diversity for its prospective students.

Recommendation: The Equity and Inclusion Office should conduct regular surveys to assess students' perceptions of and experiences with discrimination based on race, religion, and culture on campus.

Recommendation: After conducting surveys about student and staff experiences of discrimination at McMaster, McMaster should create public awareness and intervention initiatives to disseminate and act upon the data collected.

Recommendation: McMaster University should continue to develop and implement an Equity, Diversity and Inclusion Action Plan that is informed by consultations with campus and off-campus focus groups.

Recommendation: McMaster University should explore the option of alternative application streams for underrepresented groups who are applying to post-secondary school.

Recommendation: McMaster should encourage applicants who are applying for research funding to identify how they will ensure their research will appeal to and include marginalized populations.

Recommendation: A portion of research grants offered by McMaster University should be reserved for research groups that study issues affecting marginalized communities.

Recommendation: The main homepage of McMaster's website should make its commitment to diversity more apparent on its website (i.e. explicit commitment to diversity, link to the Equity and Inclusion Office webpage, etc.).

People from minority races, religions, and cultures continue to be underrepresented in McMaster's academic programs, course syllabi, research, and senior administration.⁵ Additionally, students of colour experience higher rates of harassment than their Caucasian peers, and students of colour perceive campus climate to be more racist than their Caucasian counterparts, despite both groups acknowledging similar levels of discrimination.⁶

There are several recommendations towards addressing these concerns. First, in order to address the concerns and needs of students in relation to racial, cultural and religious inequities on campus, McMaster

⁵ Annette Henry. "Canadian campuses suffer from a lack of racial inclusion," University Affairs, February 9, 2016, accessed February 12, 2019, <https://www.universityaffairs.ca/opinion/in-my-opinion/canadian-campuses-suffer-from-a-lack-of-racial-inclusion/>

⁶ Susan R. Rankin, Robert Dean Reason. "Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups," Journal of College Student Development, published February 2005, accessed February 12, 2019, <https://muse.jhu.edu/article/177605/summary>

must conduct research to assess how minority groups feel as students and staff at McMaster. Surveys and consultations can provide insight into what McMaster has done well for marginalized groups, and what they can do better. This could parallel McGill's Student Demographic Survey (Diversity Survey), which asked students how they felt about campus climate and how it can be improved.⁷ Ideally, this data could be collected on a regular basis, and the results of these surveys can then be publicized and used by the Equity and Inclusion Office to inform the planning of public awareness and intervention campaigns. McMaster University's recent commitment to developing an Equity, Diversity and Inclusion Action Plan, which is supported by Universities Canada, is a positive step forwards towards building an inclusive community for all students at McMaster.

Additionally, McMaster should look into introducing alternative application streams for students from underrepresented populations in post-secondary education. For example, the University of Toronto's Medical Doctorate program has alternative streams for Black & Indigenous applicants to address their severe underrepresentation in the classroom.^{8,9} Interestingly, these programs do not have a quota, but instead ask applicants for additional essays that will be reviewed by leaders in Black/Indigenous health during file review. McMaster should do a similar practice, not just for its graduate programs but for its undergraduate programs as well. Often, barriers that prevent marginalized groups from pursuing higher education begin well before undergraduate studies and graduate school, and so these steps should be taken to introduce more underrepresented groups into undergraduate programs first.

McMaster University was rated Canada's most research-intensive university in 2017 and 2018 (9). Despite this, minorities continue to be underrepresented in North American-based research, both as subjects and as researchers.^{10,11,12} In fact, minorities account for less than 10% of patients enrolled in clinical trials, as outlined by the National Institute of Health.¹³ Minorities are crucial to clinical trials to ensure that any discoveries and treatment options are actually going to be relevant to these populations. There are many barriers that prevent minorities from enrolling in research: the lack of communication between academia

⁷ Morton J. Mendelson. "Student Demographic Survey," McGill University, published December 2011, accessed February 2019, https://www.mcgill.ca/studentlifeandlearning/files/studentlifeandlearning/final_report_1.pdf

⁸ University of Toronto. "Indigenous Student Application Form," University of Toronto, updated 2019, accessed February 2019, <http://applymd.utoronto.ca/indigenous-student-application-program>

⁹ University of Toronto. "Black Student Application Program," University of Toronto, updated 2019, accessed February 2019, <http://applymd.utoronto.ca/black-student-application-program>

¹⁰ Electra D. Paskett, Katherine W. Reeves, John M. McLaughlin, Mira L. Katz, Ann Scheck McAlearney, Mack T. Ruffin, Chanita Hughes Halbert, Cristina Merete, Faith Davis, Sarah Gehlert. "Recruitment of minority and underserved populations in the United States: the Centers for Population Health and Health Disparities experience," *Contemporary Clinical Trials*, published July 31, 2008, accessed February 2019, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2642621/>

¹¹ Jean G. Ford, Mollie W. Howerton, Gabriel Y. Lai, Tiffany L. Gary, Shari Bolen, M. Chris Gibbons, Jon Tilburt, Charles Baffi, Teerath Peter Tanpitukpongse, Renee F. Wilson, Neil R. Powe, Eric B. Bass. "Barriers to Recruiting Underrepresented Populations to Cancer Clinical Trials: A Systematic Review," *American Cancer Society*, published November 15, 2007, accessed February 2019, <https://onlinelibrary.wiley.com/doi/full/10.1002/cncr.23157>

¹² Melissa Simon, Erika E de la Riva, Raymond Bergan, Carrie Norbeck, June M McKoy, Piotr Kulesza, Xinqi Dong, Julian C Schink, Linda Fleisher. "Improving Diversity in Cancer Research Trials: The Story of the Cancer Disparities Research Network," *Journal of Cancer Education*, published February 2014, accessed February 2019, https://www.researchgate.net/publication/260149796_Improving_Diversity_in_Cancer_Research_Trials_The_Story_of_the_Cancer_Disparities_Research_Network

¹³ David Levine, Rebecca Greenberg. "More Minorities Needed in Clinical Trials to Make Research Relevant to All," *Association of American Medical Colleges*, published December 20, 2016, accessed February 2019, <https://news.aamc.org/diversity/article/more-minorities-needed-clinical-trials-research/>

and the community, the lack of accessibility, and the lack of trust.¹⁴ Often, clinical trials hire patients through advertisement that may only reach people that are close to the researchers already: word-of-mouth and posters around McMaster campus may be limited in the number of marginalized groups they can reach. Additionally, long-term studies that require patients to travel long distances may pose a financial barrier, as many people may not be able to pay for transportation or child care fees. Lastly, even when marginalized patients are knowledgeable about clinical trials, they may understandably not trust such efforts as Canada has a long history of abusing minority groups in research.¹⁵

McMaster can change this within its institution, and positively impact research due to its position on the front-line of cutting-edge research in Canada. Similar to the Natural Sciences and Engineering Research Council's (NSERC) framework on equity, diversity, and inclusion, McMaster should encourage applicants who are applying for research funding from the school to identify how they will ensure their research will appeal to and include marginalized populations.¹⁶ Additionally, a portion of research grants offered by the university should be reserved for research groups that study issues that affect marginalized communities. An example would be how the American Psychological Association offered research funding for scientists who came from minority backgrounds, who come from institutions that serve minorities, or those who demonstrate that collaborators on their project will include minorities.¹⁷ Tangible actions such as this can ensure that minorities can be uplifted to work alongside those already in research. For example, Dr. Juliet Daniels researches cancer that is overrepresented in Black women, a demographic that is not usually targeted in research.¹⁸

Lastly, the efforts that McMaster makes to include minorities in its institution should be made publicly visible. In this technological age, university websites are often the first point-of-contact for prospective students. It is important that these websites provide information about the institution's commitment to equity and inclusion, through the visible display of empirical data on a well-formatted and accessible homepage.¹⁹ McMaster should make its commitment to diversity more apparent on the main homepage of its website, which is many students' first point of contact with the institution. This can be done by making the links to the Equity and Inclusion Office more visible, by employing student and staff photos that exemplify a diverse community on campus, and publicly communicating the steps that they are taking towards equity and inclusion on their front page. The amount of effort that is put into making their website demonstrate their commitments to equity, will indicate to prospective students how equity is conceptualized and valued at McMaster.²⁰

¹⁴ Ibid

¹⁵ Ashifa Kassam. "Canada sued over years of alleged experimentation on indigenous people," The Guardian, published May 11, 2018, accessed February 2019, <https://www.theguardian.com/world/2018/may/11/canada-indigenous-people-medical-experiments-lawsuit>

¹⁶ "Framework on Equity, Diversity and Inclusion," Natural Sciences and Engineering Research Council of Canada, modified February 11, 2019, http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/framework_cadre-de-reference_eng.asp

¹⁷ "Summer Research Grants for Underrepresented Minority Groups in Neuroscience," American Psychological Association, published October 2009, accessed February 2019, <https://www.apa.org/science/about/psa/2009/10/somas>

¹⁸ Jeff Mahoney. "Dr. Juliet Daniel - Inspiration Personified," The Hamilton Spectator, published September 18, 2018, accessed February 2019, <https://www.thespec.com/opinion-story/8882220-dr-juliet-daniel-inspiration-personified/>

¹⁹ Kuan Foo, Ng Ariss Fong, Lawyers. "Best Practices in Equity and Diversity: A survey of Selected Universities," University of British Columbia, published February 2009, accessed February 2019, https://equity.ubc.ca/files/2010/06/best_practices_in_equity_and_diversity_a_survey_of_selected_universities.pdf

²⁰ Ibid.

Building Equity and Diversity into the McMaster Curriculum

Principle: All students should be knowledgeable about issues related to racial, cultural and religious inequities on campus and in the broader Hamilton community.

Principle: All students should enter into the workforce with knowledge and understanding pertaining to diversity, equity, and inclusion.

Concern: Students at McMaster are not well-educated on issues surrounding race, religion, and culture.

Concern: The curriculum at McMaster does not expose students to education surrounding principles of equity and inclusion.

Concern: McMaster currently offers niche pockets of information through courses such as Peace Studies, but there are no formal courses geared towards diversity, equity, and inclusion.

Recommendation: McMaster University should develop a certificate program as a way to incentivize students to learn about principles regarding equity, diversity, and inclusion.

Recommendation: The MacPherson Institute should work with faculty members, staff, and faculty departments to research best practices for incorporating equity, diversity, and inclusion principles into the curriculum at McMaster.

Recommendation: McMaster University should require faculty members and departments to incorporate equity and diversity requirements in the curricula for all undergraduate students.

Recommendation: McMaster University should provide developmental grants to faculty members and staff to create and re-design curriculum to incorporate principles of equity, diversity, and inclusion.

