

# PACBIC

The President's Advisory Committee  
on Building an Inclusive Community

**welcomes diversity and  
opposes hatred and bigotry.**

[pacbic.mcmaster.ca](http://pacbic.mcmaster.ca)



President's Advisory Committee  
on Building an Inclusive Community



Annual Report to the McMaster Community  
April 1, 2020 – March 31, 2021



President's Advisory  
Committee on Building  
an Inclusive Community  
(PACBIC)

# Executive Summary

## McMaster's Commitment to Building an Inclusive Community

The President's Advisory Committee on Building an Inclusive Community (PACBIC) was established in 2002 in response to the third goal of McMaster's strategic plan, [Refining Directions: 'to build an inclusive community with a shared purpose'](#). The University's commitment to inclusion was codified in its [Statement on Building an Inclusive Community with a Shared Purpose \(2010\)](#) amplified in the principles set out by the then President's [Forward with Integrity: A Letter to the McMaster Community \(2011\)](#), and reiterated in the emphasis on 'building an inclusive community, promoting equity and fairness, and celebrating our rich diversity' in *Forward with Integrity: The Next Phase* (2015). Under the current President, McMaster has developed an [EDI Strategy and 2019 – 2022 EDI Action Plan](#) as well as a new [university vision statement](#) to support campus efforts to advance equity, diversity, and inclusion.

## PACBIC's 2020 Reflections and Recommendations

This report reflects on the work accomplished by PACBIC in the 2020/21 academic year and highlights recommendations members have elevated for priority attention in the 2021/22 academic year:

### Recommendations for PACBIC-Led Activities

1. Update the university's *Statement on Building an Inclusive Community with a Shared Purpose*, incorporating contemporary thinking and language in relation to anti-racism, decolonization, and social justice to continue to inspire the McMaster community towards transformational change.
2. Enhanced support for programming that centres the 2STLGBQIA+ community, with particular attention to the diversity of this community and its intersections with race, disability, neurodiversity, Indigeneity, and class.
3. Enhance structures, resources, and opportunities for collaboration across equity-deserving communities to address issues at the intersection of multiple systemic inequities—for example, racialized experiences of disability and neurodiversity; antiracist approaches to supporting queer and trans life; how the ongoing public health crisis posed by COVID-19 intensifies existing inequities due to racism, settler colonialism, ableism, and heteronormativity; and interfaith solidarities in anticolonial struggle.

### Recommendations for PACBIC-Supported University-Led Priorities:

1. Vigilant, responsive, and proactive support for all members of the McMaster community during the transition back to in-person work and learning, with particular attention to the specific experiences, concerns, and needs of staff, students, and faculty from historically marginalized communities.
2. Campus-wide development, implementation, and training in antiracist and inclusive teaching practices and universal design and accessibility in all in-person and digital learning environments.
3. Robust support at all levels for the newly hired African and African Diasporic scholars, following the ongoing recommendations of R3, ACFAM, and Black and racialized members of the McMaster community, to establish a firm foundation for cohort-building, retention and promotion, and the growth of the AADS program.

## Acknowledgements

Work to foster accessibility, equity and inclusions is sometimes visible and occasionally receives positive profile; however, more often than not, the day-to-day work to address individual bias and dismantle systemic inequities is not broadly seen or known. For this reason, one of PACBIC's goals is to find venues to publicly recognize and appreciate the work of all those faculty, staff and students who devote their time and energy to the noble cause of "building an inclusive community with a shared purpose".

Every year, we must recognize and extend deep appreciation to past McMaster community members whose contributions to PACBIC have been both foundational and transformational. These individuals were instrumental in helping to establish and sustain PACBIC as a strong community-informed voice for campus inclusion and social justice. While they may no longer be serving on the PACBIC, they continue to advocate for campus and community accessibility, equity and inclusion. We thank all the many community members who contributed to PACBIC as representatives of organizations or individuals personally interested in fostering accessible, equitable and inclusion campus communities. We are also grateful to those community members who have contributed to PACBIC in various leadership capacities, as committee chairs or working groups conveners.

This year, we especially recognize the leadership of Gena Zuroski, who served as PACBIC's Faculty Co-Chair for the past two years. Gena's grounded and compassionate nature couple with her thoughtful and eloquent articulation of the challenges and opportunities PACBIC engaged was especially needed when we found ourselves facing the unprecedented reality of the COVID-19 pandemic. Gena's disposition and skill helped the PACBIC feel connected as a community despite the challenges of being physically separated. We also thank Faith Ogunkoya, who served at PACBIC's Vice-Chair (Staff) for the past two years. This past year, Faith was a tremendous resource, not only to PACBIC, but to the entire campus community, as she stepped into many liaison roles to support several university initiatives launched in 2019. Wearing her PACBIC Vice-Chair hat and her Student Affairs hat, she sat on the Athletics Review Task Force and worked closely with the African Caribbean Faculty Association of McMaster to bring to fruition several initiatives support Black excellence. We are pleased that Faith has agreed to extend her term for an additional year and that we will benefit from her leadership and contributions in this role into the next year.

We thank the faculty and staff priorities and working group co-conveners, some of whom have dedicated several years to PACBIC. The stability they have afforded the PACBIC priorities and planning steering committee has been invaluable. A special thanks to Vanessa Watts, Jordan Carrier, Andy Crowell, Juliet Daniel, Daniel Coleman, and Rodrigo Narro Perez for their longstanding and continued leadership and support of PACBIC. In particular, we want to acknowledge Rodrigo's role in helping to co-facilitate the Let's Talk About Race Discussion Series and his instrumental role in bringing to life an initiative which has grown into a university supported employee resource groups for Black, Indigenous and Racialized staff – and he did this while juggling multiple roles as student, sessional, and staff member!

We thank all the student leaders – Sara Tamjidi, Calvin Prowse, Christian Barborini, Yimeng Wang, and Maddie Brockbank, who were exceptionally engaged throughout this past year. Their voices were essential to surfacing issues and advocating for enhanced programs and supports for marginalized students. Their work on disability, queer and trans inclusion this past year was particularly notable.

And finally, we thank the staff of the Equity and Inclusion Office (EIO) for the expertise they offer to the PACBIC chairs, the priorities and planning steering committee, and the working groups.

