

**University of Ottawa Diversity and Inclusion Survey – 2017
Manual Coding of English & French campus climate narratives**

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The author gratefully wishes to acknowledge the contribution of Joshua Wamanga, who graciously volunteered a week of his time to enter the coded English language quotes into this document.

Method for Manual Coding

In early May 2017, the qualitative comments from the online University of Ottawa campus climate survey were imported by Fernando Mata to QDA Miner. This QDA Miner data file was then passed along to me (Sharon O'Sullivan) in order to conduct an in-depth analysis of the qualitative comments.

Manual coding was conducted in two phases, as per Miles & Huberman (1994). First level of coding applied descriptive codes to concisely summarize what respondents actually said. These descriptive codes were then grouped into themes – essentially higher level categories that reflected greater abstraction about the issues raised.

Of the nearly 1200 qualitative comments in the Francophone and Anglophone databases, all 314 Francophone quotes were completely coded. However, given the short time frame, only 200 of the 860 (23.25%) of the Anglophone quotes were coded.

Themes identified

The themes provide the substantive categories that represent the respondents' major areas of concern. For example, because respondents often used the word "gender", it was considered as a first-level descriptive code. However, the word "gender" arose in two distinct ways: One was in relation to critiques of the survey instrument method (e.g., to the ways in which the survey asked respondents to categorize themselves), and this was coded under "Views about the Survey instrument". The other was in regard to discriminatory experiences/observations at the university of Ottawa and this was coded under either "Direct discrimination" or "Indirect discrimination" (e.g., accessibility to safe use of washrooms on campus), depending on the specific situation. This categorization process led to the creation of the following seven themes:

1. Views about the survey instrument;
2. The organizational climate in general;
3. Indirect discrimination (systemic barriers to accessibility)
4. Direct discrimination (interpersonal exclusion on prohibited grounds)
5. Other forms of organizational exclusion
6. Organizational Justice processes (quality of investigative processes/decisions)
7. Suggestions for Human Resource Management (HRM)
8. Suggestions for Building Bridges

Each of these themes are reviewed in more detail in the subsequent sections. The report concludes with a final discussion section that raises questions for collective consideration.

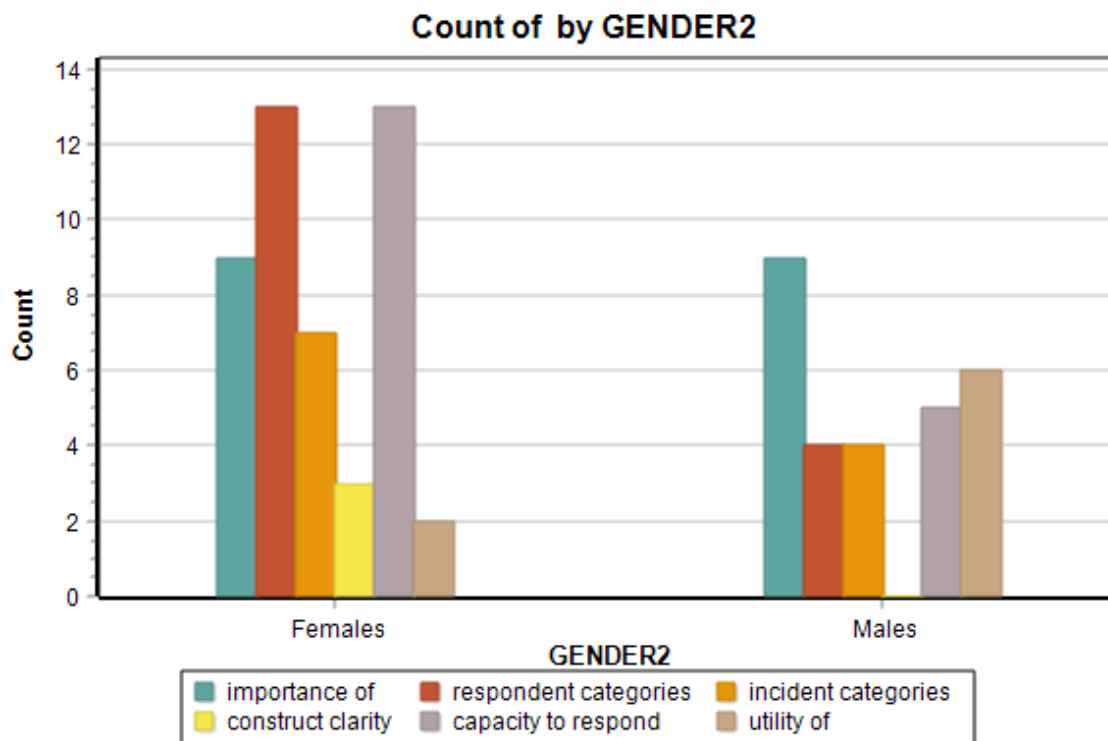
1. Views about the survey instrument

Respondents had many concerns about how the climate survey was constructed. Comments from the two linguistic respondent groups raised the following similar concerns:

- Importance of the survey (Is it a valued initiative?)
- Concerns with respondent categories
- Concerns with incident categories (scenarios in the questions)
- Construct clarity (terminology)
- Capacity to respond (e.g., lack of familiarity with either campus life and/or discrimination)
- Utility of the survey (Will it make a difference?)

1.1 Overview – Francophone respondents

Most of the Francophone respondents, male and female, felt the survey was an important initiative. Those who felt it was most important included the 40-59 and under 25 age groups, and the student and support staff stakeholder groups (with academic faculty perceiving it as 8-9 times less important than these groups). Gender differences in the types of concerns with the survey were noticeable, as the table below demonstrates:



More specifically, over twice as many Francophone women than Francophone men expressed concern with the survey's respondent and incident categories, finding them to be overly rigid (e.g., inadequately recognizing blended races/cultures). The women were concerned about their capacity to respond to examples of discrimination on the basis of categories they did not belong to.

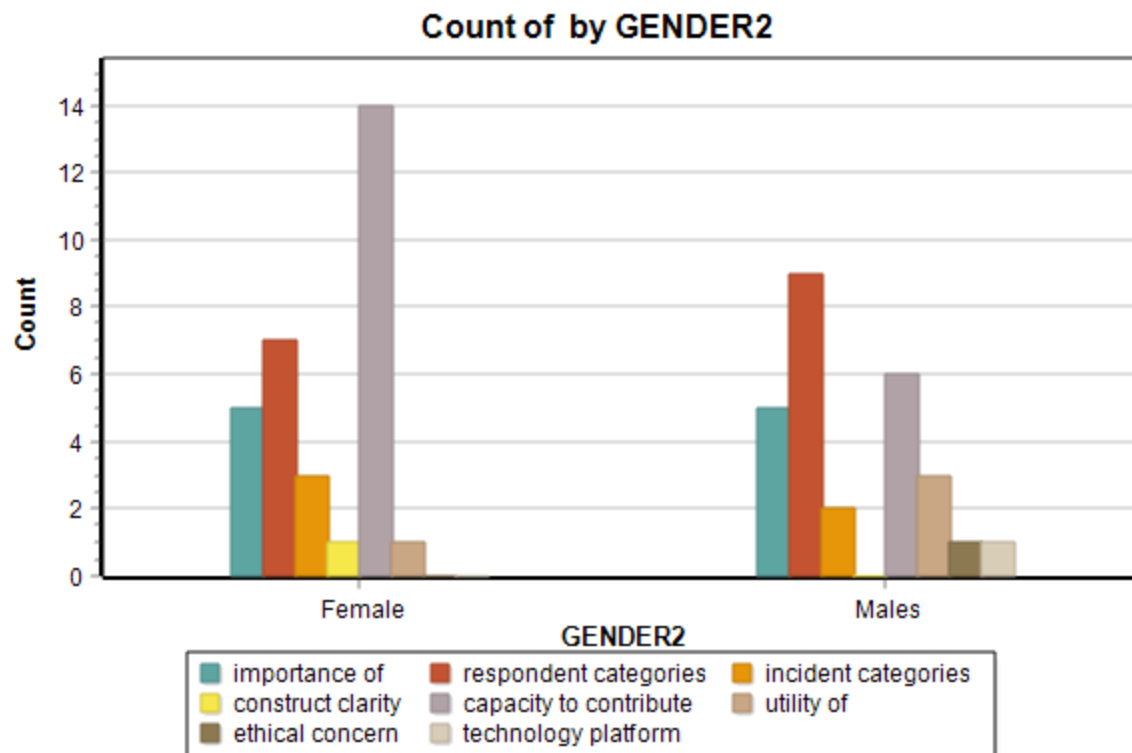
By contrast, three times as many Francophone men than Francophone women expressed criticism about the utility of the survey. Several of the men expressed concern that surveys like this unconstructively reinforce a one-sided version of victimhood and overemphasize the positives of introducing diversity:

Vous ne tenez pas compte du fait que les gens harcelés ou discriminés sont capables de s'affirmer ou de se défendre par eux-mêmes. [Case 311]

Il y a un problème de racisme bureaucratique dans la confrontation de plusieurs valeurs culturelles. Par exemple, on peut se demander pourquoi certaines cultures échouent plus souvent malgré toutes les démarches d'intégration. [Case 102]

1.2 Overview – Anglophone respondents

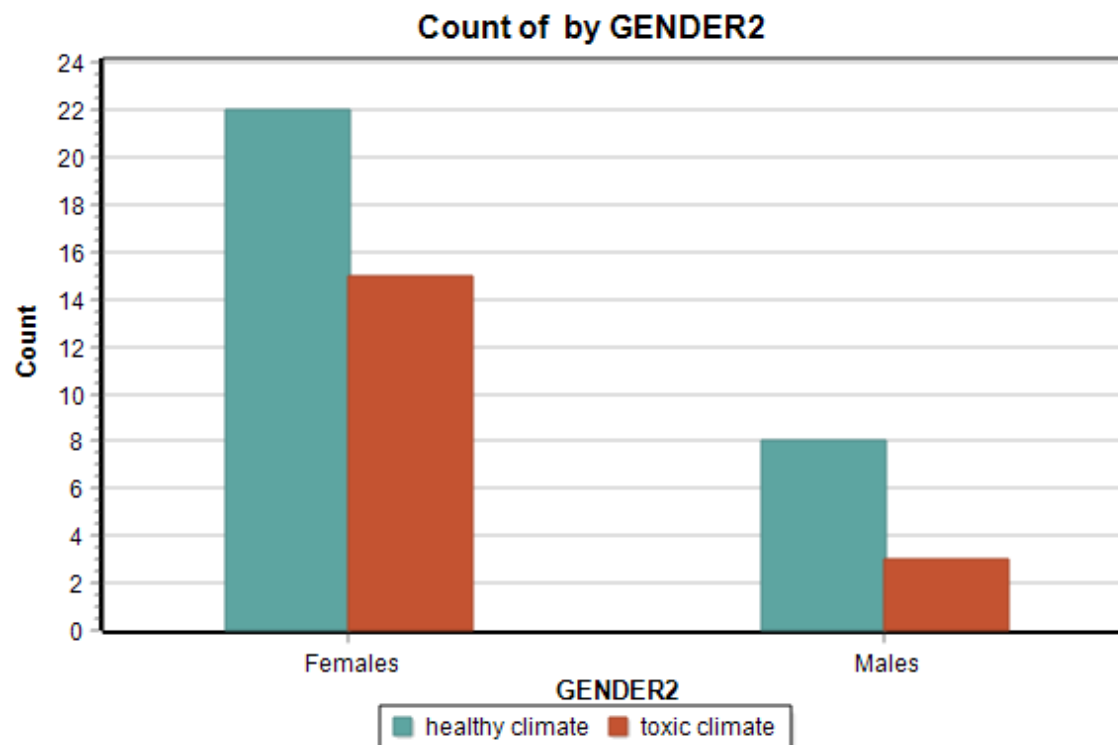
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2. The organizational climate in general

2.1 Overview – Francophone respondents

Only roughly 16% of Francophone respondents commented in general terms about the overall climate at the University of Ottawa. The following chart shows that, of these, more women than men offered comments, and a slight majority of each gender felt that the climate was positive on the whole.



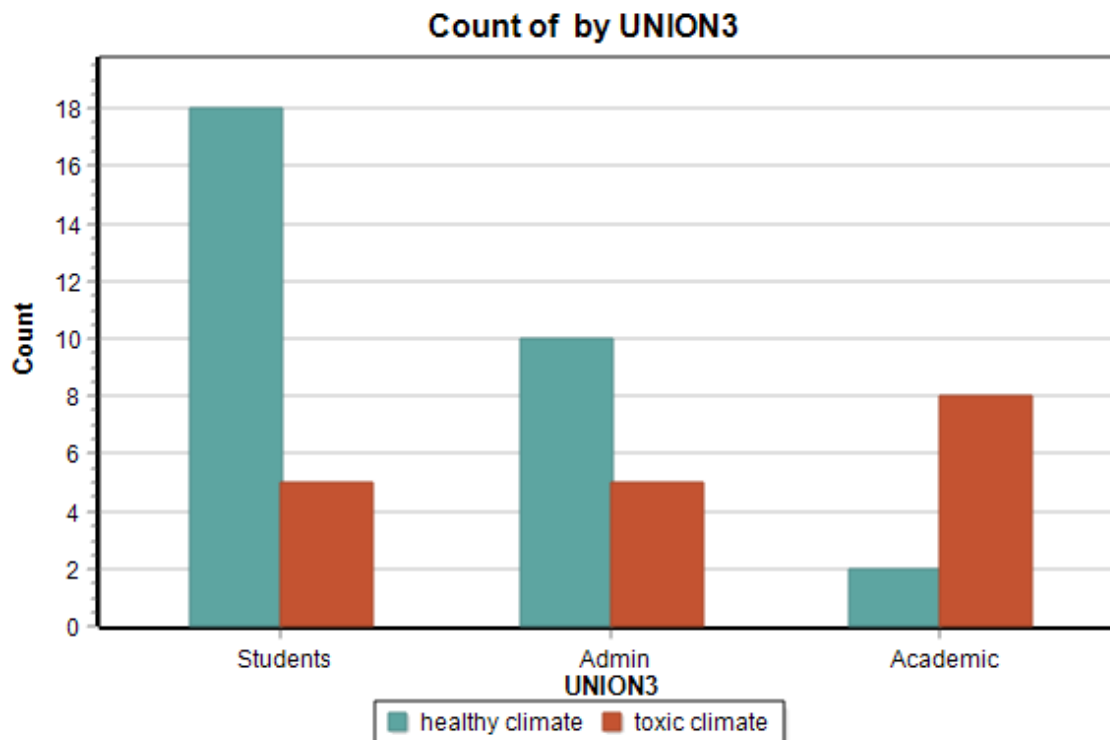
However, of the Francophone males who described it as positive, many qualified their responses. For example, a middle-aged Francophone male academic stated:

De façon générale le climat relatif à la diversité et l'inclusion sont bons. Ce qui augmente parfois les "tensions" c'est les "moyens correcteurs" mises en place afin de corriger une situation perçue comme injuste. Ceci fait en sorte que certaines personnes ou groupes voient des avantages donnés à d'autres mais pas à eux ceci autant pour un groupe que comme individu. En bref pour possiblement corriger une situation qui semble injuste il faut le faire de façon à ce que les changements soient bons pour tous en donnant l'opportunité à tout le monde d'en profiter de façon égale. [Case 50]

Another middle-aged male academic went further, expressing concern that that the university was increasingly developing a toxic climate:

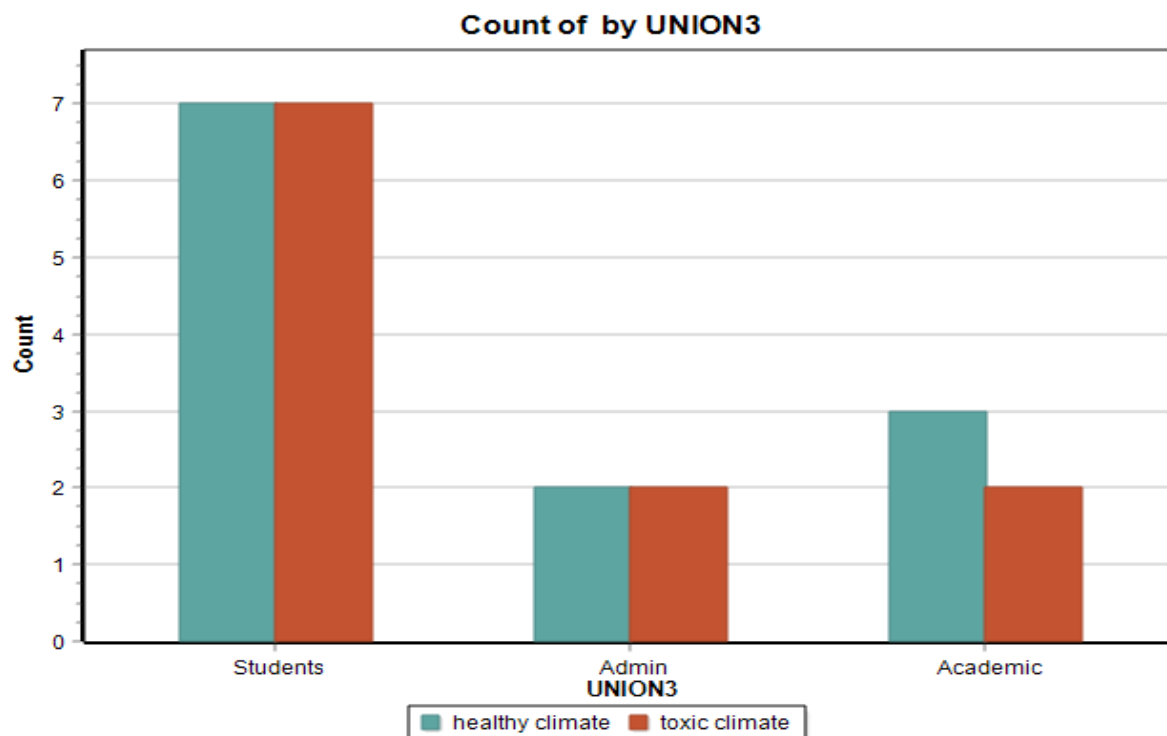
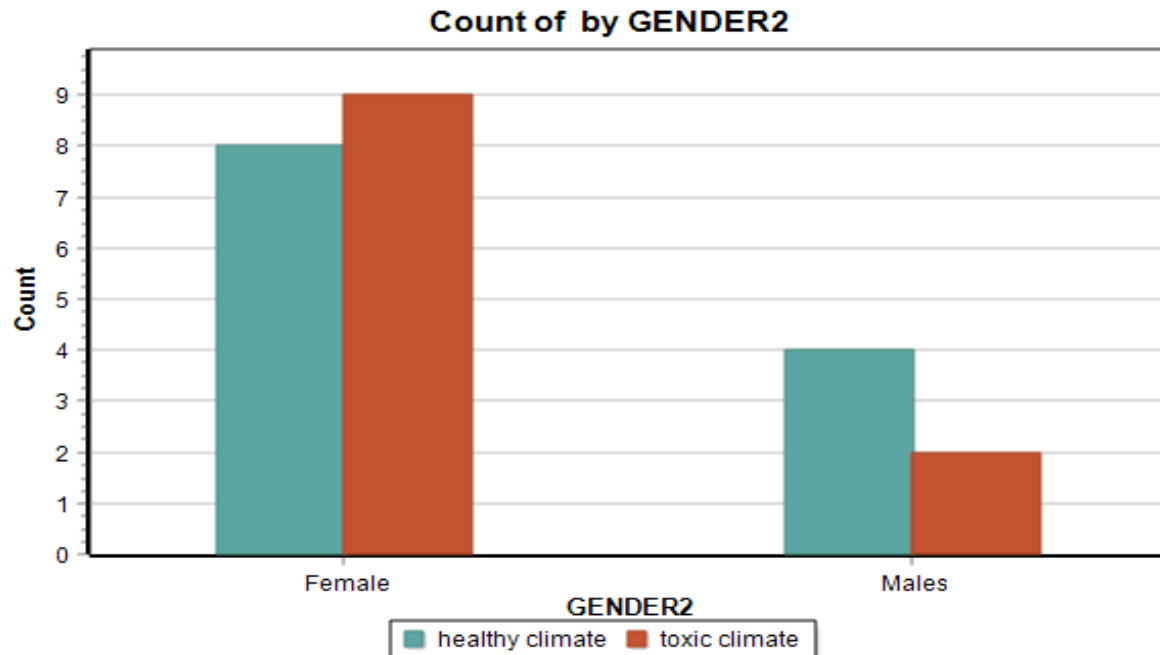
Le climat actuel parmi les étudiants de premier cycle est troublant. Je pense surtout aux dernières élections de la fédération étudiante. Il semble que la politique d'inclusion des minorités de l'université, inspirée du multiculturalisme traditionnel, n'a pas en compte la complexité du moment actuel. Il faut en parler ouvertement et éviter la "politique de l'autruche". [Case 215]

