Towards a Comprehensive Inclusion Plan for McMaster University

TRANSLATING McMASTER'S INSTITUTIONAL COMMITMENT TO INCLUSION

INTO ORGANIZATIONAL PRACTICES AND POLICIES

Report Prepared by the President's Advisory Committee on Building an Inclusive Community (PACBIC)

January 2008

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1. Development and Purpose of this Report

At its meeting in November of 2006, the President's Advisory Committee on Building an Inclusive Community (PACBIC) acknowledged a recent flurry of data-gathering activity and discussion in pursuit of the University's goal to "build an inclusive community with a shared purpose"[1]. The Committee recognized the need for some concerted review of this activity and, on the basis of this review, articulation of how the University can move ahead in translating its commitment to inclusion into actual organizational policy and practice.

As a result, PACBIC asked Mark W. Walma, Director of the Office of Human Rights and Equity Services, and Jane Aronson, Professor and Director in the School of Social Work, to prepare a Report. In preparing it, they were asked to be mindful of the financial constraints under which the University is currently operating and to accomplish the following:

1. Review all existing reports and documents relating to inclusion at McMaster, with a special focus on barriers identified and recommendations made in those reports; and
2. Synthesize the recommendations contained in the various reports and documents and develop an Inclusion Plan to guide the University's efforts to enhance inclusion for the next one to three years.

The first draft of the report was completed and submitted to the President in February 2007.

In fall 2007, the Provost circulated it to colleagues in the senior administration. Their comments, together with discussion at the January 2008 meeting of PACBIC, suggested some minor revisions. Jane Aronson revised the document accordingly, in consultation with PACBIC members: Nancy Bouchier (Kinesiology), Sara Cuneo (MSU Diversity Services), Juliet Daniel (Biology), Harris Switzman (McMaster Sustainability Assessment) and Valerie White (Aboriginal Students Health Sciences Office).

2. Striving for Inclusion: Opportunities and Challenges for Universities

McMaster University is situated in a wider social environment in Hamilton and in Canada that – as research consistently reveals – is characterized by social inequalities and patterns of systemic discrimination. Inevitably, these inequalities and exclusions unfold and are reflected inside all institutions and organizations, universities among them. Motivated variously by social objectives, business goals and moral commitments, many organizations (corporations, public institutions, governments) act in their institutional orbits to understand and redress systemic social exclusions and inequities. As a recent

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[1] *Refining Directions.*

issue of *Academic Matters* indicates, all Canadian universities are engaged – more or less actively - in the ongoing process of 'striving for equity'[2]. Arguably, universities have a particular responsibility to offer leadership in this area – modeling just and innovative organizational practices and stimulating public debate. McMaster has risen to this challenge.

By identifying 'building an inclusive community with a shared purpose' as a key objective in *Refining Directions,* McMaster University has articulated a clear commitment to addressing exclusions and inequities in its institutional domain. To inform and support its pursuit of this commitment, McMaster has a wealth of resources upon which to draw. Most notably, in the Faculties of Social Sciences, Humanities and Business, there is a strong base of scholarship on the structuring and experience of social marginalization, and on equity and diversity initiatives in organizations, as well as expertise in methodological approaches to measuring and understanding social and organizational change.

Striving toward the objective of 'building an inclusive community with a shared purpose' is, of course, a work in progress for McMaster (as is the pursuit of the university's goals with respect to providing an innovative and stimulating learning environment, and building upon existing and emerging areas of research excellence). By actively integrating the commitment to inclusion into its ongoing organizational activities, McMaster has the opportunity to demonstrate leadership in this area to other universities. We can demonstrate our commitment to challenging, not reproducing, the discriminatory patterns in which we are all embedded in our daily lives. Through this work we can live up to the University's reputation for inquiry, innovation, and excellence by examining, changing and evaluating our own practices**.**

3.   Issues of Definition and Measurement

In order to "build an inclusive community with a shared purpose", two questions arise:

> 1) how to define the term "an inclusive community with a shared purpose"
> 2) how to measure our progress toward this goal.

3.1   Defining the Terms

A number of groups have taken on the task of defining "an inclusive community with a shared purpose". PACBIC, Winston Tinglin (the racial inclusion consultant) and Ibis Consulting all attempted to give definition to this term. It requires clear operationalisation in order to be acted on and in order that the goal of inclusion can be realised.

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[2] 'Striving for Equity' *Academic Matters: The Journal of Higher Education* (February 2007).

At this point, it is recommended that the University adopt the following hybrid of suggestions made in the past:

> **An inclusive university community is one in which there is real, visible and meaningful representation of the diversity evident in the wider community at all levels and in all constituencies on campus (faculty, staff, students, administration). It is a community in which all members feel safe and empowered, valued and respected for their contributions to the shared purposes of the University: research and education excellence. It is a community where the rights of all individuals and groups are protected. Inclusion occurs when an organization provides equitable access to its services, benefits and opportunities, when systems and structures facilitate full participation by all members and where members are treated equitably and recognized for their contributions. The key ingredients are equitable access, participation (especially in decision-making processes) and equal attention to the needs and aspirations of all.**

3.2   Measuring Inclusion

As is well-established in scholarship on social research methodology, the measurement of social phenomena generally requires a multi-faceted approach. Academic and institutional studies of the positioning of previously excluded, marginalised or disadvantaged populations typically use multiple measures to generate a mix of quantitative and qualitative evidence of the degree to which such groups are included or integrated into institutional life.

McMaster saw the value in exactly this kind of approach in its efforts in the 1990s to understand and enhance the integration of female faculty. The Task Force on the Integration of Female Faculty[3] attended to two kinds of data: 1) numerical measures of the representation and integration of female faculty; and 2) measures of the degree and ways in which women perceived themselves to be "outsiders" in the institution. Indeed, the Task Force reflected explicitly on the importance of both types of evidence for understanding the issues and working for change:

> The numbers (on women's representation) have pointed up some problem areas, but the overall problem is not one that lends itself to quantification. The broader issues of attitudes toward women, of the working environment and of their perceptions of integration (or absence thereof) need also to be addressed. [4]

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[3] *Report on the Integration of Female Faculty at McMaster* (1990). McMaster University. http://www.mcmaster.ca/mufa/integration.html

[4] Ibid, p.21

These lessons learned – both at McMaster in the past and in the wider research in this area – have application to our current efforts to gauge inclusion at McMaster and suggest that we need to employ mixed methods and measures, including: 1) measures of representation, participation and integration; and 2) measures of perception and experience of inclusion.

3.2.1   Measuring Representation and Integration

One approach to measuring inclusion on campus is to look at levels of representation of particular identity groups in the university community as quantifiable indicators of the levels of inclusion. In other words, if a particular identity group is under-represented on campus, consider this a signal that the campus community is not inclusive for members of that particular group.

This is the approach used in the Federal Contractors Program (the "FCP"), the current Employment Equity program under which the University operates. It is also an approach widely used in social research concerned with the institutional manifestations of systemic discrimination. Critically important and revealing, this approach is not without its practical and conceptual challenges, among them:

1. McMaster does not currently have accurate, up-to-date data on the representation of various traditionally marginalised groups;
2. In order to collect such data, McMaster must invite self-identification in pursuit of the University's commitment;
3. The representation data are an indicator of the level of inclusion, an important first step – once we know where gaps exist between levels of representation in our campus community and those in the outside community from which we draw our faculty, staff and students, we will need to identify the causes of those gaps;
4. The data must be tracked over an extended period of time in order to ascertain whether or not members of particular identity groups stay, grow and flourish on campus and, if they do not, whether their experiences are attributable to institutional barriers or an exclusionary climate.

