Report to the President: Diversity and Inclusion - Challenge and Promise

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A Report to the President of the University of Ottawa:

Diversity and Inclusion – Promise and Challenge

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I. Mandate of the Committee

The initial intent of the Ad Hoc Committee on Diversity and Inclusion was to address all aspects of diversity and inclusion. It became apparent early on that this was a task beyond the capability of an Ad Hoc Committee and will require the commitment and action of the President and Administration Committee and continuing dialogue with all members of the University community and the wider community. Therefore, in this report, you will find information about some but not all categories of inclusion (exclusion) and recommendations to address specific concerns of members of those excluded groups.

A. Objective

The objective of the Ad Hoc Committee on Diversity and Inclusion, created by the President of the University of Ottawa, Jacques Frémont, was to work on identifying the actions required to make better progress toward two ends:

- Eliminating barriers to achieving real inclusion throughout the university community; and
- Making diversity a criterion of excellence within the broader university community.

Specifically, it was to address those barriers that are prohibited by the *Human Rights Code of Ontario*, which protects against discrimination based on fourteen (14) grounds: age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, marital status, place of origin, race, record of offenses, sex, and sexual orientation.

B. Mandate

The Ad Hoc Committee on Diversity and Inclusion was mandated to complete three tasks:

1) To draw up a portrait of the **actual** situation at the University of Ottawa for the inclusion within each of the three university communities (teaching staff, students, administrative and support staff);
2) To identify, with these three communities, the systemic **barriers** to inclusion through the use of a consultation plan;
3) To produce a **report** describing the state of the existing situation, which may include:

   - objectives that the University must reach in matters of diversity;
   - directions of concrete action in order to reach genuine inclusion for students, administrative staff, and professors; and
   - recommendations aimed at an institutional framework for questions of diversity and inclusion.

C. Composition

The Ad Hoc Committee on Diversity and Inclusion was chaired by Professor Caroline Andrew (School of Political Studies) with the support of Martine Lagacé (Department of Communication) for the creation of the Committee. The Committee was made up of full-time professors (from each of the nine faculties), part-time professors, undergraduate students, graduate students, and members of the administrative staff (both managers and non-managers). The members were invited to join the Committee on the basis

of the two following criteria: a) suggestions from Deans, and b) areas of research expertise related to the Committee's mandate on diversity and inclusion.

D.   Role

The Ad Hoc Committee on Diversity and Inclusion was used to elaborate and validate the work plan. Its members engaged, first and foremost, in a theoretical and conceptual reflection in regard to questions about diversity and inclusion at the University of Ottawa. Thereafter, the Committee was to act as a "think tank" in order to structure the work of collecting and interpreting data, to assemble recommendations based on its analysis, and to propose the implementation of concrete measures aimed at improving diversity and inclusion.

E.   Work Plan

The Ad Hoc Committee on Diversity and Inclusion was mandated to engage in a series of consultations in order to assess and understand both the perceptions and the experiences of the university community in relation to diversity, inclusion and discrimination.

The consultations were to include the collection of quantitative and qualitative data. Specifically, a survey was to be used to measure the perceptions and experiences of members of the university community in relation to diversity, inclusion, and discrimination. The survey was to be sent to all professors, administrative staff and students. It was to be developed on the basis of:

a)   a series of semi-structured individual interviews with members of the administrative staff, students, and professors, which would in turn inform the survey questions;
b)   scales of existing measures of diversity, inclusion, and discrimination, to be validated on a psychometric basis; and
c)   collaboration of researchers working on questions of diversity and inclusion.

In addition, some Committee members created sub-committees on topics of their choice with a view to identifying barriers and opportunities.

II. Reconciling with Indigenous Peoples

Following discussions with Aboriginal staff, the Ad Hoc Committee on Diversity and Inclusion concluded that the issues of Aboriginal inclusion and decolonizing the university are too important and complex to be properly addressed within the mandate of the Committee.

The Ad Hoc Committee on Diversity and Inclusion concurred with the gracious response from Professor Tracy Coates, Program Coordinator for Indigenous (Aboriginal) Studies at University of Ottawa, on 5 September 2017, about the need for hiring more Indigenous faculty and staff, and for historically attentive and steadfast engagements:

> *The Indigenous on-campus community is unable to provide feedback for this equity and diversity report due to the lack of Indigenous faculty and staff and the ongoing challenges faced by Indigenous students at uOttawa. We strongly recommend review of*

the documentation provided over past decades, the minutes of recent discussions with the Indigenous on-campus community, student submissions and petitions, and the various reports covering these challenges submitted by previous Senior Advisors on Aboriginal Initiatives.

The Ad Hoc Committee on Diversity and Inclusion understands that an Aboriginal Affairs group has been formed at the University of Ottawa with a view to completing the important work of decolonization of the academy and reconciliation with Indigenous communities. The leadership of Professor Brenda McDougall (Academic Delegate for Indigenous Engagement) and Ms. Tareyn Johnson (Director of Indigenous Affairs) has the complete support of our Committee. Decolonization and reconciliation are necessary for a diverse and inclusive university community.

Excerpt from the Truth and Reconciliation Commission of Canada: Calls to Action (2015)

Education for reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.

iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.

ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

III. Defining Diversity and Inclusion

A.   Potent Opportunities

In the last year, the world has seen many alarming eruptions of exclusion: Brexit, the rapid rise of the far-right, and the U.S. presidential election that was won with explicit uses of sexism and anti-immigrant sentiment, to name but a few. The results pushed Canada forward on the world stage for its relatively steady support for diversity and inclusion. And while our Prime Minister has acknowledged that our country's internal record on human rights is far from perfect, worldwide, Canada is associated with an advocacy for human rights that is based on measured, well-informed, open-minded engagement.

This creates a unique opportunity for uOttawa. The name *Ottawa* is especially now linked to human rights, diversity, and inclusion in the international community. The power of those links, between inclusion, human rights and our university's namesake - *uOttawa* – create unique opportunities for the university to seize. If we can commit ourselves to diversity and inclusion like no other university has, we could cultivate very keen interest among top talent both at home and internationally.

Of the nearly 100 public and private universities across Canada only eight of them were listed among the best 200 globally in the *Academic Ranking of World Universities* in 2017. Another score-keeper, *World Education Rankings*, listed 10 Canadian universities among the best 250 universities worldwide. The University of Ottawa was named in both lists, confirming that we are a world-class university.

B.   Variations in Diversity

At the University of Ottawa, we have already travelled some distance along the path toward inclusion. Ours is a bilingual university, open and inclusive for those who want to learn in French or English. More than that, we have created a novel institution where francophone minorities outside of Quebec not only feel at home, they feel *empowered*. This empowerment is a hallmark of inclusion and it is something that uOttawa knows how to cultivate. Along the axes of language, communication, and engagement, it is a remarkable achievement for diversity and inclusion, and this achievement confirms that *we already know how to attract, retain and nurture diversity and inclusion*. We have unique strength and experience that we can draw upon and transfer to other variations in diversity, to take us further in our collective work at broadening the extraordinary prospects for diversity, inclusion, and growth.

Yes, we have a long way to go. The challenges that inhibit further progress are significant. They involve, inviting, welcoming, and working with *all* in the university community regardless of age, religious affiliation, ability, country of origin, socio-economic status, gender identity, sexual orientation, and so on, because it is the right thing to do *and* because it makes our institution stronger in every way possible. They involve continuing to move courageously down the path of Truth and Reconciliation with Indigenous Peoples and communities.

Again, the challenges are significant. Statistics help to illustrate this point. At uOttawa, data collected by the Human Rights Office for the Federal Contractor's Program shows that 7.4% of our full-time academic staff members identify as a member of a visible minority. Yet they constitute 19% of the workforce in Canada's academic labour market. If uOttawa's professors were to be representative of diversity of these professionals, we would need to hire well over 100 visible minority professors into full-time, tenure-track positions on campus. This is just one category of workers and just one example from data

collected in 2016. Notably, our institution came up short in each and every employment category that year.

The University of Ottawa also came up short for persons with disabilities and for Indigenous people. If the University were as diverse as is Canadian society (focusing only on fully qualified candidates), we would have had about 60 more individuals with disabilities and roughly 30 more Indigenous peoples on the payroll. So, not only does our workforce fail to reflect the increasing diversity of our students and community, it also does not reflect the talent that we can recruit in the labour market. Overall, on these measures of diversity, it means the University of Ottawa is a low achiever diversity-wise among employers. It says that it is time that we take responsibility for our past choices and truly commit to a present and future that sets us on our path of learning how to reverse this trend. By doing so, we will shine, just as we do with our ability to help empower francophone minorities outside of Québec.

C.   Inclusion

Whatever the metrics and whatever the statistics, diversity is a fact. It already exists; it is the natural state of the world. Beyond our penchant to use two or more languages, the University of Ottawa has less diversity compared to the Ottawa-Gatineau region and Canada's academic community. With travel and migration, growing recognition and acceptance of various forms of diversity along the lines of gender, ability, religion, etc., the world is waking up to the fact that diversity is everywhere. Diversity is the norm, not the exception.

If diversity is a fact, then inclusion is a choice--a responsibility to choose to act. It is a conscious and deliberate commitment, a way of thinking and acting which demonstrates that one recognizes the strength of diversity. Inclusion is about acknowledging the value of diversity, about seeing its strength, about appreciating its power to enrich the lives of everyone involved. Together, diversity and inclusion have tremendous potential to positively transform workplaces, institutions, places of education, and the lives of many.

When diversity is well managed, when inclusive practices are developed and used all around, when a welcoming environment is created for open discussion and debate, it leads to numerous gains for each individual person as well as every level of the institution. A partial list of gains includes significant increases in:

- critical thinking
- intellectual rigour
- creativity and innovation
- productivity and efficiency
- profitability
- individual and community engagement
- employee and student satisfaction
- abilities to recruit top talent (faculty, staff, and students)
- student and employee retention and success
- positive image and reputation (potentially world-wide).