When the Francophone respondents' data was analyzed by academic grouping, the most negative views about the overall climate were held by academic faculty members. This result may be interesting to juxtapose with their responses about the survey which showed that, relative to students/support personnel, academics considered this survey to be much less important.



2.2 Overview – Anglophone respondents

The following chart shows that, similar to the Francophones, more women than men offered comments, and more students commented than other groups. A slight majority of each gender felt that the climate was positive on the whole.



As a Brazilian student and a newcomer to Canada I always felt very welcomed at uOttawa. My professors and my classmates were always respectful and valued my presence and my

opinions in class. I have made friends who will remain in my life forever and I will be always grateful to my Profs, classmates and staff that made my experience such a positive one. [Case 43]

As a staff member of the University of Ottawa community, I was a victim of bullying and harassment from my direct supervisor. This form of treatment created a highly toxic work environment for my, and for others around me who witnessed this behaviour. [Case 53]

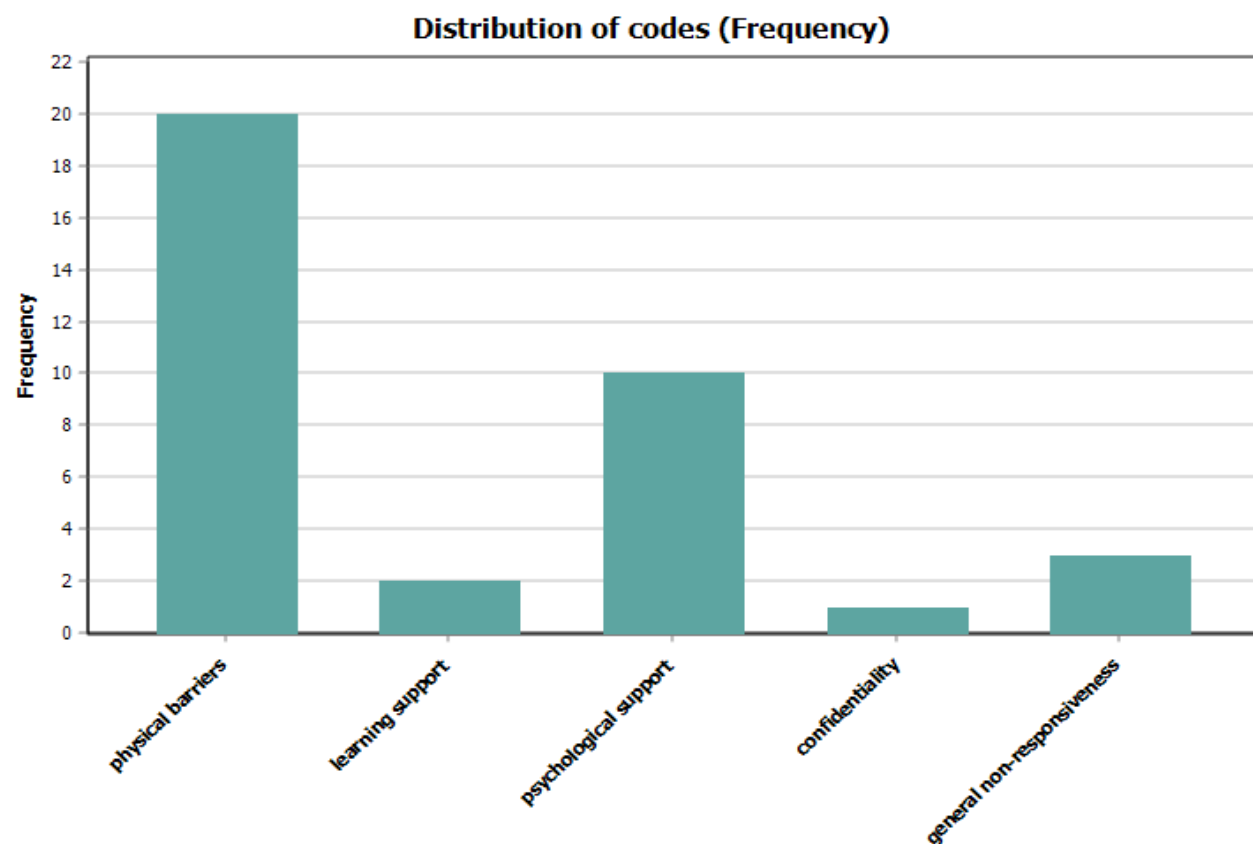
First of all nothing will be the result of this survey. Racist, biased people afraid of competent people will stay in their positions in the university. For example Advisor, Learning and Organizational Development will remain there and will hinder and try to sabotage careers of competent people by her racist and biased reporting, an Prof.C will remain executive in residence and continue to racially profile student of visible minorities and give preference to people based on race. This all exercise of 20 minutes will not bring change, no one will be fired, no one will do anything concrete for fear of backlash and vulnerable visible minorities having no network will continue to suffer at hands of people, the likes i mentioned above. [Case 124]

3 Indirect discrimination (systemic barriers to accessibility)

This category addressed indirect/systemic discrimination in regard to accessibility to a variety of disability-related supports. It consisted of five themes, including: physical barriers, learning supports, psychological supports, confidentiality issues, and non-responsiveness. Overviews of the Francophone and Anglophone data are followed below by detailed sample quotes for each of these five themes.

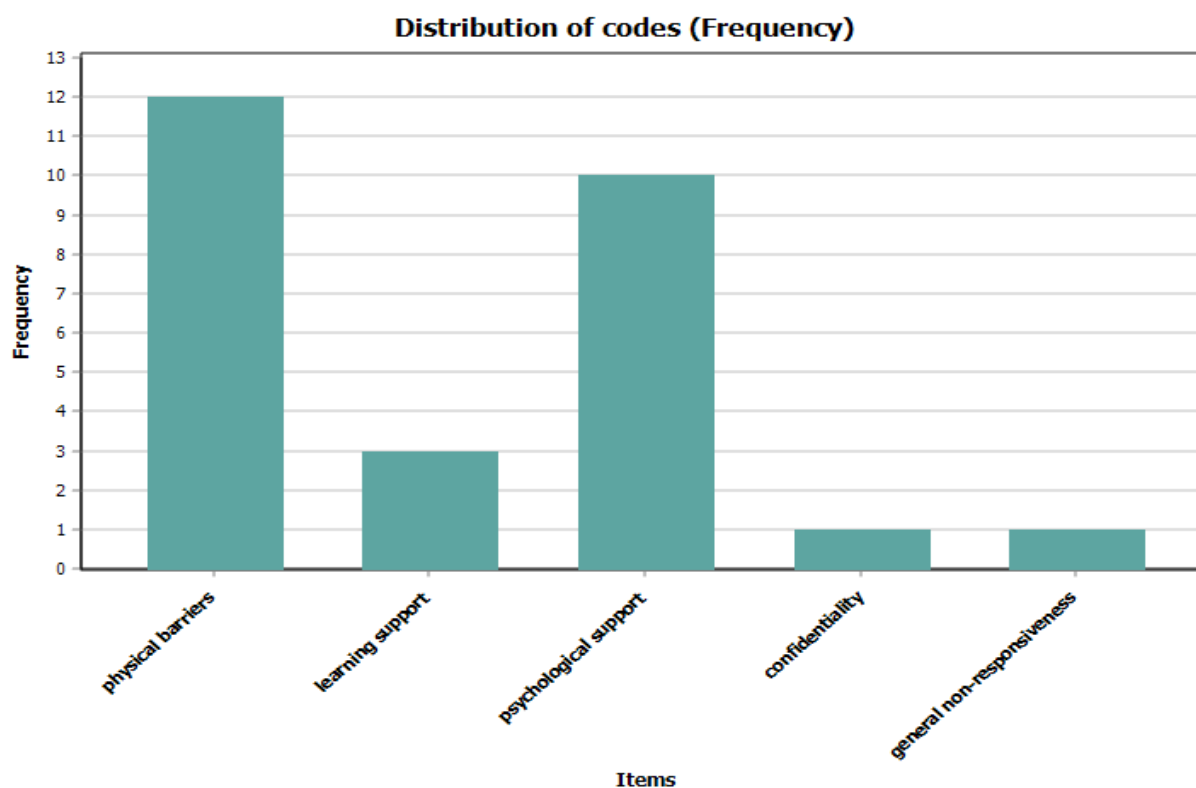
3.1.1- Overview - Francophone data

Overall, there were some concerns about support for learning disabilities, and for confidentiality in relation to that. However, the major concerns about accessibility were in regard to physical barriers and psychological support services, and the vast majority of those were expressed by females, and also by students (as opposed to by support staff or academic faculty). Psychological support concerns were particularly common among the under-25 age group.



3.1.2 Overview - Anglophone data

Physical barriers was the major concern, followed by psychological supports and learning supports. Non-responsiveness seemed to be less of a concern among Anglophone respondents.



3.2 - Physical accessibility:

Il y a des édifices qui ne sont pas accessibles pour les gens à mobilité réduite (Hagen par exemple). À mon avis, c'est inacceptable d'y donner des cours. [Case 2]

En ce qui concerne l'accessibilité physique ou systémique, les trottoirs, surtout autour des aires d'autobus entre DMS et TBT, sont en très mauvais état. L'ascenseur à TBT est également très petit (une chaise roulante ordinaire peut avoir de la difficulté à y entrer) et ne se rend pas sur tous les étages. L'entrée par le sous-sol à TBT (en face de la pelouse) comporte une rampe, mais il faut passer à travers quelques marches pour y accéder, ce qui défie le point de la rampe entièrement. [Case 56]

I approached the faculty of Medicine because the classroom and /small meeting room meant to comfortably seat 5-6 people for my grad course was very crowded for 15 students or so. This left me sitting behind the door, unable to see the front of the class and constantly having to watch so that no one would open the door on me. ... I was told by faculty that perhaps I could attend the course another semester, implying that I was requesting special accommodations due to my disability and if they couldn't meet my request then I had to take the course another semester. I tried to argue that this was not a special or unreasonable request given that the room was already inappropriate for the number of students. It was

disappointing. Not wanting to create waves, I never pursued the matter further but the course certainly wasn't as enjoyable as it could have been. Note: ... I've already had an undergrad professor I used to trust tell me he was refusing me a recommendation letter for M.Sc. under the argument that my being paraplegic was a safety concern in the lab (and this cell biology LAB prof ironically was disabled and using mobility aids in the lab!). He also tried to justify his decision by telling me that had already refused a deaf student a similar recommendation, based on the fact that being deaf would be again a safety concern in the lab. ... It's unfortunate, it's no wonder minorities with disabilities rarely pursue degrees in the sciences, medicine and health fields. [Case 180]

Accessibility of buildings and access to buildings, washrooms, pedestrian paths etc. for people with physical disabilities is very poor on campus. Also, many staff members do not have an understanding of our obligations under AODA, particularly with respect to information on website and technical requirements to make this content accessible. Although seemingly great amounts of resources have been devoted to this (e.g., Siteimprove), so many webpages are still filled with accessibility errors. Those responsible day-to-day for the content don't seem to have good knowledge of what they need to do to make it accessible, check if it is or make it error-free in the first place [Case 20]

3.3 – Psychological support accessibility

Je suis vraiment déçu des services de santé mentale inadéquate sur ce campus. C'est décevant que nous payons 7 milles dollars et plus à chaque année mais que à maintes reprises, j'entend parler d'amis ou amis d'amis qui se font rejeter par les services de santé mentale sur le campus car ils nous pas de ressources pour traiter le cas de l'étudiant. [Case 175]

Lorsque j'ai éprouvé des difficultés de santé mentale l'automne dernier, j'ai été surprise à quel point je me suis sentie abandonnée par le système. Mon médecin de famille à l'université m'a référé au service de counselling mais celui ci ne pouvait pas me donner de rendez-vous avant plusieurs semaines, et malgré que j'ai mentionné à mon médecin que j'étais prête à consulter au privé, je n'ai pas été référé au privé ni ai-je pu obtenir quelque liste que ce soit des services de psychologie ou counselling offerts dans la région à 100 Marie-Curie. J'ai fini par obtenir de l'aide à travers le programme d'aide aux employés de mon emploi (externe). [Case 246]

The counselling and mental health services are completely inaccessible. I have been waiting for months for an appointment and have been told by SASS that they will not provide me with counselling. This is completely disgraceful for a modern university. [Case 306]

I believe further emphasis should be placed on mental health. I heard there was a recent suicide on campus, I do not know whether this is true or not, however if it was, then it would be my belief that the university tried to keep it under wraps. If that is all true, it is disgusting and I am ashamed to go to this university. At the university we have "international week" and "Islam awareness week", why doesn't the university organize a "mental health awareness week"? They could have all the support services available on campus, on display in UCU. [Case 181]

3.4 – Accessibility of Learning Supports

Dans une autre optique, je trouve qu'utiliser des examens à choix multiples dans la grande majorité des cours de psychologie n'est pas accessible. Certaines personnes ont davantage de difficulté à mémoriser que d'autres, ce qui prend beaucoup plus de temps. Il serait formidable que les étudiants aient toujours l'option de rédiger un travail au lieu d'un examen [Case 209]

Often, when asking someone in admin for help, I am often referred to someone else, then referred to another person again and again. It gets quite annoying and difficult when you are promised help for example at one resource, but they send you to another one that claims they cannot help you either. UOttawa can improve by correctly referring students to the right place for the right kind of work. This is especially true for questions regarding academic help and mental health services (my personal experience). [Case 158]

Certain programs in the health sciences faculty need serious intervention training for their staff on supporting students with mental health and learning disabilities. I have heard and witnessed some disheartening stories of exclusion, intimidation, and complete disrespect on the part of faculty and staff. [Case 90]

3.5 – Confidentiality issues in regard to disability services

Dans ma faculté (faculté de droit civil), une enseignante exige qu'on l'ait consultée si l'on veut enregistrer le cours, c.-à-d. qu'il faut demander une autorisation spéciale si l'on a un trouble d'apprentissage. Or, ça contrevient, à mon avis, aux normes de confidentialité établies par le SASS. Peut-être, passer le mot que cela est contraire aux politiques, le cas échéant. [Case 46]

Admin staff have also asked me to disclose my disability when it is not their concern. [Case 24]

3.6 - Non-responsiveness in regard to queries for access to disability services

J'ai souvent eu des difficultés avec des profs et le staff en essayant d'obtenir des supports et des réponses à des questions liées à ma difficulté d'apprentissage, et mes migraines. Ces difficultés sont pourquoi j'ai déjà coulé des cours. Ce que je trouve encore injuste [Case 116]

Je passe en ce moment par un moment difficile de ma vie et je suis allée les voir... il n'y avait pas de place pour moi. Je ne suis pas la seule à avoir été refusée dans ce service. Je me souviens clairement d'un étudiant qui était allé se présenter au secrétariat du service; il s'était ouvert, les larmes aux yeux, sur sa dépression et sur le fait qu'il ne savait pas quoi faire et où aller, qu'il avait besoin de parler avec quelqu'un car il ne pensait même pas pouvoir finir l'université. La réponse de la secrétaire m'a laissée bouche bée: elle a dit qu'ils sont surchargés et qu'il y a trop d'étudiants pour le nombre de personnes, et qu'il ne pourra voir personne. En haussant les épaules, elle lui a fait comprendre qu'ils ne pouvaient rien faire pour lui. J'espère grandement que l'université fasse de la santé mentale sa priorité, et je ne suis pas la seule à le penser. À part les gens dont j'ai pu parler du sujet, il y a un article sorti récemment dans le Fulcrum qui traite du sujet. [Case 247]

Adapt UOttawa isn't very accommodating when students come to them for help. I've tried once before and felt I was being pushed away and recently tried again and was sent an email that did not answer my questions but was just a reply template. This is discouraging. I felt ignored and not valued. [Case 21]

Please note: This code of “non-responsiveness to disability requests” has been categorized here because it pertains to stakeholders’ concern specifically with campus accessibility services. However, it is also relevant to the organizational justice issue discussed later in this document (Section 6).