3.2.2   Measuring Perception and Experience

A number of reports prepared at McMaster to date have sought to understand community members' experience of the inclusiveness of the university. These generally qualitative approaches to inquiry illuminate how the university is experienced by those within it; they enable us to understand the origins and dynamics of patterns of representation – critically important knowledge for any institution.

Thus, for example, it is a matter of institutional concern that – when asked in 2001 (CAHH Report) and again in 2006 (Ibis Survey) – members of the GLBTQ community at McMaster reported feeling invisible and unwelcome on campus. Similarly, it is significant that a large proportion of those who responded to the 2006 Ibis survey (a 10%

campus-wide response rate and a not inconsiderable number) reported not feeling fully included in the life and work of the university.

It is of further institutional concern that, starting with the Indigenous Studies report and repeated in the Ibis Report, indigenous faculty, staff and students at McMaster have reported feeling excluded and unsafe on campus.

The issue of prayer space for persons from a variety of religious backgrounds has also been a commonly identified need. For Muslim faculty, staff and students especially, the lack of a long-term, permanent solution for the prayer-space issue has been a source of on-going feelings of frustration and exclusion, as represented in the Ibis, PACBIC and HRES reports.

These findings indicate clearly that there are problems. While there is diversity at McMaster, various groups and communities feel marginalized within the institution. A long-term plan is required in order to include those who perceive themselves as outsiders and to support their full participation in the life of the University.

Conclusion
Future inquiry combining indicators of representation and integration with textured soundings of the experiences of 'outsiders' in the institution (a term used by the Task Force on the Integration of Female Faculty) – can provide us with an increasingly clear picture of the inclusiveness of the McMaster community. Drawn forward over the intervening 18 years, the Task Force's emphasis on attending to and acting on evidence of problems is instructive. Of women faculty, the Task Force wrote:

> There is a problem, in that women faculty do not believe themselves to be fully a part of the functioning of this institution. Our own analysis here has documented a number of reasons for these perceptions. Perhaps the most important attitudinal change needed is for there to be a recognition that there is a problem. Once that has occurred, implementation of the recommendations that follow can have real impact on working conditions for women at McMaster. [5]

4.   Summary of Documents Reviewed

In the last two decades, there have been a number of initiatives on campus that have sought to identify particular patterns of exclusion, or document the concerns and aspirations of different populations. Their sequencing tends, logically, to reflect the unfolding patterns of attention to diversity and discrimination in Canadian society:

"Report of the Task Force on the Integration of Female Faculty At McMaster University", 1990 (the "Female Faculty Report").

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[5] Ibid, p.21.

This report was researched and written by a University task force made up of faculty members from across campus in response to concerns raised by the Faculty Association's Committee on the Status of Women. This task force was charged with the task of developing "policies and procedures that will eliminate any inequities in the treatment of male and female faculty at McMaster."

"Recognizing Sexual Diversity at McMaster", prepared for the McMaster Committee Against Homophobia and Heterosexism (CAHH) in 2001 (the "CAHH Report").

This report was created as a result of concerns with regard to the climate for members of the GLBTQ community on campus. The authors interviewed 30 students, 10 faculty members and 11 staff members to obtain their views and perceptions of the campus climate. The report presents analysis of these findings, as well as a series of recommendations.

The Report from Indigenous Studies (the "Indigenous Studies Report").

This Report took the form of a "Strategic Plan" for the Indigenous Studies program.

McMaster's annual Accessibility Reports and Plans (the "Accessibility Report(s)").

Created annually as mandated by the *Ontarians with Disabilities Act* (2001) and its successor legislation, these Reports and Plans outline what the University has done in the past with regard to improving all aspects of accessibility for persons with a variety of disabilities and the plan for further improving accessibility in the future. The reports are prepared with the help and guidance of a large committee and deal specifically with inclusion issues faced by persons with disabilities.

The Racial Inclusion Report created by Winston Tinglin in 2005 (the "Tinglin Report").

In the spring of 2005, a local consultant (Winston Tinglin) was hired to do a brief investigation into the levels of inclusion for members of racialised communities on campus. Mr. Tinglin conducted several focus groups and spoke with a number of senior leaders to produce an introductory report and recommendations on issues of racial inclusion on campus.

The recommendations arising out of an informal brainstorming session at the Racial Inclusion Retreat (2007) involving Senior Managers (the "Retreat Recommendations").

As a result of the Tinglin Report (below), the Office of Human Rights and Equity Services organised a one-day retreat for members of the Senior Management Team on inclusion issues specifically related to race and racism. Facilitated by five of the leading academics on the subject of race in the university setting in Canada, this retreat culminated in an open discussion among senior leaders as to how the University should approach the challenge of improving racial inclusion at McMaster.

Most of these reports have been "one-off" reports/initiatives while a few are more embedded in on-going reporting structures (for example, the ODA requires the University to prepare an annual report and plan regarding the accessibility of campus for persons with disabilities; the Task Force on Women Faculty produced a series of recommendations that were formally translated into the terms of university policies and practices).

In addition and increasingly since the advent of PACBIC and the *Refining Directions* goal, a number of reports and documentation processes have been addressing inclusion more broadly, attending to all diverse/marginalised groups:

The Inclusion Report created by Ibis Consulting in 2006 (the "Ibis Report").

The product of more than a year of research, including numerous focus groups, one-on-one meetings with senior leaders and a campus-wide survey of all members of the community, this report contains data on the levels of inclusion felt by members of various identity groups on campus. It also contains a series of recommendations put forward by a team of professional inclusion consultants with experience in university inclusion issues. It deals with a broad range of inclusion issues.

The Senior Management Team's Recommendations arising out of the Ibis Report (the "Administration's Plan").

Created by members of the University's leadership group in response to the Ibis Report, this Report includes four recommendations for steps the University can undertake immediately to address broad inclusion issues in a climate of fiscal restraint.

The Annual Reports of the Office of Human Rights and Equity Services (the "HRES Annual Report(s)").

These reports are prepared by the staff of the Human Rights Office. While the reports involve detailed discussions of the activities of the Office, they also contain recommendations with regard to steps the University can take to enhance inclusion for all members of the community.

The regular reports to the President of PACBIC (the "PACBIC Report(s)").

PACBIC is a large, university-wide committee co-chaired by the Provost and the President of the McMaster Students Union. The committee meets once every three months to discuss issues related to inclusion on campus for all members of our community and submits to the President a report with recommendations after each meeting.

5.   Recommendations

In gathering together and summarizing the documents and reports described above, we have been struck at the amount of work and data-gathering that have occurred on campus over many years: some of it institutionally-driven, some of it prompted by groups not feeling fully valued or integrated into the life of the university. <u>We do not lack data.</u>

The recommendations generated by the reports and studies listed above are appended: (Appendix A – listed by report; Appendix B – grouped thematically). Many of them are ambitious and far-reaching and, to be implemented, require the investment of new resources.

