

# PACBIC

The President's Advisory Committee  
on Building an Inclusive Community  
**welcomes diversity and  
opposes hatred and bigotry.**

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on Building an Inclusive Community



ANNUAL REPORT TO THE MCMASTER COMMUNITY  
April 1, 2019 – March 31, 2020



# EXECUTIVE SUMMARY

## MCMMASTER'S STATEMENT ON BUILDING AN INCLUSIVE COMMUNITY

Inclusion occurs when an organization provides equitable access to its services, benefits and opportunities, and when systems and structures facilitate full participation by all members, especially in decision-making processes. In accordance with its [Statement on Building an Inclusive Community with a Shared Purpose](#) (January 1, 1970), at McMaster University, an inclusive community is one in which there is real, visible and meaningful representation and engagement of the diversity evident in the wider community at all levels and in all constituencies on campus (faculty, staff, students, administration). An inclusive community is one in which all members are treated equitably and fairly, and with respect and dignity. It is also a community where the rights of all individuals and groups are protected, and all members are recognized and valued for their contributions to the shared purposes of the University: academic, educational, research and service excellence.

## MCMMASTER'S STRATEGIC COMMITMENTS 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 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)<sup>3</sup>. Under the current President, McMaster has developed an EDI Strategy: Towards Inclusive Excellence and 2019 – 2022 EDI Action Plan.

## PACBIC'S 2019 REFLECTIONS AND RECOMMENDATIONS

This report describes the work accomplished by PACBIC in the 2019/20 academic year and discusses both reflections on the year as well as recommendations and areas for priority attention moving forward. Among the recommendations, PACBIC has identified the following for particular institutional attention and support.

1. Track efforts to improve recruitment, experience and retention of equity-seeking faculty and senior leaders.
2. Promote accessible education training as a requirement for instructors.
3. Strengthen African and African Diaspora Studies (AADS) and support other areas of critical race, ethnic and diasporic studies through targeted hiring and program development.
4. Centre the voices of persons with disabilities in accessibility and disability inclusion work.
5. Launch a Black, Indigenous, and People of Colour (BIPOC) Employee Resource Group.

## 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 a inclusive community with a shared purpose".

This year, we would like to recognize and extend deep appreciation to the following McMaster community members whose contributions to PACBIC have been both foundational and transformational. These individuals were instrumental in helping to establish 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.

First, we thank 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. We recognize the invaluable work of Amber Dean, a long time PACBIC working group convener and faculty leader working to address equity, inclusion and safety issues for members of marginalized sexual orientation and gender identity communities, and working to combat gender based violence. We thank Anne Pottier, also a long time PACBIC member and working group convener, who clearly and tirelessly advocating for accessibility and disability inclusion. We are also grateful to the team of co-chairs and vice-chairs whose terms ended in 2019. Ameil Joseph, a long-standing faculty member and social justice scholar and advocate led the PACBIC as chair and then co-Chair as the PACBIC welcomed the inaugural AVPEI as co-chair. Ameil is recognized as a social justice expert and leader on campus and in the local community, shepherding the PACBIC through many challenges over the last few years. We are grateful to Grace Pollock who brought both thoughtful and active leadership in the role of Vice-Chair, Staff over the last few years. We also thank Mijia Murong who held the role of Vice-Chair, Student, bringing a tremendous amount of engagement and commitment to working with and across student, faculty and staff groups.

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. In particular, we would like to acknowledge Vilma Rossi's foundational contributions to both PACBIC and to the EIO. For over 15 years, Vilma brought her passion for social justice and her deep commitment to community-engaged advocacy to her work with and through PACBIC, as well as her work as one of the long-standing leaders in the Equity and Inclusion Office. Vilma was dedicated to and effective in raising community awareness about and building campus capacity to understand, prevent and respond to issues of bias, discrimination, harassment and sexual violence.