Summary

Clearly, many respondents perceived a variety of systemic barriers that impeded inclusion for people with diverse disabilities (physical, psychological, cognitive). The lack of confidentiality and non-responsiveness reported by respondents are problematic because the fear of privacy violations, and the need for persistence in the face of non-responsiveness to inquiries about disability services, can represent significant barriers to accessibility.

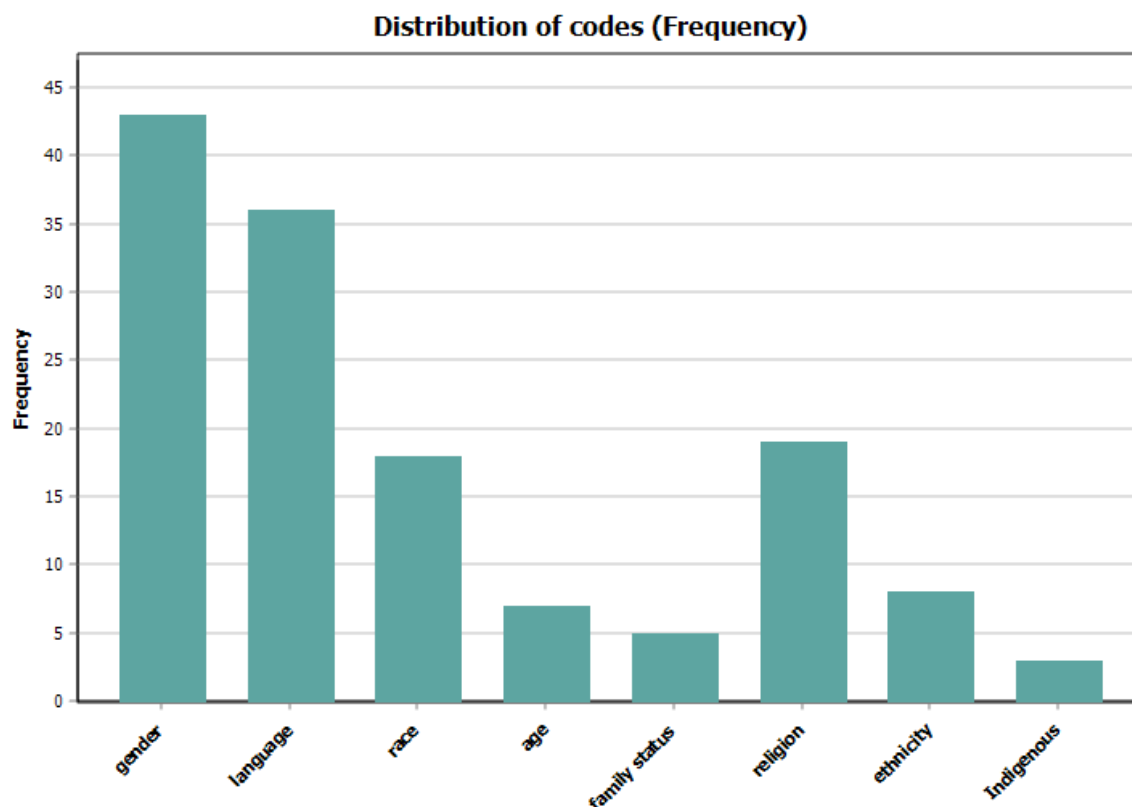
4 Direct discrimination (interpersonal exclusion on prohibited grounds)

4.1 – Overview

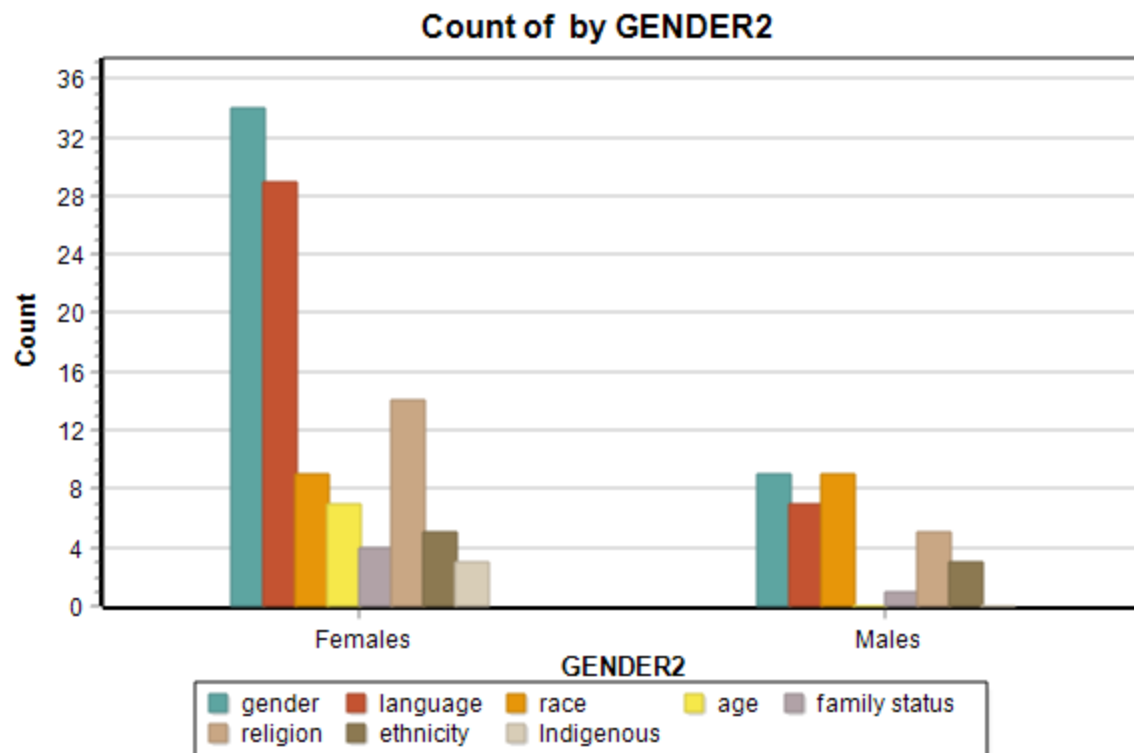
This category consisted of examples (either directly experienced or observed) of discrimination in regard to almost every prohibited ground, including disability, gender, language, race, age, family status, religion, and ethnicity. When comments included specific examples of reverse discrimination in regard to any of the above protected human rights categories, they were also included in this section of the document. However, when respondents spoke more broadly about exclusion from collective communication discussions for reasons of political correctness, their comments were coded as “Ideology/free speech” concerns, and were categorized in Section 5 of this report (under “Other forms of organizational exclusion”). Finally, although this was not a study on employment equity per se, an additional descriptive code was created for “Indigenous concerns” so as to potentially assist any eventual employment equity analysis of the data.

4.2.1– Overview - Francophone data

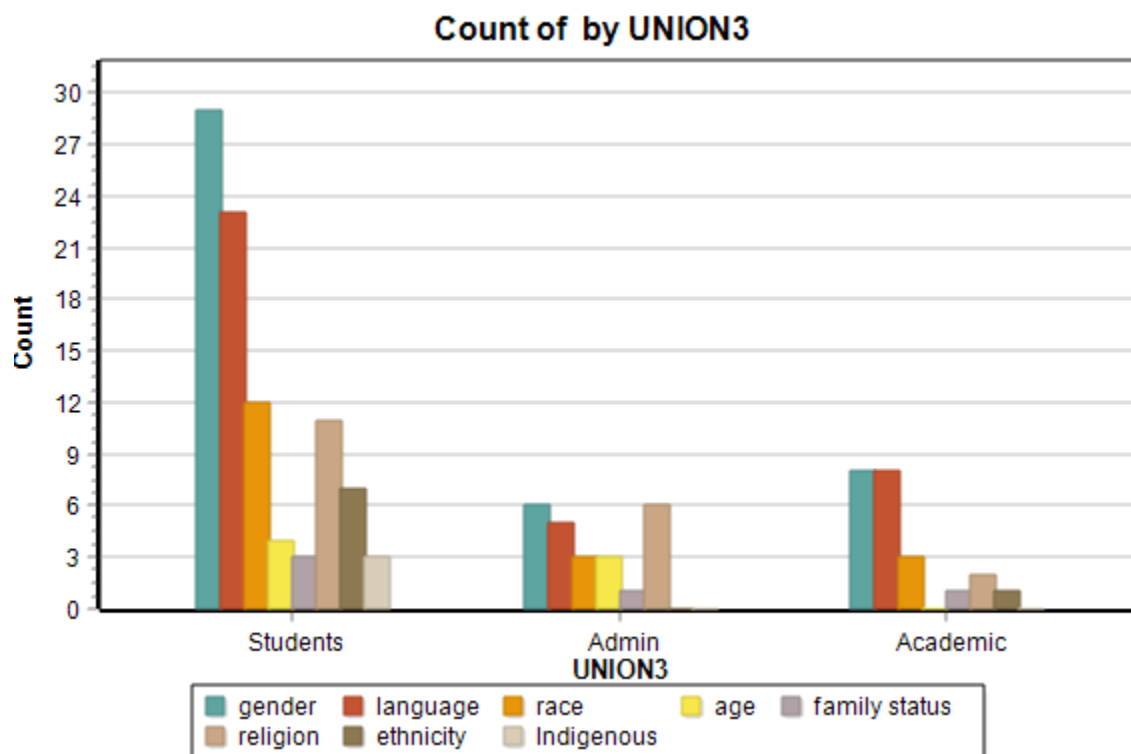
Among Francophones, the frequency of concerns raised were as follows:



When analyzed by gender, Francophone females expressed more concerns in all of the above categories than Francophone males. However, their top three concerns were in the areas of gender, language, and religion:

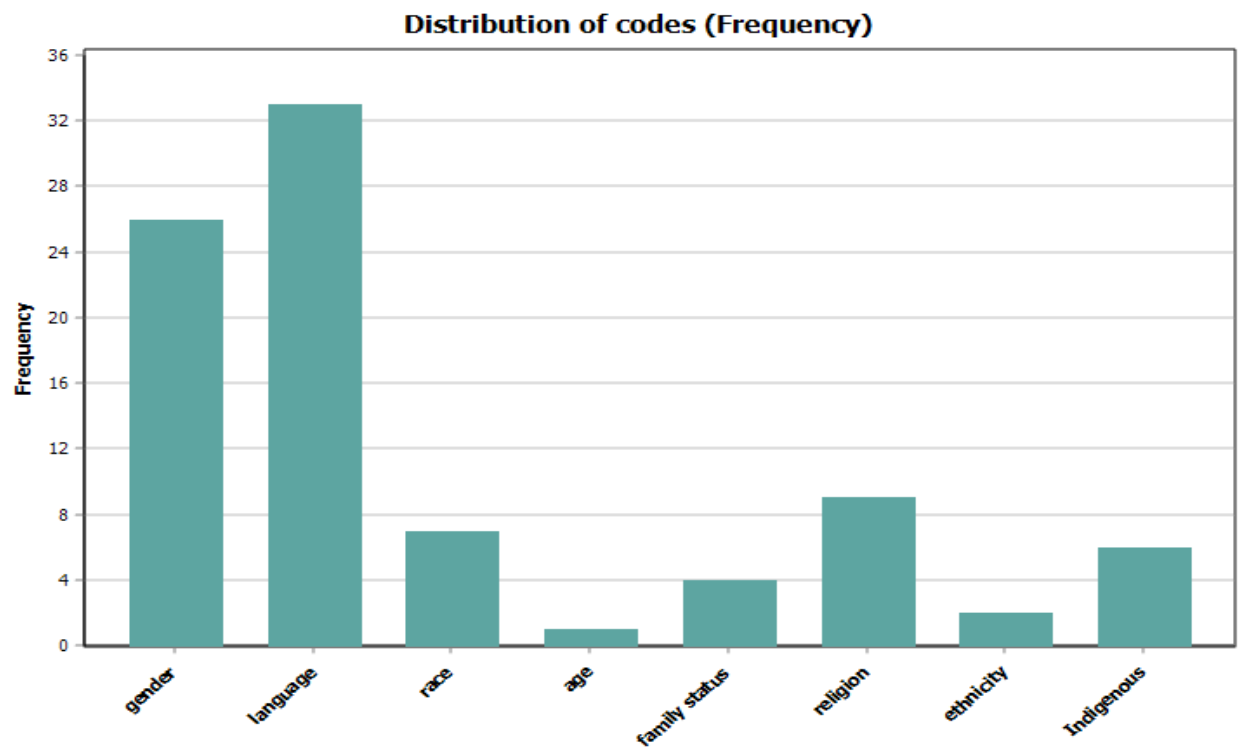


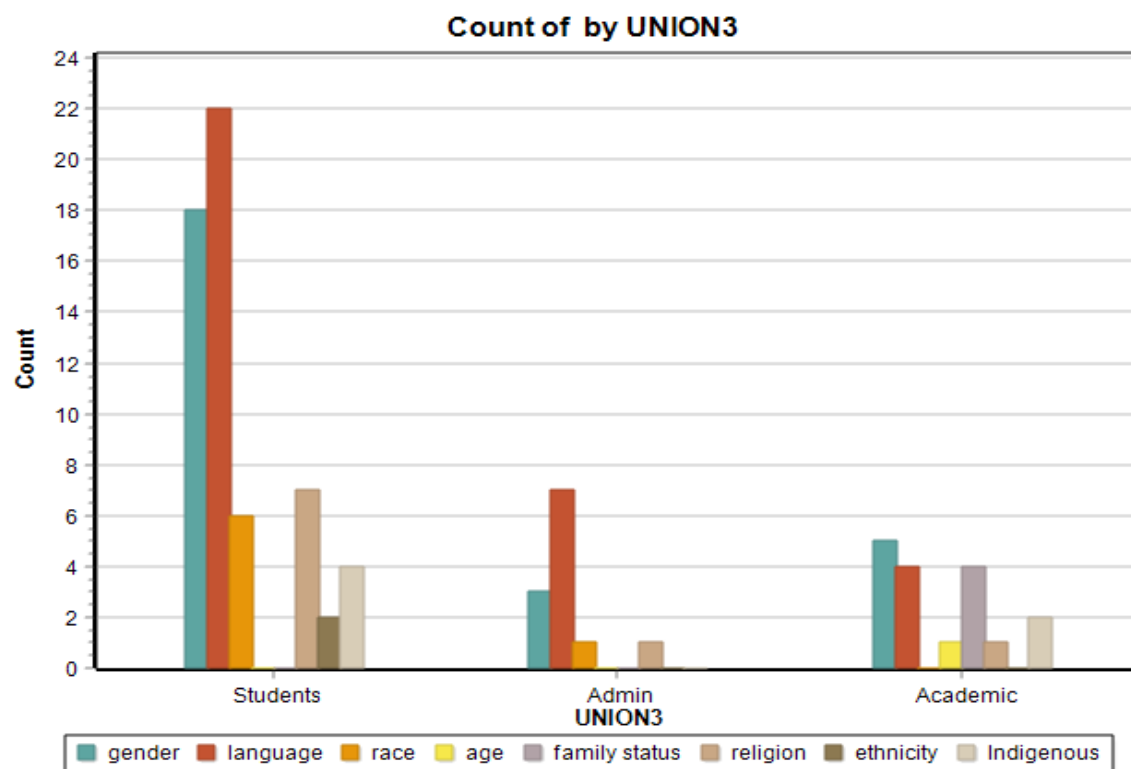
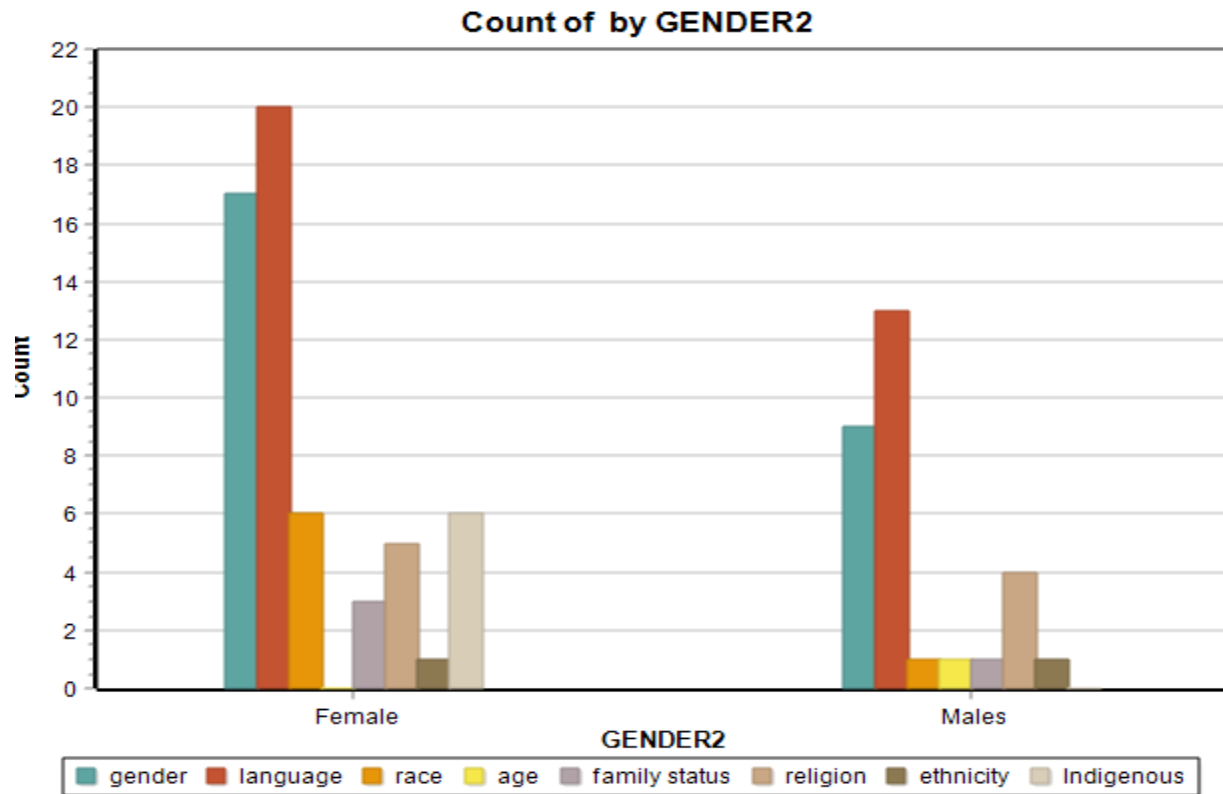
When the Francophone data was analyzed by academic group, students expressed greater concerns about multiples aspects of discrimination than other stakeholder groups:



4.2.2 – Overview - Anglophone data

For Anglophones, gender, language, and religion issues also ranked as the top three concerns. Females and students contributed most of the comments in these areas.