All people in the university community would benefit from these gains, and not just people from so-called designated or minority groups. There are some challenging barriers that we need to address to reap the benefits of diversity and inclusion. Some of the barriers include:

- Lack of understanding and consideration of and for inclusion
- Unconscious bias
- Physical barriers (for instance, accessible buildings, offices, washrooms, etc.)
- Outdated policies, guidelines, practices
- Lack of voice – which can lead to a lack of recognition that certain barriers even exist (for example, all of the minority voices from which we have not heard for this very report. Their silence may not mean that all is well; in fact, it likely means the exact opposite. We need to be mindful of this).

Research the world over confirms the inescapable truth of human unconscious bias. It is a very real part of our human neurobiology (and therefore our thoughts, feelings and actions), one that is hard-wired for our protection and ultimately survival. Our brains are hard-wired to be suspicious of change, to believe that what we have been conditioned to regard as either good or bad, right or wrong are unquestionable truths. Yet they are not. Unless one chooses to learn how to deal with unconscious bias, it unknowingly affects our decisions, our interactions, and our values. In our workplaces, this means that it affects every decision that we make, costing us in losses of profit, innovation, talent, etc. Since 1998, Project Implicit, Harvard University, has been conducting research on various forms of unconscious bias. Their research and measuring tools are highly regarded in the field of diversity and inclusion: https://www.projectimplicit.net/index.html

How do institutions overcome the negative impacts of unconscious bias and break through to the other side to learn how to become leaders in inclusion? First and foremost, they recognize and accept its existence. They invite open discussions on diversity and diverse viewpoints, recognizing that divergent opinions and ideas, no matter how uncomfortable they may be initially, are precisely the catalyst for innovation, for creative solutions, for creating safe spaces where individuals are welcomed for their unique contributions and therefore can flourish. And to access these diverse opinions and ideas, they create safe spaces for people who are accustomed to being seen as the minority. They teach their leaders the skills needed to invite open and courageous discussion, to embrace flexibility. Training sessions on unconscious bias are the norm as is on-going dialogue and education thereafter. Many of the most successful institutions and employers in terms of inclusion teach mindfulness techniques to their employees as mindfulness is what teaches people to separate themselves from their ingrained ideas, allowing them the distance required to see their conditioned and knee-jerk thoughts and opinions as just that, nothing more than thoughts and opinions which they are free to change for the greater good. This distance from our thoughts gives us the ability to recognize that whether we agree or disagree may be irrelevant, we become open to entertaining new thoughts, thoughts that when put into action have been shown to yield positive outcomes for others, outcomes that we could have never imagined on our own. This takes courage, and courage is one of the traits that research indicates is essential for inclusion.

Our unconscious bias makes us think that the whole process of acquiring inclusive skills or creating an inclusive environment is simply too difficult. We may think it is just an ideal, a luxurious open-sunroof accessory that someone wants to install when the life we know on campus feels more like an old car with a manual transmission. However, research and practice show that inclusion yields results contrary to these sorts of beliefs (Houkamau & Boxall 2011; Thomas & Ely 1996). It is therefore essential that we

try to address barriers even knowing that success won't be linear nor easily achieved, but it will be achieved.

Unconscious biases extend to how we view money as well. In this day and age of fiscal constraints, it is difficult to imagine how spending money towards the cultivation of inclusion can be prudent. Yet research shows that when money is spent on investing in creating inclusive environments with inclusive practices, what results, as enumerated above, is less turnover, fewer legal fees, greater engagement, greater productivity and innovation, etc. In the long run, when the time is taken to truly understand what inclusion looks like in practice, to develop the skills required to recognize unconscious bias, and to move towards learning how to put inclusion to work, increased profits and savings result.

Some funds would be necessary to remove the barriers and to build a more equitable, inclusive community. But on the other side of the ledger, there are considerable savings and income to be gained. An even stronger reputation on the world-stage would bring in many more donations and internationally-funded research grants. A better satisfied, stimulated, and creative workforce would lead to higher levels of efficiency and productivity. And not least, there would be savings on legal costs. Official complaints of discrimination and human rights violations, especially those that get support from the Ontario Human Rights Tribunal, lead to costly sanctions and to further reputational damage.

It is also crucial to understand that inclusion is not achieved solely through individual accommodations. Inclusion necessitates rethinking and restructuring systems so the greatest possible number of people are able to participate and benefit, thereby reducing the number of accommodations required. For instance, everybody can use a gently sloped sidewalk leading to an entrance, yet we still see stairs with (sometimes) a ramp, all of which need to be shoveled in the winter. Universal inclusion, while it may cost up-front, improves the experience for the university community

How do we learn what changes need to occur to enhance inclusivity? We do so in part by learning from members of so-called designated groups and minorities, and by seriously considering the barriers to inclusion that they face on a regular basis. Some barriers are specific to members of a particular group. However, many barriers overlap, and so do their solutions. For instance, when OCTranspo installed a system that announced and displayed each stop to assist sight-impaired riders, it helped everyone. So inclusion is intersectional: when barriers are removed for one group, others benefit as well.

We also learn what changes need to occur through scholarship. In a recent study, Ng and Burke (2010) found that firms in federally regulated industries in Canada (for instance, banks and airlines) had much higher levels of commitment to diversity and employment equity than organizations (like University of Ottawa) which are in the Federal Contractors Program (FCP). They found that both types of businesses were more supportive of diversity than Financial Post 500 firms, for which no equity legislation applied. Ng and Burke concluded that "employment equity remains the most effective tool for promoting equity and diversity in Canadian organizations" (p224). Moreover, they reported that "performance measures (diversity reporting) do impact behavior (diversity management)" (p232). This accounted for differences in levels of commitment between the regulated industries in Canada and the FCP firms, since the latter lacked a reporting requirement. The research suggests that the employment equity targets may be among our best tools for building more diversity throughout the university, provided that it is closely monitored and reported back to the campus community. The Committee's recommendations, found at the end of this report, are entirely in line with this finding.

In another study, Kalev, Dobbin, and Kelly (2006) compared the effectiveness of different approaches to promoting diversity and inclusion. They used data from 708 U.S. firms over a thirty-year period. They found that the use of training alone to moderate hiring bias had the lowest impact on diversity in the firms over time. The use of mentoring alone to reduce social isolation had moderate impacts within the sample of companies. Most importantly, Kalev and her colleagues found that ensuring certain people were responsible for getting things done had the greatest impact. They wrote, "structures that embed accountability, authority, and expertise (affirmative action plans, diversity committees and task forces, diversity managers and departments) are the most effective means" (p611) to increase diversity in the workforce. For instance, they found that the creation of a permanent 'diversity committee' in a firm increased the odds of a black woman getting hired into management by 27 percent, and the creation of a full-time diversity staff position increased a black woman's odds by 12 percent. This does not mean that training and mentoring are ineffective and that University of Ottawa should scale back its work along these lines. Not at all, and in fact, just the opposite. These types of initiatives are especially important in learning institutions like the University. What this research tells us, however, is that training and mentoring programs need to be accompanied by clear structures of responsibility if they are to be truly effective.

When the above initiatives are combined with programs aimed at eliminating unconscious bias, the results are truly transformational—a structure that is embedded in accountability, authority and expertise AND has people skilled in recognizing unconscious bias is truly an organizational powerhouse. In line with these findings the Committee has prioritized issues of responsibility in its recommendations. In short, the research indicates the most effective thing we can do—to make better progress along the path of diversity and inclusion at University of Ottawa—is to make it as clear as possible who does what.

IV. Principles of Equity, Diversity and Inclusion

As a member institution of Universities Canada, the University of Ottawa has endorsed seven principles on equity, diversity and inclusion:

> 1. *We believe our universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident.*
> 2. *We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups [1]. We commit to demonstrating progress over time.*
> 3. *We commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff and students, particularly from under-represented groups.*
> 4. *We will work with our faculty and staff, search firms, and our governing boards to ensure that candidates from all backgrounds are provided support in their career progress and success in senior leadership positions at our institutions.*
> 5. *We will seek ways to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students,*

faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts.

6. *We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance. We commit to sharing evidence of practices that are working, in Canada and abroad, with higher education institutions.*

7. *Through our national membership organization, Universities Canada, we will work to generate greater awareness of the importance of diversity and inclusive excellence throughout Canadian higher education.*

[1] Under-represented groups include those identified in the federal Employment Equity Act – women, visible minorities, Aboriginal peoples, and persons with disabilities – as well as, but not limited to, LGBQT2 and non-binary people and men in female-dominated disciplines.

Source: https://www.univcan.ca/media-room/media-releases/universities-canada-principles-equity-diversity-inclusion/

V. Barriers to Inclusion & Recommendations

In addition to the seven principles set out above, the Committee identified specific barriers to inclusion and recommendations to overcome them.[1]

SECTION I - Integration of Diversity as a Criteria of Excellence

Diversity as a criteria of excellence starts with a spirit of collaboration to work **with** the community. Because the University of Ottawa is located on unceded and unsurrendered Algonquin territory in the geographic centre of Canada's National Capital Region it is uniquely positioned to be the heart of this vibrant multicultural community. The principles of equity, diversity and inclusion are already attributed to Ottawa and Canada and the University of Ottawa has the potential to lead in these areas because of the community it serves. The University of Ottawa should work closely **with** its community and act upon its potential to capitalize on the spirit of collaboration that can propel the University, its community and our nation into a more equitable, diverse and inclusive future.

Integration of diversity as a criteria of excellence

Inclusion must be central to the business case of the University of Ottawa. In particular, diversity should be the guiding focus of the *Destination 2030* strategic plan.