Dr. Arig al Shaibah

Associate Vice-President, Equity and Inclusion

Ex-Officio Co-Chair

# PACBIC's Purpose and People

## Mandate

PACBIC's broad membership is made up of organizational members who represent specific areas on campus, and individual members who bring their interest and expertise to the committee. See Appendix A for the 2020 membership list. PACBIC aims to:

- Identify issues of equity, diversity and inclusion (EDI) affecting equity-seeking communities (including but not limited to First Nations, Métis and Inuit peoples, members of racialized communities/communities of colour, newcomers and refugees, members of diverse faith communities, persons with disabilities, gender-diverse and sexually marginalized communities, and women), and discuss, develop and advance strategies to remove barriers to and enhance EDI;
- Communicate plans and priorities through annual reports to the University community.
- Submit annual reports and make recommendations for action to the President, the University Planning Committee (UPC) and other relevant University bodies in order to channel advice through the University structure and thus continue to build a University culture that advances EDI;
- Review and provide feedback to the President on institutional progress involving the planning, development, implementation and evaluation of University strategies, policies and programs to support the advancement of EDI priorities and goals; and
- Organize and support forums for discussion, reflection and learning on issues of inclusion, equity and community-building in a manner that is in keeping with and empowered by institutional values and commitments to creating spaces for respectful and responsible dialogue and debate.

## Organization

The Priorities & Planning (P&P) Steering Committee coordinates work for and by the larger PACBIC.

The P&P includes the PACBIC Chairs, PACBIC Sub-Committee Conveners, and assigned Equity & Inclusion Office (EIO) resource people. Currently, PACBIC has five sub-committees established to focus attention on and/or mobilize efforts to address emergent and ongoing issues and priorities.

- Disability Inclusion, Madness, Accessibility, Neurodiversity (DIMAND) Working Group
- First Nations, Métis & Inuit (FNMI) Priorities Group
- Gender and Sexualities (G&S) Working Group
- Interfaith (IF) Issues Working Group
- Race, Racialization & Racism (R3) Working Group

Below is a list of the members of P&P through the 2020 - 2021 reporting year.

## Chairs

- Co-Chair (Faculty): Dr. Eugenia Zuroski, English and Cultural Studies
- Co-Chair (AVP, Equity and Inclusion): Dr. Arig al Shaibah, EIO and Sociology
- Vice-Chair (Staff): Faith Ogunkoya, Student Services, Registrar's Office
- Vice-Chair (Students): Sara Tamjidi, MSU Diversity Services Director
- EIO Resource Person: Joan Johnson

### Disability Inclusion, Madness, Accessibility, NeuroDiversity Working Group

- Staff Co-Convener: Jessica Blackwood, Accessible Digital Media Specialist Supervisor, Faculty of Science
- Student Co-Convener: Calvin Prowse, MSU Maccess Coordinator
- EIO Resource Person: Kate Brown

### First Nations, Métis and Inuit Priorities Group

- Faculty Co-Convener: Dr. Vanessa Watts, Indigenous Studies and Sociology
- Staff Co-Convener: Jordan Carrier, Indigenous Student Services
- EDI Resource Person: Katelyn Knott

### Gender & Sexualities Working Group

- Student Co-Convener: Christian Barborini, MSU PCC Coordinator
- Student Co-Convener: Yimeng Wang, MSU WGEN Coordinator
- Student Co-Convener: Maddie Brockbank, PhD Student
- EIO Resource Person: Wil Prakash Fajarczuk

### Interfaith Issues Working Group

- Convener: Andy Crowell, Ecumenical Chaplain
- EIO Resource Person: Khadijeh Rakie

### Race, Racialization and Racism Working Group

- Faculty Co-Convener: Dr. Juliet Daniel, Biology
- Student/Staff Co-Convener: Rodrigo Narro Perez, Graduate student, Science
- Faculty Support: Dr. Daniel Coleman, English and Cultural Studies
- EIO Resource Person(s): Khadijeh Rakie and Tolulope Ojo

For more information on PACBIC, visit: <https://pacbic.mcmaster.ca/>

To express an interest in joining PACBIC, e-mail: [pacbic@mcmaster.ca](mailto:pacbic@mcmaster.ca)

# PACBIC Reflections and Recommendations

## Priorities and Planning Steering Committee

The P&P Steering Committee includes the faculty Co-Chair; Associate Vice-President Equity and Inclusion (Co-Chair); staff Vice-Chair; student Vice-Chair; sub-committee conveners who are faculty, staff or students; and sub-committee resource members from the Equity and Inclusion Office (EIO).

The 2020/21 academic year, for PACBIC as well as the community at large, continued to be a time of ongoing strategic development under conditions of uncertainty and emergency as the COVID-19 pandemic moved into an intense third wave. The P&P Committee took responsibility for supporting the targeted work undertaken by the working groups, weaving those efforts together as part of a broader vision of inclusivity at McMaster based on PACBIC member feedback and discussion, and reflecting on the kinds of relationships—both community-based and institutional—that will continue to make this work possible. Despite the challenges of working collectively as each of us continued to work in isolation from home, the working groups remained vigilant and active, and the members of P&P brought extraordinary energy and care to the committee's work. As co-chair of the committee I offer my heartfelt thanks to all P&P members for all their labours.

P&P remained focused on the question of institutional structure and how PACBIC can continue to facilitate campus-wide efforts to make the university a space where community can flourish. At our meetings, we generated a wealth of ideas about how, in coordination with EIO and the President's office, to foster an ongoing commitment throughout the university to make concrete steps toward improving equity and diversity. A crucial aspect of this commitment is recognizing antiracism and anticolonialism as fundamental to the institutional practice of inclusivity. PACBIC continues to be a site where the knowledge of our membership—professional, scholarly, and experiential—can be gathered into institutional vision and material transformation.

Our Reflections and Recommendations for the coming year were drawn both from the efforts of the PACBIC working groups, detailed below, and the sustained observations and requests of our membership, which we understand as an informed critique of existing conditions of teaching, learning, research, and work. The challenging working conditions of this year provided an opportunity for us to reflect on the ethics of what we ask of members of the community in times of great stress, uncertainty, and change. On the one hand, it was important for P&P to sustain PACBIC's presence, to assure our members and the university at large that we are here to listen, learn, and advocate for people and communities when they most need support and recognition. On the other hand, every person involved in these processes is a member of these communities, with needs of their own that deserve to be met. At the beginning of the year, we devised a pared-down schedule of meetings that would allow us to meet our obligations without making unreasonable demands on people working through a global public health emergency. Within this scaffolding, the working groups committed themselves to crucial, sustained activities on behalf of the many communities we serve, as detailed in their reports below.