4.3 - Sample comments about gender discrimination (& harassment):

Many of the comments below were raised by female respondents:

Pour le harcèlement sexuel, il y a des niveaux et je n'ai rien vécu d'extrême, mais les commentaires inappropriés sont relativement fréquents. Je ne me sens pas menacée mais ce n'est pas confortable non plus de recevoir certains commentaires 'positifs' (genre 't'as des belles fesses dans ces pantalons') sur mon apparence. [Case 26]

Il manque de clubs inclusifs relativement à l'orientation sexuelle particulièrement à la faculté de droit civil. Le milieu du droit est rétrograde tout comme ces étudiants et enseignants (pas tous). Peu d'information disponible sur les nombreuses ressources offertes. Les activités d'initiation et autre activité organisé par les facultés, association et club sont souvent sexistes, à connotation sexuelle, limite harcèlement sexuel dans lesquels on se sent "forcé" de prendre part pour se sentir plus inclus dans la communauté universitaire [Mature student – Case 88]

Intimidation vécue par nos doyens ne devrait pas être négligée dans le cadre de cette étude. Certains doyens ou vice-doyens hommes sont carrément hostiles à certaines femmes, surtout lorsque ces femmes ont des idées, sont fortes et qu'elles dérangent. On les traite de toutes sortes de noms et on les marginalisent. [Case 250, mature student]

... Unfortunately nurses have made formal complaints previously regarding sexual harassment, and the involved harasser has not changed his behaviour and there have been no apparent consequences for this person. It's discouraging that newly graduated residents may not get jobs when these harassers are allowed to keep their jobs even when a pattern of behaviour has been identified. [Case 139]

Many other comments were raised by members of the LGBT community:

J'ai eu une professeure d'études des femmes qui utilisait le mot « queer » sans parler de son impact ou de son contexte approprié, et encourageait tout le monde à l'utiliser. Je lui ait envoyé un courriel à ce sujet et je me suis sentie insultée par sa réponse; elle n'a pas cessé d'utiliser ce mot ni expliqué son histoire. Elle ignorait également souvent les nuances par rapport aux personnes transgenres [Case 110]

La raison principale pour laquelle j'ai répondu à ce sondage est pour laisser ce commentaire. Je fais partie d'une minorité sexuelle et je suis en relation de couple de même sexe....Je crois qu'il serait à propos que les professeurs de l'Université reçoivent une formation sur l'inclusivité des minorités sexuelles en salle de classe. Par exemple, lorsqu'un professeur donne un exemple en salle de classe, ou qu'il/elle nous parle de notre partenaire, ça serait apprécié qu'ils restent neutres en disant "votre partenaire" au lieu de dire "votre chum/blonde", ou de tenir pour acquis qu'une femme est a un chum et vice-versa. De plus, je me sentirais davantage incluse si les photos utilisées sur les diaporamas incluait des photos de couples homosexuels et hétérosexuels dans une même proportion. [Case 209]

As an out of the closet bisexual, high achieving person with an unconventional appearance by choice, I have been targeted by a number of fellow graduate students who make comments, spread rumours, have been allowed or even encouraged by professors to make personal and general homophobic comments in class. I have had professors openly state that "homosexuality is an abomination", ask me either in class or in private: what my sexual orientation is, state that I invite others to make fun of or be rude to me because of my appearance / or level of performance... additionally, that I should appear more mainstream, should perform lower academically or not stand out, etc. There are many professors who ask very nosy and prying questions about my personal life. Ms. R followed up her inquiries more than once when I explained these things are not her business that "it is sad that you have so much shame", "it must be horrible to be that way", "how awful to be such an introvert" (none of these are correct assumptions about me, but were stated to me in class). [Case 66]

Several of the LGBT-related comments overlapped with the physical accessibility category, in the sense that both drew attention to barriers posed by physical spaces. However, some of the concerns were less about the need for physical modification to those spaces and more about policies surrounding use of those physical spaces that occasionally contribute to harassment:

Bâtir une salle de déshabillage « neutre » dans les deux centres sportifs de l'université. J'ai observé(e) de la discrimination basée sur le genre où certains employés ont tous simplement refusé l'accès à la salle de déshabillage à une personne de sexe féminin puisque ces traits physiques ne correspondent pas aux « normes » sociétales sur le genre féminin. [Case 269]

Manque flagrant de toilettes pour personnes non-binaire/trans sur le campus et aussi d'un vestiaire ou un endroit sécuritaire pour se changer pour accéder aux installations sportives sur le campus. [Case 271]

De plus, il semble y avoir un refus dans le bâtiment de FSS (au 10ème étage) d'incorporer des toilettes sécuritaire pour des personnes ne s'identifie pas strictement comme Femme ou Homme. Il est clairement démontrer que les toilettes binaires sont des endroits pour le harcèlement et l'abus pour des personnes qui sont transgenre par exemple. En refusant de faire ces accommodements, l'université démontre un manque d'intérêt pour la sécurité de ses étudiants. [Case 241]

Being very involved in my faculty's equity team, the most prominent issues we see are... inclusion (no neutral bathrooms; no support for minorities; no acknowledgement of diversity; no support for mental health other than initiatives created by students) [Case 86]

Males' concerns arose in regard to reverse discrimination due to gender:

Mon expérience d'exclusion provient d'une annonce d'un groupe féministe du campus qui voulait organiser une marche pour interdire la présence de groupes de droits d'hommes sur le campus. Ceci est vu comme acceptable sur campus puisque c'est dirigé vers des hommes. Bien évidemment, c'est du sexisme à l'état pure. [Case 63]

I (male) was harassed and once physically assaulted by the colleague (female) I shared a[n office] room with for 2 years. ... I documented and provided it to the boss and nothing was done. The immediate supervisor advise me to file a union grievance to get noticed. The director called me to his office and said I deserve a harassment free place of work. I got shipped to new team right off campus. Then labor relations forced me under threat of getting fired to sign agreement to different job description. Assigned to do work I was not qualified to do then received a very poor performance appraisal. ... I NOW REGRET HAVING REPORTED THE HARASSMENT. I fear my career is out the door. [Case 156]

I spent 7 full days in second year preparing a defense for a student appealing his results, ultimately to the senate for a clinical instructor who discriminated against him for gender and possibly race and religion [Case 36]

4.4 - Sample comments about language discrimination:

À mon embauche, je me suis fait dire que j'avais été embauchée parce que j'étais francophone, que c'était une erreur de m'avoir embauché, etc. J'ai travaillé dans un environnement toxique pendant trois ans, j'ai dû dépenser des milliers de dollars en frais de counseling et je manque de confiance dans mes compétences de travail après m'être fait dire pendant trois ans que j'aurais jamais dû être embauchée. [Case 47]

As an Anglophone working on campus, who is bilingual, I feel that I have been overlooked for promotion and my career progression has been limited. This could be due to a certain level of unconscious bias towards bilingual Anglophones working on campus based on perceived lack of proficiency in French. [Case 59]

As a bilingual student I have noticed on multiple occasions that if I speak to support staff in French I receive better service. This is particularly true when communicating with the undergraduate office for social sciences. It is very frustrating as I can ask a question in English one day and then ask the exact same question at a later date and receive a much more favourable answer. Their [SIC] is a clear preference for French speaking individuals on campus. [Case 42]

The above comments suggest that respondents in both official language groups, including students and employees, appear to have interpreted the meaning of (and rationale for) “a bilingual university” in varying ways, with adverse implications for their psychological contract with the university.

4.5 - Sample comments about race discrimination:

Les enseignants d'origine Caucasienne ont tendance à rendre les questions venant des étudiants d'origine Africaine ridicules alors qu'ils se prêtent à répondre à n'importe quelle question des étudiants à la peau plus claire. On sent un préjugé défavorable au départ pour les personnes d'origine Africaine que même ce sondage identifie à la couleur de leur peau alors que tous les autres groupes on fait allusion à leurs origines ethniques ou géographique. [Case 240]

J'étais au programme de droit civil où il n'y a pas beaucoup de gens qui appartiennent à un groupe de minorité visible. Alors, puisque j'ai grandi dans une communauté Chinoise au Canada, je trouve que leurs blagues et leurs commentaires sont souvent. [Case 199]

Je ressens qu'il ya un climat froid envers les étudiants internationaux surtout ceux qui sont asiatiques. Etant moi même d'origine asiatique mais né et élevé dans un petit pays tropicale (Ile Maurice) qui d'ailleurs est un pays multiculturel comme le Canada mais tres solidaire. A premiere vue , on voit que j'ai la peau jaune et deja les gens imagine que vous venez d'un pays asiatique. L'inclusion des étudiants étrangers est inexistant et je trouve cela dommage.[Case 162]

J'étais dans une salle petite salle d'étude seule à la faculté d'éducation. 3 hommes (que je ne connais pas) noirs de 35 ans ou plus sont rentrés. J'avais des écouteurs, un des trois m'a dit allo mais je n'avais pas vraiment compris donc j'ai juste souris. Ensuite, il s'est vraiment fâché et a insisté 4-5 fois que je le salut "correctement", il devenait agressif et s'approchait. Il a commencé à m'accusé et me dire que je suis une personne impolie et exigeait que j'explique pourquoi je ne l'ai pas salué de la façon qu'il s'attendait (dont j'ignore évidemment). J'ai du me lever et lui demander c'était quoi son problème et il a dit que le problème c'est "cette maudite culture canadienne qui ne fait pas de sense. C'est quoi ça ces canadiens. C'est vous le problème." ...Par la suite, 4 autres personnes noires sont entrées dans la petite salle, c'était trop de personnes pour cette salle. Ils ont envahi la table où j'étudiais. ... Je me suis faite intimidée pour être une jeune femme blanche.... c'est ridicule...Le racisme n'est pas seulement envers les minorités visible.... Je crois que cet incident en est témoin. J'espère que l'université prends ces cas là autant au sérieux que si ça l'aurait été l'inverse. [Case 174]

A professor at the university who was supposed to be a co-director of my thesis would often make comments that alluded to my race. He was Asian and I am black. He would say things like - your people don't work on holidays and other such comments. This was in Summer 2006. He failed me in the summer course I was taking (an independent course) for which I had done hours of work. ... I was later informed by another professor that the professor who had harassed me was known to be sexist, racist and homophobic. Yet, the professor still works at the University of Ottawa as a Full Professor, Department of Geography, Environment and Geomatics. The University cares more about making money and research than about issues of discrimination. [Case 14]

I applied for a position but at the hiring time, I was informed that it was only a 9 months of work. I have spoken with other colleagues who are from an ethnic background and it seems that we are offered contract jobs with no benefits while white employees are offered benefits since the time of their hiring. ... I was hired with two other white employees but they were informed and were invited to be part of this professional association. This was not my case... I was the only employee who has to knock and ask other colleagues to open the door after business hours. The two other white employees who were hired at the same time as my person, they had the key access to the office. It was not until a senior officer who was also from an ethnic background who was given an acting position, that I got access to the key of the first front door. My French was also questioned by the acting manager (white). I showed

the results of the online French test (F7) for the several courses. As per the tests results, I was invited to register in advance classes. I informed this manager that I was interviewed in French and English. She did not commented; she kept silent [Case 177]

4.6 – Sample comments about religious discrimination

Some comments about religious discrimination were systemic (indirect) in nature :

All our holidays are Christian holidays (Christmas and Easter). There are no accommodations for other religious holidays except to not schedule a test on those days [Case 28]

However, several respondents described incidents of overt discrimination (and/or experiences of intimidation) based on their religion :

Avec l'islamophobie je me sens visée. Je ne me sens pas à l'aise pour parler des conflits politiques en raison du fait que je suis musulmane et que pour les autres je suis l'ennemi et la raison du conflit. Je viens du tiers monde, j'ai une vision différent de l'occident et le colonialisme et je me sens mal jugée lorsque j'essaie d'en parler. [Case 15]

Malheureusement, je me sens très triste qu'à chaque fois qu'il y a une attaque terroriste, et que la religion de ses terroristes est l'islam, certaines personnes profite pour en parler devant moi en mettant les blâmes sur ma religion et surtout le livre sacré (Le Quran). À un point, je suis rendu que leurs montre que je suis en accord avec eux quand ils parlent contre ma religion [Case 24]

Allowing the existence of Israeli apartheid events is anti-Semitic, regardless of how it's presented. Being a Jewish student (meaning I am in the minority) makes me feel scared to disclose my ethnicity because of a large Muslim population who are hostile towards Jewish people [Case 29]

Indeed, resentment toward other religious groups was palpable in a number of comments:

Could the individuals who use the washrooms after prayer time please clean up after themselves? It is very disrespectful to use the facilities and leave water all over the floor, not to mention not disposing of the paper towels in the bins identified for that purpose. [Case 101]

Il ne devrait pas y avoir d'activités religieuses à l'université, exemple la semaine de l'Islam. Des filles font des prières aux toilettes et utilisent tout l'espace des lavabos. Les blancs sont en minorité. À chaque jour, je me sens mal à l'aise vis à vis des autres. Les étudiants peuvent porter le voile, mais quand ça leur couvre tout le visage et la bouche, je trouve cela vraiment bizarre. [Case 22]

Furthermore, several respondents felt excluded by what they viewed as excessive religious accommodation. These types of comments consistently emphasized that any accommodating gestures of inclusion and respect needed to be bi-directional:

Afin de préciser la situation qui dont je parlais. Un étudiant du régime travail étudiante se plaignait intensément du fait que quelqu'un avait laissé de l'eau et des papier pour se sécher les main partout sur le comptoir de la salle de bain. Il disait que c'était ces musulman qui se lave les pied dans les évier et qu'il aimerait battre celui qui a fait ça, mais je crois qu'il exagérait et ne le ferait pas vraiment. Que par le passé il avait corrigé verbalement un étudiant qui faisait ça Je lui ai dit que je ne suis pas d'accord avec ses propos et généralisations. Qu'il était déplaisant que des gens fasse ce qu'il décrit, l'ayant déjà vue aussi, mais qu'il suffit de les diriger vers les salles de douche et d'en informer le service de protection au besoin. [Case 8]

Il y a clairement un dédain sur le campus pour ceux qui sont pro-life, alors que tous ont droit à leur opinion. Il y a de la publicité à plus finir de la part de ceux pour l'avortement et ils ne se font pas crier après, intimider, critiquer publiquement, ou harceler, alors pourquoi ceux qui sont pour la sécurité de la femme ET de son enfant n'ont pas droit au même traitement? Pourquoi les manifestations de ceux pour la mort des enfants ont droit au support de la sécurité sur le campus, mais que lorsqu'une manifestation silencieuse et peaceful a lieu pour rappeler l'amour qui peut être apporter aux humains innocents, la sécurité est introuvable tout bonnement Il y a de la sensibilisation faite à tous les ans pour la religion islamique, et je trouve que c'est bien dans le sens que l'islamophobie est réelle et présente. Toutefois, je ne comprends pas que ce soit la seule religion qui a droit à autant de sensibilisation, alors qu'il a été démontré à plusieurs reprises aux cours des dernières années que la religion catholique est celle qui est la plus attaquée mondialement. Le nombre de fois dans mes cours où les professeurs étaient très respectueux de l'islamisme, mais s'en donnait à coeur joie contre les Chrétiens et Catholiques [Case 95]

Je crois qu'il n'est pas nécessaire d'accomoder des événements religieux au terminus universitaire dans le but de recruter. Ces événements sont intimidants pour les gens d'autres religions et les briment dans leur liberté de déplacement car il y a des kiosques partout et du bruit. Je ne crois pas que l'université soit le lieu pour tenir de tels événements. Par contre, la prière du vendredi des musulmans n'est pas un problème, ils sont discrets. [Case 206]

Je trouve que souvent l'Université choisi d'exclure la majorité au lieu d'inclure les minorités. On ne chantera pas de chants religieux pour Noël par peur de ne pas être inclusifs; par le fait même on est exclusifs envers la tradition. [Case 188]

4.7- Sample comments about ethnicity:

Similar concerns were expressed that accommodation to ethnic diversity was, at times, unhelpfully one-sided:

Je trouve que les culture étrangère au Canada ne s'intègre pas bien. pas à cause d'un manque de vouloir des étudiants canadiens, mais simplement des intérêts différents. Exemple un étudiant passionné de hockey, ski alpin, autre ne pourra pas se connecter avec un étranger qui déteste l'hiver. plusieurs religions ne montrent pas de l'intérêt à apprendre la culture de gens

different, alors leur integration ce fais difficilement et ce retourne vers des gens similaire, créant des ghetto. [Case 183]

Countless times, I have witnessed professors and tutorial assistants being more accommodating to students, who they assume to be of their ethnicities, even going as far as giving them extra bonus marks in labs, assignments, and even exam [Case 102]

In a number of cases, concerns related to ethnicity overlapped with concerns about gender issues :

Il m'est arrivé à quelques reprises (une dizaine de fois tout au plus) d'être témoin en classe de manque de respect par des commentaires et façons de s'adresser méprisantes à des professeurs féminins d'origine canadienne de souche par des étudiants masculins d'origine du Moyen Orient. Il ne s'agit pas de discrimination comme telle puisque ces étudiants ne sont pas en situation de pouvoir par rapport à la professeure qui est en mesure de faire la part des choses. Il ne s'agit pas non plus de violence flagrante. Par contre, j'ai trouvé ces commentaires tout à fait déplacés et je me suis sentie dénigrée en tant que femme même si je n'étais pas la personne visée. [Case 211]

Il y a des gens qui proviennent de cultures et/ou qui pratiquent des religions à tendance homophobique. Lorsqu'on est en présence de ces gens, il est difficile d'être soi-même. On ne sait pas sur quel pied danser. J'évite donc d'entamer des discussions personnelles avec la plupart des gens. [Case 97]