Many universities, including Queen's University and McGill University, currently offer students, staff, and faculty with a certificate option for completing designated numbers of workshops, modules, or courses on topics involving equity, diversity, and inclusion.^{21 22} These universities also offer separate interactive and engaging workshops that allow students to learn about equity, diversity, and inclusion. In fact, Queen's University established a Principal's Implementation Committee in 2017, which consisted of students, staff, and faculty members who reviewed past instances of issues "regarding anti-racism, diversity, and inclusion..." and proposed specific needed recommendations.²³ One of the recommendations put forth by the committee was that in order to fulfill the requirements of all undergraduate programs, students would have to take a required course related to these issues. To achieve this, the Committee recommended that Queen's provide incentive for professors or departments in the form of development grants to design new curriculum and re-design existing core/introductory courses in order to incorporate diversity, equity, and inclusion.²⁴

The importance and benefit of incorporating diversity principles into curriculum and the willingness of faculty to incorporate it into the curriculum has been studied at Midwestern College in the United States.²⁵ The study showed that faculty and academic departments of colour and those who believed in diversity

²¹ "From Diversity to Inclusion Certificate Program," Equity Office, Queen's University, accessed February 2019, <http://www.queens.ca/equity/training/diversity-inclusion>

²² "Safer Spaces Workshops," Social Equity and Education Office, McGill University, accessed February 2019, https://mcgill.ca/equity_diversity/equity-education/safer-spaces-workshops

²³ "Principal's Implementation Committee on Racism, Diversity, and Inclusion," Queen's University, Published April 10, 2017, accessed February 2019, <https://www.queensu.ca/principal/sites/webpublish.queensu.ca.opvcwww/files/files/PICRDI-Final-Report-accessible.pdf>

²⁴ "Principal's Implementation Committee on Racism, Diversity, and Inclusion," Queen's University, Published April 10, 2017, accessed February 2019, <https://www.queensu.ca/principal/sites/webpublish.queensu.ca.opvcwww/files/files/PICRDI-Final-Report-accessible.pdf>

²⁵ Mayhew, M. J. and Grunwald, H. E. (2006). Factors contributing to faculty incorporation of diversity-related course content. *Journal of Higher Education*, 77(1), 148–168.

were more likely to readily incorporate it into their curriculum. It further recommended the use of incentives in the form of release time and stipends to encourage faculty members and departments.²⁶ McMaster University should provide incentives to faculty members and academic departments in the form of developmental grants to begin designing new courses and redesigning existing current core courses to incorporate diversity, equity, and inclusion into the curriculum. In doing so, this will begin to provide McMaster students with the necessary understanding and knowledge of living in an increasingly diverse and interconnected society. Furthermore, McMaster should create modules or workshops geared towards diversity, equity, and inclusion for students to participate in as an elective choice, similarly to what Queen's and McGill's University are currently doing.^{27,28} With completion of respective modules or workshops, students should receive a certificate stating completion and knowledge. With continued implementation, this should be created into a certificate program on diversity, equity, and inclusion run by the Equity and Inclusion Office.

In 2009, a survey on *Best Practices in Equity and Diversity* conducted by the University of British Columbia (UBC) examined best practices of universities across North America.²⁹ One example highlighted as best practices was the University of Washington's Center for Curriculum Transformation, now replaced by the Centre for Teaching and Learning, which worked with faculty and academic departments to develop courses and curricula in the area of "race, gender, ethnicity, nation and nationhood, class disability, sexuality and religion."³⁰ The Center promotes and supports curriculum development aimed at teaching and learning to think critically about cultural diversity. The Center provides resources and consultation for faculty interested in transforming a course to include diversity material.³¹ This initiative by the University of Washington, which is very similar to what Queen's is looking to implement, began as a student initiative almost thirty years ago as a first step to the University of Washington's diversity initiatives.³² Now, the University of Washington has made it mandatory that students entering undergraduate studies must complete the graduation requirement of "three credits of coursework that focus on the sociocultural, political and economic diversity of human experience."³³

Currently, McMaster University does not offer a specific course or program that educates students on diversity, equity, and inclusion. There are niche pockets of courses such as Peace Studies or Religious Studies courses, but the majority of undergraduate students do not receive any formal knowledge on equity and diversity. According to student consultations, there is a lack of education regarding race, religion, and cultural equity and diversity in the McMaster community as most students do not realize it

²⁶ Ibid.

²⁷ "From Diversity to Inclusion Certificate Program," Equity Office, Queen's University, accessed February 2019, <http://www.queens.ca/equity/training/diversity-inclusion>

²⁸ "Safer Spaces Workshops," Social Equity and Education Office, McGill University, accessed February 2019, https://mcgill.ca/equity_diversity/equity-education/safer-spaces-workshops

²⁹ Kuan Foo, Ng Ariss Fong, Lawyers. "Best Practices in Equity and Diversity: A survey of Selected Universities," University of British Columbia, published February 2009, accessed February 2019, https://equity.ubc.ca/files/2010/06/best_practices_in_equity_and_diversity_a_survey_of_selected_universities.pdf

³⁰ "Mission and History," Office of Minority Affairs and Diversity, University of Washington, accessed February 2019, <https://www.washington.edu/omad/ctcenter/history/>

³¹ Ibid.

³² Kuan Foo, Ng Ariss Fong, Lawyers. "Best Practices in Equity and Diversity: A survey of Selected Universities," University of British Columbia, published February 2009, accessed February 2019, https://equity.ubc.ca/files/2010/06/best_practices_in_equity_and_diversity_a_survey_of_selected_universities.pdf

³³ "Diversity Requirement," University of Washington, published November 17, 2015, accessed February 2019, <https://www.washington.edu/trends/diversity-requirement/>

is an issue that impacts their lives. As such, McMaster should be working towards breaking systematic barriers by educating students, as future leaders and educators, to become more cognizant of and learn how to address racial, cultural and religious inequities. McMaster faculty members, staff, and faculty departments should work with the MacPherson Institute to research and implement best practices regarding equity, diversity, and inclusion, as they have previously helped to provide “developmental opportunities, individual consultations, and resources on effective teaching practices.”³⁴

Using the examples mentioned above, McMaster should approach this issue with a short-term and long-term approach. McMaster’s initial steps towards approaching this issue should materialize in the form of a short-term plan to implement certificate programs that focus on principles related to equity, diversity, and inclusion. It is recommended that these certificate programs should incorporate both an online module-based component and an interactive in-person component to build competencies beyond just raising awareness. McMaster staff and faculty should continue working with the MacPherson Institute to discover and research best practices that can be implemented within the curriculum to engage and incentivize students to learn about equity, diversity, and inclusion. McMaster’s long-term plan should aim to go beyond a certificate program and incorporate a diversity course requirement across all undergraduate programs, similar to the one currently implemented at the University of Washington, to ensure that all students engage in “historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, age, veteran status and socioeconomic status.”³⁵ In a world that is growing in diversity, by making diversity a mandatory requirement in McMaster’s curriculum, the University is helping students be prepared and educated about prevalent issues.

Improving Faculty/Staff-Student Interactions

Principle: Faculty and staff are central to creating a discrimination-free environment on campus.

Principle: Faculty hiring practices should be equitable and free of discrimination.

Principle: Strategies for recruitment and hiring should seek to encourage diverse candidate pools.

Principle: Racialized and Indigenous faculty and staff should be supported and rewarded for their contributions on campus.

Principle: All faculty and staff should be committed to and trained in anti-oppressive practices, especially those in management or student-facing roles.

Principle: Individual commitments to creating equitable, inclusive, and discrimination-free environments should be rewarded.

Concern: Staff and faculty on campus are not trained in anti-oppressive practices.

Concern: McMaster University does not reward or prioritize those who are committed to anti-oppressive practices.

Concern: McMaster’s collective agreements with unionized staff do not reflect commitments to equity and inclusion.

Concern: McMaster does not pay unionized staff (i.e. Teaching Assistants, Security staff) for training, and there is no expectation for these staff members to participate in anti-oppressive practices training.

Recommendation: The Equity and Inclusion Office should develop a framework through which management staff can gauge commitment to equity and inclusion for consideration in tenure and promotion.

³⁴ “What We Do,” Teaching Development, MacPherson Institute, accessed March 20190, <https://mi.mcmaster.ca/teaching-development/#what-we-do>

³⁵ Ibid.

Recommendation: Job descriptions for all management faculty and staff should be edited to reflect their responsibilities in upholding and creating an environment free of racial, cultural, religious, and/or ethnic discrimination.

Recommendation: The Equity and Inclusion Office, in collaboration with the Provost's Office, should develop mandatory training for all chairs of hiring committees and senior management staff.

Recommendation: The Equity and Inclusion Office should develop and publish a Strategic Plan that offers concrete measures to increase diversity in applicant pools and all stages of recruitment.

Recommendation: McMaster University in partnership with the Equity and Inclusion Office should include equity-based questions during interviews for staff and faculty members.

Recommendation: McMaster's collective agreements with unions should be renegotiated to include requirements for paid anti-oppressive practices training.

Recommendation: The Office of the President should create an award similar to the President's Award of Excellence in Leadership and a scholarship/grant to recognize staff, faculty, and students committed to equity, inclusion, and to creating a discrimination-free environment.

Recommendation: McMaster should increase the Equity and Inclusion Office's budget to enable them to increase their educational programs, services, working groups, initiatives such as Let's Talk Race run by the President's Advisory Committee on Building an Inclusive Community.

While cohorts of students come and go, staff and faculty are often part of the McMaster community for much longer. Therefore, they are central to creating a McMaster community that is inclusive, equitable, and free of discrimination. However, McMaster does not currently have a culture that focuses on inclusivity; instead, inclusivity is viewed as inherent to most policies rather than explicitly stated. While it is positive that inclusivity is an expectation, the lack of formalized language and requirements work to hinder progress. In the Equity and Inclusion Office's 2018 Annual Report, faculty were identified as the most common respondents to discrimination complaints, and the major of complaints both filed and consulted on surrounded academics.³⁶ Therefore, there are many changes that are necessary to ingrain inclusivity into the McMaster community and to make staff, faculty, and students alike all feel responsible for creating a discrimination-free environment. This can be achieved in many different ways.

First, McMaster must create a shift in its culture through training its student-facing and senior management staff in anti-oppressive and racial, cultural, religious, and ethnic sensitivity practices. A concern identified by students is that there seems to be a lack of formalized training for staff in student-facing positions. It is the responsibility of senior administration to "provide resources so that Members of the University are able to function to with the highest standards of integrity, accountability, and responsibility."³⁷ Page 13 of the policy mandates that faculty are "aware of their roles and responsibilities as set out in the *Occupational Health and Safety Act* with respect to workplace violence and workplace harassment."³⁸ Unlike the required Health and Safety Training Program, there appears to be no requirement or formalized training set in place to teach student-facing staff protocol in accordance with the policy, or how to respond in an appropriate and survivor-centric manner. In contrast, the University of Waterloo has publicly-available guidelines for supervisory staff on how to effectively respond to

³⁶ Equity and Inclusion Office Annual Report. 2018.

³⁷ "Policy on Discrimination and Harassment: Prevention & Response," McMaster University, last updated June 8, 2017, https://www.mcmaster.ca/policy/General/HR/Discrimination_and_Harassment.pdf

³⁸ Ibid.

disclosures of harassment and discrimination.³⁹ McMaster has a similar guideline for supervisors, but the website to access it contains broken links.⁴⁰

Furthermore, as of 2018, the Michigan Institute of Technology requires that all faculty and staff participate in foundational online sexual misconduct training and has updated its policies accordingly.⁴¹ A final example of a more comprehensive and stringent policy involves universities in California. As California state law has now mandated that all large employers are required to provide supervisors with two hours of sexual harassment training every two years, this extends to all faculty at the University of California.⁴² In comparison, it can be seen that McMaster is failing to uphold the standards required to create an inclusive culture on campus. If McMaster were to properly train and make it an expectation of its supervisory and student-facing staff to create environments that were inclusive and free of discrimination, the importance of this would become ingrained within the job requirements. Therefore, it is recommended that McMaster update its policy to mandate training for all senior supervisory staff, and to make it an expectation for management staff to ensure their staff actively participate in activities targeted towards creating an inclusive environment; such training should include both anti-oppressive practices training and unconscious bias training, similar to those delivered by the University of Washington.⁴³ Along with this, it is important for McMaster to update the job descriptions of all senior supervisory staff to reflect this change so that the university can create a shift in culture that views a discrimination-free environment as an explicitly-stated expectation.