The task of this report is to make recommendations that are achievable in the financially-constrained short term. Accordingly, we offer the recommendations below which can continue the process of building a more inclusive community at McMaster. Perhaps, too, their implementation can serve as a model to other institutions, highlighting that – even amid financial constraints – commitments can be engaged and honored in patterns of organizational attention and practice.

5.1   Integrate Inclusion into Ongoing Planning and Reporting

Integrate attention to inclusion into the University's organizational structuring and activity, just as is attention to the other goals of *Refining Directions* (excellence in research and education). Specifically:

1. Integrate PACBIC into the organization of the University, with a reporting line to the University Planning Committee and opportunities for reporting to and exchanging with Senate, Undergraduate Council, Graduate Council and the Faculties.
2. Create and distribute annually an Inclusion Plan for the University (with this Report and Plan as the inaugural Plan), to set out the issues and barriers that will be addressed in the coming year.
3. Require all leaders and managers to integrate an Inclusion Plan in their annual reports and provide education and support to them in doing so. These Inclusion Plans should include what has been done to date, what is planned for the new year, how their efforts tie in with University's Inclusion Plan

4. Create and implement an appropriate system for gathering data on the current levels of inclusion for all groups and on the effectiveness of the Inclusion Plans across the University.
5. **The** President could prepare and release a State of Inclusion Report and make a State of Inclusion Address (perhaps on video and available on the university website) each year – again, in parallel to such statements on research and teaching.

5.2   Be Proactive in Enhancing Inclusion

Rather than simply reacting to inclusion issues and requests that arise on campus, take a more purposeful and active approach. Specifically:

1. Form a small Action Committee (including at least one person with real institutional power to effect change) in order to develop models for enhancing inclusion on campus. It might be useful to focus this process by working each year with one Faculty and one Administrative Area or on one particular activity (e.g. recruitment). Models and best practices developed in this process could then be shared. (It would be important to ensure that the Dean, VP, AVP or Director from each targeted Faculty or Area was on the Action Committee during the appropriate year).
2. Support and inform the work of the Action committee through PACBIC, the Inclusion Steering Committee, MSU Diversity Services, Student Services, and other related offices and services on campus
3. Ensure that the Action Committee has structural support from Senior Management to effect change

5.3   Act on Significant Current Issues

Engage with and respond to already identified inclusion issues. If action is not possible in the short-term because, e.g. of space constraints, ensure that the concern is fully understood and identify clear plans for future response. Specifically:

1. Expand the Recommendations of the Task Force on Integration of Women Faculty to include members of all identity groups
2. Adopt and implement the expanded Recommendations of the Task Force on the Integration of Women Faculty in all Faculties, with annual reports required on progress
3. Seize opportunities created by vacancies in senior administrative and other key positions to undertake recruitment and selection with clear attention to inclusivity in both process and, wherever possible, outcome – in order to redress the representation issues discussed earlier.
4. Implement an Employment Equity program in accordance with the requirements of the Federal Contractors Program as quickly as possible

5. Consider adapting the requirements of the Federal Contractors Program to include students at both the graduate and undergraduate levels
6. Address issues facing women, Aboriginal Persons, members of the Black community and members of the Queer community as identified in the various reports
7. Address the current inclusion issues identified in the various PACBIC and HRES Reports including bullying, electronic harassment, islamophobia and anti-semitism.
8. Provide resources and institutional commitment in support of projects currently underway through the Centre for Student Development and Human Resources to address attitudes and behaviours on campus that undermine efforts to provide appropriate accommodation to persons with disabilities

APPENDIX A
RECOMMENDATIONS FROM PREVIOUS REPORTS
(By Report)

What follows is a compilation of the recommendations made in previous reports on inclusion-related issues. We make no attempt to comment on these recommendations nor to rank them according to importance. We note as well that some of these recommendations are too broad, too vague or too insubstantial to be included in an action plan. It is also important to recognise that many of these recommendations have already been acted upon at McMaster while others may have become redundant or inappropriate with the passing of time.

The list might seem, at first, overwhelming but will hopefully be less so once we have organised these raw recommendations into broad categories (see Schedule B below).

a) The Ibis Report (2006)
1. Each member of the Leadership Group be asked to develop an Inclusion Plan for 2007 and be accountable to the President for its implementation:
    a. Inclusion Report Card issued annually by the President's Office.
    b. State of Inclusion Address made annually by the President.
    c. Inclusion Plans by the Direct Reports of the Leadership Group.
    d. Collection and maintenance of data on the representation of marginalised groups in student, staff and faculty communities.
    e. Widespread distribution of the Ibis Report.
    f. Addition of four or five new members to the Inclusion Committee, preferable senior leaders with power, preferably white males, who are currently underrepresented on the Committee.
2. Increase the Number of People from Underrepresented Groups in the Senior Administration:
    a. Outreach hiring approaches for open positions, with the inclusion of members of marginalised groups on hiring committees.
    b. Review of representation rates in all areas and establishment of hiring targets to address areas of under-representation.
    c. Inclusion of at least one person from a marginalised group on each short list for open positions.
    d. Establishment of a career development program for staff.
3. Increase Support for Marginalized and Underrepresented Groups: the Black community, the QBLTQ community, people with disabilities, and Indigenous people as well as women in traditionally male academic disciplines or job functions:
    a. Establishment of a Black Community Task Force to help the University provide better support for members of the Black Community on campus.
    b. Additional resources for Indigenous Studies program, in particular to hire more faculty and to change the academic program to a four-year program.
    c. A summer program for incoming Indigenous students to prepare them for McMaster.

   d. Creation and dissemination of a master plan for campus accessibility, with adequate resources to create total accessibility on an accelerated basis.
   e. Allocation and advertisement of permanent prayer space for Muslim members of the community.
   f. Employee Relations staff person to be assigned to work with the custodians and their managers to address current issues.
   g. Creation of a process to address employees' issues at the downtown campus.
4. Ensure that all Orientation Programs include a module on Inclusion, Equity and Human Rights:
   a. Add one or two more staff members to the First Year Experience Office.
   b. Include a "Building an Inclusive Community" module in all orientation programs for faculty, staff and students.
   c. Develop and fund an e-learning program on Inclusion, Human Rights and Equity for all orientation programs.
5. Allocate More Resources to Foster a More Inclusive Culture at McMaster:
   a. Incentives be provided to faculty revise their courses to include multicultural materials.
   b. Two new staff be added to the Office of Human Rights and Equity Services to help with their expanded role.
   c. Each faculty, school or department designate a person to periodically review and assess all their Public Relations materials and publications to ensure they reflect a commitment to inclusion and demonstrate inclusion.
   d. The Human Resources Department modify its policies and practices after reviewing how they could better support building an inclusive community.
   e. Each Faculty or School form its own Inclusion Committee to promote and ensure and inclusive culture.

b) The Administration's Report (2006)
   1. Lack of employment equity data:
      a. Human Resources will be given the task of implementing an employment equity survey following the complete implementation of the new HR/Payroll software system in 2007.
   2. Orientation, Education and Training:
      a. Creation of a master plan be created to outline orientation, education and training, opportunities to complement the work done to date.
      b. A report be presented to PACBIC in Spring 2007.
   3. Disabilities:
      a. Development of a Master Plan with regard to accessibility for Persons with Disabilities and preparation of an annual report.
      b. Development of a communication strategy to ensure that all members of the community are aware of the significant number of services available to faculty, students and staff.
      c. Presentation of the Master Plan and communication strategy to the community in the Summer of 2007.
   4. Inventory of Services, Activities and Investments

       a. Development and communication of an inventory of the services and
           activities currently available by late Winter 2007;.
       b. Budget Committee continue the reporting of new investments that support
           this Refining Directions goal.