# 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 2019 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 2019 – 2020 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): Prarthna Sakhuja, MSU Diversity Services Director
- EIO Resource Person: Joan Johnson

### **DISABILITY INCLUSION, MADNESS, ACCESSIBILITY, NEURODIVERSITY WORKING GROUP**

- Staff Co-Convener: Anne Pottier, Associate University Librarian
- Student Co-Convener: Brittany Allan, 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
- Associates: Matthew Jocko & Catherine Booker, Indigenous Student Health Sciences

### **GENDER & SEXUALITIES WORKING GROUP**

- Faculty Co-Convener: Dr. Amber Dean, Gender Studies & Feminist Research (to Dec. 2019)
- Student Co-Convener: Drew Lu-McLean, MSU PCC Coordinator
- Student Co-Convener: Nealob Kakar, MSU WGEN Coordinator
- EIO Resource Person: Vilma Rossi (to Nov. 2019)
- EIO Resource Person: Joan Johnson (from Jan. 2020)

### **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: Khadijeh Rakie

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 & 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 2019/20 academic year was, for PACBIC as well as the community at large, a time of both ongoing strategic development and sudden and unexpected change. 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. To take on such labors over the course of a year whose twists and turns in conditions of work were so relentless and increasingly dramatic required extraordinary levels of commitment and flexibility. As co-chair of the committee I offer my heartfelt thanks to all P&P members for not only staying the course, but keeping the ship afloat.

Even before COVID-19 required a campus shut-down, P&P was focused on the question of institutional structure and how PACBIC's placement within the university fit with its multidimensional mission to build inclusive community. I came in as the new faculty co-chair, following the brilliant lead of the outgoing faculty co-chair, Dr. Ameil Joseph, to take up the ongoing work of moving PACBIC from a solely faculty-chaired advisory committee to one in which the faculty chair works in collaboration with the AVP, Equity and Inclusion. P&P is the site where the division of labor between co-chairs is worked out most intensively, and where this dual leadership has the potential to enable community-based agitation, deliberation, and advocacy to be channeled into institutionally supported strategic transformation. This year revealed the enormous potential for PACBIC to operate as 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. An avid note-taker, I have used our “big PACBIC” meetings this year as opportunities to document our conversations at the granular level in order to create records that allow us to see the big pictures generated by collective anecdotal insight: for example, how mandatory university-wide accessibility training could dismantle a wide range of structural barriers to learning perennially observed by members of disabled and neurodiverse communities; or how strategic hiring and promotion of BIPOC faculty could address increased demands for programs based in critical race, ethnic, diasporic, and Indigenous studies as well as sustained requests for stronger networks of mentorship and interdisciplinary connection in these areas. One of my own goals for the coming year is to devise a method for sharing my compilations of member feedback with the membership, to help us all perceive the relationships of individual experience to institutional structure, of current inequities to strategies of institutional change.

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. As we continue this work in the coming year, we will have to account for the unforeseen institutional disruptions at the end of this academic year, which have had a profound effect both on the lives of community members and on the practical organization of university activity. Yet 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—indeed, how structures of inclusion and equity are particularly urgent in a time when mutual need and dependence are clearer than ever.

Dr. Eugenia Zuroski, Ph.D.  
Faculty Co-Chair

## **DISABILITY INCLUSION, MADNESS, ACCESSIBILITY AND NEURODIVERSITY WORKING GROUP**

### Reflections on the Year:

The 2019 academic year for this working group has been one of shifting and growth. After spending almost two years on hiatus as an active PACBIC working group, the former Accessibility, Disability, Accommodation/Madness, Eugenics, Disablism, and Sanism (ADA/MEDS) working group was revitalized under a new name, and with a significant shift in group membership. This new group met twice in-person in early 2020 to discuss what the group's main priorities would be for the upcoming academic year.

The group landed on the acronym/new name "DIMAND": Disability Inclusion, Madness, Accessibility and NeuroDiversity, in order to forefront goals of Disability Inclusion; to acknowledge and preserve the term and concept of "Madness"; to name NeuroDiversity and invite members from neurodiverse communities into this renewed working group; and to connect all of these terms within a broader umbrella of Accessibility work, with the understanding that accessibility work cannot be ethically or properly carried out in the absence of disability / mad / neurodiverse inclusion. This acronym intentionally reflects the current frustration that many working group members have in feeling that their voices and concerns as disabled members of the McMaster community are not being heard; indeed, several members have described the constant need to DIMAND reaction / attention/ thoughtful responses from those with the power to meet this community's concerns and needs.