One of PACBIC's most vital responsibilities is to enable all members of the McMaster community to imagine that more equitable and inclusive community is possible at our university, and that meaningful strides are perpetually being made in that direction. To this end, P&P initiated a revision and revitalization of the university's Statement of Commitment to Inclusive Community, to clarify the terms in which such commitments may be understood and practiced. I feel hopeful that as we continue to build the relationships among PACBIC, EIO, the Faculties, and the President, we will move toward a common understanding of how community can grow and strengthen in uncertain times, as well as in moments that feel more stable. The nature of this work is that it is never finished, and making a commitment to it entails facing that ongoing responsibility with hope and energy.

Dr. Eugenia Zuroski, Ph.D.

Faculty Co-Chair



## **Disability Inclusion, Madness, Accessibility and NeuroDiversity (DIMAND) Working Group**

### **Reflections on the 2020/21 Year**

Due to COVID-19, 2020 was a challenging year for all community members and resulted in the DIMAND working group being placed on hiatus until January 2021. We resumed regularly scheduled meetings in 2021 with new and past WG members. The group has been meeting monthly from January to April to determine group goals and finalize expenditures for the 2020-2021 Fiscal Year.

In early 2021, DIMAND fell into discussions about the portrayal of approaches to Wellness and mental health support for University employees and students, due to impacts from ongoing remote work and the COVID-19 pandemic. DIMAND members considered how current messaging felt exclusive of the experiences of persons with mental health disabilities and was primarily geared toward able-bodied and-minded audiences needing some extra support within the current context. In response to this (and craving a critical and more nuanced approach to these topics), the DIMAND Working Group has envisioned a newly branded and expansive Critical Mad and Disability Studies Speaker Series. This series will create an “umbrella” series / space for academic and critical community perspectives related to Mad and Disability experiences, support emerging scholars in these fields, bring together broader scholarly and community audiences carrying out disability and critical mental health work and scholarship at the University, and introduce audience members to intersectional analyses within these fields. Our first event under this new series will be entitled “Mad Chats”, facilitated by Cultural Studies scholars, Kaitlin Blanchard, Katrina Vogan and Aisha Wilkes, who will introduce the audience to the field of Critical Mad Studies from its roots in the consumer/survivor/ex-patient movement to our contemporary moment. To accommodate for the various schedules of DIMAND members and to improve accessibility, we sent a funding request to the DIMAND membership using Microsoft Forms to obtain electronic consensus in to approving funding for this event within our new series.

Additionally, DIMAND brought in McMaster’s Zine Team to provide a presentation on the work that the group of MacPherson student partners with disabilities are doing to create an educational resource, highlighting experiences of students with disabilities in higher education and at McMaster. This project also serves as a pedagogical tool for students and instructors to improve accessibility and disability-inclusion in teaching and learning spaces at the University. DIMAND has funded a request from the Zine Team to provide supplementary support for student honorariums and printing costs of the publication in late summer, 2021.

Moving forward, and of particular relevance to this year’s shift to remote work and study environments, DIMAND members engaged in conversations around underlying, structural barriers to existing as Disabled employees and students (remote or in-person) that demand such high and rigorous amounts of productivity as tacit agreement to being given access to the University environment. This has become very evident during the shift to remote work – connected to the above reflection, consistent messaging encouraging staff and students to take care of themselves and make time for breaks is contradicted by a breakdown in division between home and work/study spaces; increasing amounts of digital administrative work and responsibility for all McMaster community members; and a lack of social support adaptive to remote environments.

While we recognize the COVID-19 pandemic has impacted everyone, this previously existing productivity-oriented barrier has become elevated particularly for persons experiencing disability and madness and places those with already-limited stores of energy in vulnerable and consistent positions of burnout and exhaustion. This led to further discussion amongst members of their role within and time

commitment to DIMAND, some feeling as though they are spending time and energy attending a meeting to discuss how they, as Disabled community members, are experiencing a lack of time and energy. Not being able to envision an easy solution to this, we have been running meetings in a Disability and accessibility informed manner, allowing members to show up however they can and have created a meeting environment where attendees can leave their cameras off, lie down, eat food, and feel comfortable to be tired and unproductive.

## Looking Ahead to Priorities and Recommendations for the 2021/22 Year

DIMAND has historically and continuously advocated for and tried to employ an intersectional approach to carrying out our equity programming and advocacy; however, we have been struck in the past year or so about the increasing need to actually work cross-working group in order to accomplish these goals meaningfully, and where intersectional programming (e.g. guest speaker series, events opportunities, etc.) can be established both within specific working groups, but also, at the intersections of the groups themselves. We are initiating this work by developing stronger relationships with other PACBIC working group convenors and members. With this relationship-building focus, we can develop a highly collaborative and communicative approach to developing innovative, responsive, and accountable programming that isn't performative, but rather provides space for scholars and community workers who are existing and working within these intersections; additionally, space that is reflective of the attending audiences' identities, as well as (potential) complexities of existing in (often) siloed communities.

The above conversations and thoughts have arisen out of group efforts to dream outside of human rights and compliance-driven approaches to accessibility and disability-inclusion work, which have often prevented DIMAND and other disability-focused groups on-campus from imagining beyond our current reality of having basic human rights to access minimally met (and in many cases, ongoingly not met). It can be distracting and defeating to consistently focus on and advocate for needs that through legislation should have been increasingly and centrally met over the past several decades, but which continue to be unmet when being championed through currently existing processes and procedures (particularly affecting those experiencing multiple forms of marginalization). In shifting focus to imagining and dreaming of what could be, DIMAND strives to offer a space where members feel empowered to re-imagine and re-develop components of our shared work and studies that are intersectionally-focused and designed with all in mind.

During the President's annual visit to the year-end PACBIC meeting, DIMAND outlined concerns regarding a safe and inclusive return-to-work process for all McMaster community members, emphasizing the need for a nuanced and complex approach for students, faculty, and staff. This approach must consider factors such as: sourcing clear masks to support communication barriers, considerations for immune compromised students and staff, addressing fears of being left behind for those who cannot return to work, and addressing concerns from individuals who cannot wear a mask or who are otherwise targeted for other reasons of visible marginalization. In addition to this more abstract work, DIMAND members also continue to support practical strategies and skill development to practice accessible and disability-inclusive work.

We continue to also advocate emphatically for the central creation and uptake of training centred around inclusive teaching practices, accessible document design, and accessing workplace and student accommodations processes - all essential in enhancing accessibility and accommodations support within both in-person and digital environments. Recommended training for the campus community currently in existence includes:

- [Flex Forward: A Teaching and Learning Resource on Accessibility and Inclusion](#) (highly



recommended for all McMaster instructional staff)

- [Accessible Digital Content Training](#) (highly recommended for all content creators on-campus)
  - Currently covers accessibility in Microsoft Word, Microsoft PowerPoint, Microsoft Outlook, Microsoft Excel, and Accessible Presentation Techniques.
- [Accessible Workplace Accommodation Training](#) (highly recommended for Managers and Supervisors; contact Human Resources Employment Equity team to schedule a session with your team).