c) The Retreat Recommendations (2006)

1. Develop ways to make students more aware from the first day: improve orientation.
2. Identify best practices in other institutions and the private sector.
3. Develop better dialogue for students, faculty and staff.
4. Address the issue that not everyone who feels aggrieved speaks out, and "whistle blowers" face consequences.
5. Review ways of doing hiring and develop more inclusive practices.
6. Have discussions around campus of the need for diversity.
7. Emphasize the difference between diversity and inclusion.
8. Develop an understanding out about what diversity means.
9. Get feedback from students on priorities.
10. Communicate to the community McMaster's commitment to inclusion and the work that is already being done around the issue.
11. Coordinate procedures for dealing with complaints better.
12. Celebrate inclusion activities in various faculties publicly.
13. Advertise what we do to counteract racism.
14. Work to see conflict and complaints as positive attempts to deal with issues.
15. Open two-way lines of communication – address perceptions, create compromise, develop guidelines.
16. Deal with climate issues.
17. Foster a learning environment free from racism and discrimination.
18. Create an awareness campaign with a title like: "From everyday racism to everyday inclusion".
19. Hold cultural inclusion days modeled after the "healthy work week".
20. Build upon existing orientation, core competencies programs.
21. Nominate a senior person to own the planning and facilitation of cultural change, to help describe and initiate change, to coordinate strategies across different groups.
22. Use the plan for anti-racism work as model to address other types of exclusion.
23. Senior leaders must model behaviour for all those they interact with.
24. Provide research opportunities, e.g., in summer positions, that will both include more students from diverse backgrounds, and learn from them.
25. Value the ability of those already here to be good ambassadors for the university.
26. Senior managers need to champion the issue in public, in a high profile way.
27. Develop a place on the web that gives a clear message about inclusion, so people don't get the wrong message (e.g., diversity is only about exchange programs).
28. Develop a clear program and persons who can work with faculty to overcome racism in the classrooms.

29. Enhance the reputation of the Human Rights office as a place to go for help on all kinds of issues, where as complainant or respondent, or as average community member.
30. Take advantage of, and value, the experience and perspective of everyone in the community. Use the pool of talent here and ensure that those already here are respected and valued; gain the advantage of their expertise.
31. Understand the difference between teaching and curriculum – racism might affect either.
32. Prioritize the steps, rather than try to hit everything at once.
33. Identify what we are doing well; get people's attention.
34. Review hiring practices: how can they be made more inclusive? Identify methods to involve a broader base for recruitment, to source more talent.
35. Use existing surveys and data to provide useful information to guide the work.
36. The Human Rights Office, in consultation with the Senior Management Team, should consolidate the ideas that come out of the work done to date and then incorporate a prioritised list of goals into an action plan.
37. Ensure participation in the process in 36 of the existing "talent" across campus – a collaborative process that engages the community can take advantage of the talent already here, of people who have been doing work in this area for years, and who have an understanding already of the environment at McMaster. (The management group that exists is not very inclusive, so they need the assistance of the whole community to formulate and develop a plan.).
38. Consultation is key: broaden the action plan to include everyone, not only the excluded.
39. Address the question of who is here, who does the teaching, makes a difference for the outcomes for students? Cultivate talent actively, with a strong campaign, and a thoughtful process for changing the composition of the university.

d) The Tinglin Report (2005)

1. Develop a clear and credible definition of inclusiveness and translate it into concrete, specific goals and expected results.
2. Communicate this definition well to the university community and to the community beyond, building strong support for it within both populations.
3. Create appropriate learning opportunities to enhance staff and faculty leaders' understanding of the issues; in particular effective ways to support inclusiveness and lead anti-racism organizational change.
4. Invest in building a solid data base that provides a profile of the racial and ethno-cultural composition of the university community, including its workforce, and movement within employee and management ranks; .
5. Review existing policies and procedures to ensure that they are consistent with, and support the stated inclusiveness goals – racial inclusion, in particular;
6. Put in place appropriate accountability measures – i.e. to monitor performance, assess progress and evaluate results.
7. Implement an extensive training program on racism and anti-racism work for Senior Leaders and Managers at McMaster.

e) The Indigenous Studies Report

1. Appoint four tenure-track, cross-appointed faculty (with English/Cultural Studies, Health-Based Research, Social Work and Sociology) , in addition to the conversion of the present full-time appointment (with Anthropology) to a tenured position.
2. Allocate funding for Elders on campus and Indigenous Knowledge speakers.
3. Acquire and allocate sufficient space for the Indigenous Studies program (6 to 8 rooms).
4. Appoint an Indigenous Students Recruitment Officer.
5. Appoint an Administrative Coordinator for Indigenous Studies.
6. Create a designated budget for the material-resource needs of the Indigenous Studies program.
7. Expand the University Access Program and Course Development.
8. Increase Aboriginal student enrolment and graduation across all disciplines.

f) The CAHH Report (2001)

1. University Commitment:
   a. A clear and unequivocal commitment from the University to address homophobia and heterosexism.
   b. Development of a clear university policy against homophobia and heterosexism.
2. Education and Training:
   a. Development and funding of an ongoing educational program for faculty, staff and students to promote a gay-positive environment.
   b. Specialised education for health-service, human-resource-service and residence employees on GLBTQ issues.
   c. Creation of information packages (for all new staff and faculty) identifying on-campus resources available to GLBTQ staff and faculty.
   d. Development of HR processes that do not require public-disclosure in order to receive benefits to which a person is entitled.
3. Visibility:
   a. Higher profile for members of the GLBTQ community and for GLBTQ issues in general in University publications (including calendars, orientation materials, websites, recruitment materials, etc.).
   b. Increased profile for on-campus supports such as CAHH, the GLBTQ Centre, the Human Rights Office, OPIRG, their services and their gay-positive endeavours.
   c. Increase in "visibility projects" on campus.
   d. Inclusion of gay-positive magazines and books in the offerings of the campus Bookstore.
   e. Development of interdisciplinary academic programmes concerned with GLBT experiences and issues.

g) The Female Faculty Report (1990)