In moving forward under this new name, we would like to acknowledge the significant history of the ADA/MEDS working group, in order to resist potential historical erasure; to celebrate the work that the ADA/MEDS working group has carried out throughout the past several years; and to continue with this work, as the focus of the DIMAND working group has not fundamentally changed, but has merely shifted and expanded as membership changes and grows, and as, more broadly, the University moves toward institutional approaches to Equity, Diversity and Inclusion work. Indeed, two initiatives that were born from the ADA/MEDS working group have been included in the newly developed EDI Strategy and Framework for the entire University: 1) The creation of a Disability Studies Minor, and 2) The creation of annual accessibility/EDI awards for McMaster community members.

We would like to sincerely thank former members of the ADA/MEDS working group for your unbelievable academic and advocacy work; for your detailed attention to the inclusion of McMaster community members who (broadly defined) identify with disability; and for being one of the only formal disability / mad-centric groups on campus throughout the past decade, where members could join without being forced to reveal their disabled identities, and before much of the formal accessibility infrastructure that exists today at McMaster was created. We will continue to honour your work moving forward.

As this working group transition took place closer to the beginning of the 2020 year, it should be noted that the ADA/MEDS group contributed working group funding and support to two community initiatives during the 2019 calendar year:

- The collaborative “Race and Disability: Beyond a One-Dimensional Framework” event, co-hosted by R3’s *Let’s Talk About Race* and AccessMac/EIO’s *Disability DIScussions*, and with the Disability Justice Network of Ontario’s Youth Council attending as presenters. This event was attended by over 40 McMaster and Hamilton community members and centered the experiences of three disabled, Black disability justice activists during a two-hour event.
- The printed release of this year’s Accessibility and Disability Inclusion Update, 2018 – 2019, a community publication that saw contributions from over 70 McMaster community members, was launched on December 3, 2019 – the International Day of Persons with Disabilities – to an in-person audience of over 50 McMaster community members and countless other members. [A digital version of the Update](#) is available in the Inclusion Initiatives section of the McMaster Accessibility Hub website.

#### Recommendations Moving Forward:

The new DIMAND working group will focus on our central group work, keeping in mind that this work must not 1) overlap counterproductively with the mandate of the AccessMac Program / the Equity and Inclusion Office and 2) subsidize the institution with free labour in areas where the institution should already be providing and supporting accessibility / accommodation work according to accessibility legislation requirements and best practices. Top priorities for this group include:

- Work that centers social justice / disability justice, which could involve bringing well-known disability justice activists to the University to host events; supporting diverse subsets of discussion as part of the *Disability DIScussions* series; supporting ongoing community-building efforts that may already be taking place at the University for persons with disabilities; and
- Work that centers disability experience / inclusion as being the pathway to successful accessibility and accommodation work, which could look like developing experiential / experience-centered education for the campus and/or developing consultation groups of persons with disabilities to act as experts in different parts of the University where needed and useful.

Additionally, the group decided to hire a DIMAND working group member to compile the extensive feedback that has been provided to various units within the University by persons with disabilities over the past several years. This allowed the working group to better understand the overall concerns that disabled members of the McMaster community have been voicing for some time, without asking the same questions that had already yielded repeated, yet unanswered, responses.

As part of this work, three sets of documents were analyzed, after which feedback was thematically organized and aggregated. These documents include: *Disability DIScussions* feedback documents (Equity and Inclusion Office, 2017–2020), [Enhancing Accessibility and Disability Inclusion in McMaster’s School of Social Work Report](#) (de Bie, A., 2015), and the [Ontario Undergraduate Student Alliance Accessibility and Disability Inclusion Policy Paper](#) (Cruz, Hackett, Nip, and Williams, 2019). This project / compilation document is a growing / “live” document, to make it possible that other feedback provided moving forward can be added to and organized within the categories of the document.