## **First Nations, Métis, and Inuit (FNMI) Priorities Group**

### **Reflections on the 2020/21 Year**

The FNMI priorities group consulted for one of the EDI Strategy Implementation Teams (Assessment and Evaluation Implementation Team) with respect to appropriate metrics/key performance indicators (KPI) of EDI progress across the four pillars/goals of EIO's EDI Strategy. We also gave feedback on the Student Diversity Census, providing input on the draft of the questionnaire. Members of the FNMI priority group are also members of the Indigenous Education Council (IEC). The IEC has been engaged in the Indigenous Education and Research Strategy for the past two years. Priorities from this strategy have been and will continue to inform the important work that continues to be engaged with on EDI and the EDI Strategy at the university

The FNMI Priorities group support the initiative of the R3 working group to host the Kindred Tour with Alan Pelaez Lopez: Art as Civil Disobedience: Blackness, migration and criminality. The group provided funds to support the event as well as promoted the event through the FNMI networks on campus.

The staff co-convenor of the FNMI Priorities Group is an ex-officio member of the Employee Reference Group for Black, Indigenous and Racialized Staff. This role consisted of providing input on the leadership positions and finalizing the terms of reference. Additionally, information sharing with FNMI staff, such as the launch of this initiative which included a call for Black, Indigenous and Racialized staff to apply to be the inaugural chairs. The faculty co-convenor of the FNMI Priorities Group is a member of the Faculty of Social Science's (FSS) Equity, Diversity, Inclusion and Indigenous Strategies (EDIIS) Advisory Group. The Advisory is responsible for advising and acting as a resource to the Dean on goals, priorities and related EDIIS activities within FSS.

### **Looking Ahead to Priorities for the 2021/22 Year**

In the next year, the FNMI Priorities Group hopes to collaborate with Indigenous units on and off-campus to launch McMaster's inaugural Treaties Recognition Week. Ontario passed legislation in 2016 which declared the first week of November for Treaties Recognition Week (<https://www.ontario.ca/page/treaties> ). This will be an opportunity to share information with the McMaster and Hamilton community about treaties, their significance and the relationships with treaties that shape our lives.

The FNMI Priorities Group will continue to support the next phase of the Indigenous Education and Research Strategy implementation and strategic directions and advise on EDI-related activities within PACBIC.

## Gender and Sexuality (G&S) Working Group

### Reflections on the 2020/21 Year

This working group was newly formed in the 2018/19 academic year, with work focusing on identifying priorities of relevance to equity-seeking groups working for greater justice related to gender and sexuality, including women, non-binary and gender diverse folks, and 2STLGBQIA+ community members. After Dr. Amber Dean's departure from PACBIC and the G&S working group, we have been without a faculty lead; while challenging in some ways, we have been thankful for the addition of Wil Fajarczuk of the SVPRO who has stepped in to provide supports to co-conveners as a staff representative and resource person. The closure of campus due to COVID-19 posed additional challenges in that it prevented some of the group's usual in-person events from happening, including the 2STLGBQIA+ Welcome (Back) Reception for McMaster students, faculty, and staff and the 2STLGBQIA+ Celebration and Information Fair.

Despite these challenges, G&S has mobilized over the 2020/21 academic year to facilitate a number of advocacy initiatives, events, and collaborations to work toward our goals of improving campus conditions for gender and sexually diverse people at McMaster. Specifically, we:

- 1) held a Zoom webinar event in March 2021 headlined by renowned Indigenous poet and scholar Billy-Ray Belcourt, attended by over 100 participants,
- 2) distributed fifteen copies of Billy-Ray Belcourt's *NDN Coping Mechanisms* for free to raffle winners from the event,
- 3) advocated to and worked collaboratively with the Registrar's Office to edit the webpage providing information for name changes to trans and gender diverse students' documentation at the university,
- 4) worked collaboratively with G&S working group members to edit and update the university's trans inclusion online resource,
- 5) collaboratively worked with the P&P co-leads and the Interfaith working group to publish a statement in support and celebration of 2STLGBQIA+ community members,
- 6) begun a project to explore the experiences of trans, non-binary, and gender diverse students in online learning to inform and develop a teaching resource for instructors, staff, and faculty on how to facilitate trans-inclusive and safe(r) online and blended learning spaces.

Our working group continues to grow and establish itself, and we are proud of the strides we have taken in advancing advocacy for gender and sexually diverse community members at McMaster University and in the broader Hamilton community.

### Looking Ahead to Priorities and Recommendations for the 2021/22 Year

As we move into a new year of G&S, we hope to continue to work toward additional advocacy goals identified by 2STLGBQIA+ and gender diverse members as being of critical importance, including an emphasis on improving online and blended learning experiences. Beyond recruiting a faculty member to co-lead G&S, we hope to incite, bolster, and sustain group membership through regular connection and involvement in planning events and goals for the year. Next year's discussions of the working group's mandate and objectives will aim to consider ways of collaborating with other working groups and organizations to explore and centre intersectional approaches to 2STLGBQIA+ issues, concerns, and causes for celebration, including programming for International Transgender Day of Remembrance (TDoR), supporting the December 6<sup>th</sup> Day of Remembrance and Action on Violence Against Women, and

supporting annual projects led by the MSU Pride Community Centre and the MSU Women and Gender Equity Network, such as Transcendence and Making Waves. Overall, our goal is to enhance sustain visibility of diverse gender- and sexuality-based identities and concerns on campus by continuing and expanding our existing work toward these objectives.

## **Interfaith (IF) Issues Working Group**

### **Reflections on the 2020/21 Year**

The Interfaith Issues Working Group (IFWG) continued its ongoing work through 2020/2021 with its various interfaith/cultural gatherings online, as well as its goal of moving closer toward a more comprehensive Protocol for Spiritual Care at McMaster.

- The ongoing work of cultivating interfaith/cross-cultural community gatherings on-line took place primarily with student Interfaith forums in conjunction with the Student Interfaith Council as part of the MSU Diversity Services.
- Matters of religious accommodation in concert with Academic calendars were addressed and anticipated for the coming Fall Term.
- Despite there being no in-person gatherings on our campuses this year, the issues of equity in “space” for the largest club at McMaster (The Muslim Student Association) was broached with the MSU, Student Services and Facility Services, in anticipation of the Fall 2021.