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[1] All of these following recommendations are worth supporting, but most do not represent a shift towards learning how to practice inclusion. We can do all the things suggested below, but unless we use inclusion principles and practices, we're just going to repeat the same inequitable pattern.

Learning "how to" inclusion requires a restructuring of the foundation. The following article explains how inclusion is attained - https://www.uwp.edu/explore/offices/diversityinclusion/upload/Making-Inclusive-Excellence.pdf

RECOMMENDATION #1: The University should appoint a Vice-President, Inclusion and Community Engagement to whom the Director of the Human Rights Office will report. The President or this newly created Vice President should form an Inclusion Strategic Planning Committee, chaired by the Vice-President, Inclusion and Community Engagement to contribute to further development of the *Destination 2030* strategic plan. The strategic plan can be guided by excellent resources, such as, Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission (https://www.uwp.edu/explore/offices/diversityinclusion/upload/Making-Inclusive-Excellence.pdf).

RECOMMENDATION #2: The Deans of each Faculty would name an appropriate person (which might be a vice-dean, governance) to be on the Inclusion Strategic Planning Committee and they would come up with a firm terms of reference/mandate and strategic action plan for how to integrate principles of equity, diversity and inclusion within each Faculty.

Measurement and Evaluation Working Group

As a knowledge informed institution we want to affirm the value we attach to the measurement and evaluation of inclusion, through data and the stories behind those numbers. There is a convergence that is taking place between inclusion and physical and mental well-being. The University has compliance obligations in relation to accessibility, worker health and safety, human rights, and employment equity. It also has obligations under its Strategic Mandate Agreement with the province. In order to properly measure, evaluate and improve its performance, institutional data is key.

RECOMMENDATION #3: A Measurement and Evaluation Working Group, composed of experts and specialists from relevant services (e.g., HRO, IRP, HR, SASS, Financial Services, Sports Services, and Registrar's Office) should be struck to devise a data collection and analysis strategy.

Community Action Committee

RECOMMENDATION #4: The President should establish an action committee of diverse community leaders from across the National Capital Region. The President would be charged with providing a report of university initiatives to the members of this advisory committee of community leaders. The intention for this committee and these reports is to open dialog between community and university leaders that will serve as an evaluation mechanism to determine how the University is meeting the needs of its community.

SECTION II - Action Items on Barriers to Inclusion

Employment Equity and Precarious Employment Status

The Ad Hoc Committee on Diversity and Inclusion and several of its subgroups identified employment equity and aspects of precarious employment that contribute to exclusion at the University of Ottawa. There are multiple dimensions of precarious employment that affect teaching staff, students, and administrative and support staff in various ways. These dimensions can have short-term and long-term impacts. Two general recommendations and some, but not all, specific examples, which effect students, with associated recommendations for addressing them follow. Specific examples for teaching staff are included in the appended subcommittee reports.

RECOMMENDATION #5: Diversity and Inclusion should be integrated into the cyclical review process as a criteria for excellence in each academic program.

RECOMMENDATION #6: The University should move toward a more modern[2] model for the administration of Human Resources, which is properly funded and resourced, including teaching staff and administrative and support staff. This model should touch upon all stages of an employee cycle (recruitment and selection, onboarding and orientation, performance management, retention and separation) and the policies, programs and practices embedded within each. Such a holistic and comprehensive strategy with sufficient resources is essential to achieving an inclusive environment. Attention should first be given to practices that 1) are known to successfully shift a workplace into one that becomes inclusion savvy (e.g., "inclusion" becomes a key competency on which employees are evaluated and are helped to develop through the performance management process) and 2) allow the University to "catch-up" by meeting its minimum Employee Equity representation targets given that uOttawa currently has significant gaps in representation for all four designated groups (e.g., promote the use of targeted hiring strategies).

Students

The University of Ottawa has several initiatives to address precarious employment among students. Each of these initiatives offers students a stipend or salary, while they learn and builds their capacity and employability for the future. It is essential to ensure that these initiatives are open to the most diverse sets of students. Some of these initiatives are described below:

- Undergraduate research opportunities

The University of Ottawa has a tremendous asset in its Undergraduate Research Opportunities Program (UROP). This program offers students the opportunity to gain experience in the various fields of research at the University. The program also offers members of the Teaching Staff the opportunity to enhance their mentoring abilities and build additional research capacity that benefits the wider community, the economy, and Canadian society.

The University should invest resources to expand this program so that all undergraduate students who are interested in engaging in research-related activities have an opportunity to do this.

RECOMMENDATION #7: We urge the University to invest more resources into this program. The aim of this recommendation is to build research capacity among Canada's future generations and to build research mentoring capacity among faculty members.

- Onboarding for TAs, RAs, work-study students

The University has work opportunities for all levels of students in the form of work-study, research assistant and teaching assistant positions.

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[2] We use the term modern here because it is central to what HR has been tasked to do for the past few years, to *modernize* uOttawa's HR service, and consistent with the approaches to *modernize* university governance, which has included designation of a Secretary-General to replace the Vice-President, Governance.

There are multiple technical and process-related challenges that need to be addressed to facilitate onboarding of students into these roles and to facilitate retention of students in these roles. For example, delays in onboarding for teachings assistantships can influence the ability of the student and the instructor of record for a course to develop the most meaningful participation between them.

- Work-integrated learning opportunities

The University of Ottawa has several initiatives that can reduce precarious employment for students in the short- and long-term through one aspect of experiential learning – work-integrated learning opportunities (http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf). For example, several Faculties have established partnerships between programs and community agencies or industry to provide students CO-OP placement opportunities (https://coop.uottawa.ca/en/employers/programs?audience=employers). These placements provide students the opportunity to earn income while they are building their capacity, competency and capability in their chosen field of study. CO-OP placements also allow students to build rapport with future employers that can translate into employability upon graduation.

RECOMMENDATION #8: Reach out to community and industry partners to expand existing and create new opportunities for CO-OP programs and other work-integrated learning opportunities, including expansion into additional sectors where CO-OP opportunities have not existed before. For example, we would like to see the University of Ottawa working with the health-care sector in the community to allow for additional opportunities for students in the health disciplines, including medicine, nursing, rehabilitation sciences, and nutrition sciences, among others.

- Preparing students to enter the job market or a higher level of education

The University of Ottawa is a premier higher education institution in the National Capital Region. This creates unique opportunities for partnerships with multiple sectors of society, including government and industry. We need to continue to develop our partnerships with MITACS, Invest Ottawa, the Canadian National Research Council and the Ontario Centre for Excellence and to support Fulbright scholarships. The Office of the Vice-President, Research should continue to champion leveraging these partnerships for the benefit of the university community, the National Capital Region, Canada, and the world.

The University of Ottawa has great undergraduate and graduate programs, which could be enhanced in terms of the intentionality with which students leave their programs and the University with the skills they need for advanced education programs or to enter the workforce in their chosen field.

RECOMMENDATION #9: Ensure collaborations between the Teaching and Learning Support Service (TLSS), the Office of Quality Assurance (OQA) and academic programs to develop curricula designed to build the skills students need to enter the workforce or a higher level of education. The critical nature of having our curriculum designed so that it builds the skills that students need to enter the workforce or a higher level of education needs to be acknowledged.

VI. Closing Remarks from the Chair: Leadership Role and Commitment

The most important recommendation of our Committee is that all depends on the leadership role and commitment of the President, Jacques Frémont and his executive arm, the Administration Committee (and the Provost, Chair of the Senate, Chair of the Board of Governors and Secretary to the Joint Committee of the Senate, and the Board of Governors). We, on the Committee, know their commitment to diversity and inclusion, but the University of Ottawa, like all universities, is a complex organization with a million different bits and pieces. The question therefore becomes how the President and the Administration Committee can get their message out to all the different parts of the University.

The simple answer is that there is no one way. There are, at best, many many possibilities. The President can state his personal and institutional commitment: he must say it on Facebook, Twitter, in his blog, in his publications, and everywhere he networks off-campus. He must say it at every Senate meeting with every Senate decision, at every Board of Governors meeting, and with every Board of Governors' decision. He must also state his commitment in public meetings, inviting all the university community – students, staff, professors – once every month (at least) to come to a meeting where the President will answer questions and discuss issues with everyone. He and the Administration Committee will also hold public meetings for anyone and everyone in the broader Ottawa community who would like to hear about the commitment (and concrete actions) that the University of Ottawa in taking to become a model of diversity and inclusion.