1. The Provost should report annually to Senate on the progress made on the various recommendations in this report, and on the integration of female faculty at McMaster. The Provost's report will include elements that Chairs include in their annual reports to the Provost. The Provost's report to the Senate with respect to these matters should be published in the Courier or otherwise be given wide circulation.
2. The Vice-President, Health Sciences, should ensure that a group be set up within the Faculty of Health Sciences to consider the extent to which the findings of the IFFM Report apply to that Faculty, to undertake a study of the integration of female faculty in Health Sciences, and to recommend ways to implement changes in that Faculty that will further the integration of women within it.
3. The Dean of Graduate Studies should ensure that the criteria for eligibility for chairing or participating in the examination of doctoral theses are clearly documented for the information of all faculty.
4. The Dean of Graduate Studies should extend to all who meet the formal criteria the opportunity to chair or participate in the examination of doctoral theses. The School of Graduate Studies should include all such individuals in an appropriate rota unless they choose to exclude themselves.
5. The Senate Appointments Committee should consider ways to ensure that their nominations and search committees follow the principle of inclusion, and should report to Senate on the procedures that they have adopted to accomplish this goal.
6. For all available academic administrative positions within the University it is recommended that the Chair of the search committee (who would be the President, one of the Vice-Presidents, or a Dean make known to all relevant members of faculty information about the availability of the position, the requirements of the position, the criteria by which candidates for the position will be judged and the fact that all members of faculty who meet the criteria have equal opportunity to apply for and be considered for the position.
7. Department Chairs and Faculty Deans should ensure that mechanisms are in place to identify qualified women for participation in important decision making committees and to encourage participation of such women in these committees. Widespread discussion should take place within Departments/Faculties to develop ways of increasing the participation of qualified women and other under-represented groups at all levels of Faculty governance. Such discussion must take into account the real risk of over-burdening small numbers of women in some departments and address ways of dealing with this problem.
8. The annual reports submitted by Chairs and Deans to the President should include a list of members of important decision making committees, particularly Promotion and Tenure committees and Hiring/Search committees. Such a report should also include information about the process by which members of these committees were selected.
9. The Provost and the Vice-President, Health Sciences, should ensure that orientation and workshops for both Chairs and new faculty address the need to

consider all faculty members for inclusion in informal networks and in invitations lists to meetings and informal gatherings with visiting academics.

10. Chairs should ensure that the scholarly and professional achievements of all faculty members be publicly acknowledged and widely publicized in their departments.

11. Those responsible for organizing University-level lectureships should seek to include speakers who will emphasize gender issues and the new developments in feminist scholarship.

12. The Chair of each Department and School in the University should be responsible for developing a written statement indicating the way in which merit recommendations are derived.

13. The Chair of a Department should apprise each member in writing of the merit determination made in his or her case. A person rated below par should also be informed of what must be done to alter future ratings.

14. The Provost's office should make available to all faculty information about the distribution of merit awards by Faculty, by rank, and by gender.

15. Departmental Chairs should make clear to all members of faculty how duties are allocated.

16. Chairs and Directors should allocate all teaching, and in particular that done in evenings or in the summer or that is particularly onerous, according to equitable criteria. These criteria should be understood by and acceptable to members of their Department or School.

17. Chairs and Directors should ensure, either directly or by way of the Chair of their Graduate Committee, that graduate teaching is distributed according to their faculty members' qualifications and that information about all qualified faculty members' research interests is made known to potential graduate students and student advisors.

18. The chairs and members of committees, and any other individuals charged with the evaluation of scholarship, whether this evaluation is episodic or ongoing, should systematically consult with experts in the relevant field. If such experts are no available within the University, they should be sought outside. In this case, the conditions of consultation should be as specified in McMaster University Revised Policy and Regulations with respect to Academic Appointment, Tenure and Promotion (1977, 1980). The chairs of such committees or groups or the individual responsible should be held accountable by their Deans for ensuring that the opinion of appropriate experts has been sought.

19. Each Faculty Dean should be held responsible for ensuring that the Faculty provides an environment that supports and nurtures all of its members – and especially new faculty. Deans should hold their Chairs accountable for Departments' roles in the provision of a supportive climate.

20. Senate should ensure that procedures for the selection of Chairs of Departments and Directors of Schools and Programmes are amended so that the formally constituted election Committees interview potential Chairs with particular regard to style of departmental governance and sensitivity to the problems of integration of female and junior faculty.

21. The Provost should ensure that new Departmental Chairs attend a workshop on the topics of this report., Special attention should be paid to the sources of gender discrimination and their corrosive effect on the collegial spirit McMaster works to foster., This workshop should be distinct from any training in the administrative practices of the University. (see also Recommendation 9.)

22. Each Chair should meet annually with every member of the Department to review career progress. This meeting should look forward or go beyond any discussion of past performance involved in explaining the latest merit award.

23. Each Chair should review annually for tenure all untenured faculty in the Department and review all assistant and association professors for promotion. (That is, the Chairs should take the initiative and not require faculty to put themselves forward).

24. The Joint Committee should develop amendments to the time-dependent rules in the Tenure and Promotion documents to allow a modest variety of 'stop-the-clock' choices.

25. Senate should modify the terms of permanent, tenured, part-time appointments to allow a variety of schemes. In all cases the assigned duties should have normal proportions of research, teaching, and administration. When a full-time appointee arranges to be on part-time status, the right to return to full-time status should be preserved. Time-dependent deadlines should be extended proportionately.

26. The Board of Governors should establish a working group to look into possible solutions to a number of issues related to child care for faculty with young children. Three issues that have surfaced in our discussions are the quantity of day care available on campus, the provision of 'after hours' care (e.g. for faculty teaching evening courses, or with lab work that carries on beyond the 8 to 6 time frame in which child care is normally available), and the provision of care for slightly sick children during normal child care hours.

27. The University Appointments Committee (which for any particular vacancy outside of Health Sciences consists of the Provost, the Dean of the Graduate School, the Dean of the Faculty involved, and the Chair of the Department concerned) should review the treatment and evaluation of all applications, and should require the Department to explain reasons for their choice when a strong woman candidate is rejected in favour of a male candidate.

28. The Provost should include in the annual report to Senate (Recommendation 1) a review of the percentage of women being hired, by Faculty (and areas within the Faculty where feasible), by type of appointment, and by rank, to ensure that the hiring of women to tenure-track positions does not fall below their proportion in the available pool.

29. Faculty Deans and Department Chairs should ensure that when appointments are to be made at senior levels of the Faculty, every effort is made to find qualified women and to encourage them to apply.

30. Faculty Deans should ensure that all members of hiring committees are familiar with the information on interviewing in the Ontario Human Rights Commission's publication "Human Rights: employment application forms and interviews", and with material on prejudicial perceptions of female candidates.

31. Faculty Deans and Department Chairs should bring to the attention of candidates for faculty positions the implementation of the other recommendations in this report, as an indication of the type of support available at McMaster for all faculty members.

h) The Accessibility Reports (2005/06)

1. Consultations with Academic departments within the Faculty of Business on the needs of students with disabilities and the *McMaster University Policy on Accommodations of Students with Disabilities*.
2. Poster campaign focusing on a broad context of disability areas. The poster campaign will, as has been done for the past two years, incorporate images of students with disabilities.
3. Consultation with the Senior Management Team of the University regarding obligations under the Ontarian's with Disabilities Act (2001) and the Accessibility for Ontarians with Disabilities Act (2005) and Human Rights. A plan will be presented to bring ODA annual plans into the university's annual budget cycle.
4. Request for funding through Refining Directions, to initiate a complete campus access audit in preparation for regulations stemming from the Accessibility for Ontarians with Disabilities Act.
5. Develop and implement a process for regular checks on all automatic door operators on campus to ensure working function on a daily basis. Adopt a policy whereby all automatic door operators are affixed with a key operated on/off switch.
6. Provide wheelchair access to the basement (Bridge's Café) level of the Refectory.
7. Review of undergraduate admissions policy with respect to entrance requirements for students with disabilities as a means of "leveling the playing field" for admission consideration. As part of this process, research into what other universities have done in this area will be necessary.
8. Review University Parking Policy for People with Disabilities.
9. Undertake a review of policies regarding part time versus full time status in graduate programs for students with disabilities. This review will consider qualification for scholarships, TA appointments and funding, term of program, tuition, and other issues related to fees and funding.
10. For many students with disabilities a part time course load is in effect full time course work. A review will be taken regarding consideration for students with disabilities registered in a part time course load to be considered for full time status, thus enabling them to access certain services or academic qualifications as would be associated with full time status.
11. Human Resources to implement at all campus locations a contact person for staff with disabilities to address any work and disability-related issues.
12. Student Liaison Office to review all promotional material with the view to including appropriate information regarding access and accommodations for students with disabilities, and to take active steps to include images of students with disabilities in all promotional material.