During the President’s visit to the annual year-end PACBIC meeting, several DIMAND working group members made the following recommendations:

- That Accessible Education training be made mandatory for all McMaster instructional staff
- McMaster works to de-mystify the processes of accommodation and accessibility to faculty members and managers, where the two concepts are often conflated
- Center disability inclusion in areas of disability research, writing, accommodations process and education (“Nothing about us without us”)

## **FIRST NATIONS, MÉTIS AND INUIT PRIORITIES GROUP**

### **Reflections on the Year:**

The FNMI priorities group provided feedback on the Equity and Inclusion Office’s *EDI Action Plan*, McMaster’s *Student Diversity Census*, and the new *Online Inclusive Teaching and Learning Guide* (a collaboration between the MacPherson Institute and the Equity and Inclusion Office). In addition, the FNMI priorities group supported the initiative of the R3 working group to bring a Chilean theater group from Toronto that provided a short performance and presentation on organized resistance to gendered political violence currently happening in Chile. The group was led by Indigenous Chilean women and was an opportunity for the FNMI priorities group to provide solidarity to Indigenous women in other parts of the world, as well as to collaborate with R3 to educate the McMaster community about global issues of inequity. Other planned activities were disrupted by the early closure of campus due to COVID-19: we had hoped to provide support for students and families to attend the Little NHL hockey tournament in March and to support Indigenous Languages Week; and we had begun discussions to financially support students attending the Native American and Indigenous Studies Association Annual Meeting scheduled in Toronto in May. Due to the global pandemic these events were cancelled.

## Looking Ahead and Priorities Moving Forward:

The FNMI priorities group has plans to restructure its membership to include more Indigenous students, staff and faculty from all across the McMaster community. Thus far, the PACBIC Co-Chairs have met with the Indigenous Education Council about amending PACBIC's *Terms of Reference* to include a member of the IEC as the new convener for the FNMI priorities group beginning in the 2020–2021 academic year. This will be an opportunity for the wider Indigenous community to support efforts to ensure that McMaster is a safe learning and working environment for Indigenous peoples.

## GENDER AND SEXUALITY WORKING GROUP

### Reflections on the Year:

This working group was newly formed last year, with work focusing on identifying priorities of relevance to equity-seeking groups working for greater justice related to gender and sexuality, including women and 2SLGBTQ+ community members. Events coordinated by the G&S working group included a 2SLGBTQ+ Welcome (Back) Reception for McMaster students, faculty, and staff, as well as a 2SLGBTQ+ Celebration and Information Fair. The working group also contributed significantly to organizing McMaster's annual National Day of Remembrance and Action on Violence Against Women, which this year included a keynote by Jaime Black, the Métis artist who created the REDress Project that is installed on McMaster's campus annually on December 6 to commemorate Missing and Murdered Indigenous Women as part of the community's reflections on systemic gender-based violence.

In December of 2019 Amber Dean, a long-standing faculty member and co-convener of this working group resigned from her role. PACBIC has felt the loss of Amber's leadership, and we are grateful that Amber continues to contribute her expertise and advocacy as a member of the December 6 National Day of Remembrance planning committee. This working group also lost the support of long-time EIO staff member, Vilma Rossi, who was Senior Manager, Education, Outreach and Support with the EIO until November 2019, coinciding with the Office's organizational renewal plans. Vilma, now in retirement, has been sorely missed by PACBIC and a breadth of campus community members with whom she developed collaborative relationships during her time with the EIO.