When I started thinking about how leaders show commitment, I started thinking about my career at the University of Ottawa. It is quite long. I arrived at the University of Ottawa on July 1, 1971 and I am still here in December 2017. I became Chair of the Department of Political Science relatively early. The Department was growing and the new members had to quickly take up leadership roles. Of course, I did not think of myself as a leader. I had just arrived and had even more recently completed my PhD. But to my amazement, I discovered that if I wandered around the corridors around 5:00 pm and stopped in people's offices, they raised concerns and asked my advice about things that were certainly never raised in meetings and never raised when they came to my office. One of my smart Ontario bureaucrat sisters said, "of course, don't you know? That's leadership by walking around." I understood that it was a way of showing commitment by coming to people and not making them come to you. **Attitudes matter.**

My next lesson was from Père Guindon, who phoned me to say that he wanted me to be the co-chair of the United Way/Centraide campaign. I told him that I could not do this, as I did not like the United Way of that period. He laughed and said phone me in the morning and say you will do it. I went home and told this to my husband, saying that Père Guindon didn't seem to understand my principled position. I asked his advice. My husband said – "simple, you phone him in the morning and say you will do it." And I did and it was possibly the best decision I ever made. I got to know how the University worked and I got to know the staff who make it work. I met wonderful people, including (as we are talking about diversity and inclusion) Hubert Reiter, head of Protection who transformed the Protection Services on both racial and gender diversity. The United Way campaign at the University convinced me of the importance of the University participating in the broader community's well-being … which led to my academic career, but that's another story. **Diverse and Inclusive activities matter.**

Then, as part of setting up Women's Studies that later became the Institute of Gender and Feminist Studies, we created a fund for women professors. After the first competition, the Provost of that time, Bernard Philogène, said he didn't really understand the need for a special fund as he had often given

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this kind of support to many professors. We all said 'How many women?' He thought for two seconds and then supported the program fully. Thanks to his commitment, the program expanded and helped to create greater self-confidence among women professors that the University ought to support their career. **Policies matter.**

Then I became Dean of the Faculty of Social Sciences. The University had the policy of a year's maternity leave on a relatively good financial basis. My great pleasure was seeing a large number of the young female professors we hired coming to tell me soon after their contract was signed that they were pregnant. It is less fun having to push for your rights than to have colleagues pleased with you're having rights. I was particularly pleased that my position made it difficult for the less enthusiastic Department Chairs to grumble about losing the new person for a year, and that I was able to see the long-term benefits of women being more able to combine a university career and a family. **Policies matter, but so do attitudes.**

When I was Dean, I bought a package of beautiful cards done by a photographer friend and used them to send unsolicited praise to people in the Faculty who had done something particularly innovative. The response was amazing. Sometimes I could only do a phone call but I remembered that John v. Lindsay mayor of New York (1966-1973) systematically made five phone calls a week to employees of the city thanking them for their work. **Unsolicited praise warms the heart.**

My administrative positions also afforded me the pleasure of working closer with staff. I would like to mention everyone that I have worked with, but I cannot possibly do this so I will only name Françoise Quesnel from my Political Science days, Michèle Viquerat and Caroline Renaud from my Dean's days, Joanne Lauzon from Research Partnerships, Caroline Tremblay from the Task Force on Ending Sexualized Violence at the University of Ottawa, and Élise Détellier and Anne-Lyse Gagné from our Committee. **People matter and teams should be recognized for illustrating commitment.**

So after Deanship I went back to research and became part of some wonderful pan-Canadian research projects led by, among others, David Wolfe and Meric Gertler from the University of Toronto, Vicki Esses and Meyer Burstein from the Metropolis project. I was also involved in the training for gender equality in Viet Nam that came out of a University of Montréal project, and the Local Immigration Partnerships with Hindia Mohamoud and Carl Nicholson, and many, many more. I learned the value of world-wide connections and research information. **Information matters.**

On the Task Force on Ending Sexualized Violence at the University of Ottawa we had open meetings. We met with all the Faculties that wanted to meet with us. We did a survey of all the students (offering prizes to those who answered) and we contracted with excellent community services to train and offer services. **Universities need their communities and community organizations to work with them.**

I offer this long, rambling and personal account to illustrate the Committee's insistence that the leadership role and commitment necessary to make the University a model of diversity and inclusion depends on the leadership and commitment of the President and his Administration Committee. I have tried to show that all methods are good and all methods are limited, so they need to be multiplied and mixed – walking around, meeting with all groups, organizations, faculties, clubs, unions, associations, talking to the broader community and community organizations, working with the City of Ottawa and the National Capital Region, being on all forms of social media. As I hope will be evident in our Report, there are a large number of exciting initiatives about different aspects of diversity and inclusion that are bubbling up all across the University. Each of them will be encouraged, strengthened, supported, and

enhanced by knowing that the leadership of the University is aware of these initiatives, supports them, and understands that leadership from the top is only possible when the leaders link to and support initiatives from the ground. **That is leadership and commitment.**

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Annex 1 - Diversity and Inclusion Initiatives

Career Development Centre offers various services and resources such as the Career Development Program for International Students to help international student learn career development resources and services to facilitate their transition to the Canadian job market, understand the various job search techniques and services to create contacts and meet potential employers and better prepare CO-OP students for their placements and career counselling for students with disability.

International Office act as facilitators to other services and faculties in the areas of international student integration into the University community.

International Mentoring Centre provides services to all international and exchange students registered at the University of Ottawa. Mentors answers questions regarding: Canadian culture, academic life, learning strategies and challenges international students could face during their university career.

Financial Aid and Awards Service provides assistance to help navigate scholarships and bursaries and government assistance provided for students with disabilities and aboriginal students.

Food services: provide food options for students with mandatory meal plans with special dietary requirements based on their health and religion. The dining hall provides a variety of choices for Halal, vegetarian and vegan diets as well as for mild food intolerances.

Sports Services provide accessible services and facilities to persons with disabilities. The Aquatic Centre at Montpetit Hall is equipped with a motorized accessibility lift, child change tables, alternate needs / gender neutral change room available upon request (subject to availability) and a water wheelchair. All aquatic and client services staff are trained to provide support for all persons who may require assistance. The Aquatic center also offer women only lessons and therapeutic swimming lessons for persons with disabilities. Women`s only weight training is also offered.

Facilities: in order to improve the accessibility access on campus, an inspection of the campus buildings is taking place between 2017 and 2018. The inspections is conducted by Accessibility/Quadrangle. These audits allows the University to identify accessibility barriers encountered by current and future users and to enhance the use of faculty spaces and campus buildings for students, staff and visitors.

Panic buttons: There are more than 20 panic buttons on campus. They are located in parking and some women's washrooms. Once button pushed an alarm will sound and Protection Services will be alerted. A security guard will be dispatched to the location immediately.

Emergency phones: When a button is pressed, a blue strobe light is activated. A camera has also been installed near each phone, which allows the University to see what is happening in real time.

Accessibility hub: is a central online resource for accessibility at uOttawa. The Hub houses tools and resources to help students, educators and administrators identify and remove barriers to accessibility and to provide support for individuals on campus experiencing mental health issues. The Hub helps promote and foster inclusion and improve accessibility for everyone on our campus by:

Facilitating support and feedback related to accessibility initiative

Providing an online community for those seeking information on disability and accessibility issues on campus

Provide instant notice of campus service disruptions and accessible detours.

Library: Students registered with Access Service may benefit from additional library services, including alternate formats and adaptive technology. The majority of the library books and journals are available in electronic format. Students can also request a book in an alternate format (electronic or print). The library also has book collections for students who have a disability. These are available in various formats: PDF, DAISY text files, ePub and audio mp3. Screen reading and writing software are available in different library locations. A book scanners is also available to convert text into speech. All of the library computers can access the Internet and have Microsoft Office installed. The library adaptive technology computers also come with: Jaws (screen reader), Kurzweil (text-to-voice), Zoomtext (screen magnifier) and Dragon Naturally Speaking. A CCTV viewer on a height-adjustable table is available at the Brian Dickson Law Library and the Health Sciences Library.

Housing Service: Offers accessible single rooms and allow residents with a disability to bring their service animals.

Community protection*: are trained volunteers to ***help*** keep the campus community safe.

Parking and Sustainable Transportation provide accessible parking options for people with a disability with a permit, Taxi shuttle, Accessible Taxicabs and Para Transpo bus stops.

Community Life provides four Meditation & Multi-faith spaces

Emergency plan: student and employees with a disability can contact Protection Services to receive a personalized emergency plan.

The campus Online map is currently being updated to include floor plans with accessible and inclusive good and services on campus.

TLSS provides accessibility and universal design learning training to all educators. It also manages the **New learning management system (LMS).** In January 2017, the University of Ottawa replaced Blackboard Learn (BBL) to another more accessible LMS. In addition, **Course syllabi** are now created in uOsyllabus to ensure they are in an accessible format.

Uottawa website: the University of Ottawa website has migrated to Drupal 7 to ensure a more accessible service. The university has chosen the software Siteimprove to identify accessibility errors of web content.

WISE -Women in Science and Engineering Association: The Mentor STEM Leaders Program is a six session program designed to support the professional and personal development of female post-secondary students and post-doctoral research fellows in Science, Technology, Engineering or Math.

Women's Startup Network: is a team of mentors, composed of senior women students available to help women develop their entrepreneurial competencies.

Child care: Garderie Bernadette Child Care Centre is a non-profit organization located at the University of Ottawa. The licensed child care facility offers care to children six weeks to five years in both English and in French. The service is primarily for students and faculty at the University of Ottawa.

Accessibility Squad: is a team of volunteer students and employees that helps break down barriers that hinder access campus resources. The volunteers are stationed across campus to provide in-person

accessibility assistance to students and staff. They help ensure easier access to resources and information available on campus.

Faculty of Medicine, Office of Equity, Diversity and Gender Issues: The Office of Equity, Diversity and Gender Issues is to assist the Director of the Office of Equity, Diversity and Gender Issues and the Dean of the Faculty of Medicine in raising awareness, encouraging sensitivity, and highlighting pathways to improve gender and equity issues in all aspects of faculty activity (undergraduate and postgraduate education, research, faculty development, and the working environment for both faculty members and support staff).

Faculty of Law, Equity and Academic Success: enhancing the well-being of students, faculty and staff from equality-seeking communities in the Faculty of Law.

Student Federation of the University of Ottawa

Centre for Students with Disabilities: promotes the independence of students with disabilities on campus, and organizes various campaigns and accessible social events. In addition, the centre provides support to campus organizers by helping make their activities and student spaces accessible.

Foot Patrol: Foot Patrol is a student-run volunteer-based safe walk service offered to all students and members of the university community. It's a service, within the Student Federation of the University of Ottawa (SFUO), that works with Protection Services to ensure a safe environment for all. Foot Patrol volunteers can walk with you from anywhere to anywhere within a 45 minute walking radius around main and RGN campuses and ride with you on several bus routes.

International House: is a student-run service that promotes cultural diversity and acceptance of all cultural, ethnic and racial groups on campus.

Pride Centre: provide a safe, comfortable, non-biased and positive environment for those who identify as queer, including the gay, lesbian, bi-sexual, transsexual, transgender, two-spirit, intersexed and questioning communities and their allies.