13. University Technical Services to take a more active role in the provision of alternate format access computing technology for students and staff with disabilities.
14. University Library to take an active role in providing access for students with disabilities to computing facilities within its Knowledge Commons and Reference Services.
15. Presentations to the Faculties.
16. Review all wheelchair lifts on campus for viability and consideration of replacement (future).
17. Review admissions policy to the School of Social Work (future).
18. Establish a policy for the implementation of substitute evaluation methods for students with specific learning disabilities (future).
19. Develop and implement a review committee structure to ensure and approve physical accessibility needs in all new and retrofit campus construction projects (future).
20. Review admissions policy for students with disabilities to particular programs (future).

i) The HRES Annual Reports (2004/05/06)

1. That resources be allocated to the establishment of an office designed to deal specifically with issues of bullying on campus or, in the alternative, that policies be created or amended to flow bullying cases into appropriate existing processes, such as the Student Code of Conduct, the Faculty Code of Conduct, and disciplinary procedures for employees. If the latter course if followed, significant training will have to take place.
2. That appropriate steps be devised and then implemented to deal with the problem of "sick units".
3. That resources be allocated to the Office of Human Rights and Equity Services to allow for the hiring of another full-time employee to be responsible for complaints and consultations to allow existing staff to focus on education and awareness-raising, partnership building, policy development and institutional change.

j) The PACBIC Reports (2005/06)

1. Tthe need for a permanent space for Indigenous Students, either as a service or a club, preferably in the MUSC.
2. The need for an elevator/lift in Bridges.
3. The need to review the processes around the nomination of University Professors and Canada Research Chairs to address inequities toward possible female candidates.
4. The need to consider ways to diversify the food choices available on campus and to consider ways to reduce the cost of Kosher and Halal meals.
5. The need for prayer or faith space, preferably permanent, which could be used for the provision of faith-specific food on particular occasions.

6. The need for more Day Care spaces for the children of faculty, staff and students on campus (and, if possible, flexible spaces).
7. The need to improve resources for Indigenous Students on campus, both in the form of support services and improved climate in the general campus community.
8. The need to prepare for the looming crisis in funding for the accommodation of faculty, staff and students with disabilities, in light of changes to the current statutory regime.

APPENDIX B
RECOMMENDATIONS FROM PREVIOUS REPORTS
(Sorted and Edited into Categories)

As part of the work of preparing this report, we reviewed the recommendations made in each of the previous documents and attempted to cluster them according to a number of themes that were readily discernible among them:

1.   Communicate Commitment to inclusion as a matter of institutional expectation and support and Educate to prepare members of the community to take part in an inclusive organisational culture;

2.   Translate that Commitment into organisational policies and practices at every level and in every aspect of the University's work;

3.   Commit Resources in support of these change processes; and

4.   Evaluate Progress towards the translation of commitment into action.

1. Communicate Commitment and Educate

a)   Periodically review all public relations and recruitment materials (including printed material and information electronically available), especially of the following groups, to ensure that such materials reflect a commitment to inclusion and demonstrate inclusion:
- Faculties, Schools and Departments;
- Student Services;
- Human Resources;
- Conference and Housing Services;
- Registrar's Office;
- School of Graduate Studies;
- Student Liaison Office.

b)   Involve the Office of Public Relations in creating and implementing a wide-spread, multi-faceted campaign to raise awareness among all constituencies on campus with the following goals and messages:
- communicate the University's commitment to building an inclusive community, and to address issues of exclusion, including homophobia and heterosexism, sexism, racism, able-ism, Eurocentrism, harassment and discrimination;
- raise awareness about and celebrate the many efforts currently underway and planned to improve inclusion and remove barriers to participations to members of various identity groups;
- raise awareness about and celebrate the numerous offices and services available on campus to faculty, staff and students which help support inclusion, including:
    - the GLBTQ Centre

- o the Committee Against Heterosexism and Homophobia
- o the Office of Human Rights and Equity Services
- o the International Students Centre
- o the Centre for Student Development and, particularly, its services for students with disabilities
- o the McMaster University Committee on Disability Access
- o the President's Advisory Committee on Building An Inclusive Community
- o the Ontario Public Interest Research Group
- o Indigenous Studies and the services it offers
- o Women in Engineering
- o the First Year Experience Office
- o McMaster Students' Union Clubs and Services
- o Food Services outlets, including East Meets West, the Wokery and the Bridges Vegetarian Café;
- promote discussion on campus of such topics as:
  - o the value of diversity to the University's mission and strategic goals
  - o the difference between diversity and inclusion
  - o the meaning of inclusive community with a shared purpose
  - o the value of our complaint processes as a way to surface and address issues and barriers
  - o the role and function of the Office of Human Rights and Equity Services as a resource for all members of the community, including potential complainants and respondents in human rights complaints;
- create a distinctive web presence for the University's commitment to building an inclusive community with a shared purpose, preferably linked directly and visibly to the University's main page.

c)   Continue to make inclusion-related issues visible in the public conversation at McMaster and in the communications of the President and Vice-Presidents; the President and Vice-Presidents (and other University spokespersons) should make it a policy to include at least one inclusion-related comment, topic or issue in every one of their public statements.

d)   Ensure equitable treatment and inclusion of members of faculty:
- Chairs should ensure that the scholarly and professional achievements of all faculty members be publicly acknowledged and widely publicised in their departments;
- Those responsible for organising University-level lectureships should seek to include speakers who emphasize inclusion issues or issues related to traditionally marginalised communities.

e)   Ensure that all Orientation Programs (for new faculty, staff and students) include a module on Inclusion, Equity and Human Rights and develop and distribute information packages identifying on-campus resources for members of traditionally-marginalised communities;

f)	Develop and fund an e-learning program on Inclusion, Equity and Human Rights and promote the program for all members of the community;

g)	Include Inclusion, Equity and Human Rights topics in existing Core Competencies programs and expand the Core Competencies program to include a separate Competency related to Inclusion;

h)	Develop and implement an extensive education program on inclusion-related topics (including racism, sexism, homophobia, islamaphobia and anti-semitism, etc.) and on leading organisational change on these issues for leaders and managers (including senior leaders);

i)	Provide specialised education for health-service, human-resource-service and residence staff on issues specific to members of the GLBTQ community, Aboriginal persons, persons with disabilities and members of diverse religious and cultural groups;

j)	Provide education and training to all staff and faculty (including leaders and managers) on the issue of academic and employment accommodation for persons with disabilities and persons with religious requirements;

k)	Provide education for members of faculty and academic administrators on inclusion related topics, including:
- the importance of including members of traditionally-marginalised groups in informal networks and in invitations lists to meetings and informal gatherings with visiting academics;
- the sources of discrimination and their corrosive effect on the collegial spirit that McMaster works to foster;
- the requirements and practices of inclusive hiring processes, as set out by the Ontario Human Rights Commission and by other appropriate services.

l)	design and implement an extensive training program on inclusion issues (including racism, homophobia, aboriginal issues, disability issues) for members of the senior management team, a program which can then be offered to supervisors at all levels.

m)	Hold cultural, racial, religious and other "Inclusion Days" on campus, modeled after the "Healthy Work Week" program, and other "visibility projects" to raise the profile of traditionally marginalised groups at McMaster.

n)	Create a poster campaign focussing on inclusion, modeled on the very successful disability awareness poster campaign.