### Recommendations Moving Forward:

The work of clarifying the mandate of the new group, and therefore most effective membership and leadership, is critically important in the context of the following evolving efforts: (1) the University has expanded programming through the Sexual Violence Prevention and Response Office, under the purview of the Equity and Inclusion Office, which will include the re-imagining of a Sexual Violence Prevention and Response Working or Advisory Group; and (2) University partners involved in the December 6<sup>th</sup> (Day of Remembrance and Action on Violence Against Women) Planning Committee are evaluating best approaches for a collaborative and impactful McMaster-wide annual event. Next year's discussions of the working group's mandate and objectives will also consider ways of collaborating with other working groups and organizations to surface and program for intersectional 2SLGBTQ+ issues; programming for International Transgender Day of Remembrance (TDoR), observed annually on November 20; and enhancing sustained visibility of diverse gender- and sexuality-based identities and concerns on campus

## **INTERFAITH ISSUES WORKING GROUP**

### **Reflections on the Year:**

The Interfaith Issues Working Group (IFWG) continued through 2019/2020 with its various ad hoc interfaith/cultural gatherings, as well as its goal of moving closer toward a comprehensive Protocol for Spiritual Care at McMaster. The ongoing work of cultivating interfaith and cross-cultural community took place both in student Interfaith dialogue forums, and in organized social gatherings, featuring Kosher and Halal food, that began between the Abrahamic/Sarah/Hagar traditions of Judaism, Christianity and Islam and widened out to others.

After two years of work, the Protocol is coming to completion this Spring. This effort has included the recruitment of representation on campus from an audit of Indigenous, Religious, Secular and Spiritual identified communities (to help write the Protocol); developing a Terms of Reference; and organizing a transparent checks-and-balance polity for decision-making. The Protocol is currently in the hands of an Editor, after which it is subject to final approval by the Protocol committee and the Associate VP & Dean of Student Affairs.

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

Looking ahead, the comprehensive impact of the Protocol will come down to implementation. The commitment, conviction and endurance of the Protocol group itself bodes well for the resiliency of this vision going forward. The first step would be to organize an official entity responsible for Spiritual Care within the University (as per the conditions of the Protocol); creating a digital space for its services and programs; establishing its administrative infrastructure; and eventually centralizing its presence at a physical site on campus.

## **RACE, RACISM AND RACIALIZATION WORKING GROUP**

### **Reflections on the 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. Currently PACBIC's largest working group, R3 is comprised of engaged staff, students, faculty, and community members dedicated to a variety of anti-racist initiatives. This year, the working group's major activities included supporting month-long programming for Black History Month and Latin American Heritage Month; the year-long *Let's Talk About Race* series for BIPOC staff, students, and faculty; and sustained advocacy for more robust BIPOC staff support, increased numbers of full-time racialized faculty and executive leaders, and the development of a program in African & African Diaspora Studies (AADS). These myriad continuing efforts are indebted to the ideas, opinions, perspectives, work, commitment and time that all members of R3 volunteer throughout the year—we are incredibly thankful and inspired by all R3 members.

### ***Black History Month***

2020 was the third 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 extensive BHM planning. A highlight of the program was a visit by [OCAD University](#) Professor of Creative Writing and renowned dub poet, Lillian Allen, on February 27. A highlight of the program, Dr. Allen led a well-attended *Let's Talk about Race* lunchtime seminar in addition to headlining a public dub performance and talk followed by an on-stage interview with Angelo Grant, a second year Health Science student and editor of the Black student magazine, Pitch. This performance and interview was coordinated with English professor Dr. Daniel Coleman's first-year class and drew an audience of approximately 80 people. Other BHM 2020 events included a screening of the film "The Last Black Man in San Francisco"; a Black Expo in MUSC Atrium; an Art and Jazz Soiree in the McMaster Art Museum in coordination with "A Harlem Nocturne," a solo exhibition of work by Deanna Bowen; and the Mobile International African Museum showcasing the innovations of Black people from around the world. Black History Month 2020 was incredibly successful 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***

This year, R3 helped organize McMaster's first celebration of Latin American Heritage Month. On June 21, 2018, the Canadian Parliament passed a law designating October as Latin American Heritage Month, 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. On October 9<sup>th</sup>, McMaster hosted the Honorable Senator Rosa Galvez, the first and only Latin American who has held a seat in the Senate of Canada. During her first event of the day, Senator Galvez discussed her experience as a racialized woman in engineering, her research, and her journey from academia to politics. She then participated in a panel with racialized women faculty from McMaster Science and Engineering, followed by a small lunch with various members of the McMaster community including students. The Senator also visited the McMaster Nuclear Reactor and met with senior leaders of the university. The day ended with Senator Galvez discussing the role that Latin American immigrants play in Canadian politics and society. This event was sponsored with various campus partners and R3 hopes that a similar celebration can occur in 2020.