Student Rights Centre: Offer confidential advocacy services to all students facing problems with the University of Ottawa and who wish to file an appeal or a complaint.

Women's Resource Centre: is an inclusive, non-judgmental, pro-choice, and feminist drop-in space. The Centre supports community members (women, trans*folk and men) who want to work together to challenge gender oppression on campus. The center offers a quiet, semi-private space for breastfeeding, child-friendly toys and books, as well as resources on childcare and health for mothers.

Appendices

In the appendices to this report, you will find a synthesis of and calls to action to address issues pertinent to specific groups concerned with diversity and inclusion at the University of Ottawa. The appendices do not represent all groups concerned with issues of diversity and inclusion, nor do they suggest a specific prioritization of these groups over groups whose voices are not presented in this report. One challenge with undertaking a report of this nature is the necessity to open dialog for all members of a community in a way that is safe and empowering for all groups including the most marginalized and silenced groups.

Appendix A - Overview of the Committee's Work

The Committee on Diversity and Inclusion consisted of 17 professors, 10 students, and 16 members of staff, including seven managers. Caroline Andrew chaired the Committee. The Committee met on the following dates:

Monday, 21 November 2016	Thursday, 20 April 2017
Friday, 16 December 2016	Tuesday, 30 May 2017
Wednesday, 11 January 2017	Tuesday, 27 June 2017
Tuesday, 14 February 2017	Thursday, 27 July 2017
Thursday, 16 March 2017	Monday, 28 August 2017

At the first meeting, the co-chairs of the Committee outlined a methodology for a small number of exploratory interviews that would inform the survey design. To retain anonymity, the Committee hired an external consultant, Michelle Massie Marketing, who conducted 36 interviews with members of the university community, including professors, staff, and students between the 16th and 30th of January.

The results of the exploratory interviews were used to modify and expand an existing survey instrument first used at another university. The resulting questions were available in French and English and titled "University of Ottawa Campus Climate Survey on Diversity and Inclusion." Invitations to complete the survey were sent by email to 49,622 members of the University of Ottawa community, including 9,847 professors and administrative staff personnel. By the closing day on April 12th, 11 percent of students and 19 percent of all university employees completed the survey, producing 6,332 complete responses.

Three *quantitative* studies were then delivered to the Committee. The first outlined the results from two employee satisfaction surveys at uOttawa, conducted for Human Resources in 2011 and 2017. The other two used data from the campus climate survey. Two *qualitative* studies were also produced. The first was produced by Michelle Massie Marketing. The second study, by Professor Sharon O'Sullivan, analyzed 514 written responses to a request for "further comments?" at the end of the Campus Climate Survey.

In the January meeting, members were invited to form subcommittees to focus on different aspects of inclusion. The Committee agreed to produce a series of reports for the university's president, each by a sub-committee. Each subcommittee was asked to make recommendations relevant to their topic. The reports would be informed by the quantitative and qualitative research described above. It was agreed that each report would be included as an appendix. The resulting sub-committees were:

Topic	Chair / Co-Chairs
Admissions Equity Policy	Abdullah Al-Haj
Ageism	Gordon DiGiacomo
Disability	Vivien Runnels
Employment Equity	Manon Dugal & Carole Bourque
Gender in Teaching Staff	Françoise Moreau-Johnson & Sophie Thériault
Disabilities, Mental Health and Wellness, Recreation and Sport	Krista Van Slingerland
Mental Illness	Christina de Simone
Part-Time Professors	Houssein Charmarkeh
Teaching and Learning	Aline Germain-Rutherford
Transgender Issues	Carole Bourque

Appendix B - Quantitative Studies of Diversity and Inclusion at uOttawa

The work of the Committee was informed by three quantitative studies. The first study outlined results from two employee satisfaction surveys at University of Ottawa, both of which were initiated prior to the formation of the Committee on Diversity and Inclusion. The second study that the Committee used, the "Topline Results," reported basic statistical tabulations from the university's Campus Climate Survey on Diversity and Inclusion. The third study used the same survey data and more advanced statistical methods to identify some major fault-lines within the university community.

A. Study of Employee Satisfaction at University of Ottawa, 2011

In 2011, University of Ottawa contracted with Mercer, a large consulting firm that specializes in human resource management issues, to conduct an independent survey of employee satisfaction among the school's administrative staff. Professors were not surveyed in 2011. The resulting data consisted of 1435 anonymous responses to 23 scaled questions, eight questions about the respondent's employment status, and seven demographic questions. Mercer's survey was repeated in 2017 and included academic staff on this iteration. The 2011 data was analyzed in 2012 by World Skills (Immigrant-Employer Learning Partnership 2012), which is a local nonprofit organization that serves immigrants in Ottawa. The 2017 data collected by Mercer is currently being analyzed by another independent consultant.

Before analyzing the data, World Skills used the respondents' answers to seven demographic and employment status questions to sort the data by seven factors, including visible minority identification, persons with a disability, sexual orientation, and new employees (at the university for five years or less). The study then used the analysis of variance (ANOVA) against the scaled questions on job satisfaction to determine whether there were statistically significant differences in the average response. In other words, ANOVA was used to compare average levels of job satisfaction for each designated group to the average for the rest of the University, in order to assess whether the people in each group had responded significantly more or less positively – on average – to each question about job satisfaction.

The results were notable and disturbing. With regard to racialization, staff members who identified as visible minorities (*N*=120) were significantly less inclined to agree that they were treated fairly at the University compared to those who did not identify as such. The P-values in the right column of Table A indicate that the difference in these averages were statistically significant at the 0.05 percent level.

Statement or Question in the Survey (100 = strongly agree, 75 = agree, 50 = neutral, 25 = disagree, 0 = strongly disagree)	uOttawa Majority Average	Visible Minority Average	Difference in the Averages	P-value
I feel that I am treated fairly at the university	70.5	63.4	**-7.1**	.0175
I receive recognition for my accomplishments at work	68.3	61.1	**-7.2**	.0224
I receive fair treatment in my work unit regardless of my ethnic or cultural origin	93.7	83.3	**-10.4**	.0001
My unit makes appropriate efforts to address issues related to ethnic or cultural origin	85.4	71.8	**-13.4**	.0006
My unit makes appropriate efforts to address issues related to creed or religious affiliation	87.1	75.6	**-11.5**	.0064
How motivated to you feel in your job?	81.3	75.7	**-5.5**	.0252

Table A: Levels of agreement with given statements for visible minority staff at uOttawa

The team at World Skills made the following comments based on these results:

> *Different responses in regard to fairness are more strongly marked when it comes to work unit issues. With considerable enthusiasm, ethnic majority employees at uOttawa believe their own work unit conducts matters very fairly and appropriately in regard to addressing ethnic and religious considerations. Proportionally fewer members of a visible minority share that belief about their individual work unit. Such differences are statistically significant at a very high level. In consequence, administrative staff who are members of a visible minority do not tend to feel quite as highly motivated about their jobs at uOttawa as others do.*
> (Immigrant-Employer Learning Partnership 2012, p17)

The study then divided the respondents into two groups according to whether a respondent identified as a person with a disability (*N*=44) or not. The results are summarized in the following table.

Statement or Question in the Survey	uOttawa Majority Average	Average for Persons w/ a Disability	Difference in the Averages	P-value
I feel that I am treated fairly at the university	70.5	55.1	**-15.3**	.0001
I receive fair treatment in my work unit regardless of my disability	93.7	77.7	**-15.6**	.0001
My unit makes appropriate efforts to address issues related to family status	86.2	70.4	**-15.8**	.0014
I received adequate orientation when joining uOttawa	55.3	36.8	**-18.5**	.0165
I have access to the information I need to perform well in my job	74.8	64.3	**-9.5**	.0097
I am satisfied with the opportunities for professional development available to me	66.0	55.8	**-10.2**	.0291
I receive recognition for my accomplishments at work	68.3	57.4	**-10.9**	.0172

Table B: Levels of agreement with given statements for persons with disabilities at uOttawa

Based on this analysis, World Skills made three points. "First, university employees with a disability were far less inclined to agree that they were treated fairly. The differences in scores were larger than for any other designated group. Second, [they] did not find their orientation to be adequate. Third, [they] were less inclined to agree that they receive satisfactory recognition and support for their work" (ibid., p19).

Lastly, World Skills looked at job satisfaction among new employees, specifically the 579 respondents whose tenure at uOttawa was five years or less in 2011. To make the analysis statistically robust, several Employment Equity groups were combined into one (*N*=94): persons with a disability, members of a visible minority, Aboriginal people, and those who identified as lesbian, gay, bisexual, or transgendered.

Statement or Question in the Survey	Average for New Employee Majority	Average for Designated Group New Employees	Difference in the Averages	P-value
I receive fair treatment in my work unit regardless of my ethnic or cultural origin	96.0	90.9	**-5.1**	.0044
I receive fair treatment in my work unit regardless of my family status	94.1	88.5	**-5.6**	.0070
I am satisfied with the autonomy I have to organize my work	80.2	75.0	**-5.2**	.0580

Table C: Levels of agreement for new employees in four designated groups at uOttawa

As Table C shows, there are significant differences in regard to fair treatment at the work-unit level on issues of ethnicity and family status. World Skills suggests that this "warrants reflection regarding sensitivity to the possibility of different needs, structures, and responsibilities concerning the families of employees who belong to visible minority, disability, or LGBT communities" (ibid., p23).

Overall, the study by World Skills found that there were significant differences in employee satisfaction between majority-group staff members and those who belonged to a designated group. The differences were far beyond that which would likely occur between two groups whose respondents had been selected at random from the survey pool.

B.   uOttawa Diversity and Inclusion Survey: Topline Results, April 2017

The second study that the Committee used, the "Topline Results," reported aggregate results from the University's Campus Climate Survey on Diversity and Inclusion.