2. Translate Commitment

a)	Create a Master Inclusion Plan for the University to address all aspects of inclusion, which would include the following:

- a clear and credible definition of terms such as "inclusion", "inclusive community" and "shared purpose";
- identification of barriers and clear goals for their removal;
- approaches to removing those barriers, including timelines;
- accountability for implementation of those approaches.

b)   Each member of the senior management team to create Inclusion Plans for their own areas of responsibility, which would include requiring their direct reports to create Inclusion Plans for their areas as well.

c)   Ensure compliance with the requirements of the Federal Contractors Program (Employment Equity):
- collect data on the representation of members of traditionally marginalised groups in its workforce (faculty and staff)
- collect data on the representation of members of traditionally marginalised groups in our recruitment processes for all positions (the applicant pool, the pool of candidates interviewed, the candidates hired)
- collect data on the on-going participation and advancement of members of traditionally disadvantaged groups within our workforce;
- compare the representation of members of traditionally marginalised groups in McMaster's workforce with their representation in the qualified candidate pool in the greater community general population from which we hire to discover where gaps exist;
- conduct employment systems review where under-representation is found to identify and remove barriers to the fair participation of members of traditionally marginalised groups in our workforce.

d)   Create a similar data-collection, warehousing and analysis process for use with regards to our student population (both undergraduate and graduate).

e)   Develop and publish clear university policies on inclusion, against homophobia, sexism, heterosexism, racism, anti-semitism, able-ism, islamaphobia, etc.

f)   Review existing policies and procedures to ensure that they are consistent with, and support, the stated inclusion goals, including:
- undergraduate admissions policies;
- parking policies (especially with regard to accessible parking);
- policies with regard to part-time versus full-time student status and the qualification requirements for scholarships, bursaries, employment, etc.;
- policies with regard to methods of academic evaluation;
- procedures with regard to the nomination of University Professors and Canada Research Chairs.

g)   Develop and implement a process for regular checks of all automatic door openers on campus to ensure functioning on a daily basis; adopt a policy whereby all automatic door operators are affixed with a key operated on/off switch.

h)   Develop and adopt a policy and procedure for identifying and addressing significant behavioural and bullying problems within particular academic and administrative units.

i)   Coordinate better the procedures for dealing with concerns and complaints regarding inclusion issues and advertise these procedures better.

j)   With regard to equity among faculty, implement or continue to implement the following processes:

- The Dean of Graduate Studies should ensure that the criteria for eligibility for chairing or participating in the examination of doctoral theses are clearly documented for the information of all faculty;
- The Dean of Graduate Studies should extend to all who meet the formal criteria the opportunity to chair or participate in the examination of doctoral theses. The School of Graduate Studies should include all such individuals in an appropriate rota unless they choose to exclude themselves;
- The Senate Appointments Committee should consider ways to ensure that their nominations and search committees follow the principle of inclusion, and should report to Senate on the procedures that they have adopted to accomplish this goal;
- For all available academic administrative positions within the University it is recommended that the Chair of the search committee (who would be the President, one of the Vice-Presidents, or a Dean) make known to all relevant members of faculty information about the availability of the position, the requirements of the position, the criteria by which candidates for the position will be judged and the fact that all members of faculty who meet the criteria have equal opportunity to apply for and be considered for the position;
- Department Chairs and Faculty Deans should ensure that mechanisms are in place to identify qualified members of traditionally marginalised groups for participation in important decision making committees and to encourage participation of such persons in these committees. Widespread discussion should take place within Departments/Faculties to develop ways of increasing the participation of qualified members of traditionally marginalised groups at all levels of Faculty governance. Such discussion must take into account the real risk of over-burdening small numbers of members of traditionally marginalised groups in some departments and address ways of dealing with this problem;
- The Chair of each Department and School in the University should be responsible for developing a written statement indicating the way in which merit recommendations are derived;
- The Chair of a Department should apprise each member in writing of the merit determination made in his or her case. A person rated below par should also be informed of what must be done to alter future ratings;
- The Provost's office should make available to all faculty information about the distribution of merit awards by Faculty, by rank, and by gender;
- Departmental Chairs should make clear to all members of faculty how duties are allocated;

- Chairs and Directors should allocate all teaching, and in particular that done in evenings or in the summer or that is particularly onerous, according to equitable criteria. These criteria should be understood by and acceptable to members of their Department or School;
- Chairs and Directors should ensure, either directly or by way of the Chair of their Graduate Committee, that graduate teaching is distributed according to their faculty members' qualifications and that information about all qualified faculty members' research interests is made known to potential graduate students and student advisors;
- The chairs and members of committees, and any other individuals charged with the evaluation of scholarship, whether this evaluation is episodic or ongoing, should systematically consult with experts in the relevant field. If such experts are not available within the University, they should be sought outside. In this case, the conditions of consultation should be as specified in <u>McMaster University Revised Policy and Regulations with respect to Academic Appointment, Tenure and Promotion (1977, 1980).</u> The chairs of such committees or groups or the individual responsible should be held accountable by their Deans for ensuring that the opinion of appropriate experts has been sought;
- Senate should ensure that procedures for the selection of Chairs of Departments and Directors of Schools and Programmes are amended so that the formally constituted election Committees interview potential Chairs with particular regard to style of departmental governance and sensitivity to the problems of integration of junior faculty and faculty who are members of traditionally marginalised groups;
- Each Chair should meet annually with every member of the Department to review career progress. This meeting should look forward or go beyond any discussion of past performance involved in explaining the latest merit award;
- Each Chair should review annually for tenure all untenured faculty in the Department and review all assistant and association professors for promotion. (That is, the Chairs should take the initiative and not require faculty to put themselves forward);
- The Joint Committee should develop amendments to the time-dependent rules in the Tenure and Promotion documents to allow a modest variety of 'stop-the-clock' choices;
- Senate should modify the terms of permanent, tenured, part-time appointments to allow a variety of schemes. In all cases the assigned duties should have normal proportions of research, teaching, and administration. When a full-time appointee arranges to be on part-time status, the right to return to full-time status should be preserved. Time-dependent deadlines should be extended proportionately.

l)   Address the issue that not everyone who has concerns feels that it is safe to speak out about those concerns, that people fear that "whistle-blowers" can face negative consequences for coming forward.

m)   Foster an environment on campus that is inclusive and free of racism, discrimination and other forms of exclusion.

n)   Nominate a senior person to own the planning and facilitation of culture change, to help describe and initiate change, to coordinate strategies across different groups;

o)   With regard to issues brought forward related to person from particular identity groups:

- University Technology Services (UTS) and the Library to take a more active role in the provision of alternative format, accessible computing technology for faculty, staff and students with disabilities in the Library's Knowledge Commons, its Reference Services and across campus as a whole;
- develop and implement a review committee to ensure that all new and retrofit campus construction projects meet appropriate accessibility standards;
- consider ways to diversify food choices available on campus at a reasonable cost, to meet the religious, dietary and health-related needs of members of the community;
- make more day care spaces available for the children of faculty, staff and students, with a focus on creating flexible spaces.

p)   Each Faculty Dean should be held responsible for ensuring that the Faculty provides an environment that supports and nurtures all of its members and especially new faculty. Deans should hold their Chairs accountable for Departments' roles in the provision of a supportive climate.

q)   Identify best practices for inclusion used at other North American universities and assess their viability for McMaster;

r)   Conduct a broad-ranging survey of inclusion-related activities that have taken place on campus since 2000, including those that are on-going and planned for the future;

s)   Conduct a campus-wide campus accessibility audit to locate barriers to participation by persons with disabilities and, if possible, other traditionally marginalised groups;

t)   Where, in the implementation of Employment Equity processes, gaps in representation of members of traditionally marginalised groups are found, implementation of processes to help to ameliorate those gaps:

- review of recruitment, interviewing and hiring practices to identify barriers;
- outreach recruiting and hiring for open positions to address under-representation
- inclusion of at least one person from a traditionally marginalised group on the short list for every open position.

u)   With regard to equity among faculty, implement or continue to implement the following processes:

- The University Appointments Committee should review the treatment and evaluation of all applications for faculty positions and should require a Department to explain reasons for their choices when a strong candidate who is a

member of a traditionally marginalised group is rejected in favour of a candidate who is not a member of a traditionally marginalised group;

- Faculty Deans and Department Chairs should ensure that, when appointments are to be made at senior levels of the Faculty, every effort is made to find qualified candidates who are members of traditionally marginalised groups and to encourage them to apply;
- Faculty Deans and Department Chairs should bring to the attention of candidates for faculty positions the efforts made to build an inclusive community on campus as an indication of the type of support at McMaster for all faculty members.

v)   Address the question of who is here, who does the teaching, how does that make a difference for the outcome for students?

w)   Cultivate talent actively with a well-thought-out process for changing the composition of the University.

x)   Develop interdisciplinary academic programs concerned with the experiences and issues of members of traditionally marginalised groups.

y)   Build an understanding of the differences between teaching and curriculum and how exclusionary practices (like racism and homophobia) might affect either.

z)   Increase the representation of traditionally marginalised groups in the senior management team of the university.

aa)   Require senior leaders to model inclusive behaviour for all those with whom they interact and to become champions of inclusion in public, in a very high profile way.

bb)   Take advantage of and value the experience, knowledge and perspective of everyone in the McMaster community – use their talents, knowledge and expertise to help the University to enhance inclusion. Create a collaborative process whereby people already on campus are invited and encouraged to help guide the transformation of the campus climate.

cc)   Develop a process to identify and address issues faced by members of specific identity groups, particularly members of the Black, Aboriginal and LGBTQ communities.

dd)   Conduct a review of the accessibility of the campus and create a clear, enforceable timeline to address issues identified, including the provision of an elevator or lift for Bridges Café.

3.   Commit Resources

a)   Establish a working group to look into possible solutions to a number of issues related to child care for faculty, staff and students with young children.

b)   Establish a career-development program with guidance and mentoring for staff ;

c)   With regard to concerns already raised by specific groups on campus, the University should:

- assign an Employee Relations staff person to work with custodians and their managers to address current issues;
- create a process to address current issues among staff at the Downtown Centre;
- develop Human Resource procedures that ensure that all members of the community can obtain access to benefits without being required to take extra steps in doing so and without being required to make public aspects of their identity which they might prefer to keep private;
- assign a human resource contact person at each of the campus locations to address disability-related issues.

d)   Develop a clear program and assign resource persons to work with faculty to overcome exclusionary practices (such as racism and homophobia) in the classrooms.

e)   Offer incentives to faculty members to revise their courses to become more inclusive and diverse.

f)   Nominate a senior person to own the planning and facilitation of culture change, to help to describe and initiate change, and to coordinate strategies across different groups.

g)   Add four or five new members to PACBIC, preferably senior leaders with power and preferably white males who are currently under-represented on the Committee;

h)   Add staff to those offices and services that have proven to contribute to inclusion on campus:

- First Year Experience;
- Human Rights and Equity Services;
- Centre for Student Development;
- Human Resources.

i)   Add staff and faculty (particularly tenured and tenure-track faculty) to the Indigenous Studies program and expand the program to a four-year degree program.

j)   Create and resource an office designed to deal specifically and effectively with issues of bullying on campus and with academic and administrative units that are experiencing long-standing difficulties among their members that interfere with the functioning of the unit.

k)   To address the barriers to inclusion faced by Indigenous persons on campus:

- hire more aboriginal faculty, particularly tenured or tenure-track faculty, in the Indigenous Studies Program and in all Departments and Faculties across the campus;

- create or allocate permanent gathering and meeting space for Indigenous Students in all Faculties and Departments, preferably in the Student Centre;
- create and implement a summer program for prospective Indigenous Students to prepare them for life at McMaster
- appoint four tenure-track, cross-appointed faculty (with English/Cultural Studies, Health-Based Research, Social Work and Sociology) , in addition to the conversion of the present full-time appointment (with Anthropology) to a tenured position
- Allocate funding for Elders on campus and Indigenous Knowledge speakers
- Acquire and allocate sufficient space for the Indigenous Studies program (6 to 8 rooms)
- Appoint an Indigenous Students Recruitment Officer
- Appoint an Administrative Coordinator for Indigenous Studies
- Create a designated budget for the material-resource needs of the Indigenous Studies program
- Expand the University Access Program and Course Development
- Increase Aboriginal student enrolment and graduation across all disciplines.

l) Create or allocate a suitable permanent space on campus for the use of faculty, staff and students of all religious faiths in their religious observances and allow the provision of faith-appropriate foods during religious observances.

m) Provide research opportunities (such as summer positions) and ensure that students from traditionally marginalised communities have fair and equitable access to such opportunities.

4. Evaluate Progress

a) Continue to make inclusion-related issues visible in the public conversation at McMaster and in the communications of the President and Vice-Presidents:
- the President should make an annual "State of Inclusion" address that is widely published and distributed;
- the President should issue an annual Inclusion Report Card that is widely published and distributed;

b) Continue to improve the representation of members of traditionally disadvantaged groups in faculty:
- the Provost should continue to report annually to the Senate on the integration of women faculty and faculty from other traditionally disadvantaged groups (such as persons with disabilities, members of racialised communities, Aboriginal persons, members of the GLBTQ community) into McMaster;
- the Provost's Report should include a review of the percentage of members of traditionally disadvantaged groups hired, by Faculty (and areas within the Faculty where feasible), by type of appointment and by rank;
- the annual reports submitted by Chairs and Deans to the President should include a list of members of important decision-making committees, particularly

Promotion and Tenure Committees and Hiring/Search Committees, as well as a description of the process by which members of these committees were selected;

c)   Require each leader to submit an annual report on inclusion which would then be included in an overall McMaster Inclusion Report.

d)   The annual inclusion Plans and Reports should be disseminated widely to all members of the community.

e)   The Budget Committee should continue to report on new investments made in support of the inclusive community goal.

f)   Put in place accountability measures, to monitor performance, assess progress and evaluate results.