4.8 - Sample comments about Age discrimination:

Lorsqu'une personne doit être embauchée dans l'unité dans lequel je travaille, si c'est un niveau de direction, tout de suite dans les prérequis pour l'embauche, on y retrouve "mid-age" or close to retirement. J'ai été témoin à 4 reprises pour 4 différents postes de haute direction d'échanges de la sorte [Case 4]

En tant qu'étudiante qui a transféré d'université et étant plus âgée que la majorité des étudiants dans mes classes, je ne me sens pas complètement incluse. Les professeurs ont tendance à considérer tous les étudiants comme un groupe uniforme au sujet de l'âge. Lorsque ce n'est pas le cas, l'attention reçue n'est pas nécessairement positive. Par exemple, un professeur a fait référence à moi en tant que "grand-mère" du groupe alors que je n'ai que 26 ans... L'expérience que j'ai eu avant de joindre l'université n'est donc pas souvent valorisée, du moins c'est mon sentiment. [Case 72]

Plusieurs de ces étudiants sont des adultes faisant un retour aux études ayant une famille à charge, ce qui limite leur disponibilité pour les rencontres d'équipes. Je trouve que ces étudiants sont victimes d'une certaine forme de violence insidieuse dont on ne parle pas suffisamment. [Case 35 – This was an observed discrimination example, rather than an experienced one]

Après avoir eu 50 ans dans mon département , la direction a tendance d'exclure , tabletter ou d'abolir les postes ...Cette situation persiste depuis plusieurs année dans mon secteur. Et à force de constat , il réutilise cette source salarial sauvé pour réembaucher du nouveau personnel toute en excluant les options d'apprentissage des anciens membres. Très politisé et énormément de favoritisme ... [Case 10]

4.9 - Sample comments about family status:

Voici plusieurs exemples de discrimination que j'ai entendus: -Une amie étudiante s'est fait demander par un agent de sécurité de ne pas apporter ses enfants avec elle à l'école. Ceci pose un obstacle à l'apprentissage car les services de garderie sont très déficients à l'Université. On comprend alors que l'Université ne tient pas à accueillir des étudiants parents. Votre questionnaire ne considère pas que d'avoir des enfants constitue un "handicap". Pourtant, selon de telles politiques de l'Université, être parent devient un handicap alors que ça ne devrait pas l'être. [Case 310]

Lorsque j'ai été engagé dans mon poste, une collègue m'a dit qu'elle n'était pas d'accord et pas contente qu'ils avaient engagé 'un autre jeune fille qui allait juste aller en congé de maternité' et depuis on me demande souvent si je suis enceinte. Dans mon bureau, il y a une attitude générale de mécontentement envers les congés de maternité. [Case 252]

There are administrators on campus who have very outdated views about issues such as medical and parental issues, especially pertaining to leaves of absence. Some administrators feel that people who have parental and medical needs are receiving "special privileges"--I have heard people say this. [Case 1]

Mature students who were also parents expressed concerns about a lack of accommodation to their needs for childcare, which created impediments to their full engagement with the university:

Voici plusieurs exemples de discrimination que j'ai entendus: -Une amie étudiante s'est fait demander par un agent de sécurité de ne pas apporter ses enfants avec elle à l'école. Ceci pose un obstacle à l'apprentissage car les services de garderie sont très déficients à l'Université. On comprend alors que l'Université ne tient pas à accueillir des étudiants parents. Votre questionnaire ne considère pas que d'avoir des enfants constitue un "handicap". Pourtant, selon de telles politiques de l'Université, être parent devient un handicap alors que ça ne devrait pas l'être [Case 310]

I am both a PhD student as well as a full-time employed member of the APTPUOI [SIC] identify as Christian and Jewish equallyAt [SIC] the U. of Ottawa, my experience as a graduate student is that the FGPS's formal program time limits constitute the biggest systemic form of discrimination against me as a parent of special-needs children, and a person with a chronic and sometimes debilitating medical condition. The time limits create a widespread atmosphere of fear, stress, and isolation, and they are absolutely non-constructive. Within this context, my experience has been that the challenges that I face, in negotiating time extensions and, currently, a requested medical leave, are regarded as excuses and are not respected as

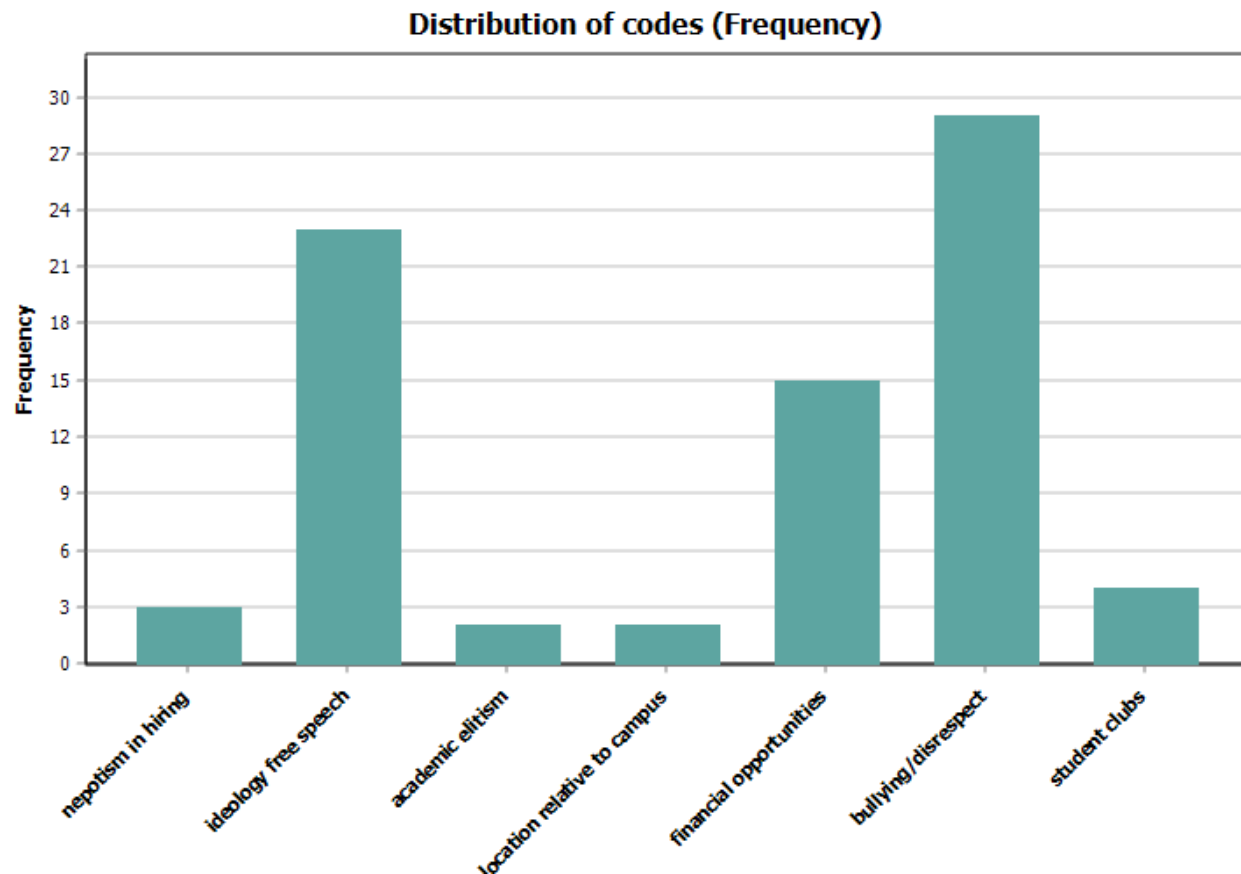
serious and valid. While not much is formally "said", a lot is expressed through innuendo [SIC] and lack of support, so that it is not usually easy to name and to challenge directly. [Case 163]

5 Other forms of organizational exclusion

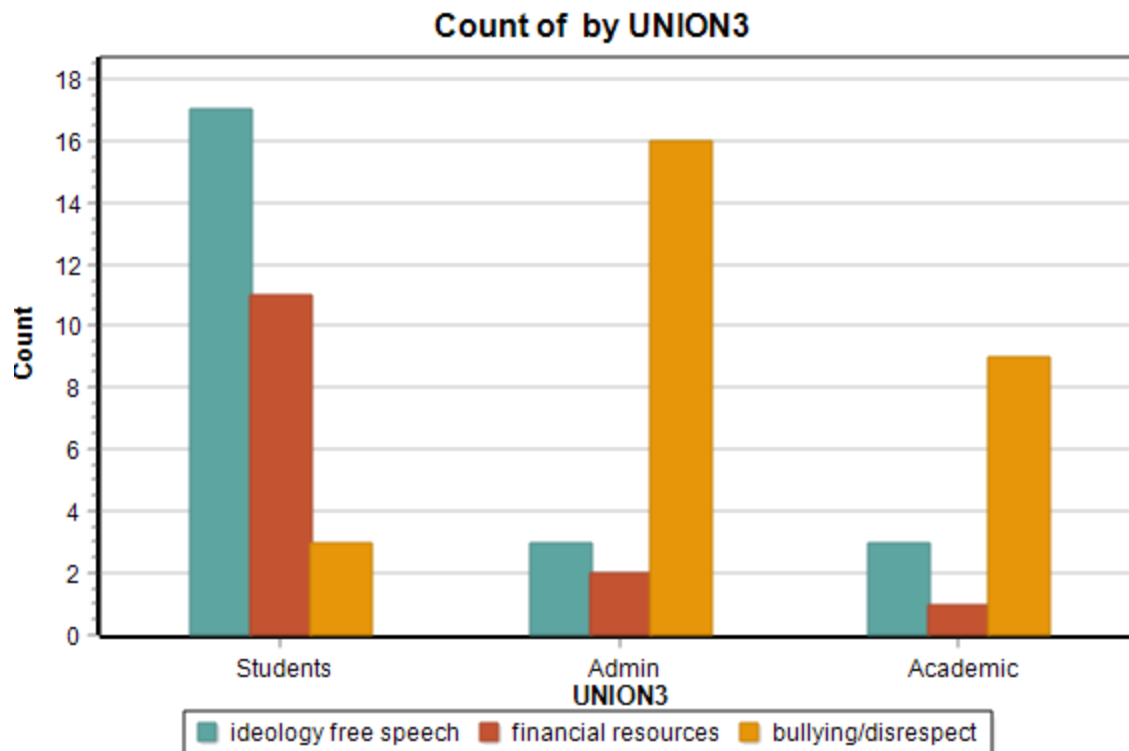
Many of the coded examples in this category do not relate directly to prohibited human rights grounds. Nonetheless, respondents felt they represented impediments to organizational engagement, knowledge-sharing, and even to stakeholder mental health. Incidents involving bullying and abuses of power can also potentially exacerbate compensation costs (e.g., employee absenteeism and counselling needs), if not employment law challenges. As such, the issues in this section also pose an organizational reputational risk. The overviews of the Francophone and Anglophone data are presented below, followed by detailed sample quotes for each of the forms of organizational exclusion.

5.1.1- Overview - Francophone data

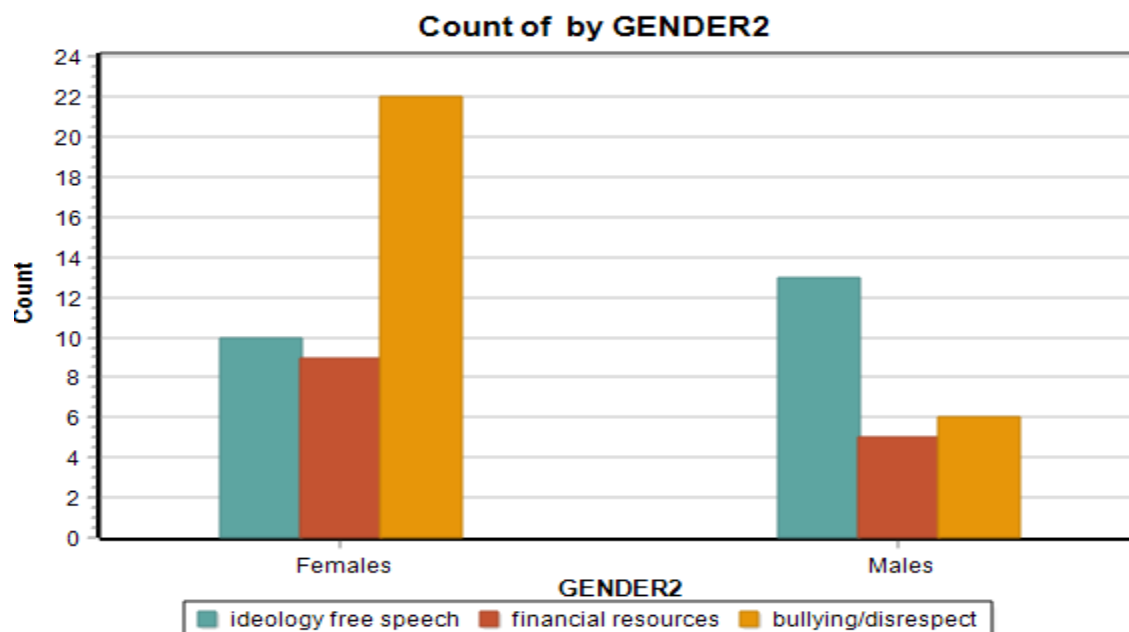
The top form of organizational exclusion commented on by respondents was bullying. Next most common concern pertained to another aspect of communication norms -- obstruction of free speech for ideological reasons (i.e., political correctness, which some perceived as a form of bullying). The third most common concern was inequitable access to financial opportunities. Other concerns were noted less frequently.



When analyzing the top three exclusionary issues by academic stakeholder, exclusion due to ideology/free speech and financial resources were clearly the primary concerns among *students*. In contrast, bullying was noted most frequently as a concern by *employees*. This included both academic faculty members and support staff, but was almost twice as common a concern for support staff who felt devalued by what they perceived as a system of academic elitism.

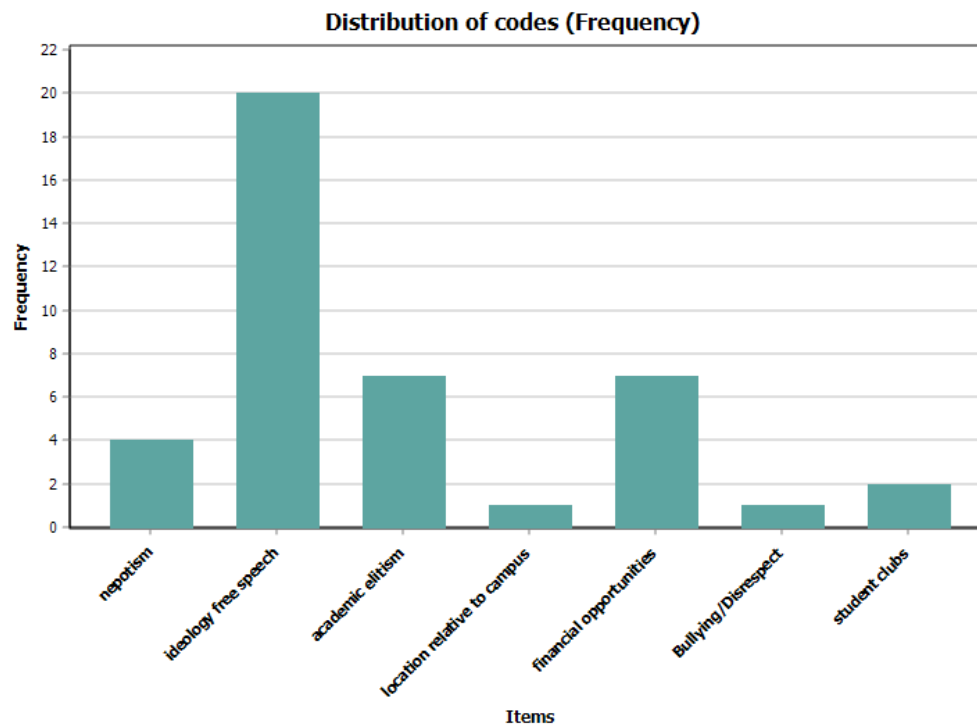


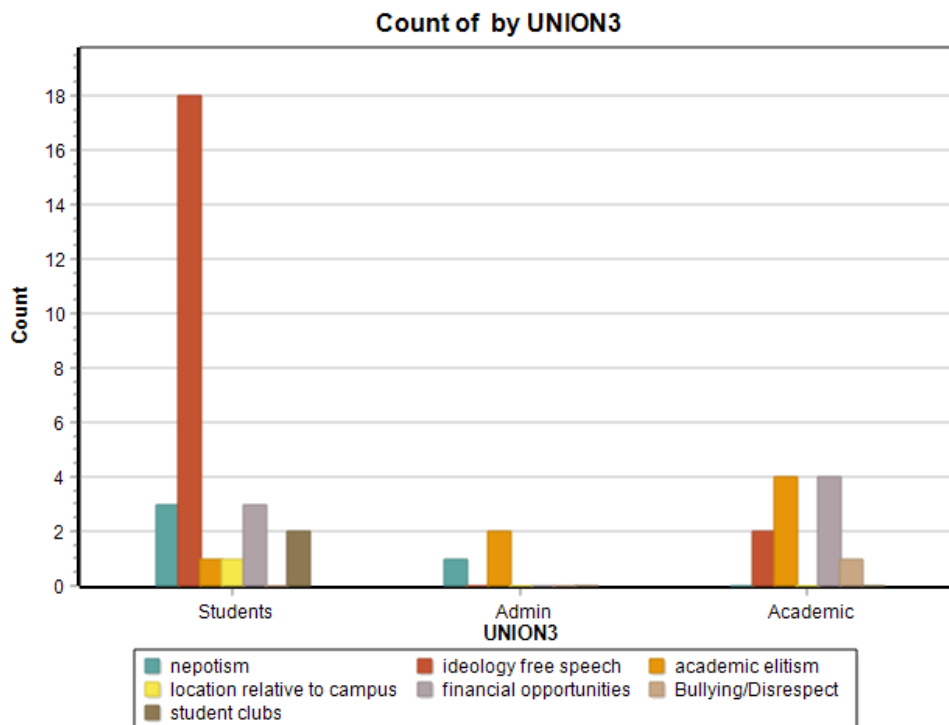
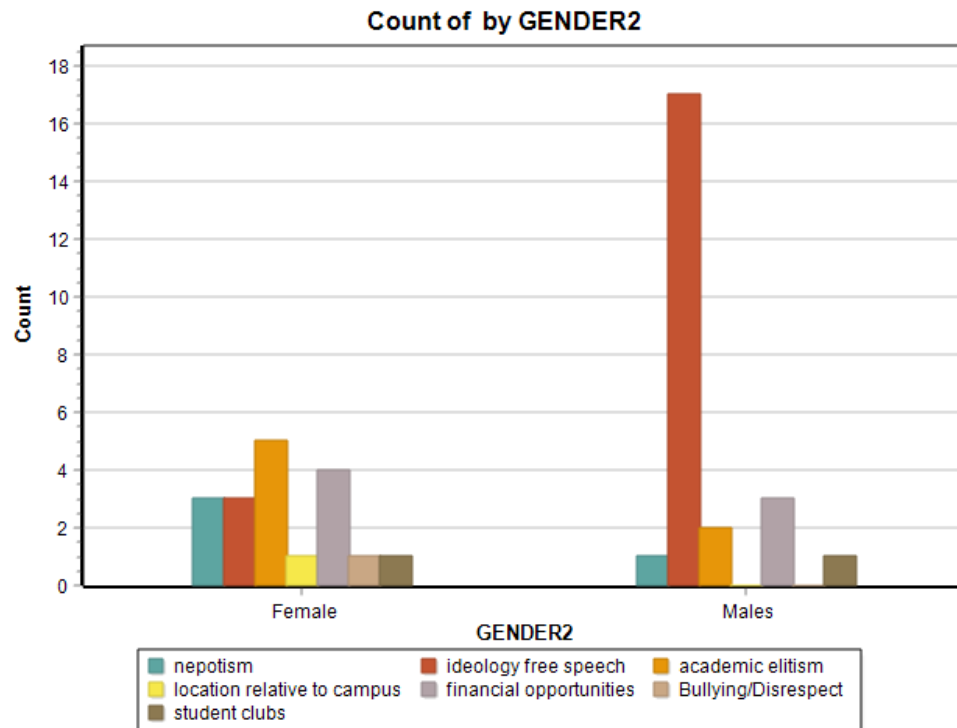
As the next chart indicates, when these same three exclusionary variables were examined by Francophone respondents' gender, gender differences were quite apparent. Males predominantly felt excluded by a sense that the prevalent ideology on campus obstructs their capacity to freely engage in dialogue on campus, whereas females (as noted above, mainly staff members, but also students) primarily felt excluded because of incidents of inter-employee harassment/bullying.