### ***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 a renowned success with dozens of BIPOC students, faculty and staff participating regularly in the monthly events and discussions. Unfortunately, due to the COVID-19 outbreak, the March LTAR event was cancelled; we hope that it can be rescheduled in the future.

Below is a table that lists LTAR themes and facilitators engaged from October 2019 to March 2020:

Month	Theme	Facilitator(s)
October 2019	The importance of Language and Words	Rodrigo Narro Perez
November 2019	The Erasure of experience and the subjects of oblivion: speaking back to the obliviousness of whiteness	Dr. Ameil Joseph
January 2020	Islamophobia	Dr. Shelina Kassam, Fareeda Baruwa and Gachi Issa
February 2020	Decolonizing as Anti-Racist Practice	Dr. Lillian Allen
March 2020 (cancelled/ postponed)	Creating Safety for Marginalized Students in the Pedagogy	Ange Bitwayiki, Valerie Nwaokoro, Renee Hall and Fatemah Shamkhi

### ***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 issues involving race 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 couple of 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: in these positions, racialized individuals, particularly Black, Indigenous, Latin American and South East Asian people, continue to be severely underrepresented.

R3 continues to refer to the research conducted by the Academic Women’s Association (University of Alberta) led by Dr. Malinda Smith 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 [4]. 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.

## ***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 the needs of racialized individuals. In response, R3 organized two lunches for BIPOC staff (in June 2019 and 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.) At both of these events, 20–25 staff members attended. They raised issues of concern including but not limited to: professional development, building a sense of community amongst other BIPOC staff, effective communication with managers, understanding McMaster career pathways, and advocacy and community work. In conversation with the AVP, Equity and Inclusion, guidelines for an Employee Resource Group (ERG) were drafted and will be presented to the BIPOC staff group for their feedback in the near future.

## ***ACFAM, AADS, and Ethnic Studies***

R3 continues to work closely with ACFAM (African Caribbean Faculty Association of McMaster University) in regards to their programming and to support the implementation of the African & African Diaspora Studies Minor (AADS). As part of Black History Month, ACFAM organized a Meet & Greet for Black Students (February 13<sup>th</sup>) that was sponsored by R3. In conjunction with an *ad hoc* working group of professors from various Faculties advocating for more full-time positions in AADS-related fields, R3 envisions the expansion of the AADS minor into a dedicated program that makes full use of McMaster's disciplinary and interdisciplinary strengths; its international commitment; its significant Caribbean archives of Miss Lou, Austin Clarke, and the large collection donated by Dr. Tony MacFarlane; and Hamilton's location in Canada from a geographic, political and historical perspective. 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 must be cultivated together, not in competition with one another, as part of a nexus of strategic interventions toward future student and researcher success in a diverse and transforming world. There is significant research and public discourse indicating that student success for Black and Latinx students is intrinsically linked with institutions offering ethnic academic programs linked to their identity.

### **Recommendations Moving Forward:**

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

- Enhanced support for the African and African Diaspora Studies (AADS) minor, specifically through the hiring of faculty in this area, in alignment with the EDI and Internationalization strategic plans; exploration of the creation of a Latin American and Hispanic Studies minor; consideration of hiring faculty experts in these fields, as well as faculty with intersecting research interests and strengths to support these areas from an interdisciplinary perspective.