After 4 years of committee work, the aforementioned Protocol for a broader, more equitable approach to Spiritual Care at McMaster was completed this October 2020. It is called the *Spiritual Care and Learning Community: A Protocol of Membership Guidelines for Religious, Secular and Spiritual Communities at McMaster University*.

### **Looking Ahead and Priorities Moving Forward:**

Looking ahead, the completion of the Protocol has commenced the call for an Advisory Committee to be comprised, the hiring of a Director/Coordinator for the new community, as well as plans for a Web-site and Centre (office) on the 2<sup>nd</sup> floor of MUSC. The work of the Advisory Committee will be to implement the guidelines for invoking an intentional, pluralistic, accredited community of Religious, Secular, Spiritual leaders attentive to the eclectic matters of spiritual care at McMaster.

## **Race, Racism and Racialization (R3) Working Group**

### **Reflections on the 2020/21 Year**

The R3 working group was first established in March 2015 (then named Anti-Racism Working Group) in response to ongoing conversations on campus about intersectional forms of racism and barriers to inclusion faced by diverse BIPOC (Black, Indigenous, and People of Colour) communities. As one of PACBIC’s most active working groups, R3 is comprised of staff, students, faculty, and community members dedicated to a variety of anti-racist initiatives. This year, as with most of McMaster, R3 had to adapt to the online nature of an academic year.

While the transition was not easy, the R3 working group was able to achieve the several major activities during the 2020-21 academic year: the year-long *Let’s Talk about Race* series for Black, Indigenous and

racialized students, staff and faculty; support of the month-long programming for Black History Month (February) and Latin American Heritage Month (October); the successful launch of the Employee Resource Group (ERG) for BIPOC staff; support in the drafting of ACFAM's *From Words to Actions: Closing the Gap to Achieve Black Excellence at McMaster* which included advocacy to see the increased numbers of full-time racialized faculty and executive leaders, and additional development of a program in African & African Diaspora Studies (AADS). These myriad ongoing efforts are indebted to the ideas, opinions, perspectives, work, commitment and time that all R3 members volunteer throughout the year—we are incredibly thankful and inspired by our R3 members.

### Black History Month (February 2021)

2021 was the fourth year in which McMaster had a dedicated Black History Month (BHM) Coordinator to support the programming and coordination of all the activities for the month (February) at McMaster. R3 actively participated in the BHM planning. Two events in particular were sponsored by R3, in collaboration with the BHM coordinator. However due to logistical challenges, they were both hosted outside February.

The first event, “Celebrating Black-Indigenous Identities” involved three Black-Indigenous panelists who were “invited to hold space for Afro-Indigenous solidarity to celebrate the unique beauty within shared identities”. This event took place on March 2<sup>nd</sup>. The panelists were Ann Marie Beals, Joy Henderson, and Keisha and was moderated by R3 member Aaron Parry. This event was reserved for Black, Indigenous and racialized students, staff and faculty. Collaborators for this event included the Equity and Inclusion Office, Indigenous Student Services and OPIRG McMaster.

The second event was originally planned to be celebrated in February but was shifted to April 5<sup>th</sup>. This event, “The Kindred Tour at McMaster with Alan Pelaez Lopes”, was part of the Kindred Tour by poets, activists and artists Arian and Alan from YNEM Creatives. This event was called “Art as Civil Disobedience: Blackness, migration and criminality” and discussed the reality for many undocumented, refugee, asylee and migrant creators. The first half of the talk was a presentation of Alan’s works and poetry with commentary of the origins and reactions to these pieces. A Q&A period was followed by Alan’s presentation. This event was attended by 62 individuals and was open to the entire McMaster community. This event was planned in collaboration with the Centre for Community Engaged Narrative Arts, the Organization of Latin American Studies, the First Nations, Métis and Inuit (FMNI) Working Group and the Equity and Inclusion Office.

Other BHM 2021 events that R3 participated in include the African Caribbean Faculty Association (ACFAM) and African and African Diaspora Studies (AADS) *Faculty Symposium & Meet-and-Greet*, and the seminar with Dr. Sharlene Mollett “Tourism troubles: Feminist political ecologies of land and body in the making of residential tourism space in Panamá”.

Black History Month 2021 was incredibly successful, especially in an online environment, and R3 would like to congratulate and thank the BHM Coordinator, Tolulope Ojo, as well as all students, faculty and staff involved in planning or hosting BHM events for their contributions.

### Latin American Heritage Month (October 2020)

This year, R3 helped organize McMaster’s second celebration of Latin American Heritage Month. On June 21, 2018, the Canadian Parliament passed a law designating October as Latin American Heritage Month (LAHM) , in recognition of the significant contribution that the Latin American community has made to the social, economic, political and cultural fabric of Canada. Ontario has been celebrating this month since 2015. Due to the COVID pandemic, two online events were organized for Latin American Heritage Month.

On October 22<sup>nd</sup>, the Honourable Senator Rosa Galvez, the first and only Latin American who has held a seat in the Senate of Canada, gave a keynote presentation discussing the importance of celebrating this month in Canada. This was followed by a panel discussion on how the Latin American community at McMaster can be celebrated. The panel was comprised of Nancy Ramirez (President, Asociación Fraternidad Hispana (AFH) de Hamilton), Salomé Rodríguez Solarte (Co-President, Organization of Latin American Students (OLAS) of McMaster) with the moderator Dr. Andrés Felipe Fajardo, Pediatric Resident Doctor at McMaster. Welcoming remarks were given by Dr. Arig al Shaibah and Sofia Palma Florido. This event was attended by over 60 individuals and was organized in partnership with the Faculty of Engineering, the Equity and Inclusion Office, the Asociación Fraternidad Hispana (AFH), and the Organization of Latin American Students.

On October 28<sup>th</sup>, a Let's Talk about Race (LTAR) event was held with the theme "What's in a name? Or; What it means to be Latin American in North America" with facilitators Stacy A. Creech (PhD Candidate and Teaching Fellow, English and Cultural Studies) and Sofía Palma Florido (Health and Society, III). The LTAR discussion was focused on the diasporic location of North America, the concept of "Latinidad" and the complex colonial histories of Hispanic heritage in Latin America.

R3 looks forward to celebrating Latin American Heritage Month once again in 2021.

### Let's Talk about Race Series

Since 2018, with support from the Office of the President and Vice-Chancellor, R3's *Let's Talk about Race* (LTAR) series continues to be an incredible success with dozens of BIPOC students, faculty and staff participating regularly in the monthly events and discussions. Due to the COVID pandemic, all events were held virtually on Zoom with strict registration guidelines to ensure the community-building nature of the events was maintained as much as possible. This year, LTAR started earlier than usual to respond to the murder of George Floyd and the protests, movements and actions that followed. A LTAR event was held on June 18<sup>th</sup> with the theme "Current Events".