The research question behind the survey was a question of discovery: the University does not collect in a systematic fashion data about diversity on campus. There is much we did not know about our student and employee populations, who they are, how they identify, what our diversity portrait actually looks like. For this, we needed to ask questions and take a snapshot to better understand who we are and what our experiences have been. Before we can draw any conclusions and make any recommendations for direction and policy, we needed a baseline measurement. Furthermore, how will we know if we are making a difference, moving in *any* direction if we don't give ourselves the means to measure?

Invitations to complete the survey were sent by email to 49,622 members of the University of Ottawa community, including 9,847 professors and administrative staff personnel. The survey was conducted online over several weeks. By the closing day on April 12th, 11 percent of students and 19 percent of all university employees completed the survey, producing 6,332 complete responses.

A full census of students, staff and professors were administered the survey and roughly one of six employees and one out of nine students responded. The descriptive statistics provide a snapshot of those who took the survey. Approximately 63 percent of all respondents identified as female. The average age of employees was 46 years old, while for students it was 25 years old. Those 21 years old or younger made up 45 percent of all student respondents. About 19 percent of the employees filling out the survey were educated at levels below the bachelor's level, while 35 percent held a doctorate.

The Topline Results show that the University's employees do not mirror the student population in a number of significant ways. They are, by definition, a different demographic and we should be mindful of this in our analysis and in any further recommendations as there is significant divergence between students and employees in their experiences.

It would appear that our student population is **more** diverse in terms of visible minorities than the overall Canadian youth (15-24) population, as reported in the 2006 census. (http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo50a-eng.htm). The census results are a little bit dated but there is no denying that 19% identifying as visible minority in the Census data is much lower than the nearly 40% of students in the campus climate survey. And our student population is also far more diverse than the (overall) local population of Ottawa-Gatineau (19% visible minority reported in 2011 National Household Survey (http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CMA&Code1=505&Data=Count&SearchText=Ottawa&SearchT

, which very closely resembles the ethnic profile of employees who respondent to the survey).

The religious profile of our employees is also very close to the National Household Survey for Ottawa-Gatineau. We see in our campus climate survey that compared to employees, a higher proportion of students identify Islam as their religion.

Another notable difference in the demographics of our student and employee populations is the scope of self-identification with a disability: roughly 22 percent of the student respondents indicated they had a disability that substantially affected a major life activity, compared to 13 percent for employees.
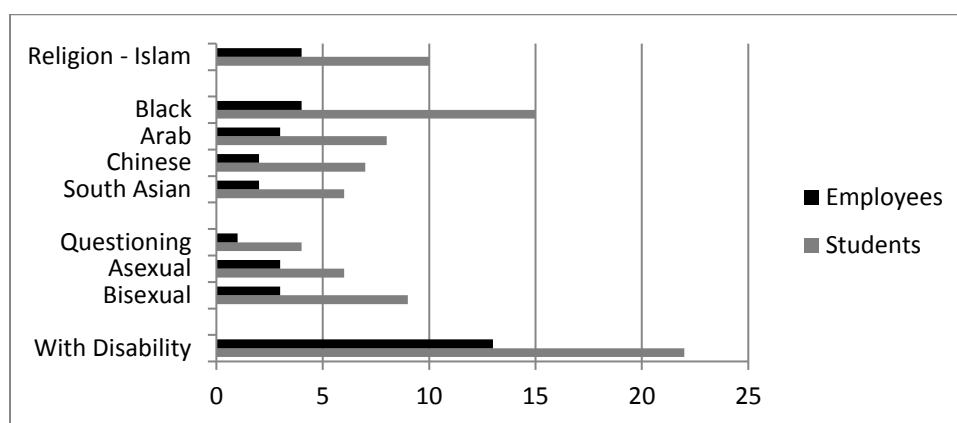
Figure 1: Percent of Respondents Who Identify As –

The Campus Climate Survey inquired about the campus climate, including the presence of bias, physical accessibility, and the perception of tension. While clear majorities felt that the campus climate was friendly, cooperative, welcoming, and respectful, nearly one in two respondents also reported that the climate was getting worse. More respondents agreed than disagreed that the University was biased on matters of race and ethnicity. Approximately one in five employees (18%) and students (23%) perceived ethnic or racial tensions on campus. Respondents felt that those affected by psychological or medical health issues faced greater inclusion challenges than others. The (lack of) accessibility of classrooms, laboratories, and sports facilities was also raised as a barrier to inclusion on campus.

The Campus Climate Survey also asked respondents what, if any, forms of exclusionary behavior they have witnessed during their time at University of Ottawa. 34 percent of the students and 40 percent of the employees reported that they had seen behaviours on campus that created an exclusionary environment. Roughly 25 percent said they had experienced discrimination themselves. Age and gender were reported as the most likely basis of their personal experience of discrimination. Among employees who had seen it targeted elsewhere, 32 percent suggested that a professor was the source. Another 25 percent said they saw a member of the support staff do so. Among students who had seen such conduct, 53 percent said the source was another student. The most-frequently identified target (victim) of discrimination or exclusionary behavior was a group or category of people rather than any specific individual. The most common basis for the exclusionary conduct, in the view of respondents, was

ethnicity, place of origin, or race, while gender and position was also a frequent basis of discrimination seen by employees. Intimidation, isolation, and deliberate exclusion were the most common experiences. The most typical reaction to having witnessed or experienced these behaviours was anger. One of the most revealing statistics from the survey was that a majority of students do not know where to go or understand what to do to get help. Furthermore, about a third of the students (and 24 percent of employees) were **not confident** that the University handles these kinds of incidents fairly. This is our baseline measurement of what our campus looks like, how students and employees perceive the climate both from a transactional point of view (can we reduce the incidence of exclusionary behaviours) and a political point of view (can we improve the level of knowledge and trust in the systems and processes we have in place on campus).

C.   uOttawa Diversity and Inclusion Survey: Market Segmentation Analysis, May 2017

The Committee had access to a third quantitative study, which was also based on the Campus Climate Survey. Conducted by Fernando Mata (University of Ottawa), the study used cluster analysis to identify four independent groups of respondents whose responses showed great similarity with their own group and little similarity with other groups. Fundamentally, the statistical technique involved is principal components analysis, and its goal is to identify a small number of meaningful groups where the members of each group share a similar perception of the campus environment.

The Market Segmentation Analysis identified four major groups of respondents. The names for each group were devised to provide a short but pithy description of the views shared in each group:

Cluster	Percent of Respondents
Optimists	25 percent
Conformists	31 percent
Soft Critics	29 percent
Hard Critics	15 percent

 Each cluster was described as follows (Mata 2017, pp6-7):

*Optimists "*are significantly differentiated by their overall positive views of the campus climate environment in terms of diversity and inclusion. Over-representation of males and older individuals are observable in this segment."

Conformists are "the most numerous of survey respondents and comprises individuals who are less positive compared to the first cluster and have learned to adapt to the campus climate environment. Over-representation of young females (under 25) and underrepresentation of academic personnel are observable in this segment."

Soft Critics, while holding "a favourable view of the campus climate environment, … have some reservations about the present organizational environment at the University of Ottawa. They have 'not-so-soft views' with respect to tensions and biases present in university life. Over-representation of older individuals (40-59 years old), French administrative language and support staff members as well as management are observable [in high proportions with]in this segment."

Hard Critics are the most "concerned segment of respondents. They are unhappy with the climate of diversity and inclusion and think changes are needed to correct this situation. They have been witnesses and victims of exclusionary acts to a greater extent than other segments. It is mostly constituted by female students although it has a relatively fair distribution across a variety of demographic groups." In the campus context, ethnicity, disability, and religion tend to be more important markers of identity for the hard critics than for those in other clusters.

Significantly, the study (Mata 2017, p18) concludes that:

> *In terms of targets and sources (offenders) of <u>witnessing</u> acts, while students and professors seem to be the most frequently mentioned among optimists, conformists and hard critics, soft critics identified co-workers and supervisors as the typical actors [responsible for the conduct of] exclusionary acts … Ethnicity was the most frequently mentioned perceived bias in the exclusionary acts for all cluster members.*

> *In terms of targets and sources (offenders) of <u>experiencing</u> acts, again, similar actors were mentioned … Aside from classes and public spaces, campus administration offices were the most frequently mentioned places of directly experiencing exclusionary acts which also included optimists. For hard critics, these experiences were significant in the development of their perceptions of the campus climate. More than 60% of them felt deliberately ignored/excluded and isolated particularly during meeting with groups of people and/or dealing with campus administrators.*

Appendix C - Qualitative Studies of Diversity and Inclusion at uOttawa

Two qualitative studies were produced for the Committee on Diversity and Inclusion. The first was produced by Michelle Massie Marketing. The second study, by Professor Sharon O'Sullivan, analyzed 514 written responses to the request for "further comments?" at the end of the Campus Climate Survey.

A.   The Diversity Study: A Qualitative Research Presentation, January 2017

In order to better design the survey instrument, the Committee hired Michelle Massie Marketing to do an exploratory study involving a series of interviews with members of the university community. A semi-structured interview guide was used to conduct 38 one-hour interviews, involving 12 faculty, 12 non-academic staff, and 14 students. The external consultant ensured the anonymity of the participants.

The interview guidelines were designed to capture the perceptions, dispositions, and experiences of the respondents through several projective techniques. Six areas of exploration were involved:
- How is diversity currently experienced at University of Ottawa?
- What facilitated or hindered their inclusion into the university community?
- How do the interview subjects define diversity, and what are the perceived benefits and drawbacks?
- In what way, if any, is diversity perceived to exist on campus currently?
- What is the nature of their personal interactions with other groups? Are the interactions satisfactory?
- Are they aware of any official programs aimed at supporting diversity on campus?