5.1.2 - Overview - Anglophone data

Ideology/free speech was the major issue among Anglophones, followed by financial opportunities (really, lack thereof) and then academic elitism. It is noteworthy perhaps that bullying/harassment was less of an issue than academic elitism in the Anglophone cases than in the Francophone data. Ideology/free speech was largely an issue raised by male student respondents.





5.2 - Sample quotes for Bullying/Disrespect:

J'aimerais ajouter que la source principale du harcèlement que j'ai subi venait d'un doyen de ma faculté - et que ce harcèlement et l'attitude menaçante concernait mon travail professionnel. C'est une attitude que j'ai rencontré aussi de la part d'autres administrateurs de l'université pour les mêmes raisons. [Case 124]

Il existe un climat de terreur et de châtiments au sein de la Faculté des sciences de la santé (Doyenne). Nous nous sentons dénigrés, ne sommes pas écoutés, ni consulté. [Case 85]

J'ai vécu une situation de climat ultra toxique lors de mes études doctorales. Mon superviseur de l'époque a, selon moi, fait preuve d'abus de pouvoir, de manipulation, de mythomanie et de narcissisme. Après confrontation et constat que je ne pouvais plus poursuivre mes études sous sa supervision, j'en ai fait part à l'administration de mon école. Je vous pouvais sentir la peur auprès des gens qui aurait pu me venir en appui. La réponse de mon école fut que je pouvais poursuivre mes études avec un autre superviseur à la condition que je change de sujet d'étude [Case 122]

As a staff member of the University of Ottawa community, I was a victim of bullying and harassment from my direct supervisor. ... While I did not file a formal complaint with the Human Rights Office, I did reach out to my union - who said they were set up to be "reactive" not "proactive", and to high level administrative supervisors, the Vice-Dean responsible for professionalism, and the Dean within my own Faculty. I reached out to those within my own Faculty on multiple occasions. Not one of them did anything to address the situation, or even to look into the behaviours or treatment I described, but rather simply ignored what was happening - thus allowing it to continue. As a staff member of the University, my employer failed me. [Case 53]

Academic elitism was coded separately, but in some respects it was described in a manner that resembled bullying:

Au pavillon Guindon, il y a certains membres de la Faculté de médecine (prof & étudiants) qui traitent les membres de la Faculté des sciences de la santé de façon hautaine et irrespectueuse [Case 14]

En tant que personnel de soutien, j'ai remarqué un comportement condescendant et même d'intimidation de certain professeurs, directeurs de programme et vice-doyen envers le personnel de soutien et même envers certains gestionnaires. J'ai été témoins de parole qui faisait sentir la personne incompetente. [Case 68]

5.3 - Sample quotes for Ideology / Free Speech:

Some respondents felt that the term inclusion is occasionally used in an almost Orwellian fashion, considering for inclusion only select groups while excluding others that had been historically predominant:

Je trouve que parfois, l'idée d'inclusion est bonne mais se fait au détriment des gens qui ne font pas partie de minorité visible ou autre [Case 187]

I am profoundly happy to see that uOttawa is leading the way when it comes to the inclusion of ethnic and religious minorities as well as the LGBTQ community. However, I must say as a conservative, I feel silenced on campus. I am a student in economics, I lean towards libertarianism, yet if I say something in the lines of "I don't believe affirmative action is the best solution for solving gender/racial inequality in the workplace" I am immediately assumed to be a racist/sexist/ignorant without having the chance to defend my position. The fact that I am a white man doesn't help my case. If uOttawa truly wants to be a moral crusader for equality, they've gotta let everyone share their opinion freely, and they need to let people deal with the consequences for the way they speak to and treat others; too many people think they can be rude to others just because they share a few progressive ideologies. [Case 172]

Most of the comments along these lines indicated that a politically correct ideology permeated the campus and inhibited open discussion of issues:

As an Indigenous woman, I am continuously disappointed in the University of Ottawa, but probably not for the reasons you assume. ... I have seen time and time again that a number of the left leaning students who apparently want to be more inclusive shun open discussion, criticize anyone who disagrees with them, and create tension and issues surrounding race, sex, gender, that simply are not on this campus. I am shocked to see that so many people on this campus are hostile to open discussion on difficult topics. I have been shut down by classmates, apparently for betraying my sex and gender because I do not hold the same views, as betraying minorities because I stopped a discussion saying "white men" are all "awful and horrible". This kind of behaviour is NOT acceptable. I want an inclusive school that cherishes diversity, that means also accepting and being kind to everyone, not just historically marginalized people. [Case 63]

Une des questions ci-avant réfère à la possibilité de discuter d'enjeux difficiles sur le campus. Nous souffrons beaucoup du syndrome Ottawa, dans lequel les positions politiquement «incorrectes» semblent ne jouir que d'un droit de cité limité. Nous avons peu de débats, beaucoup de bonnes pensées, et finalement, probablement moins de buy-in qu'il faudrait de la part des groupes plus marginaux. Sans vouloir me concentrer sur un cas précis, je soulève un exemple emblématique : l'annulation de la visite d' MmeC il y a quelques années. Si je n'ai que bien peu de sympathie pour l'individu, je me dis néanmoins que les conservateurs sur le campus doivent se sentir marginalisés, frustrés, et surtout méfiants envers le discours d'ouverture qui caractérise heureusement l'Université d'Ottawa. Un dernier exemple. Lors du débat sur la culture du viol il y a environ deux ans, l'ensemble du discours sur le campus semblait dire que celle-ci devait être combattue, et comment. Ceci est louable, mais j'aurais aimé, dans une université ouverte, entendre des mises en perspective de l'enjeu, et non seulement des blâmes et des appels à l'action. Tant aux études qu'à l'emploi de l'Université, je n'ai pas appris à dialoguer avec des gens plus conservateurs que moi. [Case 3]

J'ai l'impression qu'on peut obtenir de l'aide et du soutien dans la mesure qu'on est membre d'un groupe particulier de victimes. Je suis un homme, blanc, plus âgés et gai. Personne ne me prendrait au sérieux. Ceux qui me croient privilégié de par mon identité ont, en ce moment, le pouvoir de parole en matière d'équité et d'inclusion. Je suis donc obligé de me taire et d'endurer. Je dois avouer que les regroupements étudiants sont les plus coupables à cet égard. On ne peut plus lire les médias étudiants sans se sentir exclus et diminués. [Case 113]

This last point was underscored in a concrete way by a respondent who felt that their more traditional/conservative student club was not funded for ideological reasons:

le club Pro-vie qui partage un message d'amour, d'aide, de compassion, d'égalité entre les hommes et femmes (féministe) et ce de manière pacifique, a souvent de la difficulté à rejoindre les étudiants à cause du manque de soutien de la part du service de sécurité de l'Université d'Ottawa. La liberté d'expression est un droit qui devrait être protégé par l'Université. [Case 260]

5.4 - Sample quotes for financial opportunities being a basis for exclusion:

Some experienced exclusion from financial opportunities due to their status as part-time students:

Le fait qu'il est impossible d'étudier à temps partiel et de conserver la bourse d'admission est problématique [Case 2]

This can be problematic for their capacity to engage fully with the university, because students who are completing part-time studies, rather than full-time, may be doing so for reasons of socioeconomic disadvantage or family status. For instance, one respondent noted:

On ne prend pas en compte les étudiants qui n'ont pas d'argent et qui doivent travailler beaucoup d'heures par semaine (28h). Les coûts sont élevés sans aucune raison. Donc, c'est toujours les mêmes personnes qui peuvent vivent des expériences enrichissantes. Parce que les notes sont moins élevées, il y a directement un discrimination pour les concours (alors que certaines personnes réussissent à passer leur cours en travaillant à temps plein, donc cela indique que ces personnes sont très intelligentes, car elles mettent 28 heures de moins dans les études que ceux qui on une moyenne plus élevée. Tout est aussi basé sur la compétition. Les meilleures notes auront les meilleurs emplois sans égard à la situation (mère, travail). Dès qu'ils voient des notes insatisfaisante (c+) et non (b) ils ne regardent pas le dossier. Aucune possibilité de se justifier et prouver nos capacités. [Case 242]

Others felt excluded from access to financial opportunities because of their status as an international student:

A classmate of mine was denied funding because she is an international student. Subsequently suffered great financial difficulty. [Case 8]

I am concerned about the discriminatory way these students are treated on campus. We encourage them to come to study here, and charge them a lot of money, but we don't provide them with the support needed to succeed, and there is too much hostility directed at international students [Case 1]

Pour accroître la diversité parmi le personnel administrative, un besoin sans equivoque étant donnée une proportion de plus en plus grande d'étudiants internationaux, il faut trouver moyen de contourner la convention collective qui favorise les candidatures internes sur les différents concours d'embauche. [Case 288]

Another expressed concerns about reverse discrimination being the cause of their exclusion from access to funding:

Je crois que c'est inacceptable que mon sexe biologique et ma race sont pris en considération lors des demandes de bourses, participation a certaines activités et disponibilité de l'aide. [Case 132]

De plus, votre aide financière discrimine en fonction de la race et le statut socioéconomique. Mes parents font beaucoup d'argent, mais ne m'aide pas à payer mes études. Donc, lorsque j'applique auprès des prêts et bourses du Québec ils me refusent même si j'ai moins d'aide que certains qui viennent d'une famille pauvre. Lorsque j'applique pour de l'aide financière auprès de l'Uni, vous me dites que c'est mort puisque la province ne m'aide pas! Quel paradoxe discriminatoire qui ne tient pas en compte les facteurs exténuants. De plus, et ce, en toute déférence, vous offrez des rabais sur les frais de scolarité à certain étudiants de certains pays mais vous refusez d'aider un des vôtres. Bref, je paie plus chère que n'importe qui d'autre à l'uni à cause de ma faculté, et à cause que mes parents font de l'argent (je rappelle, ils me donnent exactement zéro dollars pour m'aider) je n'ai pas d'aide. [Case 134]

Both of the above comments raise the broader question of whether all deserving students in financial need are being supported equitably, and/or whether the policy for allocating financial support is adequately communicated. This lack of clarity is underscored by the following comment as well:

Je serais bien curieuse d'apprendre dans quelle mesure les étudiant.e.s sans domicile fixe (ou qui le deviennent durant leurs études) sont inclus.es ou soutenu.e.s. [Case 163]

5.5 - Sample comments about exclusion due to physical absence from campus

Comments falling under this category pertained to feelings of exclusion due to being slightly dislocated from mainstream of campus. In one case, this was because of office location at a distance from colleagues:

Je vis un intense sentiment d'exclusion à tous les jours à mon bureau, parce que je me retrouve toute seule dans un bâtiment patrimonial éloigné au maximum des édifices où se trouvent mes collègues. Cet hiver, toutes les réunions départementales et les séminaires étaient en conflit d'horaire avec mes cours. [Case 36]

For people who work and live off campus and don't have time to take part in activities and be aware of what's going on it can be difficult to know what resources are available. [Case 129]

5.6 - Sample Comments about Student Clubs being a source of exclusion:

Il ny a que dans mon équipe de sport intramuros où je me suis sentie un peu exclue (probablement dû au fait que je ne suis pas anglophone) Mis à part le fait que je ne suis pas Canadienne, je nai pas des autres différenciations qui pourraient me faire exclure [Case 66]

Campus declares itself a safe space, and I believe this is true when it comes to support for ethnic minorities, religious minorities and in regards to sexuality and gender. However, the SFUO itself has problems with harassment, intimidation and alleged corruption, political opposition and voices against the majority are shunned violently, and intimidated into silence. Diversity of thought is certainly not a value of the university as it stands to the students and their organizations. None are blameless, but this behaviour only heightens tension on campus and harms the experience and the students. [Case 88]

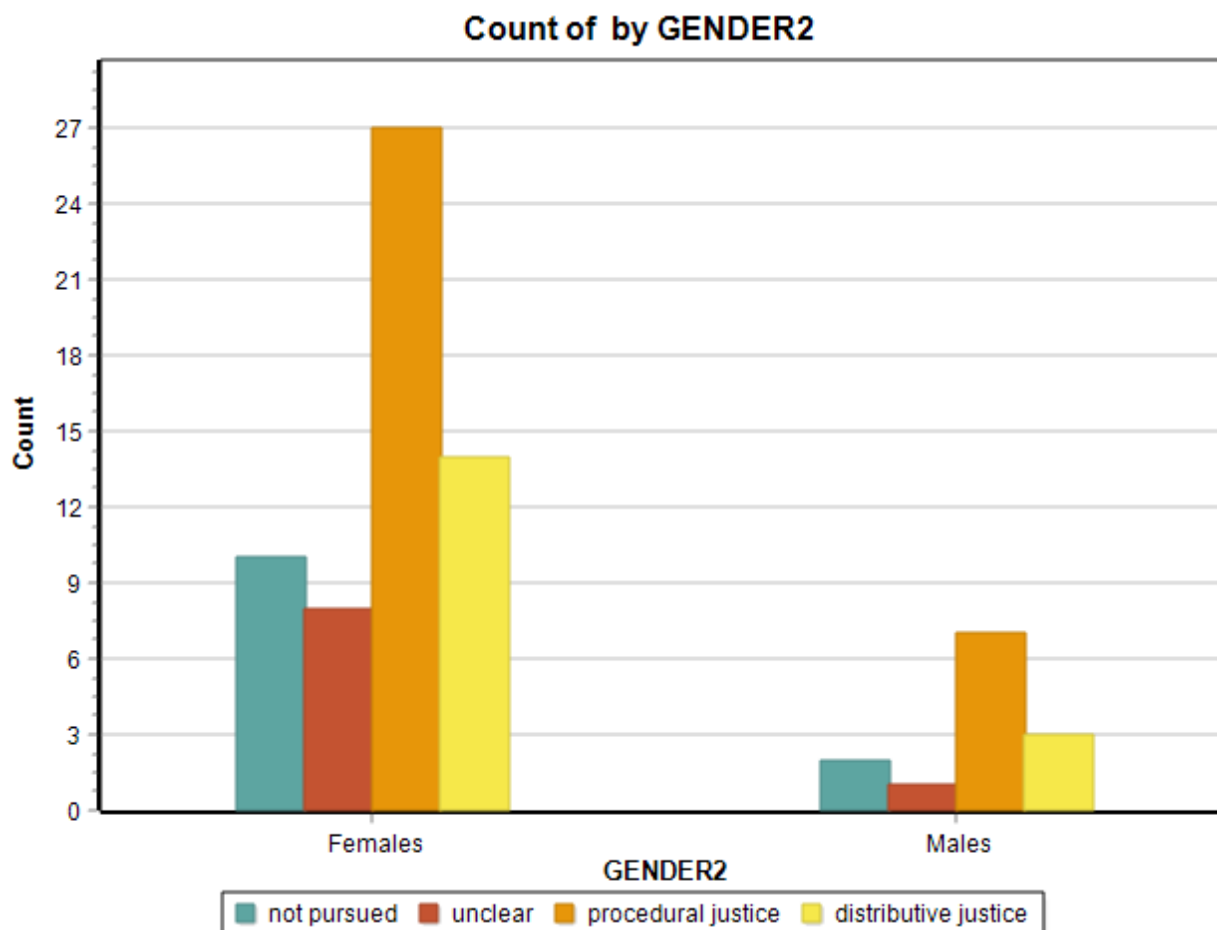
6 Concerns with the university's investigative process

This category addresses respondents' perceptions of organizational justice (McFarlin & Sweeney, 1992) at the University of Ottawa. It consists of comments coded according to procedural justice (fairness of *the process* for addressing grievances) and distributive justice (fairness of *the decision outcomes/consequences* resulting from an investigative process). It also includes comments about the lack of clarity surrounding the procedure for initiating an investigation, and comments describing incidents in which respondents chose not to pursue an investigation (even when warranted) because the process and/or the outcome was deemed too costly in terms of time or career risk.