The facilitators for the 2020-2021 year include award-winning authors, McMaster students and faculty, as well as community activists. The themes for 2020-2021 were both a response to current events, celebrations/commemorations of importance to the Black, Indigenous and Racialized community at McMaster and topics of interest to racialized communities at McMaster.

Month	Theme	Facilitator(s)
June	Current Events	Khadijeh Rakie & Rodrigo Narro Pérez
August	Removing White Fragility to Center Blackness and Overcome Black Erasure	Ange Bitwayiki & Nya Wuol
September	Race and Campus Life	Eternity Martis
October	What's in a Name? Or; What it Means to Be Latin American in North America	Stacy Creech & Sofia Palma Florido
November	Women in Academia	Dr. Emma Apatu, Dr. Zeinab Hosseinidoust, Dr. Selina Mudavanhu & Dr. Kalai Saravanamuttu
January	Islamophobia	Dr. Fatimah Jackson-Best & Dr. Faiza Hirji
January	Race and Science	Rhea Desai, Rodrigo Narro Pérez and Shane Taylor

March	Indigenous-Asian Constellations of Co-Resistance	Dr. Kaitlin Debicki & Dr. Eugenia Zuroski
April	Anti-Asian Racism and Asian Resistance	Dr. Chandrima Chakraborty & Theresa Kenney

Attendance at all LTAR events is consistently high with an average of about 25-30 faculty, staff and students attending each event. LTAR has become a beacon of community for Black, Indigenous and racialized individuals and R3 thanks all facilitators and attendees for a great year of community building and care.

### Support for BIPOC Staff

Staff are an integral part of the McMaster community and they contribute in crucial ways to student success. Unfortunately, BIPOC staff continue to communicate that they see little to no support that is specific to their needs as racialized individuals. In response, R3 organized two lunches for BIPOC staff (in June & December 2019) to enable discussion of how McMaster can better support them. (Plans for a third lunch were disrupted by the COVID-19 closure of campus).

R3, FMNI, Dr. Arig al Shaibah and Wanda McKenna, established the Black, Indigenous and Racialized staff Employee Resource Group (BIPOC ERG) to enhance opportunities for meaningful consultation with, engagement of, and provision of support to racialized staff. R3 is pleased to report that the Chair for the BIPOC ERG is Sophia Holness and the Vice-Chair is Sashaina Singh. Sophia and Sashaina started working on the BIPOC ERG to get started on issues identified by staff such as: professional development, building a sense of community amongst other BIPOC staff, effective communication with managers, understanding McMaster career pathways, and advocacy and community work. R3 congratulates Sophia and Sashaina on their appointments and we look forward to working with the BIPOC ERG in the upcoming year.

### Consultation on Campus

The 2020-2021 year was a particularly busy year for R3 due to the action, initiatives, conversations and movements that followed the murder of George Floyd. The R3 Executive met with administration, faculty and staff to provide support, guidance and direction on a variety of activities. One incredibly successful event was organized by the Department of Chemistry and Chemical Biology's Conversations Committee and the Faculty of Science: "A Conversation on Allyship in the Faculty of Science" facilitated by R3 member Daniel Coleman. This was an incredibly well attended event with over 90 individuals.

### An Introduction to Thinking about Whiteness Series

For a long time, many white allies have asked R3 if they could participate in LTAR sessions that discuss race, anti-racism and how to be a better ally. As the LTAR sessions will continue to remain spaces for Black, Indigenous and racialized individuals, R3 discussed how to host events for white allies. We determined that a series of events explicitly discussing whiteness was needed on campus. This led to the creation of a two-part workshop series, "An Introduction to Thinking about Whiteness". The first event was held on March 29<sup>th</sup> with Daniel Coleman and Rodrigo Narro Pérez as facilitators. Over 110 individuals attended this event and attendee responses and feedback was incredibly positive. The second event took place on April 26<sup>th</sup> with Daniel Coleman, Rodrigo Narro Pérez and Khadijeh Rakie as facilitators. Over 100 individuals attended the event and again was incredibly well received. Due to the success of these events, R3 has been asked to host these events again and further discussions will determine the longevity and necessity of this type of series. The Introduction to "Thinking about Whiteness" Series was done in consultation and collaboration with the following R3 members: Stacy Bernard, Sydney Valentino, Jacqueline Pullar and Nick



Marquis. R3 is thankful to Nick, Stacy, Sydney, Jacqueline and Nick for their contributions to these sessions.

### Underrepresentation of Racialized Faculty Members and Executive Leaders

While R3 continues to create programming and space for BIPOC communities to have important discussions and share their experiences at McMaster—thereby providing an essential service for BIPOC on campus—persistent structural and systemic challenges involving racial inequities continue to be brought to our attention by members of R3. The working group recognizes the important work that the Equity and Inclusion Office and Human Resources have done these past few years regarding hiring practices and the incorporation of EDI principles and best practices. Yet we note that while the processes have changed, the outcomes continue to be the same both at the executive level (both centrally and within Faculties) and in the hiring of faculty members, i.e. these positions have seldom been filled by racialized individuals, particularly Black, Indigenous and Latin American, which are also the three most underrepresented racial/ethnic communities in the student community.

R3 continues to refer to the research conducted by the Academic Women's Association (University of Alberta) led by Dr. Malinda Smith (now at the University of Calgary) that highlights the lack of diversity in the leadership of Canadian universities. For example, in 2019 it was reported that in the U15 (which includes McMaster), 100% of the Provosts and VPs (Academic) were white and 66.7% female; 92.2% of the U15 Deans of Faculties and Schools were white, 32% are female and 7.7% were a visible minority or Indigenous person<sup>[1]</sup>. In addition, the Leadership Pipeline study done in 2020 study looked at the senior administrative leadership pipeline at Canadian universities and determined that it is *leaky* for racialized minorities<sup>[2]</sup>. R3 and many other McMaster community members know that these figures mirror and underlie day-to-day experience at McMaster, which continues to be conditioned in myriad ways by white privilege and the marginalization of racialized people. R3 continues to be in discussion with the AVP, Equity and Inclusion to discuss strategies to address this underrepresentation in positions of university leadership and authority.