Similar to supervisory and student-facing staff who help shape workplace and classroom culture, a shift in culture can be created from the moment staff and faculty are hired all the way to the moments during which they are considered for tenure and promotion. In addition to moving from implicit inclusivity expectations to explicitly-stated expectations through job descriptions, McMaster University must ensure that all staff and faculty who are hired and promoted are committed to creating an inclusive environment on campus. At the same time, McMaster University must ensure that all candidates for academic positions, regardless of racial, cultural, religious, or ethnic backgrounds, are considered equitably. Studies show that “racialized and Indigenous scholars are hired less often ... are least likely to be considered and granted promotions and tenure, are overworked and underpaid in comparison to white colleagues, and their work is less-valued, particularly if such work focuses on race and Indigeneity.”⁴⁴

This requires multiple changes to be made. First, it is recommended that all chairs of hiring committees are mandated to undergo anti-oppressive practices training. This ensures that all hiring is conducted in an equitable manner. To further this commitment to equity, McMaster University should support the Equity and Inclusion Office’s pilot program through which decentralized staff and faculty are trained in anti-

³⁹ “Harassment and Discrimination-Guidelines for Supervisors,” Waterloo University, <https://uwaterloo.ca/secretariat/harassment-and-discrimination-guidelines-supervisors>

⁴⁰ “Discrimination and Harassment: Prevention & Response,” McMaster University, last updated 2015 <https://www.mcmaster.ca/respectfulcommunity/provide-assistance.html>

⁴¹ “Introducing MIT’s New Sexual Misconduct Prevention and Response Training and Consensual Relationships Policy,” MIT Faculty Newsletter, last updated February 2018 <http://web.mit.edu/fnl/volume/303/singer.html>

⁴² “University Policies on Nondiscrimination, Sexual Harassment, and Sexual Violence,” UC San Diego, last updated February 6, 2019, <https://ucsd.edu/catalog/front/shpp.html>

⁴³ “Workshops and Training and the UW,” University of Washington, <https://www.washington.edu/trends/workshops-and-trainings-answering-the-call-for-change/>

⁴⁴ Deirdre Mccorkindale, “Race and Racism at Canadian Universities,” Black Perspectives, April 30, 2018, <https://www.aaihs.org/race-and-racism-at-canadian-universities/>.

oppressive practices to be representatives on hiring committees. This ensures that there are many measures in place to ensure equitable hiring of individuals who are committed to equity. In addition to this, the Equity and Inclusion Office should be tasked with developing a strategic plan to increase diversity in applicant pools, similar to the University of Toronto's Strategies for Recruiting an Excellent and Diverse Faculty Complement⁴⁵ or the University of British Columbia's Employment Equity Surveys.⁴⁶ To help gauge whether candidates themselves are committed to equity, McMaster University, in collaboration with the Equity and Inclusion Office, should develop a bank of equity-based questions for use during staff and faculty hiring.

However, this commitment to equity must not end after an individual is hired. Initiatives to increase diversity in hiring are already being undertaken by other larger institutions in Canada, including the Canada Research Chairs program which is "embracing diversity in hiring practices."⁴⁷ Given that racialized and Indigenous scholars are less likely to be considered and granted promotions and tenure, there must be measures in place to ensure that such practices are also made more equitable. Having tenure and promotion tied to a staff's commitment to equity encourages and incentivizes staff to be more cognizant of their decisions and actions on a daily basis. Therefore, it is recommended that the Equity and Inclusion Office should develop a framework through which management staff can gauge faculty commitments to equity and inclusion, and that this framework should be mandated for all tenure and promotion considerations. It is only by adopting these measures that McMaster can truly commit to and work towards creating a more inclusive campus.

In addition to training supervisory and student-facing staff, McMaster must also commit to training its unionized staff, such as Teaching Assistants and security staff. These are individuals who interact with students often, and there have been many instances in which students have experienced discrimination from these staff. For example, Black students on campus have stated that they feel unfairly and overly surveilled by security.⁴⁸ It is, therefore, necessary for such staff to undergo anti-oppressive practices training. This is difficult given that these staff are unionized, so McMaster University must work to negotiate new collective agreements with each union, many of which are soon up for review.⁴⁹ In doing so, McMaster must set a standard to ensure that the creation of an inclusive community as well as undergoing training are both expectations within the contracts. As part of the collective agreement, this will also require McMaster to commit to paying these staff during training. While this is an additional cost, it is necessary to create a more inclusive McMaster community.

Along the lines of incentivizing staff and faculty to commit to creating an inclusive, discrimination-free environment through ties to tenure and promotion, those who do commit to doing so should also be rewarded. The Office of the President currently administers many different awards and scholarships, but there are none to recognize individuals who make McMaster a more inclusive and welcoming space. Therefore, the Office of the President should create an award and scholarship to recognize one staff or

⁴⁵ "Strategies for Recruiting an Excellent and Diverse Faculty Complement," University of Toronto, <http://www.faculty.utoronto.ca/wp-content/uploads/2018/01/Recruiting-Excellent-Diverse-Faculty-Complement.pdf>.

⁴⁶ "Faculty Equity + Diversity," University of British Columbia, <https://academic.ubc.ca/vpa-initiatives/recruiting-supporting-top-faculty-students/faculty-equity-diversity#applicant-ees>.

⁴⁷ "Equity, Diversity, and Inclusion Action Plan," Canada Research Chairs, http://www.chairs-chaire.gc.ca/program-programme/equity-equite/action_plan-plan_action-eng.aspx.

⁴⁸ Equity and Diverse Inclusion Framework Consultation.

⁴⁹ Consultation with Arig al Shaibah, AVP Equity and Inclusion.

faculty and one student committed to equity, inclusion, and creating a discrimination-free environment every year. This initiative would be similar to those being championed by other schools, such as the University of Toronto, where students, staff, and faculty dedicated to advancing anti-racism are recognized through the International Day for the Elimination of Racial Discrimination.⁵⁰ McMaster's award should be administered in collaboration with the Equity and Inclusion Office, an office that McMaster must also increase its support of. The Equity and Inclusion Office does a lot of great work; therefore, it is important that the University increase their budget to allow them to increase the educational programs and services they provide. In addition to this, it is important for the university to commit to funding initiatives run by the President's Advisory Committee on Building an Inclusive Community (PACBIC), including their working groups and Let's Talk about Race series.

On-Campus Events (i.e. Welcome Week, Homecoming)

Principle: All campus events should uphold and reflect the values of McMaster University and its commitment to equity, diversity, and inclusion.

Principle: No events on campus should allow for any types of discriminatory acts against any group of students.

Concern: Previously, some events held at McMaster have involved parties or invited guests who do not align with the values of McMaster students at an individual or institutional level.

Concern: Students have reported cases of harassment and violence due to negligence in event planning and the promotion of inappropriate culture.

Concern: Certain events held on campus do not take religious considerations into account.

Recommendation: McMaster should update its guidelines for event organizers and *Policy on Student Groups* to include an explicit commitment to creating inclusive environments, and to ensure religious accommodations.

Recommendation: McMaster should take into account religious accommodations when planning events such as Homecoming.

Recommendation: The McMaster Equity and Inclusion Office should develop a framework and checklist (similar to the Accessibility Checklist) to ensure all events on campus are planned to accommodate for racial, cultural, and religious diversities.

Currently in the *Policy on Student Groups (Recognition, Risk Assessment and Event Planning)*, it is clearly stated that Recognized Student Groups have to at least attempt to have their activities or events contribute to social or cultural values upheld by the University.⁵¹ The policy continues to state, within the same paragraph, that "these values are intended to be interpreted in the broadest sense," which leaves the statement open for interpretation.⁵² However, past events held by Recognized Student Groups and approved by McMaster University have raised concerns pertaining to student safety. Such events held at McMaster that involved parties or invited guests who do not align with the values of McMaster contributed to the creation of a culture in the McMaster community that can make students feel unsafe and vulnerable. The *Freedom of expression, protest and dissent: guidance for event organizers and*

⁵⁰ "Anti-Racism and Cultural Diversity Office," University of Toronto, <http://antiracism.utoronto.ca/programs/iderd/>.

⁵¹ "Policy on Student Groups (Recognition, Risk Assessment and Event Planning)," McMaster University, published April 12, 2017, accessed February 2019, <https://www.mcmaster.ca/policy/Students-AcademicStudies/StudentGroupRecognition.pdf>

⁵² Annette Henry. "Canadian campuses suffer from a lack of racial inclusion," University Affairs, February 9, 2016, accessed February 12, 2019, <https://www.universityaffairs.ca/opinion/in-my-opinion/canadian-campuses-suffer-from-a-lack-of-racial-inclusion/>

participants makes it known that event organizers are responsible for organizing a skilled moderator “to maintain an impartial position.”⁵³ The guideline also specifies that it is the responsibility of the organizer to consider “potential safety concerns ... identify any issues of accessibility ... and consider potential impact of their event.”⁵⁴ The vague statements regarding student safety may leave marginalized students vulnerable to feeling unsafe and unsure of how they are taken in consideration when planning for such events occurs. There is little to no recognition of the systemic barriers that various individuals may face and no consideration in this document for religious accommodations for students. The Ontario Human Rights Commission has a *Policy on preventing discrimination based on creed* that states “[organizations] should actively identify and seek to remove existing barriers...New barriers should never be created...”⁵⁵ Thus, McMaster should update both the policy and guideline to state that organizers are responsible for creating inclusive environments for individuals, with particular emphasis on marginalized populations and special consideration for religious accommodations.

Along with this, it is important for the Equity and Inclusion Educator from the Equity and Inclusion Office to create a checklist for planning an inclusive, discrimination-free event, similar to the Accessibility Checklist; by no means will such a list be extensive enough to cover all necessary measures, but it would be a good reference for those who are unable to receive training.

Ultimately, McMaster should aim to hold events that align with the values of McMaster students at an individual and institutional level, without causing harm to any particular students or student groups. Furthermore, events held on campus for McMaster students should have a space for religious accommodation so that all students can attend any events and feel welcomed.

Security Services

Principle: All students should be able to work and move on campus without being unfairly questioned.

Principle: All students should feel safe and satisfied in any interaction with Security Services on campus.

Principle: Students, faculty, and staff, especially racialized groups, should feel safe and respected on campus.

Principle: All public spaces in the broader Hamilton community should be safe and respectful for people of all races, religious and cultures.

Principle: Carding practices should not be supported in any instance on campus.

Concern: Many students, especially racialized groups (notably Black students), report being carded by Security Services on campus without any reason.

Concern: There are no processes in place to ensure employees working with McMaster Security Services are committed to reducing and eliminating racial profiling.

Concern: McMaster currently has no action strategy to reduce and eliminate racial profiling on campus, which adversely influences racialized students through negative interactions with Security Services.

Concern: The Hamilton Police Services Action Team has a history of racial profiling and carding towards racialized groups.

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⁵⁴ Susan R. Rankin, Robert Dean Reason. “Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups,” *Journal of College Student Development*, published February 2005, accessed February 12, 2019, <https://muse.jhu.edu/article/177605/summary>

⁵⁵ “Inclusive Design,” *Policy on preventing discrimination based on creed*, Ontario Human Rights Commission, published September 17, 2015, accessed February 201, <http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-creed>

Recommendation: The Equity and Inclusion Office should be investigate the prevalence of carding and racial profiling practices on campus.

Recommendation: McMaster Parking & Security Services should create an action strategy to reduce and eliminate racial profiling on campus.

Recommendation: The Hamilton Police Services should disband the ACTION Team for its involvement in racial profiling and carding.

Recommendation: The municipal government should task the Committee Against Racism to create a strategy for Hamilton Police Services to reduce and eliminate racial profiling in the Hamilton Community.

In 2017, Ontario banned carding practices, identifying them as unconstitutional.⁵⁶ Carding is defined as the practice of stopping, questioning, and requiring identification from individuals who are not being investigated for an offence.⁵⁷ This was especially important in Hamilton given the widespread controversy regarding the excessive use of carding by Hamilton police as recently as 2016.⁵⁸ Anti-racism advocates all pushed for greater regulation, and for carding practices to be eliminated; carding disproportionately effects racialized individuals, thereby contributing to racial profiling. However, many anti-racism advocates believe that these regulations are not enough – racialized individuals are still sometimes carded.⁵⁹ Additionally, while carding may have decreased, it has been replaced by increased instances of racial profiling through other means; since police are allowed to ask for information during traffic stops, arresting or detaining someone, executing a warrant or investigating a specific crime, racialized individuals are still disproportionately targeted.⁶⁰

While many improvements have been made since 2016, the City of Hamilton must still make further changes to ensure that its police services are committed to eliminating racial profiling and carding practices. Many students cite instances where they have felt racially profiled by police in the Hamilton community.⁶¹ Therefore, to address this disconnect between policy and practice, the municipal government should task its Committee Against Racism to create a strategy for the Hamilton Police Services to reduce and eliminate instances of racial profiling by their employees. Along with this, the Hamilton Police Services should disband the ACTION Team for its involvement in racial profiling and carding. While the ACTION Team was created to reduce violence and improve safety in the city’s most vulnerable neighbourhoods, the rhetoric it uses and its past involvement in excessive carding closely aligns it with practices of racial profiling. In fact, the positioning of vulnerable neighbourhoods as necessitating greater policing furthers stereotypical and racist ideas of marginalized communities as violent. Many student groups and activists have called for the disbanding of this team to help make marginalized communities

⁵⁶ Desmond Cole, “The Skin We’re In,” CBC FirstHand, published February 2019, accessed March 2019, https://www.cbc.ca/firsthand/m_features/heres-what-you-need-to-know-about-carding.