- Continued and enhanced support for Black-focused programming at McMaster University. McMaster should continue with the hiring of a Black History Month Coordinator, who should be hired at least 5 months before BHM. Further financial support should be dedicated to support Black-focused student programming such as Black Convocation, Maroon in Black Formal and other events.
- A hiring strategy that explicitly addresses the underrepresentation of BIPOC in executive and faculty 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.
- The establishment of an Employee Resource Group to better support BIPOC staff.
- 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 2019 MEMBERSHIP LIST

<b>Executive Members</b>	<b>Position</b>
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)
Prarthna Sakhuja, Diversity Services Coordinator, MSU	Vice-Chair (Student)
Anne Pottier, Associate Librarian/Chair, MAC	DIMAND Co-Convener
Brittany Allan, Maccess Coordinator, MSU	DIMAND Co-Convener
Vanessa Watts, Faculty, Sociology/ISP	FNMIP Co-Convener
Jordan Carrier, Student Success Advisor, Indigenous Student Services	FNMIP Co-Convener
Amber Dean, Faculty, English & Cultural Studies	Gender and Sexuality Co-Convener (resigned December 2019)
Drew Lu-McLean, Pride Community Centre, MSU	Gender and Sexuality Co-Convener
Nealob Kakar, Women & Gender Equity Network Coordinator, MSU	Gender and Sexuality Co-Convener
Andy Crowell, Ecumenical Chaplain	Inter-Faith Issues Convener
Juliet Daniel, Faculty, Biology	R3 Co-Convener
Rodrigo Narro Perez, Graduate Student/Staff	R3 Co-Convener

<b>Organization Members</b>	<b>Organization</b>
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
Eliot Storm, Educational Development	MacPherson Institute
Judith Dworkin, Director	McMaster Hillel
Humza Ali, PR External, MSA	McMaster Muslim Students Association
Shemar Hackett, 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
Sashaina Singh, Project Coordinator	Office of Community Engagement
Megan Cheng, Undergraduate	Ontario Public Interest Research Group (OPIRG)
Tim Nolan, Director	Student Accessibility Services (SAS)
Rosanne Kent, Director	Student Wellness Centre
Jim McAndrew, Health & Safety Coordinator	UNIFOR 5555

<b>Individual Members</b>	<b>Student, Staff, Faculty</b>
Albina Veltman	Faculty, Health Sciences
Bernice Downey	Faculty, Indigenous Health Initiative
Alex Lee	Staff, Indigenous Health Initiative
Ameil Joseph	Faculty, Social Work
Faiza Hirji	Faculty, Communication Studies and Multimedia
Kaitlin Debicki	Faculty, English & Cultural Studies/Indigenous Studies
Dilyana Mincheva	Faculty, Communication Studies and Multimedia
Sarah Brophy	Faculty, English & Cultural Studies
Arlene Fajutrao Dosen	Staff, Outreach & Engagement, Engineering
Chika Agbassi	Staff, Health Research Methodologist
Chris Roberts	Staff, Hospitality Services
Joanne Buckley	Staff, Student Accessibility Services
Karen Sutton	Staff, Campus Store/UNIFOR 5555
Tanya Rumble	Staff, University Advancement
Grace Pollock	Staff, Humanities
Shawn Small	Staff, Athletics and Recreation
Krista Jamieson	Staff, University Library
Carrie McMullin	Staff, Indigenous Studies Program
Sujane Kandasamy	Student
Aisha Wilks	Student
Maddie Brockbank	Student
Nya Wuol	Student
Thuan (Paul) Tieu	Student
Yimeng Wang	Student
Kelsey McCready	Student
Ange Bitwayiki	Student
Adrianna Michell	Student
Carolyn Brendon (ex-officio)	Staff, Ombuds Office

## APPENDIX B

### PACBIC 2019 SPONSORED AND/OR SUPPORTED EVENTS

#### **Beyond a One-Dimensional Framework: Race and Disability Discussions, March 26, 2019**

A two hour public event that invited Black/Disabled/Queer members of the Disability Justice Network of Ontario's Youth Council to discuss lived experiences of racism and ableism in engaging with work, study and community through presentations, imagery and poetry, as well as their active efforts to resist various forms of oppression and "isms" that they regularly experience as individuals with highly visible intersectional identities.

#### **Denoire Collective: Mental Health Conversations, May 26, 2019**

Q&A Panel and Discussion with spoken word performances; An opportunity to unite our community (particularly the Black Hamilton community) through discussions of mental health that focus on the experiences, perceptions, resources and conversation surrounding Black mental health.