### ACFAM, AADS, and Racial/Ethnic Studies

R3 continues to work closely with ACFAM (African Caribbean Faculty Association of McMaster University) on their programming and to support the implementation of the African & African Diaspora Studies Minor (AADS). This year, the Faculty of Humanities made a strategic investment to appoint Dr. Alpha Abebe as Interim Faculty Lead, African and African Diaspora Studies, and we would like to congratulate Dr. Abebe on her work during this appointment where she has rebranded the program and increased student engagement to ensure students were aware of the academic opportunities that the AADS minor provides. Dr. Abebe was also involved in the development of two new courses that have been added to the AADS minor list. In the 2020-2021 year two new courses under the Intersession Learning Initiative were introduced: “Topics in Black, African and African Diaspora Studies” taught by Kojo Dampitey and “The Black Caribbean and its Diasporas” taught by Stacy Creech.

R3 is incredibly happy and pleased to see McMaster role out the hiring of twelve (and likely more) Black scholars across all Faculties. The hiring of these faculty will enhance the AADS program, and R3 is excited to continue working with ACFAM to push for the success of the AADS program. R3 also continues to advocate for other regional/ethnic studies at McMaster such as Latin American Studies. There has been a noticeable increase in Latin American students on campus and the last census revealed that Spanish is the third most spoken language in Hamilton after Arabic and Italian (not including English). As McMaster continues to grow its expertise and curricula in the fields of critical race studies, ethnic studies, AADS and Black studies, and Indigenous studies, it is important to recognize how these fields of knowledge enhance and support one another and are not competing with each other. Cross-fertilization of these

programs would create an incredible nexus of strategic and transformative interventions toward future student and researcher success in a diverse world. Significant research and public discourse has indicated that student success for Black and Latinx students is intrinsically linked with institutions offering ethnic academic programs linked to their identity.

<sup>[1]</sup> U15 Leadership Remains Largely White and Male Despite 33 Years of Equity and Initiatives.  
<https://uofaawa.wordpress.com/2019/06/20/u15-leadership-remains-largely-white-and-male-despite-33-years-of-equity-initiatives/>

<sup>[2]</sup> The Diversity Gap in 2020: Leadership Pipelines at Five Canadian Universities.  
<https://uofaawa.wordpress.com/awa-diversity-gap-campaign/the-diversity-gap-in-2020-leadership-pipelines-at-five-canadian-universities/>

### Looking Ahead to Priorities and Recommendations for the 2021/22 Year

R3 calls for the following initiatives to be prioritized and funded:

- Continued efforts in hiring Black, Indigenous and Latin American faculty members in all faculties at McMaster
- The exploration and feasibility of a Race, Ethnicity, Migration and Diaspora program(s), that is created in collaboration with the African and African Diaspora Studies (AADS) and the Indigenous Studies Program, that includes the interdisciplinary study of Asian Studies, Arab/Middle Eastern Studies, and Latin American/Latinx Studies.
- Additional financial support should be dedicated to support Black-focused student programming such as Black Convocation, Maroon in Black Formal and other artistic and community events and initiatives.
- Administrative support to further enhance the work of the African Caribbean Faculty Association at McMaster (ACFAM) to ensure that the Black community at McMaster is supported and succeeds professionally
- A hiring strategy that explicitly addresses the underrepresentation of Black, Indigenous and racialized individuals in executive and administrative positions and that is grounded in ongoing, well-supported institutional research into the structural causes of such underrepresentation and the most effective ways of redressing it
- Active strategies to support, mentor, and hire Black, Indigenous, and racialized young scholars to ensure that they have the tools, experience and opportunities to become faculty members Programs such as “post-doctoral fellows to faculty” for Black, Indigenous and racialized young scholars should be expanded at McMaster.
- Financial support for the current “Latin America at McMaster” initiative that includes: (i) the creation of Latin American Studies minor; ii) support for research in Latin America and research by Latinx researchers; and (iii) student support, mentorship and recruitment for Latin American/Latinx studies in alignment with the McMaster Access Strategy (the strategy Latinx/Latin American students as one of the three racial/ethnic student groups that is the most underrepresented but specific financial resources have yet to be allocated to this specific group).
- Continued support and resourcing of new and ongoing longitudinal research projects to further the study of race, racialization and racism on campus in ways that not only advance breadth of scholarship in the field, but also advance McMaster’s articulated EDI goals and priorities.

## Appendix A

### PACBIC 2020 Membership List

Executive Members	Position
Arig al Shaibah, AVP, Equity and Inclusion	Co-Chair
Eugenia Zuroski, Faculty, English & Cultural Studies	Co-Chair (Faculty)
Faith Ogunkoya, Global Experience Coord., Student Success Centre	Vice-Chair (Staff)
Sara Tamjidi, Diversity Services Coordinator, MSU	Vice-Chair (Student)
Jessica Blackwood, Accessible Digital Media Specialist Supervisor, Faculty of Science	DIMAND Co-Convenor
Calvin Prowse, Maccess Coordinator, MSU	DIMAND Co-Convenor
Vanessa Watts, Faculty, Sociology/ISP	FNMIP Co-Convenor
Jordan Carrier, Student Success Advisor, Indigenous Student Services	FNMIP Co-Convenor
Maddie Brockbank, Graduate Student	Gender and Sexuality Co-Convenor
Christian Barborini, Pride Community Centre, MSU	Gender and Sexuality Co-Convenor
Yimeng Wang, Women & Gender Equity Network Coordinator, MSU	Gender and Sexuality Co-Convenor
Andy Crowell, Ecumenical Chaplain	Inter-Faith Issues Convenor
Juliet Daniel, Faculty, Biology	R3 Co-Convenor
Rodrigo Narro Perez, Graduate Student/Staff	R3 Co-Convenor

Organization Members	Organization
Karen Arnott, Manager, Finance and Administration	Athletics and Recreation
Wanda McKenna, AVP and CHRO	Human Resources Services
May-Marie Duwai-Sowa, Employment Equity Specialist	Human Resources Services
Melanie Garaffa, Manager Organization Development	Human Resources Services
Danielle Soucy, Director and Program Coordinator	Indigenous Students Health Centre
Catherine Booker, Recruitment and Liaison Officer	Indigenous Students Health Centre
Matthew Jocko, Assistant Program Coordinator	Indigenous Students Health Centre
Greg Van Gastel, Educational Development	MacPherson Institute
Judith Dworkin, Director	McMaster Hillel
Mariam Awadalla PR External, MSA	McMaster Muslim Students Association
Ryan Tse Vice-President Education	McMaster Student Union (MSU)
Lynne Serviss, Librarian	McMaster University Academic Librarians' Association
Elisabet Service, Graduate Chair, Dept of Linguistics and Languages	McMaster University Faculty Association (Sept-Dec 2020)
Wendy D'Angelo, Assistant Professor, Dept Linguistics and Languages)	McMaster University Faculty Association (Jan-May 2021)
Sashaina Singh, Knowledge Broker	Office of Community Engagement (OCE)