⁵⁷ Tashy Davidson, “The controversial act of carding,” The Silhouette, published November 2016, accessed March 2019, <https://www.thesil.ca/controversial-act-carding>.

⁵⁸ Ibid.

⁵⁹ Desmond Cole, “The Skin We’re In,” CBC FirstHand, published February 2019, accessed March 2019, https://www.cbc.ca/firsthand/m_features/heres-what-you-need-to-know-about-carding.

⁶⁰ Ibid.

⁶¹ Consultation with representative bodies, 2019 (unpublished).

feel safer;⁶² police should not increase the fear marginalized communities feel, and it is clear the ACTION team does not serve the purpose of creating a safer and more inclusive community. The resources used to fund the ACTION team can be better used elsewhere in initiatives that positively create a safer city.

On campus, McMaster University must also work towards addressing its own gaps in creating a community free of racial profiling. Students have cited experiences with carding and racial profiling via McMaster's Security Services.⁶³ There exists a lack of data related to students experiences with Security Services; therefore, in order to address these experiences and prevent them in the future, the Equity and Inclusion Office should investigate and explore the prevalence of carding and racial profiling on campus. This can be done through student focus groups, surveys, and other means deemed appropriate by the office. Additionally, in order to show its commitment to creating an inclusive community, McMaster University must work towards showing that Security Services is also working towards those same goals. Parking and Security Services should present a strategy through which they aim to eliminate carding practices, reduce racial profiling, and create a more inclusive and welcoming campus. It is only in making these changes that McMaster University can continue to successfully work towards creating a campus in which marginalized students feel safe and supported.

Anti-Oppressive Practices Training for Campus Student Groups and Clubs

Principle: Students should be able to feel safe, secure, and included regardless of race, culture, or religion on campus.

Principle: Students' groups, clubs, services, and community advisors should be knowledgeable regarding principles of equity and diversity.

Concern: Students on campus report feeling unsafe and discomfort due to discrimination based on race, culture, and religion.

Concern: Currently, campus services only receive anti-oppressive practices training either by the Equity and Inclusion Office or MSU Diversity Services based on personal requests.

Concern: The current structure of anti-oppressive practices training does not adequately teach campus services and student groups how to handle issues related to inequities and discrimination on campus.

Recommendation: McMaster should incentivize anti-oppressive practices training for student groups through developing a certificate program.

Recommendation: McMaster should conduct research into anti-oppressive and discriminatory best practices and implement their findings into future training for student groups and clubs.

Recommendation: McMaster should make anti-oppressive practices training more formalized by allocating funding towards hiring more facilitators through the Equity and Inclusion Office.

Currently, McMaster University only provides anti-oppressive practices (AOP) training to student groups and organizations that request it through either the Equity and Inclusion Office or the MSU Diversity Services. Consultations with the MSU Diversity Services have demonstrated that there continues to be a lack of knowledge within the student body about issues surrounding racism, islamophobia, anti-Semitism, and other forms of discrimination.⁶⁴ When asked how helpful they thought AOP training was, MSU Diversity Services explained that students have expressed their frustration that it is not engaging or valuable, especially after students have been to several training sessions due to involvement in varies

⁶² Ryan Tse, "McMaster student activists launch "Whiter World" campaign," The Silhouette, published January 2019, accessed March 2019, <https://www.thesil.ca/mcmaster-student-activists-launch-whiter-world-campaign>.

⁶³ Consultation with representative bodies, 2019 (unpublished).

⁶⁴ Consultation with MSU Diversity Services, 2019 (unpublished).

student groups, services, and organization.⁶⁵ The current format of AOP training often involves a short session of 1-2 hours of simple scenarios and brief discussions, which are inadequate in educating campus services and student groups about how to handle issues related to race, culture, and religious equity on campus. This essentially means that there is no real dialogue happening and there is a lack of introduction to new information about issues regarding oppression and discrimination that are emerging on campus or in the broader community.

Further student consultations revealed that Community Advisors (CAs), who are upper-year students responsible for first-year students in residence buildings, do not receive adequate AOP training. In fact, some students reported not remembering receiving this training at all. Those who did recall receiving AOP training said its current structure is not conducive to learning how to handle issues related to various forms of discrimination. This conveys McMaster's shortcomings in building an inclusive student body by demonstrating a lack of engagement and lack of knowledge being given to student leaders, which puts the McMaster community at risk especially for marginalized students.

McMaster can look to other universities for improvements in its own practices. McGill University offers formalized workshops for their students that are "committed to providing interactive and engaging learning environments," which are specialized towards different marginalized groups on campus.⁶⁶ After completing these workshops, students can also request for a program certificate.⁶⁷ Additionally, Queen's University requires all student orientation leaders and volunteers to receive mandatory inclusion, diversity, and equity training.⁶⁸ A recommendation for McMaster is to take an initial step towards the implementation of certificate programs which focus on oppressive and discriminatory practices. The program serves to incentivize student groups and students in leadership positions to participate in the training and receive positive reinforcement. Ultimately, however, McMaster should pursue research regarding anti-oppressive and discriminatory best practices, and more effective teaching methods, with the goal of implementing these best practices into future training.

McMaster should make AOP training more formalized by allocating more funding to MSU Diversity Services and the Equity and Inclusion Office. This increased funding can then be used to increase the number of facilitators and hire a staff member to create and provide training that is more engaging and specialized to the needs of various student group.

Ultimately, all McMaster students should be able to feel safe and secure regardless of race, culture, and religion, especially when participating in the services and clubs offered by McMaster. It must become a university expectation and obligation to ensure that all McMaster clubs, students' groups, and services receive the necessary training to appropriately and effectively handle situations regarding race, culture, and religion and build a campus committed to diversity and inclusion.

Data Collection

⁶⁵ Ibid.

⁶⁶ "Safer Spaces Workshops," Social Equity and Education Office, McGill University, accessed February 2019, https://mcgill.ca/equity_diversity/equity-education/safer-spaces-workshops

⁶⁷ Ibid.

⁶⁸ "From Diversity to Inclusion Certificate Program," Equity Office, Queen's University, accessed February 2019, <http://www.queens.ca/equity/training/diversity-inclusion>

Principle: Statistical data on race, religion, ethnicity, and culture should be collected to monitor systemic discrimination, understand the needs of marginalized groups, and track progress towards substantive equity.

Principle: Any data on race, religion, ethnicity, and culture should be collected in a safe and ethical manner to prevent furthering systemic barriers and/or increasing discrimination.

Concern: McMaster currently does not collect racial, religious, ethnic, or cultural demographic data of its students, faculty, or staff.

Concern: There are no frameworks in place to ensure that offices opting to collect racial, religious, ethnic, or cultural demographic data do so in a fair, equitable, and ethical manner.

Concern: McMaster lacks transparency in its admissions and hiring demographics.

Recommendation: The Equity and Inclusion Office should develop a framework for demographic data collection to ensure race, religion, and/or ethnicity are collected but do not influence admissions practices.

Recommendation: The Equity and Inclusion Office, through the Equity and Inclusion Educator, should develop and administer a training program for all staff on admissions committees to ensure equitable admissions that are not influenced by demographic data or other inherent racial, cultural, and religious biases.

Recommendation: The Equity and Inclusion Office, in collaboration with the Registrar's Office, should collect anonymized demographic data, including race and ethnicity, to reflect student enrollment and dropout rates by faculty.

Recommendation: The Equity and Inclusion Office, in collaboration with the Vice-Provost's Office, should develop and administer a yearly survey to collect anonymized faculty and staff demographic data, including hiring, tenure, and promotion statistics by race, culture, and religion.

Recommendation: The Equity and Inclusion Office create and publish a yearly report that includes a breakdown of the races, cultures, ethnicities, and religions of McMaster's students, faculty, staff, and applicant pool.

Recommendation: The Equity and Inclusion Office should be tasked with analyzing all demographic data and providing equity-based recommendations to the University Senate based on the trends found.

Canadian Universities, unlike their American counterparts, have actively chosen to avoid collecting demographic data for years. While this might stem from the belief that demographic data collection may increase discrimination, the opposite may be true; processes that fail to collect demographic data may actually hinder equity and inclusion practices. With a lack of demographic data, institutions fail to quantify or acknowledge the ways in which their commitments to equity and inclusion may not be translated into action. Additionally, it encourages the belief that "instances of racial discrimination [are] anomalies caused by individual action" rather than the byproducts of systemic barriers.⁶⁹ There are now movements to shift away from the belief that demographic data collection is unnecessary, and institutions are rightly beginning to adopt demographic data collection methods to ensure that they can improve their equity and inclusion practices to best support minorities.

In particular, McMaster University prides itself on being a research-intensive university. However, the University's processes and procedures are often built with a lack of data and evidence that are central to research-intensive practices. This is especially relevant in regard to racial, cultural, and religious equity (RCRE) and diversity on campus.

⁶⁹ Deirdre Mccorkindale, "Race and Racism at Canadian Universities," Black Perspectives, April 30, 2018, <https://www.aaihs.org/race-and-racism-at-canadian-universities/>.

Currently, McMaster's efforts to promote RCRE and diversity on campus lack important data and evidence to ensure such policies are working. In fact, studies show that university equity policies are ultimately ineffective.⁷⁰ This can be partly remedied by ensuring that such policies are continuously revisited and revamped; however, in order to do so, McMaster University needs to collect data to monitor and analyze RCRE and diversity-related trends. While the Equity and Inclusion Office does collect data related to discrimination-based complaints, there are no data available to hold McMaster accountable to its promise of a more equitable, diverse, and inclusive McMaster community. This is a clear gap in operations, especially given that the Ontario Human Rights Commission's Race Policy and Guidelines position data collection as necessary to achieve greater equity.⁷¹ McMaster currently lags behind many post-secondary institutions of similar sizes, including Queen's University,⁷² the University of Toronto,⁷³ and Ryerson University,⁷⁴ all of whom collect race-based data from their students.

Therefore, to further McMaster's commitment to RCRE and diversity, McMaster University should collect and publish RCRE-related demographic data on its students, staff, and faculty, monitoring trends such as enrollment, dropout, tenure, and promotion by faculty and department. This data should be used to inform recommendations for policy improvements, presented to the Senate yearly, thereby ensuring that McMaster can effectively and meaningfully "monitor discrimination, identify and remove systemic barriers, and track progress" towards the University's goal of creating a more equitable and inclusive campus.⁷⁵ Not only will this data allow McMaster to better its policies, but it will also inform university administration of the gaps in support services available for minority groups.

Although data collection is necessary, it does present some ethical concerns. There are some students, staff, and faculty who may feel uncomfortable with their data being collected, for reasons including further discrimination. It is imperative, therefore, that along with data collection, the Equity and Inclusion Office is tasked with collecting, monitoring, and analyzing all data in an anonymous format. Additionally, such data should only be collected and seen by individuals who have undergone RCRE sensitivity training and should not be a relevant factor in hiring or admissions. In order to ensure this is done, The Equity and Inclusion Office should develop a framework for collecting this data in a way that does not influence admissions processes. For example, Queen's University, which currently collects demographic data, does so after application submissions but prior to admission.⁷⁶ This is administered by their Equity and Inclusion Office, thereby incentivizing students to disclose their identities without concern of discrimination in the admissions process, a process McMaster should similarly adopt.⁷⁷ This ensures that admissions processes remain separate from the collection of demographic data. Additionally, The Equity and Inclusion Office should administer training for all staff on admissions committees to ensure that those who are privy to any demographic related data as expressed in supplementary applications or other forms are not

⁷⁰ Ibid.