#### **Black, Indigenous, People of Colour (BIPOC) Staff Networking Group, July and December, 2019**

A space for BIPOC McMaster Staff can network and share resources.

#### **2SLGBTQ+ Welcome (back) Reception for Students, Staff and Faculty, September 24, 2019**

Welcome reception for all 2SLGBTQ+ McMaster community.

#### **Let's Talk about Race, September 2019 – March 2020**

A series featuring various guest speakers that invites racialized students, staff and faculty to drop in to talk about racism and discrimination and to share resources and ideas. Overseen by R3 with support from the Equity and Inclusion Office, the series was made possible by financial support from the President and Vice-Chancellor's Fund.

#### **Hispanic Fair / Feria Hispania Community Event, October 5, 2019**

A fair featuring the food, music, dance, and customs of various Latin American countries in celebration of Latin American Heritage Month.

#### **2SLGBTQ+ Celebration and Information Fair, October 10, 2019**

In honour of National Coming Out Day, this event was to celebrate and reclaim the crosswalks that had been vandalized the year prior with 2SLGBTQ+ students, staff and faculty at McMaster and the broader Hamilton community.

#### **ConversAction: Anti-Racism Conference, November 7 and 8, 2019**

A focus on how to convert dialogue at the (e)Race(r) Conference into tangible action against racism.

#### **International Day of Persons with Disabilities Event, December 2, 2019**

Accessibility and Disability Inclusion Update Launch Party

50+ members of the McMaster community gathered in L.R. Wilson's Community Room on December 3<sup>rd</sup> to collectively celebrate the release of the 2<sup>nd</sup> annual Accessibility and Disability Inclusion Update and to celebrate and commemorate the International Day of Persons with Disabilities.

### **Cultural Night in Solidarity with Chile, December 5, 2019**

Apoyamos Chile

An event to raise awareness in the Hamilton community about the situation in Chile by coming together in solidarity with the Chilean people, both in Canada and Chile. This free event invited members of the Hamilton community to theatre performances, musical performances and speeches by Chileans to educate the audience of the political situation in Chile.

### **Black History Month Event List 2020: John C. Holland Awards (community event), February 1, 2020**

The annual awards honour African Canadian achievement and contributions in the Hamilton community.

### **Black History Month Official Launch, February 3, 2020**

Opening remarks by Associate Vice-President, Equity and Inclusion, Dr. Arig al Shaibah.

### **Black Expo, February 3, 2020**

An opportunity to learn and engage with Black-focused student groups on campus.

### **Film Showing – “The Last Black Man in San Francisco”, February 4, 2020**

McMaster students, staff and faculty were invited to a screening and discussion of this 2019 American drama.

### **Human Library Series of 1-on-1 speakers, February 5, 2020**

The Human Library is an inclusive, confidential, and non-judgmental space where members of the McMaster Community can choose to become “Human Books” and share their personal life stories. Face-to-face conversations allow students, staff and faculty at McMaster to celebrate the diversity present on the McMaster campus, help break down stereotypes and prejudices and help strengthen the McMaster community.

### **Art & Jazz Soirée, February 6, 2020**

An event featuring various displays of art, including the McMaster Museum of Art's exhibition "A Harlem Nocturne" by artist Deanna Bowen and a display of works by community artists, and a musical performance by acclaimed vocalist Colina Phillips.

### **The International African Museum, February 10, 2020**

A mobile museum showcasing continental African and Caribbean inventions.

### **Guest Speaker: Dr. Onye Nnorom – “Beyond Bias: Systems, Race and Health”, February 10, 2020**

The social determinants of health—education, gender, culture, immigration, institutionalized racism—can affect health and health behaviours. Using the Black community as a case example, Dr. Nnorom discussed how racism impacts people's health, as well as promising practices for addressing systemic and inter-personal racism in healthcare.

### **Building Solidarity: Between Faith, Two Spirit and LGTQIA+ Communities, February 13, 2020**

This panel discussion explored ways for diverse marginalized communities to safely connect with and support one another.