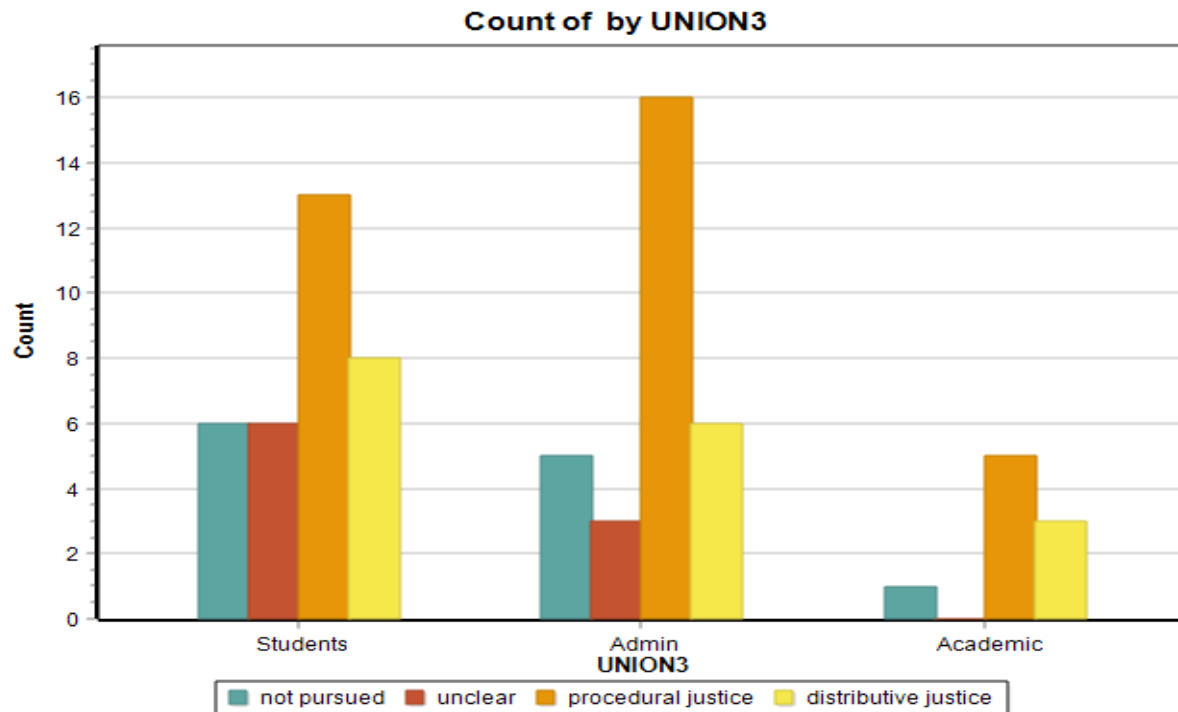
6.1.1 – Overview - Francophone Results

Among Francophones, procedural justice was the main concern, with distributive justice generating half as many comments. The next most frequent code was “investigation not pursued”, followed by “an unclear process”.

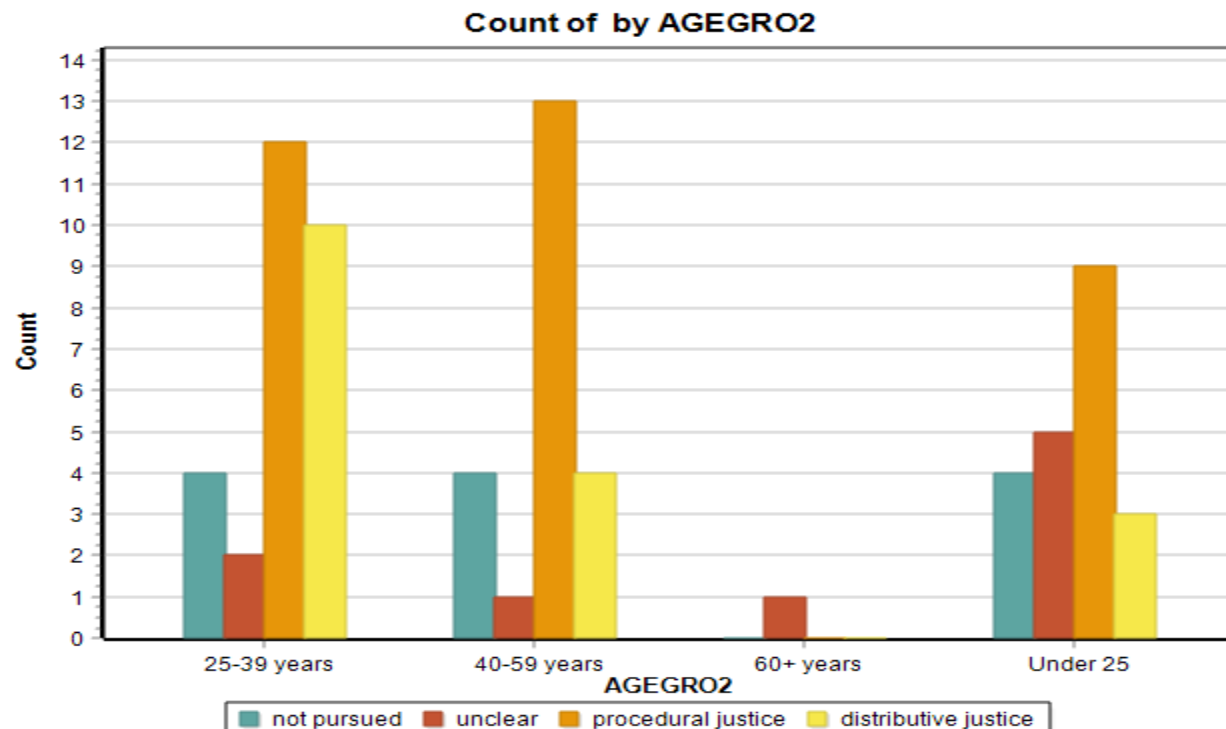
When analyzed by gender, it appears that both genders were equally concerned with distributive justice, but male Francophones expressed more concern about procedural justice than female Francophones:



When analyzed by academic stakeholder group, faculty members had the most concerns about procedural justice:

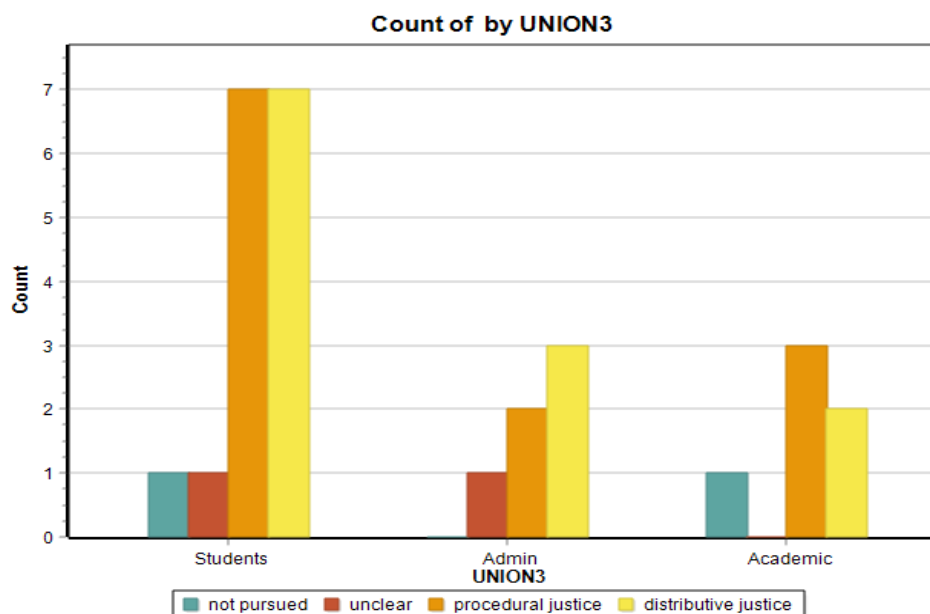
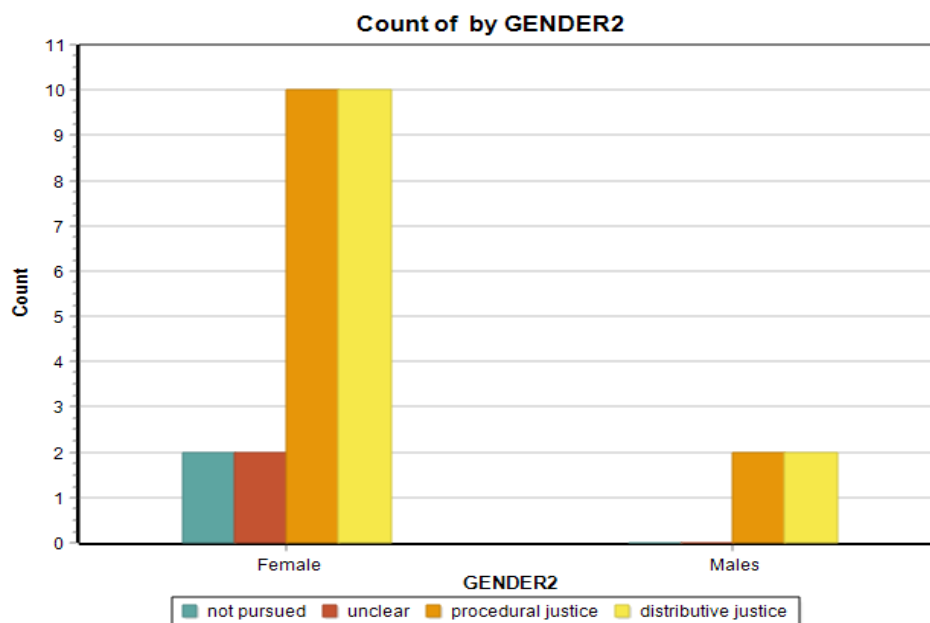


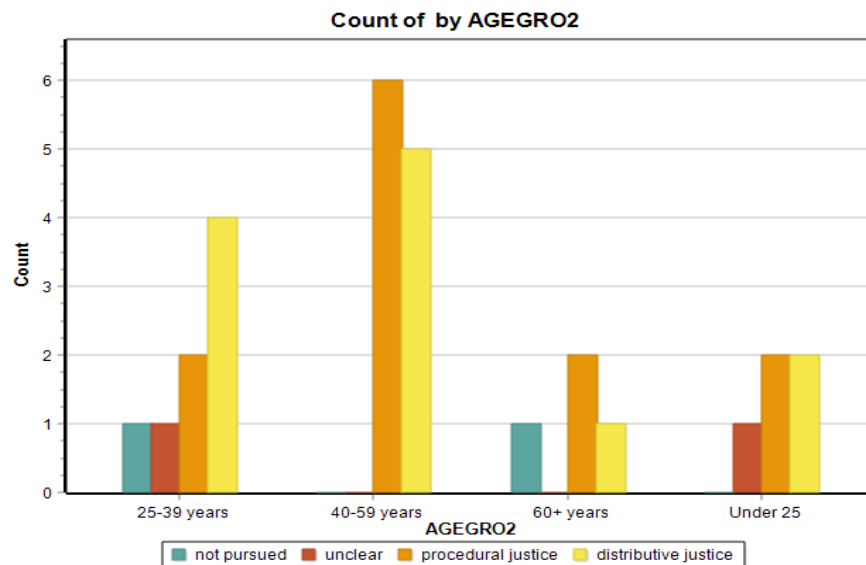
In terms of respondent ages, those over 60 years old found the procedures for investigation to be the least clear, but also had the least concerns about either procedural or distributive justice. Those under 25 were the most likely to not bother to pursue any investigative process:



6.1.2 - Overview - Anglophone Results

Procedural and distributive justice were major concerns among female Anglophones. Male Anglophones did not report any concerns with the processes being unclear; nor did they indicate they failed to pursue justice (whereas the female Anglophones did hesitate to pursue it at times).





6.2 - Sample quotes about Procedural Justice

Les femmes dans mon unité ne se voient pas offrir de promotions ou de rôles de haute direction.3. plusieurs commentaires désobligeants sont exprimés par certains employés masculins. ces commentaires sont rapportés au superviseur/direction. Aucun suivi ne s'ensuit. La victime n'est pas au courant si l'employé en question a été averti ou pas. Il y a un gros manque de transparence quant à l'équité des genres dans mon unité. [Case 4]

Je crois que l'Université d'Ottawa ne sait, en général, comment faire face aux situations de discrimination. Mon ex se faisait harcelé lorsque nous étions ensemble: un homme la suivait et lui faisait des menaces sexuelles. Lorsqu'elle a amené cela à l'Uni, vous avez essentiellement rien fait. vous avez dit "Bah, faites attention et essayez de pas prendre des cours avec lui". Ça a aucun sens! [Case 134]

As a physician, I was subjected to an unfounded harassment complaint that took 3 years to resolve. It was a lengthy stressful journey for me with multiple overlapping complaints occurring, but I was eventually fully exonerated. I am completely in support of creating an inclusive and diverse environment, and recognize that many or most complaints will be valid, but do not want anyone else to experience what I went through. [Case 49]

From my experience I feel there is an inability of uOttawa to act on issues of diversity and inclusion when they are the result of people not trying to do their best at their position. I feel strongly that had I been six feet tall and male my voice would have been heard. As it was, I felt ignored and resented. It seems that there is an inability, or a lack of desire on the part of the administration to discipline and correct behaviour that leads to poor service. As a result students and staff or faculty feel dissatisfied, excluded or even discriminated against. Improving service to a 'yes and how else can I help you' policy would be a start. [Case 136]

6.3 - Sample quotes about Distributive Justice

J'ai été victime de menaces de mort répétées de la part d'une subalterne. Après avoir vérifié et reconnu que mes pratiques comme superviseure avaient été exemplaires, ma Faculté a simplement confié la supervision de cette personne à quelqu'un d'autre. Et on m'a priée de garder le tout confidentiel, tout comme on l'a fait avec les témoins. Aucune poursuite criminelle. (Les avocats coûtent cher.) (N'oublions pas non plus la mauvaise publicité. [Case 36]

Une des choses qui est difficile lorsque c'est des professeur(e)s qui ont des comportements hostiles..., lorsque les étudiants se plaignent, souvent rien ne change. Comme il n'y a aucune conséquence pour ces individus, il y a une certaine lassitude qui fini par se créer chez les étudiants. [Case 306]

I have also had colleagues who have been told to "keep their mouths shut" about the abuse that they have suffered at the hands of clinical instructors. I have also had colleagues who, facing the incompetence of their clinical instructor, launched an investigation with the faculty advisor, who then was not able to do anything and so my colleagues had to suffer the abuse and incompetence for the rest of the semester. [Case 36]

I think we do need to consider ramifications for complaints that are not in good faith, and have sufficient training of leaders at all levels to recognize and deal appropriately with the small but likely significant number of unfounded complaints that may occur, as we strive to improve environments on campus. [Case 49]

6.4 - Sample quotes about Unclear process

En général, nous ne connaissons pas les politiques de l'UO en ce qui a trait au harcèlement. Je ne saurais pas où chercher. [Case 64]

Pour ce qui a trait au processus de plaintes de harcèlement à l'Université, malgré les règlements institués, la structures du processus reste vague. Peu connaissent la structure, beaucoup ont peut-être suivi une formation à ce sujet mais les gens n'ont pas confiance en la structure qui est encore faible et sans grand recours. Il faudrait continuer les campagnes de sensibilisation à cet effet et renforcer les processus et recours à l'appui. [Case 70]

J'ai été victime de discrimination en raison de ma langue (le français) en travaillant au bureau de liaison de l'Université d'Ottawa. Je n'ai pas voulu faire une plainte sous peur de représaille, j'ai simplement quitté mon emploi. Je n'ai aucunement confiance au Bureau des droits de la personne de l'Université d'Ottawa. Je crois que c'est un service qui cherche uniquement à protéger les intérêts de l'université et qui n'accompagne pas les femme et les personnes trans de manière ouverte et féministes. Les employées sont très mal formé à mon avis [Case 106]

I am not aware of the support in place in the case of harassment/threats on campus. It would be great to learn of the different strategies, supports uottawa has in place! [Case 168]

Don't think there is enough information on how to report. People probably think that things have to be really bad to report; if it is just bullying/teasing people probably just think they will be seen as overreacting/too sensitive if they report/ask help/let it bother them. People who bully/make comments probably don't know that it is hurtful, especially if you are a visible minority. [Case 115]

Several strongly emphasized not only the need for greater transparency about how to initiate an investigative process, but also greater guidance/communication throughout the investigative process:

J'aimerais que l'Université d'Ottawa informe désormais les étudiants de Windsor sur leurs droits et leur donne les moyens efficaces de se défendre pour les révéndiquer ou être entendus. Je souhaiterais aussi que les étudiants aient le droit de voir leur copie du test de compétence linguistique de l'Université. Il est absurde de nous faire signer un document nous interdisant de réclamer notre copie sous peine de se voir refuser le droit de faire cet examen. Je voudrais aussi que le campus de Windsor soit doté d'infrastructures dignes d'une université. Merci beaucoup de nous avoir donné la parole, pour une fois [Case 128]

Ce que je suggère est avoir les outils prêts pour guider les étudiants qui feront face à la même situation que moi, puis avoir au moins un suivi après la première discussion et que les procedure ont été mise en place. [Case 140]

Il faut encourager les étudiants et autres membres de la communauté universitaire à se faire entendre, et indiquer clairement comment le faire. [Case 155]

6.5 - Sample quotes about Investigation not pursued

Dans deux cas j'ai tenté de porter plainte:- En 2012, statut d'étudiante doctorale, l'ombudsman me renvoyait à un doyen et j'ai alors craint les représailles- Quelques années plus tard (2016), pour une autre situation semblable, statut de professeur à temps partiel, j'ai tenté de porter plainte au doyen concerné qui m'a dit ne pas pouvoir me protéger de représailles éventuelles. En raison de ces représailles possibles, je n'ai toujours pas déposé ma plainte [Case 42]

Il est presque impossible de se faire prendre au sérieux lorsque nous formulons une plainte contre un professeur. Il faut que plusieurs étudiants se mettent ensemble pour "soutenir" les faits reprochés. Par contre, en tant qu'étudiant, tous ne sont pas à l'aise de faire une plainte contre un professeur qui va ensuite les noter. [Case 83]