⁷¹ Carl James, Karen Robson, & Kelly Gallagher-MacKay, "Universities have a serious data gap on race," May 19, 2017, University Affairs, <https://www.universityaffairs.ca/opinion/in-my-opinion/universities-serious-data-gap-race/>

⁷² "Equity Office," Queen's University, <http://www.queensu.ca/equity/home>.

⁷³ "Equity and Diversity," University of Toronto, <http://equity.hrandequity.utoronto.ca/>.

⁷⁴ "The Office of the President Equity and Community Inclusion," Ryerson University, <https://www.ryerson.ca/equity/>.

⁷⁵ Carl James, Karen Robson, & Kelly Gallagher-MacKay, "Universities have a serious data gap on race," May 19, 2017, University Affairs, <https://www.universityaffairs.ca/opinion/in-my-opinion/universities-serious-data-gap-race/>

⁷⁶ "University Applicant Equity Census," Queen's University, https://www.queensu.ca/planningandbudget/equitycensus?fbclid=IwAR2zPHM1WMEIoj3tdwtpZsAll8J1qBWO_qveZ9N7q3ipfS D2L-aAffwltfQ.

⁷⁷ "Equity Office," Queen's University, <http://www.queensu.ca/equity/home>.

influenced by such information in their admissions decisions. By positioning the Equity and Inclusion Office as central to all data collection and analysis-related processes, McMaster University can ensure that this data is used in meaningful ways to create a better McMaster community.⁷⁸

Amendments to McMaster Policies

Religious, Spiritual, and Indigenous Observances (RISO) Policy

Principle: All students should be able to celebrate religious, Indigenous, or spiritual observances without facing academic consequences.

Concern: McMaster University is not proactive in addressing religious, spiritual, and Indigenous accommodations for course assessments and other program events.

Concern: The McMaster Religious, Spiritual, and Indigenous Observances (RISO) policy does not accommodate individuals on co-op and experiential education placements or those employed by the University, such as Teaching Assistants and Community Advisor positions.

Concern: Students are generally unaware of the Religious, Spiritual, Indigenous Observances (RISO) policy at McMaster.

Concern: The Associate Dean's Office is not well-equipped to handle all cases of accommodation for religious, Indigenous, and spiritual observances.

Recommendation: The RISO Policy should mandate and require some form of documentation which outlines that professors have reviewed the Equity and Inclusion Office's Multicultural Calendar when developing their course outlines.

Recommendation: The RISO Policy should increase its scope to recognize the need for religious accommodations for students participating in experiential placements.

Recommendation: Information on RISO accommodations should be integrated into the course outlines and faculty handbooks of every program at McMaster.

Recommendation: McMaster University should enhance promotion of the RISO form through its social media platforms.

Recommendation: Every faculty website should create a document or webpage that provides faculty-specific information on how to fill out the RISO form.

Recommendation: McMaster should create an office, providing services similar to Student Accessibility Services, that would allow students to make religious accommodations through a confidential online process.

The McMaster University community is strengthened by its diverse range of students, staff, and instructors who come from various religious, Indigenous, or spiritual backgrounds. However, navigating faith and spirituality on campus while balancing academic obligations can be difficult without appropriate resources in place. In order to address the spiritual needs of students on campus, the Interfaith Issues Working Group of the President's Advisory Council for Building Inclusive Communities (PACBIC) developed a policy surrounding academic accommodation for Religious, Indigenous, and Spiritual Observances (RISO).⁷⁹ This policy allows students to receive alternative accommodations for registrar-invigilated exams or other academic obligations, promoting respect for the religious- and faith-based considerations of McMaster's diverse students and faculty.

⁷⁸ "New reason to complete the the Student Diversity Self-ID," Ryerson Equity and Community Inclusion, <https://www.ryerson.ca/equity/news/student-diversity-self-id/>.

⁷⁹ "Policy on Academic Accommodation for Religious, Indigenous, Spiritual Observances," McMaster University, approved May 13, 2015, <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>

While this policy has been well-received, this should not take the onus off the university to proactively address religious, spiritual, and Indigenous observances when designing learning sequences and course syllabi. In its accommodation policy, Ryerson University encourages professors and course instructors to consult its Religious Observance calendar prior to finalizing course outlines in order to minimize the need for religious and spiritual accommodations at a later point.⁸⁰ Currently, the website of the Equity and Inclusion Office has a multicultural calendar on its homepage outlining cultural and religious observations on a given day.⁸¹ Thus, it is recommended that McMaster's Office of the Registrar work with the Equity and Inclusion Office to disseminate this information to all professors and faculty who have a role in the design of courses. In addition, it is recommended that the RISO Policy should mandate that professors must use this Calendar when creating course outlines. This will ensure a more proactive approach to incorporating religious considerations into course planning, as opposed to relying solely on RISO form submissions by students during the semester.

Another concern is that this policy fails to accommodate the needs of all individuals on campus. The scope of the policy indicates that it does not apply to "co-op, clinical, and other experiential placements ... and employment matters including teaching assistantships."⁸² This poses a direct barrier to the faith practices of students in professional programs as well as those employed by the university. The Religious Accommodation Policy of Jefferson University in Philadelphia currently does not accommodate students engaged in experiential education, but indicates that students must follow the policies of their assigned organization in regard to religious observance.⁸³ With this in mind, it is recommended that McMaster should first and foremost work to increase the scope of its RISO policy to include the aforementioned students. However, in the interim, given the nature of experiential education placements, McMaster should amend the RISO policy to include the fact that students in co-op should consult the policies of their organization for religious accommodation. Given this, the university should strive to only provide high-quality experiential education placements with equitable and accessible employers.

In addition, student consultations indicate that many students are unaware of the RISO form and the religious accommodations offered for exams and other coursework. However, almost all students are aware of the McMaster Student Absence Form (MSAF). A recommended strategy to remedy this lack of information would be to enhance promotion of the RISO form on McMaster's social media platforms. In addition, information about how to fill out a RISO form should be available on the website of all McMaster faculties, as currently the only guidance on filling out the form is the policy document itself. This will allow for faculty-specific information on how to submit a form for religious accommodation, as this process is not the same across every faculty. By improving student awareness and accessibility of the RISO form, this could lead to an uptake in its usage.

This raises the concern that the Office of the Registrar and faculty Associate Dean Offices may not be well-equipped to address the faith-based accommodations of over 26,000 undergraduate students. These

⁸⁰"Accommodation of Student Religious, Aboriginal and Spiritual Observance," Ryerson University, approved October 1, 2013, <https://www.ryerson.ca/senate/policies/pol150.pdf>

⁸¹"Multicultural Calendar," Equity and Inclusion Office (EIO), updated 2019 <https://www.multiculturalcalendar.com/ecal/index.php?s=c-mcmast>

⁸² "Policy on Academic Accommodation for Religious, Indigenous, Spiritual Observances," McMaster University, approved May 13, 2015, <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf>

⁸³ "Religious Accommodation Policy," Thomas Jefferson University, last updated 2018, <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/religious-accommodation-policy.html>

departments currently work to ensure MSAF accommodations for all of these students and have many other daily obligations. As such, in order to address the increased need for religious accommodation, each faculty as well as the Office of the Registrar should have employees dedicated to addressing RISO accommodations to ensure requests are fulfilled in a timely and efficient manner, within 10 days, as per the policy.

While this process may be effective, it does not ensure the confidentiality of students who must disclose their faith and spiritual observances. McMaster currently has Student Accessibility Services (SAS), which allows students to register and request accommodations for their courses.⁸⁴ Students who identify as having a disability work with a program coordinator to create an SAS record, which then updates the instructors of their courses in a confidential manner. A similar process would be beneficial for students who do not feel comfortable disclosing their faith to receive the necessary accommodations. This could be done in the form of an online form, similar to how the MSAF is accessed through a student's Mosaic account. As a result, it is recommended that the University should create an office, similar to Student Accessibility Services, with a website that would deal with religious accommodations through a confidential process.

Policy on Discrimination and Harassment: Prevention & Response

Principle: All members of the McMaster community should be able to live, work, and pursue their studies free from discrimination and harassment.

Principle: The process of reporting incidents of discrimination and harassment should be clear, survivor-centred, and provide the greatest degree of confidentiality possible.

Concern: Currently, sections in the McMaster Policy on Discrimination and Harassment regarding the priority of complaints are not explicit and are instead open to interpretation.

Concern: Current reporting processes for the Policy on Discrimination and Harassment requires individuals to report a complaint within one year of the date of the incident, otherwise they must provide reasons for failing to disclose the complaint.

Concern: The current Discrimination and Harassment Policy framework only allows a single support person to accompany individuals when disclosing instances or discrimination and harassment.

Concern: The definition of Discrimination provided in the Discrimination and Harassment Policy is not specific and does not highlight various forms of discrimination. .

Recommendation: The Discrimination and Harassment Policy should be amended to adopt a process similar to Ryerson University around support persons that can accompany an individual.

Recommendation: The section on "Time Limitations for Bringing Forward a Complaint" should extend the amount of time a complaint has to report or removed entirely.

Recommendation: The Policy should define the different forms of discrimination (direct, systemic) and expand to include online harassment and discrimination.

Recommendation: The Policy should be explicit as to what cases of discrimination it deems a priority.

In order to support an inclusive environment on campus, McMaster University has created a policy entitled "Policy on Discrimination and Harassment: Prevention and Response."⁸⁵ The purview of this document is aimed at preventing and responding to instances of discrimination and harassment on campus. Approved by the McMaster Senate in June 2017, the policy allows students to report incidents

⁸⁴ "Students: How to Register," McMaster University Student Accessibility Services, last updated 2019, https://sas.mcmaster.ca/students-how-to/#Receiving_Accommodations

⁸⁵ "Policy on Discrimination and Harassment: Prevention & Response," McMaster University, last updated June 8, 2017, https://www.mcmaster.ca/policy/General/HR/Discrimination_and_Harassment.pdf

of discrimination and harassment to several intake offices across campus, and outlines the responsibility of the University in responding to these complaints. However, even given the most recent changes, the current policy framework still has gaps which can be left open to interpretation, and fails to hold individuals accountable for their actions.

One concern with the current policy is complainants are only allowed a single individual, an Advisor, to accompany them during investigation interviews.⁸⁶ In comparison, Ryerson University allows a student to bring “his or her union/association representative(s) and/or a support person(s), such as a friend, relative or partner.”⁸⁷ Moreover, the current policy indicates that individuals must file a complaint within one year of the incident, or will be required to provide the Assessment Team with “compelling reasons” or “extenuating circumstances” as to why they failed to do so. Given the sensitive and traumatic nature of disclosing an experience of discrimination or harassment, it is imperative to ensure that complainants feel supported enough to be able to follow through with the process, as outlined by the policy. Students who feel they have been discriminated against should not be forced to provide reasons as to why they were unable to share their trauma within a year of the experience in order for their complaint to still be valid. If the university is committed to building a culture where individuals feel comfortable reporting discrimination, it should be making active strides to remove barriers to reporting. As such, it is recommended that McMaster should update this section of the policy to allow individuals to bring in multiple support persons and remove the sections of the policy pertaining to time limitations of bringing forward a complaint.

In addition, to ensure a holistic reporting process, the Policy should clarify the various types of discrimination. The current policy states that “discrimination may take obvious forms, or it may happen in very subtle ways.”⁸⁸ In comparison, the Ryerson policy on Discrimination and Harassment Prevention provides thorough descriptions of both direct and systemic discrimination, also mentioning accommodation for persons with disabilities and providing a scenario-based example of each.⁸⁹ As such, it recommended that McMaster follow suit and add similar definitions and examples to its Policy on Harassment and Discrimination to increase its accessibility and ensure it identifies the various forms of discrimination that can occur.