Shelly Porteous, Office Coordinator	Ontario Public Interest Research Group (OPIRG)
Allison Sippell, Student Volunteer Reena Subadar, Student Volunteer	Ontario Public Interest Research Group (OPIRG)
Syndney Potts, Volunteer Coordinator	Ontario Public Interest Research Group (OPIRG)
Sydney Valentino, Vice-President External	Graduate Students Association
Jim McAndrew, Health & Safety Coordinator	UNIFOR 5555
Karen Sutton, Administrative Assistant	UNIFOR 5555

Individual Members	Student, Staff, Faculty
Zoe Li	Faculty, Engineering
Bernice Downey	Faculty, Indigenous Health Initiative
Cal Biruk	Faculty, Anthropology
Faiza Hirji	Faculty, Communication Studies and Multimedia
Faiza Hirji	Faculty, Communication Studies and Multimedia
Kaitlin Debicki	Faculty, English & Cultural Studies/Indigenous Studies
Dilyana Mincheva	Faculty, Communication Studies and Multimedia
Yasmin Mohamed	Faculty, MELD
Arlene Fajutrao Dosen	Staff, Outreach & Engagement, Engineering
Paige Maylott	Staff, Library Accessibility Services
Kim Zaruela	Staff, Marketing & Comm. Housing & Conf. Services
Joanne Buckley	Staff, Student Accessibility Services
Tanya Rumble	Staff, University Advancement
Hasnain Khan	Staff, Athletics and Recreation
Shawn Small	Staff, Athletics and Recreation
Krista Jamieson	Staff, University Library
Carrie McMullin	Staff, Indigenous Studies Program
Maryam Rahat	Staff, Student Wellness Centre
Nick Marquis	Staff, Social Sciences
Candi Hui	Staff, Registrar's Office
Sujane Kandasamy	Student
Karla Martinez Pomier	Student
Erica Dao	Student
Nya Wuol	Student
Habon Ali	Student
Dina Hansen	Student
Sheereen Harris	Student
Sophia Roth	Student
Alexis Carlota Cochrane	Student

Sarah Williams-Habibi	Student
Sneha Wadhwani	Student
Brittany Williams	Student
Mehrunnisa Shiraz	Student
Muneeb Ahmed	Student
Carolyn Brendon (ex-officio)	Staff, Ombuds Office

## Appendix B

### **PACBIC 2020 Sponsored and/or Supported Events**

#### **Trauma-Informed Care Conference, October 17, 2021**

This one day conference aimed to give all healthcare professionals, medical and undergraduate students an opportunity to explore the importance of trauma-informed care within healthcare organizations. Event Lead: Michale G. DeGroote School of Medicine.

#### **Anti-Racism Month, November 2020**

The month aimed to explore ways in which racism is alive in different areas of societies by talking to individuals who are on the ground doing the work. The R3 sponsored events engaged audiences with topics such as Racism in Canada, Truth Before Reconciliation, Black Lives Matter, Disability Justice, Dynamics of Racialized LGBTQ+ Perspectives and Environmental Racism. Event Leads: McMaster Student Union and Hamilton Centre for Civic Inclusion.

#### **IRise 2021: Black Resilience, February 20-21, 2021**

This two day conference is an initiative for young Black people to exchange ideas and concerns about the future of medicine with peers and experts. The goal is to better prepare students for future academic and career pursuits in healthcare: Event Leads: Black Aspiring Physicians of McMaster (BAP-MAC) and The Canadian Multicultural LEAD Organization for Mentoring and Training.

#### **Billy-Ray Belcourt, March 24, 2021**

Author of NDN Coping Mechanisms and academic.

#### **Alicia Elliot – Keynote Speaker: A Mind Spread Out On The Ground, March 25, 2021**

The talk was a platform for Indigenous speakers to discuss what it means to practice Indigenous knowledge and live with the land. How Indigenous food sovereignty is related to land-based knowledge and the feminism movement. Event Lead: Women and Gender Equity Network (WGEN), McMaster Student Union.

#### **The Kindred Tour with Alan Pelaez Lopez, April 5, 2021**

Discussions of Art as Civil Disobedience: Blackness, migration and criminality. The art talk centered Alan Pelaez Lopez's relationship to poetry as a refuge in which to process state-violence but also contest because the artist says too much and their family and friends can also become targets: Event Lead: R3, FNMI PACBIC Working Group, Centre for Community Engaged Narrative Arts (CCENA) and Organization of Latin American Studies (LAS).



## Disability & Accessibility at McMaster Zine

Created a publication disabled student/alumni-led (maga)"zine reflecting on 50+ years of disability and accessibility work at McMaster University. Project Leads: MacPherson Institute for Leadership, Innovation and Excellence in Teaching, DIMAND PACBIC Working Group.

## Thinking about Whiteness: An Introduction and part 2, How to be an Ally, March/April, 2021

These linked workshops invited McMaster staff, students and faculty to reflect, in the first workshop, on some basic concepts about whiteness as a position of structural advantage in Western societies, some reflections on the harm created by white people's obliviousness about systemic racism, and some ways in which whiteness is experienced by people of colour at McMaster. The second workshop considered what it means to be an ally, on the importance of supporting BIPOC-led initiatives, and on considerations of bystander intervention." These workshops drew large numbers of participants with over a hundred attending each one.

## MadChats: Critical Mad & Disability Discussions – An Intro to Mad Studies, April 30, 2021

### Celebrating and Commemorating December 3, the International Day of Persons with Disabilities Event

To commemorate and celebrate December 3<sup>rd</sup>, the [AccessMac Program](#) in the [Equity and Inclusion Office](#) and the [McMaster Accessibility Council \(MAC\)](#) are excited to announce the launch of the Accessibility and Disability Inclusion Highlights Newsletter, 2019-2020, emphasizing and celebrating the work of individuals and units across campus working in the areas of accessibility and disability inclusion, as well as their efforts to facilitate broader connection amongst disability and accessibility communities.

## Black History Month Events – February 2021

Celebrating Black-Indigenous Identities created and held a space for Afro-Indigenous solidarity to celebrate the unique beauty within shared identities as well as find connections through common experiences with one another. We were honoured to host Ann Marie Beals, Keisha and Joy Henderson with Aaron Parry as facilitator. African-Caribbean Faculty Association of McMaster (ACFAM) and African and African Diasporas Program (AADS) hosted a faculty symposium and meet and greet. The event highlighted faculty research, teaching and community service.