The MMM study produced over 80 individual recommendations, providing a strong sense that individual perceptions varied, that University of Ottawa had not progressed as far as McGill or Carleton University, and that there was a considerable amount of work to be done. Five significant short-comings were highlighted at the conclusion of these interviews, namely that there are strong perceptions of:
1) white, male-dominated decision making processes;
2) ethnocentric curricula and a predominantly white workforce;
3) inadequate access for individuals with mobility or sight impairments;
4) building-names across campus that celebrate only one culture and gender; and
5) biased funding, hiring, and promotion processes.

B.   Manual Coding of English and French Campus Climate Narratives, June 2017

Soon after the Campus Climate Survey closed, Professor Sharon O'Sullivan (Telfer) undertook an analysis of the "further Comments?" question on the questionnaire. The comments submitted by respondents included 314 remarks in French and 200 remarks in English. Those comments were then coded in two stages. First, each respondent's remarks were concisely summarized. Second, the descriptive summaries were then grouped into major themes. Seven themes were identified as a result of this analysis:

1) Views about the survey instrument
2) The organizational climate in general
3) Indirect discrimination (systemic barriers)
4) Direct discrimination (interpersonal exclusion on prohibited grounds)

5) Other forms of organizational exclusion
6) Organizational procedures for justice (investigative processes & decisions)
7) Suggestions for Human Resource Management

For the core of the analysis, each theme was then divided into sub-categories of response, creating a distribution of responses for each theme. However, in most cases there were less than five responses in a subcategory. Since small counts infringe on the confidentiality of respondents, only sub-categories that saw the highest frequencies and that included at least ten respondents are highlighted below.

With regard to the survey instrument, the study revealed that women were most likely to comment about their capacity to respond, expressing some concern about their lack of familiarity on the subject. Among women respondents, 27 comments were made along these lines, with much lower frequency among men. There were relatively fewer remarks about the incident categories enumerated in the survey, the respondent categories listed, and the importance of the survey.

With regard to indirect discrimination, comments about physical barriers were the most frequent at 32 comments. Barriers to getting psychological support was the next most common remark, followed by concerns about the general non-responsiveness of many services. With regard to direct discrimination, the most frequent comments were in the areas of gender and language with 69 remarks for each. Race and religion were the next most frequent topics for comment under this theme, with 25 and 28 remarks respectively. With regard to other forms of discrimination, comments about ideology and free speech occurred with the highest frequency (43 remarks). Remarks about bullying and disrespect (29) and about financial opportunities (21) were the next most frequent subcategories. The study also shows that bullying and disrespect are by far the highest category of concern among employees (25 comments).

Among students, however, free speech was the subject of most common concern (35 remarks). O'Sullivan also noted that "[m]ales predominantly felt excluded by a sense that the prevalent ideology on campus obstructs their capacity to engage freely in dialogue" (p28). This result may indicate that, amidst many new and difficult conversations about diversity and inclusion, there will likely be opportunities to engage in discussions about the differences between free speech and academic freedom. As Joan Scott (2017, 6) has noted, "free speech makes no distinction about quality; academic freedom does." Scott argues that academic freedom is not determined by free speech principles, "'but by the metrics of professional competence. Professors are free to teach in ways that are regarded as professionally competent.' It is disciplinary associations that train and certify this competence, a form of expert knowledge we depend on for the advancement of knowledge" (p4) and, as she later adds, for the engineering of bridges and the doctoring of illnesses. "There have been long struggles by scholars (feminists, critical race theorists, queer theorists) to achieve legitimacy for their fields of study – still it is academic freedom and not free speech that informs these struggles." While life experience needs to be valued in its diversity, Scott's work can serve as a reminder that disciplines do not build expert knowledge "through a market place of ideas in which content discrimination is prohibited and all ideas are deemed equal" (p4).

With regard to Human Resources, the most frequent topic was staffing (22 comments), followed by training (20 remarks). French language respondents were more likely to focus on staffing, while English language respondents were more concerned about training. O'Sullivan observed that "many respondents noted a lack of visible diversity among employees and felt excluded by it. This imbalance implied (or in some cases was overtly stated …) that this was indicative of biased selection processes" (p49).

O'Sullivan concludes thus: "If our faculty and staff lack an understanding of the challenges of diversity, lack an awareness of how to include diverse perspectives in experiential learning or service provision, and/or are suffering from exclusionary experiences themselves, they may be less able to support the university in its mission to develop our students' potential. Hence, the inclusion of all stakeholders at the university … is vital for the fulfillment of its educational mission" (p56).

Appendix D - Governance at University of Ottawa

Governance of the administrative aspects of diversity and inclusion has developed in an ad-hoc fashion, creating a system that works but is largely uncoordinated. It is a system that relies on goodwill rather than good governance. While many successful inclusion activities exist, there is no catalogue of efforts and so no opportunity to know if certain programs can be used by other areas of the administration, resulting in lack of transparency and a loss of opportunity to share knowledge and build institutional pride, capacity and positive reinforcement or momentum. Likewise, where an administrative unit is uninterested in complying with inclusion standards or activities required by law, there is no mechanism to enforce compliance.

Relevant Policies and Compliance Strategy for Employment Equity

Policies

The University of Ottawa's [Policy 67a on the Prevention of Harassment and Discrimination](#) sets out its commitment to Prevention of harassment and discrimination. Reporting and complaint procedures are set out for students in [Procedure 36-1](#), and for employees in [Procedure 36-2](#). In addition, Policy 67b on the Prevention of Sexual Violence sets out the University's commitment, values, where to receive support services on and off-campus, and how to report a formal complaint.

The University is obliged to comply with the *Ontario Human Rights Code* which prohibits harassment and discrimination based on 14 Code grounds, as well as and the Ontario *Occupational Health and Safety Act* which prohibits workplace harassment. Policy 67b was created to meet our legal obligations under Bill 132.

Compliance Strategy for Employment Equity

In addition, the University is part of the Federal Contractors Program (FCP) which requires it to produce reports on employment equity as per the FCP and to reach set targets of employment for four designated groups (women, visible minorities, people with disabilities and Aboriginal peoples) across several job categories. Salaries and promotions are also tracked. The Human Rights Office is the institutional lead for this Program and works with the following institutional partners: Human Resources, Faculty Affairs and the Office of the VP Research.

Institutional Actors

The administration of the basket of issues that fall within the Diversity and Inclusion basket include: inclusion strategies, discrimination, accommodation, accessibility, employment, and admissions. The management of these issues is in some cases documented in the publicly available policies and procedures set out above and, in other cases, have developed into ways of working.

Human Rights Office

The Human Rights Office is responsible for providing expertise on Diversity and Inclusion, including accessibility and accommodation matters. It acts as the lead for the Federal Contractors Program (employment equity). It provides information on and manages informal and formal complaints of harassment, discrimination and sexual violence. It is responsible for reviewing Policy 67a and 67b. It manages compliance under the *Access for Ontarians with Disabilities Act*.

Human Resources

Human Resources is the lead on employee recruiting, performance management, training, pay, health and wellness strategies. In relation to Diversity and Inclusion, HR is responsible for setting employment equity targets under the Federal Contractors Program, defining strategies to attain set targets and reporting on progress. It is also responsible for accommodating employees under the Code-related grounds and ensuring that its practices are inclusive or non-discriminatory.

Facilities

Facilities is responsible for creating and maintaining the built environment for members of the University community up to current compliance standards, as well as and providing accommodation for people with disabilities, as well as other groups in order not to discriminate against them.

Faculty Affairs

Faculty Affairs manages labour relations between the academic unions and the University. They set the hiring targets for employment equity within the Federal Contractors Program. They are responsible for providing training to hiring and promotion committees and have participated in discussions with the HRO regarding training on inclusive hiring practices.

Protection Services

Protection Services has a 24-hr service. As such it has been identified as a location where incidents of harassment can be reported. If provided with the permission to do so, Protection Services will send its incident report to the administrative actor that can best follow-up. Protection Services is the designated liaison for Ottawa Police Services.

Office of Risk Management

The Office of Risk Management (ORM) is the designated liaison for the Ministry of Labour. It is the lead for review of [Policy 66 on the Prevention of Violence](), and the coordinator of the Joint Occupational Health and Safety Committee. ORM is a partner with the HRO and SASS in the management of service and support animals on campus.

Student Academic Success Service

The Student Academic Success Service (SASS) provides a variety of services to support academic success for students, including academic accommodation for the classroom, student mentoring and academic writing, and counseling and coaching.

Aboriginal Resource Centre

The Aboriginal Resource Centre (ARC) works closely with all university faculties and services to develop initiatives that support and benefit First Nations, Inuit and Métis students. It provides classroom, career and personal needs support in a manner consistent with Aboriginal culture and values. It also promotes strong working relationships with government agencies, as well as with Aboriginal communities and organizations.

Faculties

Faculties are responsible for setting admission standards for new students. Some faculties have an equity admission stream. Faculties provide educational services which are required to meet accessibility standards as set by legislation, and to provide accommodation to students under the Human Rights Code when these standards cannot be met, up to the point of undue hardship. While SASS manages academic accommodation for the classroom, faculties are responsible for accommodating for other learning environments, such as laboratories and field research settings. Faculties are also responsible for hiring practices and accommodation of administrative staff and teaching staff.

Other services

The *Registrar* is responsible for academic-related processes and services for future and current students, professors, academic staff, alumni and the general public.

Sports Services includes both interuniversity sports and campus-based instructional and recreational activities.

Appendix E - Exemplary Practices

While it is rarely recognized as such, University of Ottawa has a history of path-breaking work toward inclusion. Ours is a bilingual University, open and inclusive for those who want to learn in French or in English. We have all been building a novel institution, one where francophone minorities outside of Quebec feel at home and empowered. This is a remarkable achievement, and it shows that our community already knows how to nurture diversity and inclusion.