Moreover, transparency in the reporting process should be ensured by updating the policy to indicate what is deemed a “priority” complaint. The policy currently states that “members of the Assessment Team will assess Complaints on a priority basis.”⁹⁰ The policy does not indicate what it deems a “priority” disclosure, which could lead to student complaints being pushed aside if they fail to meet these unknown and inexplicit standards. With this in mind, McMaster should either indicate which Complaints are considered priority, which students are concerned may result in a non-exhaustive list, in which case this wording should be removed altogether.

⁸⁶ “Policy on Discrimination and Harassment: Prevention & Response,” McMaster University, last updated June 8, 2017, https://www.mcmaster.ca/policy/General/HR/Discrimination_and_Harassment.pdf

⁸⁷ “Discrimination and Harassment Prevention Policy,” Ryerson University, last updated 2011, <https://www.ryerson.ca/policies/policy-list/dhp-policy/>

⁸⁸ “Policy on Discrimination and Harassment: Prevention & Response,” McMaster University, last updated June 8, 2017, https://www.mcmaster.ca/policy/General/HR/Discrimination_and_Harassment.pdf

⁸⁹ “Discrimination and Harassment Prevention Policy.” Ryerson University. Accessed March 18, 2019. <https://www.ryerson.ca/policies/policy-list/dhp-policy/>.

⁹⁰ “Policy on Discrimination and Harassment: Prevention & Response,” McMaster University, last updated June 8, 2017, https://www.mcmaster.ca/policy/General/HR/Discrimination_and_Harassment.pdf

Religious Considerations

Interfaith Initiatives & Prayer Spaces

Principle: All students at McMaster should feel accepted regardless of their religion.

Principle: All students should have a designated area within McMaster where they feel comfortable and safe to practice their religion.

Concern: Currently, McMaster only has certain temporary places around campus that act as multi-faith prayer spaces.

Recommendation: McMaster University should consult with faith-related groups over the next few years to ensure student input is taken into account in the construction of the new Student Activities Building (SAB).

Recommendation: McMaster should have a designated Religious, Indigenous, Spiritual Care (RISC) Centre.

Recommendation: McMaster should establish a permanent group or committee on interfaith activities.

McMaster currently has one multi-faith room in the basement of Thode library, which many students are not aware of due to its relative lack of visibility. In comparison, other universities such as the University of Toronto (St. George), have a Multi-Faith Centre, which has designated rooms to serve a large diversity of religious groups.⁹¹ This presents a public and permanent space for individuals to practice their religion within an inclusive environment. In addition to the Multi-Faith Centre, there are other multi-purpose spaces for individual and collective prayer at the University of Toronto (St. George). These include the Bahen Centre for Information Technology, Hart House, Robarts Library, Faculty of Law, Leslie Dan Pharmacy Building, OISE, Sussex Clubhouse, and Victoria College.⁹²

This presents a model that McMaster can follow because while McMaster currently has several areas on campus that serve as prayer spaces, these are temporary locations and are often segregated by religion, thereby preventing an environment of inclusivity. On campus, the areas which are fully open prayer spaces are the spiritual rooms in the McMaster Children's Hospital, Information Technology Building and Thode and Mills Library. The new Student Activity Building (SAB), which is proposed to be built by 2021, has been suggested as an answer to this issue. It will include two multi-faith prayer spaces that will be open at all times, as well as a large unprogrammed space that can be booked by groups for prayer. This is crucial, since current prayer spaces have a set closing time, so students who stay later on campus are often unable to pray in an designated area. This has led to many students being forced to pray in the back corners of libraries as they have no space designated for their religious needs. The new prayer space will also take into account that some religions require the segregation of genders.

Neither the Interfaith Council nor the PACBIC Interfaith Issues Working Group are involved with the design or construction of the SAB. Areas of faith should have the consultation of these committees as their focus is providing individuals and group with equal opportunity and resources. The prayer space needs appropriate consultation with various religious and faith groups on campus to ensure subsequent utility among the various groups.

⁹¹"Multi-Faith Centre." Other Multi-faith Spaces At University of Toronto St. George | Student Life. Accessed March 12, 2019. <https://www.studentlife.utoronto.ca/mf/other-spaces>.

⁹² "Multi-Faith Centre." Other Multi-faith Spaces At University of Toronto St. George | Student Life. Accessed March 12, 2019. <https://www.studentlife.utoronto.ca/mf/other-spaces>.

The President's Advisory Committee on Building an Inclusive Community (PACBIC) serves to identify and anticipate issues that affect equity-seeking communities on campus.⁹³ A permanent group or committee on interfaith activities should be created out of the PACBIC Interfaith Issues Working Group in order to invest time in and resources in maintaining the multi-faith-resource website, advertise the dates of major religious holidays, oversee the implementation of the Religious, Indigenous, and Spiritual Care (RISC) protocol, and run events to bring people together. The multi-faith website also needs to be upgraded as currently it displays events dating back to 2013.⁹⁴ The website also states having two Willy Dog carts on campus with halal and vegetarian options but this information is outdated, as there is only one cart present.

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Moving forward, McMaster should invest time and resources into making a multi-faith area on campus for students as well as changing the existing areas to all be multi-faith areas. As well, having student consultation as to the structure and design of the space is crucial. Segregation between religions prevents students from developing a sense of community and togetherness on campus.

Proposed layout of the new multi-faith prayer space: This space will include gender and non-gender divisions to allow for individuals to practice their religions in a manner which best suits them.

Food Options on Campus

Principle: All students should have access to options meeting religious dietary restrictions for purchase at all times of the day.

Principle: All students should have access to nutritious food options that take into consideration religious restrictions and needs.

Principle: All events occurring on campus should have options meeting the religious needs of students.

Concern: Students who live on campus, or stay later on campus, typically have only limited food options that meet religious needs, and must rely on either frozen foods or food from home.

Concern: The McMaster Hospitality Services website currently only shows options for students who require halal, gluten, vegan/vegetarian food options, but not for those who require kosher food options.

Concern: Paradise Catering, which is in charge of all events on campus, has no options for those who require halal and kosher food options.

Recommendation: Hospitality Services should have kosher food options available in areas of McMaster which are open later (i.e. MiniMac, Centro).

⁹³ "About Us." Plone Site. Accessed March 18, 2019. <https://pacbic.mcmaster.ca/about-us>.

⁹⁴ "Clubs and Services." Clubs and Services - McMaster University Multifaith. Accessed March 12, 2019. <https://multifaith.mcmaster.ca/student-life/clubs-and-services>.

Recommendation: The McMaster Hospitality Services website should make kosher and other foods meeting religious needs easily visible on their website.

Recommendation: Paradise Catering should ensure that options to accommodate religious needs are available at all events.

Recommendation: McMaster should exempt groups that require kosher foods from Paradise Catering to find other external companies that meet their religious needs.

Recommendation: McMaster should allocate increased funding to accommodate for additional training for staff and initial costs for an adequate kosher kitchen.

For many students, McMaster becomes their home for their entire undergraduate careers. McMaster has a diverse study body, as seen through the approximately 40 clubs which identify as religious or cultural clubs on campus.⁹⁵ All students, regardless of religion and culture, should have access to nutritious and affordable food across campus that accommodates their religious and cultural requirements. For example, with the estimated 500-700 Jewish students present on campus, it is crucial to have accommodations meeting their religious needs.⁹⁶

While some food establishments are now open for longer hours on campus, many lack kosher options. In fact, La Piazza is the only advertised location of kosher options on the McMaster Multi-Faith website.⁹⁷ However, these are typically pre-made sandwiches and Danish selections, which may not be appealing for students looking to enjoy a freshly-made meal.⁹⁸ Although the Jewish McMaster website indicated that Bridges has a kosher salad bar and entrees, the Bridges cafe menu only has halal options and not kosher options.⁹⁹ As well, all of the menus available on the McMaster Hospitality Services website indicate gluten-friendly, halal, vegetarian and vegan, but not kosher options. Students have also raised concerns about the availability of kosher fresh and/or warm meals in comparison to other options on campus. Currently, information regarding services with halal and kosher food options is fragmented, which makes it difficult for students to identify appropriate places to eat. As such, it is recommended that all information regarding religious food options should be centralized and regularly updated on the McMaster Hospitality Services website.

An additional component of the problem is that those few locations that do offer kosher foods are not open late at night, such as Centro. This can be problematic for those students who remain on campus until late times, as the lack of food options would hinder them from studying, working, volunteering or enrolling in night classes. During exam periods, this is especially hard when libraries are open later and there are no viable options for those who require kosher options specifically. Halal options have recently become available at food establishments that are open later on campus in comparison to others (i.e. Needa pita, Centro). This also hinders students with specific dietary restrictions from living on campus as they would need to have food cooked from home or bought elsewhere, which is inconvenient. Looking at other

⁹⁵ MSU McMaster Students Union. Accessed March 12, 2019. <https://www.msumcmaster.ca/clubs-directory?utf8=√&category=Religious/Spiritual&commit=Go>.

⁹⁶ "McMaster Hillel - a Welcoming and Inclusive Environment for Jewish Students." Daily News. Accessed March 12, 2019. <https://dailynews.mcmaster.ca/articles/mcmaster-hillel-a-welcoming-and-inclusive-environment-for-jewish-students/>.

⁹⁷ "Where to Eat on Campus." Where to Eat on Campus - McMaster University Multifaith. Accessed March 12, 2019. <https://multifaith.mcmaster.ca/where-to-eat/where-to-eat-on-campus>.

⁹⁸ "Where to Eat on Campus." Where to Eat on Campus - McMaster University Multifaith. Accessed March 12, 2019. <https://multifaith.mcmaster.ca/where-to-eat/where-to-eat-on-campus>.

⁹⁹ "LOCATIONS." Bridges Cafe. Accessed March 12, 2019. <https://hospitality.mcmaster.ca/locations/bridges.html>.

universities, York University in fact has several food options right on campus, and the University of Toronto serves kosher foods at eight campus cafeterias. McMaster, in comparison, serves sandwiches and pastries brought from an external catering company.¹⁰⁰

All events occurring on campus are currently catered solely by Paradise Catering, which often does not accommodate those who require halal and kosher options. As such, students with religious needs attending these events may not have any suitable food options to eat. This is a shortcoming that needs to be addressed to build a more inclusive environment that respects the individual faiths and cultures of all students at McMaster. In the case that Paradise Catering cannot accommodate for these religious dietary restrictions, McMaster should allow student groups to cater through external vendors to fulfill the religious requirements of students. If Paradise Catering is to be solely responsible for the food options available at campus events, it must have a menu that can accommodate for those who need halal and kosher options available readily.

Moving forward, McMaster Hospitality Services should invest in more kosher options, as well as those which are more nutritious (i.e. fresh food options), to be available across campus. These food options should be available in services open later at night for the convenience of students who stay late on campus or live on campus. This would first require increased training for the staff and increased initial costs with the purchases of separate utensils and pots for cooking. This may incur an initial cost of buying appropriate meats and foods, but it would be necessary to ensure all students have access to the same level of food. These barriers are some which were identified by focus groups through student consultation as to the reason why Jewish students did not apply to residence.

Mechanisms of Government Supports

Federal Legislation

Principle: All individuals in Canada should be able to work and live freely with equal opportunity, regardless of their religious, cultural, and racial backgrounds.

Principle: As a Canadian employer, McMaster should be making a commitment to hire more equity-seeking groups, including members of visible communities, in line with the federal Employment Equity Act.

Concern: The systemic barriers that groups face due to their race, religion, and/or culture have excluded them from federal, provincial, and university policy-making, decision-making, and services.

Concern: McMaster and other post-secondary institutions are not held accountable to the federal government to report how they tangibly meet the objective of employing more underrepresented groups.

Recommendation: The federal government should mandate that university and colleges are required to work towards eliminating racial discrimination and promoting equity on their campuses.

Recommendation: The Government of Canada should employ affirmative action by introducing internships for marginalized youth to allow them to gain skills and experiences to prosper in any career they choose.

Recommendation: Universities and colleges in Canada should be obligated to report annually to the Canadian government on what measures they have taken towards attaining employment equity in their institutions.

¹⁰⁰ <https://ryersonian.ca/jewish-students-need-kosher-food-options/>

Canada is known for being a very diverse country: 17% of Canadian citizens are foreign-born, 22% are visible minorities, and three-quarters of the population identifies with a religious group.¹⁰¹ However, our inclusivity seems to be lacking when we look at more harsh statistics: in 2017, police-reported hate crimes reached record-breaking numbers, with a 47% increase from the previous year, making it the fourth consecutive annual increase.¹⁰² Of these, 43% of hate-crimes were motivated by hate of a race/ethnicity, with Black people facing a 50% increase from 2016. 41% of the reported hate crimes were motivated by religion, mostly against Jewish and Muslim populations (each facing 63% and 151% increases, respectively).¹⁰³ These crimes are likely to be underreported, as various factors, including lack of resources, knowledge, access, or fear of ostracization, can prevent victims from reporting. For example, it is suggested that around two in three Indigenous victims of hate-crimes did not file reports with authorities.¹⁰⁴ These numbers are jarring. Additionally, marginalized groups face challenges in various other, potentially subtler, forms as well. For example, 8.8% of black women with university degrees are unemployed, in comparison to 5.7% of white women with high school diplomas. Racialized and Indigenous women continue to receive some of the worst healthcare, and racialized men are overrepresented in the criminal justice system.¹⁰⁵

It is clear that Canada needs to make tangible changes to support its diverse population, starting with the policies and practices it employs within its democratic system. A relatively easy starting point would be to introduce internships, or similar work opportunities, specifically for marginalized youth to work within the different levels of Canadian government and post-secondary institutions. In this way, by providing these historically underrepresented groups the chance to gain experience, skills, and connections in these fields, they may be more likely to pursue careers in politics. This could result in multiplicative effects, as marginalized individuals are more likely to offer different perspectives and change workplace culture that can then positively impact policies and programs for Canadians across the country.

According to the *Employment Equity Act*, Canadian employers must demonstrate their commitment to equitable hiring.¹⁰⁶ Often, employers fulfil this objective by simply adding statements that “welcome” those from minority groups to apply for positions. This is not nearly enough to actually increase the hiring and retention of marginalized people. As outlined in an article published by the Federation for the Humanities and Social Sciences, there are many ways in which these blanket statements continue to fail marginalized people.¹⁰⁷ A major concern is the idea that institutions often claim to be “colour blind” — that is, they say that they only acknowledge a candidate’s qualifications, and not their life experiences. Another recommendation is that the federal government expand on the *Employment Equity Act* and discuss how exactly more diverse hiring practises are characterized. For example, if multiple individuals

¹⁰¹ Government of Canada. “Data Products, 2016 Census,” Statistics Canada, modified February 15, 2019, accessed February 2019, <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/index-eng.cfm>

¹⁰² Ibid

¹⁰³ Ibid

¹⁰⁴ Ibid

¹⁰⁵ Government of Ontario. “Ontario’s Anti-Black Racism Strategy,” Government of Ontario, modified February 22, 2019, accessed February 2019, <https://www.ontario.ca/page/ontarios-anti-black-racism-strategy>

¹⁰⁶ Justice Laws Website. “Employment Equity Act,” Government of Canada, modified February 2019, accessed February 2019, <https://lois-laws.justice.gc.ca/eng/acts/E-5.401/FullText.html>

¹⁰⁷ Carl E. James. “Welcoming ‘visible minorities’: Paradoxes of equity hiring in Canadian universities,” Federation for the Humanities and Social Sciences, published April 29, 2011, accessed February 2019, <https://www.ideas-idees.ca/blog/welcoming-visible-minorities-paradoxes-equity-hiring-canadian-universities>

from one out of dozens of minority groups are increasing in representation, does this mean that an employer has fulfilled its mandate to be more equitable in hiring?

Ultimately, McMaster should also be transparent in all its steps towards equitable hiring. As of 2017, universities with five or more Canada Research Chairs are required to annually report their efforts towards equity and the inclusion of four underrepresented groups (women, Indigenous individuals, persons with disabilities, and visible minorities) amongst their chairholders.¹⁰⁸ Additionally, their progress should be displayed on their websites. If the university fails to report to the Canada Research Chairs Program and post on their website by the deadlines, peer review and payments will be withheld. The Canadian government should mandate similar practices for universities and colleges to report their progress on hiring more equitably throughout their institution, with annual reports to the government. This would be a step towards accountability and transparency from post-secondary institutions across Canada.

As a long-term goal, Canada could also take lessons from the U.K.'s *Race Relation Act* passed in 2000. The purpose of the *Act* was to eradicate racial discrimination, promote equality, and encourage good relations between people of different racial groups.¹⁰⁹ As per this *Act*, universities and colleges within the United Kingdom are obligated to take action to fulfil these mandates. Some specific tangibles include the requirement of a written statement of the university's policy for promoting race relations, the monitoring of student demographics to ensure certain races are not underrepresented in certain programs or careers, and taking steps towards publishing annual data of this monitoring.¹¹⁰ A similar piece of legislation should be researched, proposed, and passed by the Canadian government to hold postsecondary institutions accountable to their students.

Provincial Legislation

Principle: The province of Ontario should be a key stakeholder in the process of pursuing racial, cultural and religious equity in education.

Concern: Systemic barriers that start in high school have a profound effect on students, affecting their post-secondary education and life beyond.

Concern: Recent data show that Indigenous and racialized employees have some of the greatest gaps in representation at senior management levels in Ontario.

Concern: Despite the obvious persistence of systemic barriers for minorities in Ontario, the current Ontario government has chosen to not continue the Anti-Black Racism Strategy implemented by the previous government.

Concern: Black students are twice as likely to be enrolled in applied versus academic courses in Ontario high schools, and are more than twice as likely to be suspended at least once.

Concern: Students are worried that the provincial government's Freedom of Speech policy will become a mechanism to undermine dialogue and demonstrations against racism, Islamophobia, and anti-Semitism.

Recommendation: The Government of Ontario should continue the efforts of the previous government to combat anti-Black racism by re-enacting the Ontario Anti-Black Racism Strategy, as well as Ontario Black Youth Action Plan.

¹⁰⁸ Tri-agency Institutional Programs Secretariat. "Action plan will address chronic underrepresentation of members from four designated groups," Canada Research Chairs, modified May 4, 2017, accessed February 2019, <http://www.chairs-chaire.gc.ca/media-medias/releases-communiques/2017/equity-equite-eng.aspx>

¹⁰⁹ Rowena Arshad. "The Race Relations (Amendment) Act 2000," Universities Scotland, modified 2010, accessed February 12, 2019, <https://www.universities-scotland.ac.uk/raceequalitytoolkit/legislation.htm>

¹¹⁰ Ibid.

Recommendation: The Education Equity Action Plan that was pursued under the previous provincial government should be re-established and expanded to post-secondary education.

Recommendation: The Government of Ontario should mandate all school boards across Ontario to collect student demographic data to highlight disparities in education.

Recommendation: The Government of Ontario should withdraw the directive requiring universities to adopt a campus-wide Freedom of Speech policy.

It is clear that the treatment of students in elementary and high school will directly impact their choices for post-secondary education and their lives beyond. Unfortunately, it is becoming more clear that students are not being treated equally in the education system, even in a province as diverse as Ontario. In Ontario, Black students are twice as likely to be enrolled in applied versus academic courses in high school, and are more than twice as likely to be suspended at least once.¹¹¹ Minority students faces many barriers in their education, and recent allegations against Ontario school boards demonstrate this.^{112,113} This needs to be addressed head-on by the province, and one way it can do so is by following the Education Equity Action Plan introduced by the previous government, and further expanding it to include post-secondary institutions.¹¹⁴ The Education Equity Action Plan focuses on enhancing “school and classroom practices, leadership, governance and human resource practices, data collection, integration and reporting, and organizational culture change” in public education.¹¹⁵ A key tenet of this is collecting and analyzing demographic data to understand the composition of Ontario’s students and staff, which is an easy implementation that should be mandated for post-secondary institutions. In fact, the Toronto District School Board (TDSB) already collect demographic data on their students, allowing for the highlighting and targeting of potential group inequities in doing so. This practice should be more widespread across the province, so that we have concrete data to work with.¹¹⁶ Although employing this Action Plan is ideal, Ontario school boards should be cautioned to enact change from within: in dealing with allegations of systemic racism, school boards should look into employing more diverse hiring practises for its staff, and addressing implicit biases head-on by undergoing anti-oppressive training. By addressing implicit biases at their roots in the education system, the domino effect can be prevented from continuing, wherein minority groups are excluded from accessing and excelling in post-secondary education.

Ontario has one of the most diverse populations on the planet, and yet this diversity is not seen in senior management in the Ontario Public Sector (OPS). A study conducted by the OPS in 2017 demonstrated that female, Indigenous, racialized, and disabled employees have the greatest gaps in representation the

¹¹¹ “Black Students Hindered by Academic Streaming, Suspensions,” The Toronto Star, published April 24, 2017, accessed February 2019, <https://www.thestar.com/yourtoronto/education/2017/04/24/black-students-hindered-by-academic-streaming-suspensions-report.html>

¹¹² Lauren Pelley. “Allegations of systemic racism in York Region school board prompt human rights complaint,” CBC News, published December 2, 2016, accessed February 2019, <https://www.cbc.ca/news/canada/toronto/allegations-of-systemic-racism-in-york-region-school-board-prompt-human-rights-complaint-1.3878551>

¹¹³ Nadra Kareem Nittle. “How Racism Affects Minority Students in Public Schools,” ThoughtCo, published January 15, 2019, accessed February 2019, <https://www.thoughtco.com/how-racism-affects-public-school-minorities-4025361>

¹¹⁴ Ontario Ministry of Education. “Ensuring Equity in Ontario’s Education System,” Ontario Ministry of Education, modified January 4, 2019, accessed February 2019, http://www.edu.gov.on.ca/eng/about/action_plan.html

¹¹⁵ Ibid.

¹¹⁶ “Census Publications,” Toronto District School Board, updated 2014, accessed March 2019, <https://www.tdsb.on.ca/research/Research/Parent-and-Student-Census/Census-Publications>

higher up you go in the public sector.¹¹⁷ This highlights a glaring issue: if provincial management is not diverse, how can it be expected to establish policies and practises that uplift marginalized individuals? Aside from introducing affirmative action for marginalized groups in government positions (as outlined in the previous section on Federal Legislation), the current Ontario government should re-enact the Anti-Black Racism Strategy that was introduced by the previous government.¹¹⁸ The purpose of this strategy was to “lead long-term change across systems, build system capacity and competency, partner with ‘early adopter’ service providers to study application on a wider scale, increase Black community engagement and capacity, and increase public awareness and understanding of anti-Black racism.”¹¹⁹ The strategy outlined many tangible ideas to uplift Black communities, such as partnering with school boards in regions of high Black populations, and targeted public awareness campaigns.¹²⁰ The Anti-Racism Strategic Plan published under the previous government also outlines various ways in which marginalized Canadians can be supported, starting from the public education system (e.g. school boards were directed to work with Indigenous partners to review team names, logos and mascots), and expanding to community collaboration (e.g. annual anti-racism conferences).¹²¹

Lastly, another area of concern is the provincial government’s dictate, issued in August 2018, that required all publicly-funded post-secondary education institutions to create and adopt a campus level “free speech policy” by January 2019. Failing to do so would incur a potential (undefined) cut to respective operating budgets. Such a threat has been obviously concerning to students who believe there is no free speech crises at McMaster and are worried about what such a policy would entail. Following months of consultation with students, student groups, and student activists, it was clear to student leaders that there was a multitude of opinions and perspectives on the topic. With those perspectives in mind, the McMaster Student Representative Assembly (SRA) unanimously passed a motion on October 14, 2018 reflective of the predominant student opinion that the provincial government is creating an unnecessary and ill-planned “Free Speech Policy” at post-secondary institutions in Ontario.