In fact, our work toward diversity and inclusion stretches much further than this. Through the good work of Anne-Lyse Gagné in the Office of the President and others at the University, the Committee assembled a list of inclusion initiatives, activities, and programs that are already in place.

It is worth taking some time to outline the range of those initiatives, but before doing so, it is important to pause for a moment and to reflect on the source of these efforts. We feel that the image of "bubbling up" is exactly right: it is as if these many initiatives have come to the surface from below, emerging from the chemical solution or dynamic mixture that constitutes the university community. It is difficult to identify any common source – whether it be an external force like a provincial law or mandate that propelled the creation of all of these initiatives, or an internal actor from, perhaps, the President's Office or Administration Committee who encouraged their creation. Rather, they seem to have emerged from very different sources, all working on the front-lines of the university community, and the effervescence of diversity and inclusion activities touch on a wide range of practices.

With *employee recruitment*, for instance, the Faculty of Law has established an Employment Equity program whose first goal is to create a diverse law school by actively recruiting and hiring future faculty through innovative outreach strategies. The Faculty of Medicine has been conducting unconscious bias training for its search committees. Sports Services has an informal commitment to gender equity in place among its hiring practices.

With *employee support,* Sports Services requires all staff (both full-time and part-time) to complete mandatory training modules in diversity training and bystander responses to discrimination. The diversity training includes, for full-time staff, a full-day workshop on understanding the varying experiences of LGBTQ+ athletes. Elsewhere, the Faculty of Medicine is conducting cultural sensitivity training for its staff and anti-discrimination workshops for its first-year residents.

With *student admissions*, the Education Equity Office in the Faculty of Law has created several admission categories to diversify the incoming classes of students with regard to their age, their Indigenous and immigrant status, and their socio-economic circumstances. The Faculty of Law also uses innovative outreach strategies to actively recruit law students from diverse backgrounds.

With *student support,* Student Academic Success Services (SASS) has been offering workshops since 2013 to help faculty use more inclusive teaching and learning strategies in the classroom. The Faculty of Social Sciences has started a Youth Futures/Avenir Jeunesse program to provide post-secondary orientation and leadership development among low-income young people. The Aboriginal Resource Centre has created a safe space for those in a minority with regard to gender identity or sexual orientation. Telfer School of Management has mentoring, safe space, and awareness-building initiatives in place for students from several EE designated groups. The Faculty of Law has designed a pre-law program for French-language immigrants and refugees entering a Canadian program in Common Law. It

also offers a "Mindfulness" program that helps its students practice mental health and emotional intelligence, and various other programs (tutorials, seminars, language training, mentoring) to promote academic success and program completion among its diverse students.

With *Indigenizing the Academy,* some years back the Aboriginal Resource Centre created a culturally safe space for Indigenous students, including a room where students can carry out a smudge ceremony without prior Health & Safety notifications. The Faculty of Law has more recently created and filled a brand new staff position, Director of Indigenous Affairs. The Director has a mandate to assist in the decolonization of the Common Law curriculum, to design and deliver cultural support services to students in the Common Law program, and to implement initiatives in the Law School that respond to the Truth and Reconciliation Commission.

This 'bubbling up from below' has its strengths and weaknesses. Its strength lies in part with the energy, innovation, and commitment of those who created the initiatives. Its strength also lies in the diversity of the resulting efforts. It would probably be dangerous to present them as "best practices" – a community of critical thinkers is often wary of claims that something is the best, and rightly so. Likely it is better to think of these endeavours as useful examples, as a variety of models of inclusion which can be replicated, adapted, and further improved. Therein resides a major strength of these practices.

Nonetheless, programs that can only "bubble up" from below can also have their weaknesses. Such weaknesses are notable from a scan of their diversity. For instance, there are few – if any – programs in place to foster more inclusive practices related to the *promotion* of diverse staff around the University of Ottawa. Training programs may consistently overlook certain areas, like discrimination based on the socio-economic background or accent of otherwise extremely promotable employees. Funding support for the programs in existence has to be carved out from the existing budget provided to a Faculty or Service. Moreover, it may be difficult to address physical or systemic barriers at the level of a Faculty or Service, regardless of their budget resources. This can result in the continued exclusion of many individuals with disabilities and members of Indigenous communities. And significantly, it seems relatively few Faculties and Services have had the resources and motivation to address the need for clear structures of responsibility, which substantially increase the odds that necessary things get done.

On top of it all, there seems to be little campus-wide coordination between the varied initiatives. Still less is there campus-wide awareness that the university community has undertaken many commitments to encourage more diversity and inclusion, because they seem to exist largely as isolated pockets of progress. Overall, there is a pressing need to build some structures of responsibility at the central level that enable more support, coordination, campus-wide awareness, and perhaps forceful encouragement – in those cases where initiatives are not "bubbling up" from below.

Appendix F - External Studies of Diversity and Inclusion

X. Studies and Initiatives at Top-Ranked Universities in Canada

For the purposes of this report, a brief study was undertaken to examine recent studies and initiatives emerging at other research-intensive universities in Canada. The work was limited to six institutions and largely consisted of an examination of the organizational structure of governance plus a search of their website using the terms *diversity*, *equity*, and *inclusion*. Five of the universities were ranked among the top 150 universities in the world in 2017. These universities are:

- University of Alberta
- University of British Columbia (UBC)
- McGill University
- McMaster University
- University of Toronto

Queen's University was also examined due to its status as a research-intensive university, its proximity to University of Ottawa, and its regular position among the top twelve in world university rankings.

The examination of the organizational structures of governance revealed considerable variation with regard to Diversity and Inclusion. In September 2017, McMaster University advertised to fill the position of Vice-Provost (Equity and Inclusion). The advert read, "the newly created Vice-Provost (Equity and Inclusion) has over-arching responsibility for the promotion, development, coordination, and support of initiatives related to equity, diversity, and inclusivity at McMaster." The university's organizational chart shows this is one of 13 positions that report to the Provost. UBC has an Associate Vice President Equity who also reports to their Provost. McGill has an Associate Provost (Equity and Academic Policy). Toronto has a Vice President of Human Resources and Equity, who reports directly to the President. Queen's has a University Advisor on Equity. At Alberta, an Office of Equity, Diversity, and Inclusion is situated under the supervision of an Executive Director of Human Resource Services.

Among the studies of equity at the six universities were a number of annual reports. At both Toronto and McGill, the latest available report was dated in 2015. Both featured initiatives and events over the prior year related to diversity and inclusion. At McMaster's website, the report for 2016 was available, in addition to a list of 16 policy documents under the auspices of the University's Office of Equity and Diversity. The one-stop-shop availability of these policy documents, along with the presence of several new or recently revised versions, may be indicative of a stronger commitment at McMaster, where its Office of Equity and Diversity is guided by the three-fold vision: to engage in institutional change, to lead in policy development and review, and to heighten awareness.

Two other reports were of particular interest. In April 2013, UBC released a report titled *Implementing Inclusion: A Consultation on Organizational Change to Support UBC's Commitment to Equity & Inclusion*. Its authors frankly stated that the then-current structure was "not sufficiently supportive of" the deep commitments to mutual respect and equity in the UBC community, and that the structure "even present[ed] a barrier to positive change" (page 4). The authors go went to report that:

[t]here was no disagreement among those who spoke to use that our current structure needs improvement. … [One] overarching message was that the current structure lacks coordination.

Important initiatives and activities are too often siloed … and opportunities to share and collaborate are missed. At present, there is no effective hub for equity and diversity; no one is clearly responsible for measuring progress and achievements in relation to UBC's equity and diversity commitment, or for ensuring that there are resources, initiatives, and programs to support it" (page 10).

A more recent study has been produced at Queen's University, titled *Principal's Implementation Committee on Racism, Diversity, and Inclusion* (April 2017). The committee was tasked with reviewing the recommendations from a 2009 report on this topic, to identify barriers to their implementation, and to make recommendations for successful implementation. They state that "most of the committee discussions were related to inequities faced by racialized individuals ('visible minorities') and by Indigenous Peoples" at Queen's (page 4). The committee identified six high-level barriers (pages 8-10):

1) Lack of prioritization of the issues at hand
2) Insufficient resources for the Human Rights and Equity Office
3) Lack of use of granular employment equity data
4) Lack of accountability regarding a failure to meet the goals
5) Reluctance of many faculty, students, and staff in under-represented groups to come to Queen's
6) Geographical location of the university in Kingston.

The reports at UBC and Queen's, along with the wealth of material on McMaster's website, suggest that there is considerable concern on the three campuses. In scanning the websites of the six universities and noting the type and number of initiatives, it does not seem unreasonable to reach a conclusion. Many of acknowledge that there is a great deal of work to be done, but the most concerted efforts to achieve more diversity and inclusion seem to be taking place at UBC, McMaster, and Queen's. Based on website material alone, less energy seems to be forthcoming at McGill and Toronto. This suggests that flagship universities seem less likely to be prioritizing the cultivation of diversity, inclusion, and equity in their communities, whereas the University of Ottawa may have its strongest competition – and most committed collaborators – among some of its closest peer institutions.

Appendix G - Sub-Committee Reports

01 - Admissions Equity Policy   Abdullah Al-Haj
02 - Ageism   Gordon DiGiacomo
03 - Disability   Vivien Runnels
04 - Employment Equity   Manon Dugal & Carole Bourque
05 - Gender in Teaching Staff   Françoise Moreau-Johnson & Sophie Thériault
06 – Disabilities, Mental Health   Krista Van Slingerland
and Wellness, Recreation and Sport
07 - Mental Illness   Christina de Simone
08 - Part-Time Professors   Houssein Charmarkeh
09 - Teaching and Learning   Aline Germain-Rutherford
10 - Transgender Issues   Carole Bourque