The *Charter of Rights and Freedoms* definitively protects the freedoms of speech and expression of all Canadians. There is no threat to free speech on university campuses. Students are concerned that the provincial government will demand that universities formulate a “Free Speech Policy” that is neither in the interest nor reflective of society. The university is meant to be a place for learning, unlearning, and discourse. These processes function both inside and out of the classroom environment. There is a concern amongst students that the stated intent of a policy meant to “uphold” free speech will give way to a mechanism that in practice will be used to undermine dialogue and demonstrations against racism, ableism, sexism, homophobia, transphobia, Islamophobia, and anti-Semitism. The MSU has and will continue to condemn hate speech. Asking the provincial government to reflect on the need for this policy, due to the risk it presents to racialized and marginalized students, is a logical extension of the desire to promote a campus free of hatred.

To that effect, the Student Representative Assembly has unanimously passed the following motion:

¹¹⁷ Government of Ontario. “OPS Inclusion & Diversity Blueprint,” Government of Ontario, modified February 20, 2019, accessed February 2019, <https://www.ontario.ca/page/ops-inclusion-diversity-blueprint>

¹¹⁸ Government of Ontario. “Ontario’s Anti-Black Racism Strategy.”

¹¹⁹ Ibid.

¹²⁰ Ibid.

¹²¹ Government of Ontario. “A Better Way Forward: Ontario’s 3-Year Anti-Racism Strategic Plan,” Government of Ontario, modified February 22, 2019, accessed February 2019, <https://www.ontario.ca/page/better-way-forward-ontarios-3-year-anti-racism-strategic-plan#section-6>

Whereas The Charter of Rights and Freedoms - the supreme law of Canada - protects the freedoms of speech and expression in all aspects of Canadian society, including Ontario campuses;

Whereas the Student Representative Assembly does not believe there are barriers to the freedoms of speech or expression on the campus of McMaster University;

Whereas reasonable limits to freedom of speech, such as hate speech, are clearly defined in Canadian law and do not require a campus-level policy;

Whereas the Student Representative Assembly believes the government of Ontario may attempt to use the guise of freedom of speech to inhibit lawful, constructive dissent and/or opposition to ideas, speakers, or groups on university campuses;

Whereas the Student Representative Assembly believes the government of Ontario may attempt to infringe on the autonomy of student organizations, and restrict the expression of university instructors across the province, through the guise of protecting free speech;

Whereas the Student Representative Assembly is concerned that the guise of free speech will be used as a tool by white supremacists to effectively limit the expression of dissent, counterargument, discourse, and protest by marginalized and racialized students;

Whereas the Student Representative Assembly recognizes the authority of the province to enact post-secondary policy under section 93 of the Constitution;

Whereas there appears to have been no consultation on the part of the province with students, student advocacy organizations, or universities on the matter of requiring post-secondary institutions to develop and implement a “free speech policy” by January 1, 2019 – under threat of funding cuts to respective operating budgets;

Be in resolved that:

The McMaster Students Union opposes the dictate from the Ministry of Training, Colleges and University demanding post-secondary institutions comply with an arbitrary January 1, 2019 deadline to institute a campus level “free speech policy”, and asks the government to withdraw the directive.

Moreover, in order to continue evolving the world class educational experience of McMaster University, by virtue of fostering more rich and positive discussions on campus, additional training and resources be provided to professors and teaching assistants in terms of both anti-oppressive practices, as well as the tools to foster and encourage debate along difficult or controversial points of discussion.

Off-Campus Initiatives and Programs in Hamilton

Off-Campus Reporting

Principle: All public spaces in the Hamilton community should foster an environment that is inclusive of all cultures, races, and religions.

Concern: The City of Hamilton has the highest rate of police-reported hate crimes in Canada.

Concern: Racialized and minority groups are often reluctant to report hate crimes to the police due to fears of insufficient proof or inability to meet the criteria of a hate-motivated crime.

Concern: There is not enough support personnel for the Anti-Racism Program Manager of the Hamilton Anti-Racism Resource Centre.

Concern: Individuals reporting hate crimes to the Hamilton police may not be aware of anti-racism resources in the community.

Recommendation: Hamilton Police Services should refer hate crime victims in the Hamilton community to the Hamilton Centre for Civic Inclusion for support to ensure anti-oppressive frameworks are utilized when hate crimes are reported.

Recommendation: The Hamilton Centre for Civic Inclusion should collaborate with the McMaster Equity and Inclusion Office to create a streamlined referral process for reporting hate crimes in the Hamilton community.

Recommendation: The Equity and Inclusion Office should collaborate with the Hamilton Centre for Civic Inclusion to host events and campaigns to educate students on racism and how to report hate crimes occurring in the community.

Recommendation: The City of Hamilton's Committee Against Racism should hold community outreach events on campus and in the city to seek input from relevant organizations, community members, and student partners, in the re-envisioning of the Hamilton Anti-Racism Resource Centre.

The City of Hamilton is home to the the highest rate of police-reported hate crimes in Canada.¹²² Reports from Statistics Canada indicate that the number of hate-related incidents in Hamilton are rising, while the amount of incidents classified as hate crimes are decreasing.¹²³ Moreover, these harrowing statistics fail to consider those crimes that remain unreported due to barriers such as fear of a lack of strong evidence or inability to meet the criteria of a "hate crime" (i.e. verbal abuse or online harassment), leaving many individuals with feelings of distress.¹²⁴ Racism in the surrounding Hamilton community is a direct student-facing issue, as this can pose barriers to students who wish to leave the campus but fear being targeted on the basis of their identity. Consultations with students and Hamilton Centre for Civic Inclusion alike have shown that the Hamilton police is not always well-equipped to respond to reports of hate crimes. For example, hate crimes may go unreported if officers do not feel the incident meets the established criteria, or may use their authority to encourage victims to not pursue charges for these crimes.

Given the nature of hate crimes, it is imperative that those responding to these incidents have appropriate knowledge of anti-oppressive frameworks and create a safe and comfortable environment that does not further increase trauma for those affected. Given the amount of hate crime in the city, there remains ambiguity in the reporting process for a hate crime, and the investigative process for said crimes. The 2015 Hate Bias Crime Statistical Report indicates that the role of the Hate Crime Unit is to "conduct investigations, arrest offenders, and prepare cases for court in relation to hate propaganda offences."¹²⁵ The mandate of the unit does not include referral to community organizations whose mission is to ensure survivor-centric, anti-oppressive approaches to reporting a hate crime. As a result, it is recommended that the Hamilton Police Services refer students and community members experiencing racially-motivated

¹²² Teviah Moro, "Hamilton has the highest rate of police-reported hate crimes in Canada," *The Hamilton Spectator*, April 27, 2018, <https://www.thespec.com/news-story/8572865-hamilton-has-highest-rate-of-police-reported-hate-crimes-in-canada/>

¹²³ CBC News, "Hamilton hate and bias incidents rose 18% in 2017, police say," *CBC News*, February 13, 2018 from <https://www.cbc.ca/news/canada/hamilton/hate-crime-2017-hamilton-1.4533266>

¹²⁴ Ken Schwencke, "Confusion, Fear, Cynicism: Why people don't report hate incidents," July 31, 2017, <https://www.propublica.org/article/confusion-fear-cynicism-why-people-dont-report-hate-incidents>

¹²⁵ "Hamilton Police Service: 2015 Hate/Bias Crime Statistical Report," Hamilton Police Services, last modified 2015, https://hamiltonpolice.on.ca/sites/default/files/year_end_hate_crime.pdf

violence to the Hamilton Centre for Civic Inclusion or the Hamilton Anti-Racism Resource Centre when it is re-established.

Despite the fact that the City of Hamilton has many excellent established resources in the community to help support marginalized individuals, the need greatly outweighs the availability of these resources. The Hamilton Centre for Civic Inclusion (HCCI) was formed in 2006 in response to the burning of the Hindu Samaj Temple in Hamilton in 2001.¹²⁶ Initially formed to deal with the distress this event caused in the community, the HCCI has been actively working to create systemic changes that address racism in the long-term. The Centre has launched many effective outreach campaigns such as #HamiltonForAll, which aims to address stereotypes and misconceptions related to newcomers arriving in Hamilton. The mission of the HCCI is similar to that of McMaster's Equity and Inclusion Office (EIO), who work with staff, students, and faculty members to advance equity and inclusion on campus.¹²⁷

In order to enhance outreach strategies and achieve sustainable changes to the culture of McMaster and the Hamilton community, it is recommended that the EIO collaborate with the HCCI on campaigns and events that work towards a shared vision of building an inclusive Hamilton for all. In addition, consultation with staff from the HCCI have indicated that they receive reports of racially-motivated violence from students and staff on campus. There is currently a lack of clarity in regards to which organization should address these types of incidents, which points to a necessity for the Equity and Inclusion Office to streamline their hate-crime reporting practices with that of the Centre for Civic Inclusion, or offer strategic referrals in order to effectively support those experiencing racially-motivated crimes. By enhancing this collaboration between the HCCI and the EIO and launching campaigns to educate the student population on the effects of racism, McMaster can move closer towards building a culture where people feel comfortable reporting racially-based violence and misconduct on campus and in the community. Rather than educating individuals on the criteria of a hate crime, this strategic partnership will help make strides toward encouraging individuals to report experiences that make them feel uncomfortable and unfairly targeted on the grounds of a certain identity.

The Hamilton Anti-Racism Resource Centre (HAARC) is a pilot project championed by the City of Hamilton's Committee Against Racism, which involves partnerships with McMaster University and the HCCI. HAARC officially opened in 2018, and is part of a three-year pilot project approved by the City.¹²⁸ The Anti-Racism Resource Centre currently employs one McMaster staff member as the Anti-Racism Program Manager. The scope of this position involves developing anti-racism programs and providing institutional consultations, based on recent statistics of hate incidents. The Program Manager meets with individuals who have experienced hate crimes and provides a series of targeted referrals to legal and other community resources. He is also responsible for compiling quarterly, bi-annual and annual reports on hate crimes in the Hamilton Community. This information is necessary to inform targeted prevention and response strategies for racism in the community. Currently, the data published by Statistics Canada does not provide insight into the geographic distribution of hate crimes within Hamilton, which would allow for more impactful community initiatives. The concern is that this is a great deal of work for a single individual to undertake. Acknowledging the high rate of hate crimes in the city, it is not possible for a single individual to meet with and refer all individuals experiencing hate crimes to the appropriate community resources. As of February 14, 2019, the Hamilton Anti-Racism Resource Centre has been paused, and its partners are

¹²⁶ "Our History," Hamilton Centre for Civic Inclusion, last modified 2017, <http://hcci.ca/about-us/>

¹²⁷ "Home," Equity and Inclusion Office (EIO), last modified 2019, <https://equity.mcmaster.ca/>

¹²⁸ "About Us," Hamilton Anti-Racism Resource Centre, last modified 2018, <http://harrc.ca/>

seeking community input to revitalize its services.¹²⁹ As such, it is recommended that the City of Hamilton’s Committee Against Racism, the committee which researched and lobbied for the creation of the Anti-Racism Resource Centre, host community outreach events on campus and in the city to seek input from relevant organizations, community members, and student partners, in the re-envisioning of the Hamilton Anti-Racism Resource Centre.¹³⁰ This, in tandem with positive systemic changes, will represent a step in the right direction to making Hamilton a more inclusive environment for all of its citizens.

¹²⁹ “Hamilton Anti-Racism Resource Centre pilot program paused, partners seek community input to revitalize service,” Equity and Inclusion Office, last modified February 14, 2019 <https://equity.mcmaster.ca/news/hamilton-anti-racism-resource-centre-pilot-program-paused-partners-seek-community-input-to-revitalize-service?fbclid=IwAR1vwcAGZvyOWMxaC5z2HukqrgOlxKG3X1fTPkavl6cVnIHSJu04eSXBVJU>

¹³⁰ “Committee Against Racism,” City of Hamilton, last modified December 7, 2018, <https://www.hamilton.ca/council-committee/council-committee-meetings/committee-against-racism>