I am a female professor and I and some of my female students have been subjected to negative sexist comments from a male professor. He is in a position of power here at the University as

well as in the city, and even though I did not hesitate to confront him, most students and some professors would prefer not to address him regarding his comments. [Case 157]

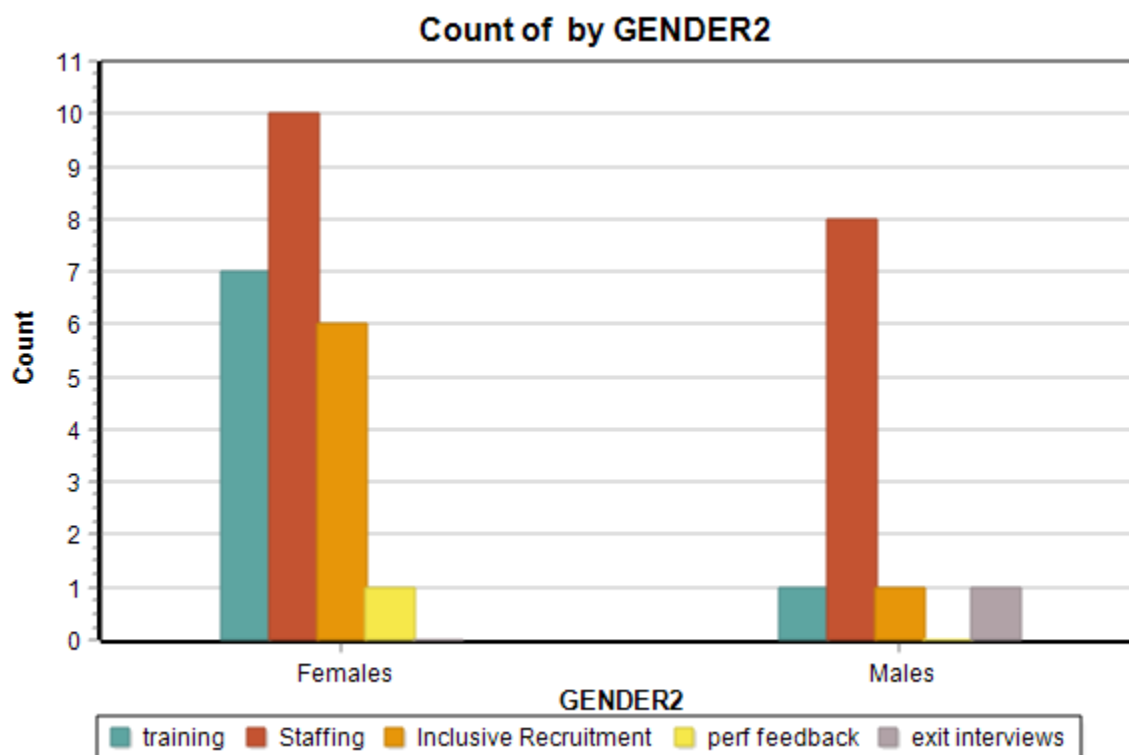
A male professor condescendingly called a female student "sweetie", in order to belittle her at a faculty event. He humiliated her in front of her colleagues and dismissed her research. As he was not from our faculty and was visiting the event, my friend decided not to pursue this further. We talked the incident over with a female professor from our own faculty later. She was supportive. She was also disgusted, but not surprised. Something is deeply wrong if that is something that doesn't surprise women on our campus in 2017. [Case 12]

7 Suggestions for improvement in Human Resource Management (HRM) policies & procedures

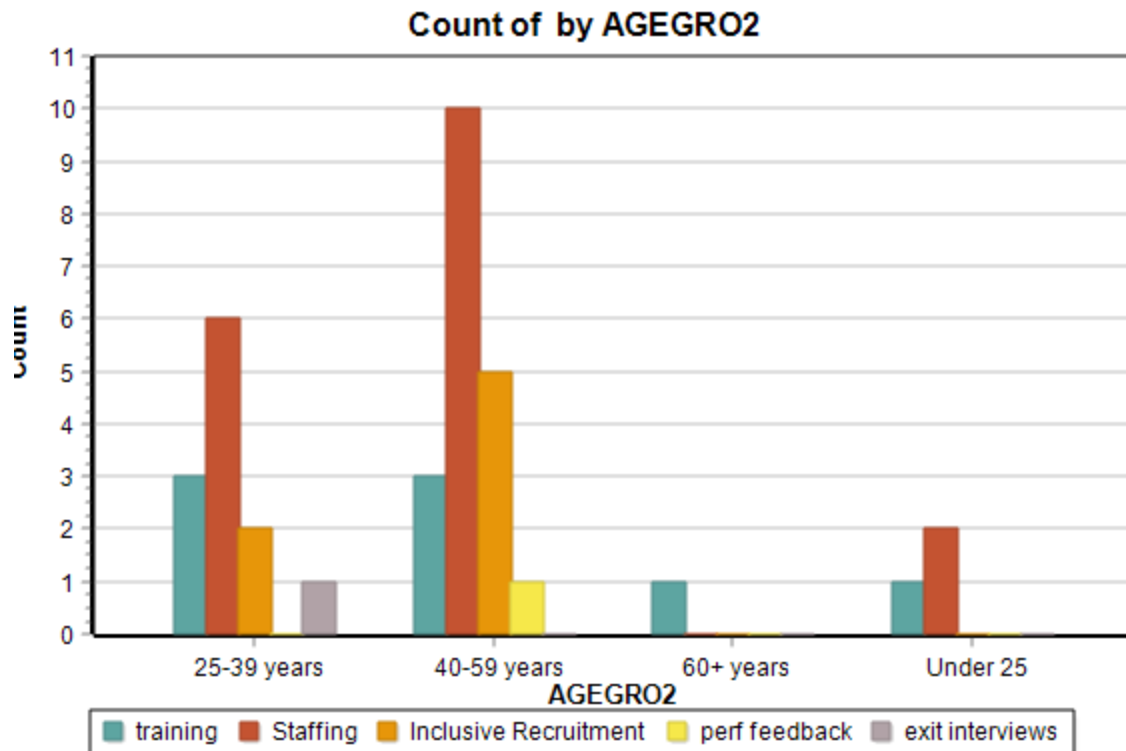
7.1.1- Overview – Francophone data

HRM includes activities such as staffing (recruitment and selection), training, performance appraisals, compensation, occupational health and safety, and labour relations. In the Francophone data, suggestions were made only in relation to staffing, training, and performance review procedures.

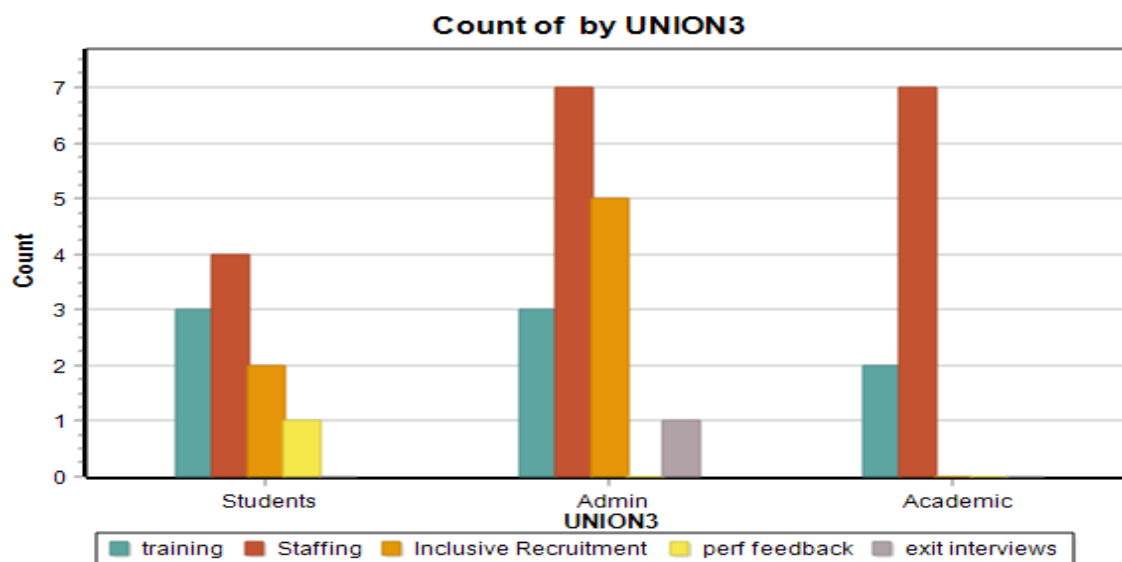
Gender differences were clear. Although Francophone males saw some need for more inclusiveness in staffing, Francophone females noted this more markedly. Francophone females also saw a greater need for more diversity-sensitive training and inclusive recruitment than their male counterparts.



When examined by age group, it is clear that the middle two Francophone age groups (25-39, and 40-59 years old) agree on the need for diversity-sensitive *training*, the middle-aged group (40-59) is more concerned about a need for improvement in representative *staffing*:

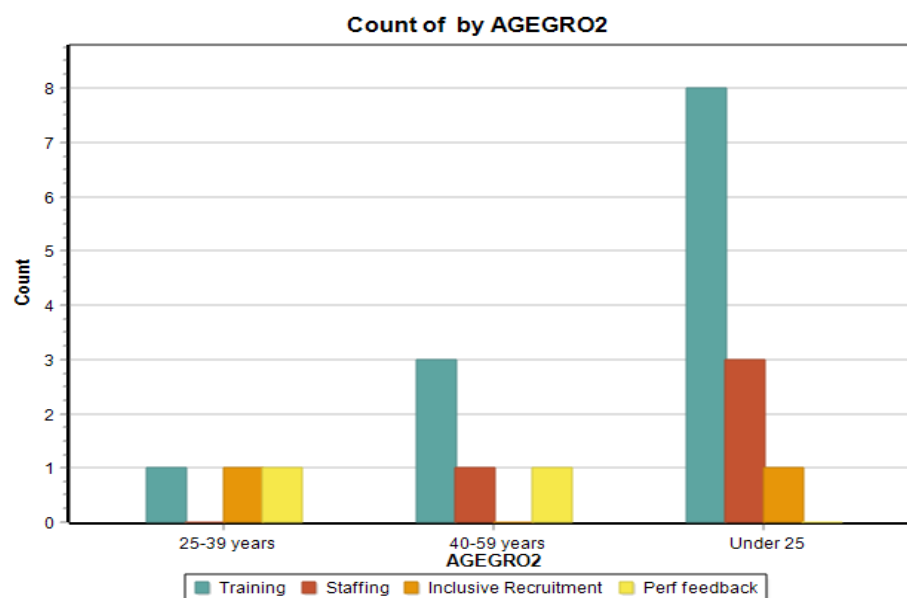
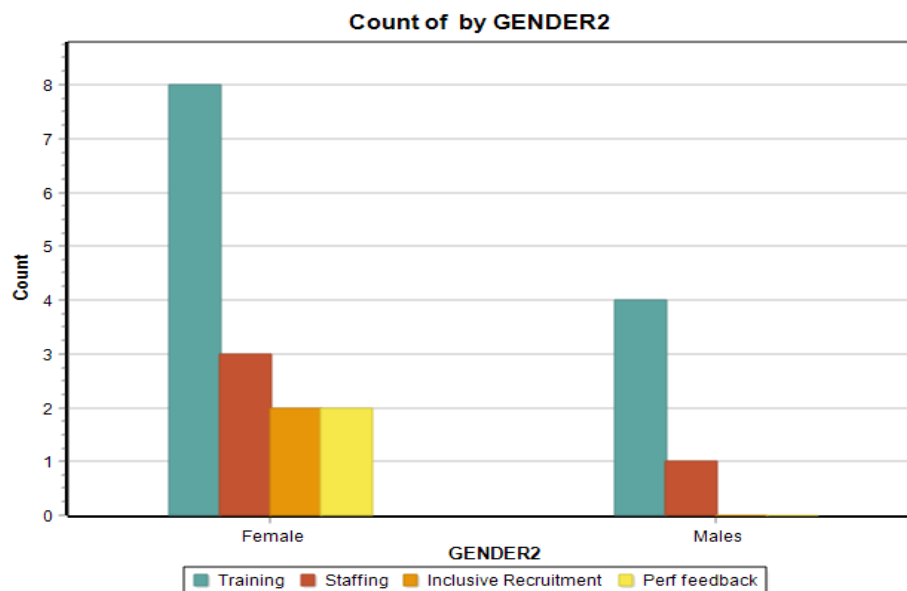


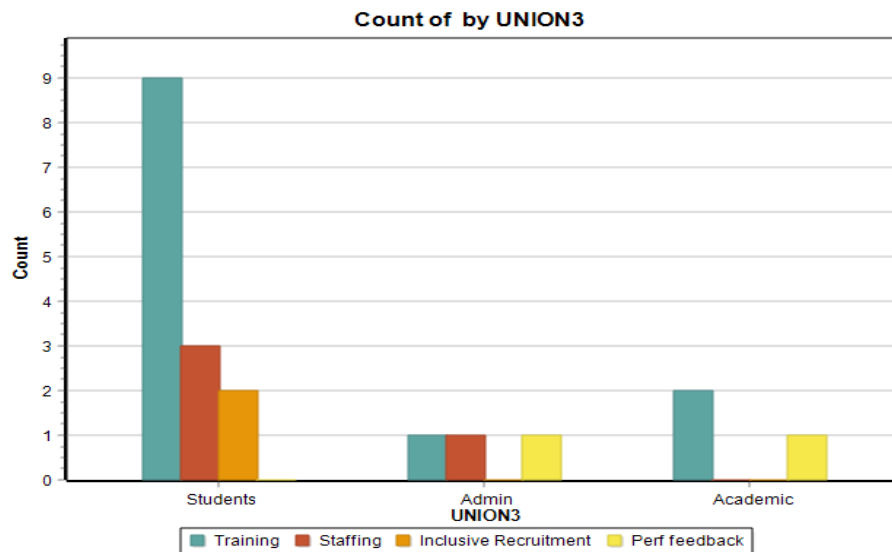
When analyzed by academic group, Support staff and faculty were more concerned about staffing than students (However, as noted in a previous section, some international students had concerns about insufficient access to gainful employment opportunities on campus).



7.1.2 - Overview – Anglophone data

In the Anglophone data, females, younger respondents, and students/faculty perceived the greatest need for training. Improvements in staffing were recommended mainly by females, younger respondents, and students/staff, with notably less concern by faculty members.





7.2 - Training

Many respondents expressed a need for training to improve others' sensitivity toward diversity:

J'espère que le personnel administratif ou professoral au sein de l'université fera preuve d'une maturité plus considérable dans un lieu supposé être instructif. La diversité et l'inclusion sont essentielles pour que règnent la stabilité, la diversité, promouvoir l'image de l'université pour mieux refléter l'image du Canada.[Case 196]

I do however feel that there are sexist and racial biases on campus, and hope that the majority are unconscious biases. I think this should be addressed in teaching assistant training workshops, and I would be interested in attending a workshop on addressing biases (conscious and unconscious) if I knew it was offered and I was available. [Case 55]

The majority of my classmates and the minority of my professors still don't grasp the atrocities that indigenous people in Canada experienced because of colonialism. Professors need to receive an orientation workshop on how to better understand, portray and be leaders in educating students about the realities of indigenous people. [Case 62]

Accordingly, several respondents suggested that training interventions were needed to raise awareness among university stakeholders. In terms of which groups should be targeted for such training, the comments suggested that a variety of stakeholders could benefit from it. For example, some respondents suggested a need for international students to demonstrate sensitivity/willingness to engage with local students' interests:

Je trouve que les culture étrangère au Canada ne s'intègre pas bien. pas à cause d'un manque de vouloir des étudiant canadien, mais simplement des intérêt différents. Exemple un étudiant passionné de hockey, ski alpin, autre ne pourra pas connecté avec un étranger ail

deteste l'hiver. plusieurs religion ne demontre pas de d'interest a apprendre la culture de gens different, alors leur integration ce fais difficilement et ce retourne vers des gens similaire, créant des ghetto. [Case 183]

Others recommended that such sensitivity training be provided to all new students and for employees at all levels:

Il est important de continuer de mettre l'emphase sur l'importance du respect dans toutes ses formes au moment de l'embauche ou de l'arrivée d'étudiants etc. et d'avoir des discussions continues sur le sujet... [Case 81]

Je suis d'avis que le vice-recteur associé aux RH devrait être plus au fait de ce qui pourrait constituer de la discrimination. Du coaching serait sans doute approprié dans les circonstances. (Case #107)

During the orientation whether in professional school or in undergrad, it is crucial to have some sort of diversity training for all campus members and especially profs. [Case 116]

Encourage greater awareness of difficulties people (students, staff, professors) may encounter due to bias, and how this can affect their performance and behaviour, as well as how they are viewed by other parties [Case 118]

It was also suggested that an improved orientation to campus policies and resources might needed. This could be done not only by formal training sessions, but also by internal organizational communication of the services and procedures that are available (and that may be of particular interest to disadvantaged groups):

J'aimerais que l'Université d'Ottawa informe désormais les étudiants de Windsor sur leurs droits et leur donne les moyens efficaces de se défendre pour les révéndiquer ou être entendus. Je souhaiterais aussi que les étudiants aient le droit de voir leur copie du test de compétence linguistique de l'Université. Il est absurde de nous faire signer un document nous interdisant de réclamer notre copie sous peine de se voir refuser le droit de faire cet examen. Je voudrais aussi que le campus de Windsor soit doté d'infrastructures dignes d'une université. Merci beaucoup de nous avoir donné la parole, pour une fois [Case 128]

Ce que je suggère est avoir les outils prêts pour guider les étudiants qui feront face à la même situation que moi, puis avoir au moins un suivi après la première discussion et que les procedure ont été mise en place. [Case 140]

L'accessibilité physique pour les personnes en situation de handicap sur le campus de l'Université d'Ottawa est horrible, voir embarrassante. Aucun employé en situation de handicap sur le campus. Impossible de savoir vers qui se tourner et obtenir de l'aide pour déposer une plainte, avoir de l'information sur nos droits. [Case 212]

Je crois que l'Université met tout en oeuvre pour aider et inclure les gens qui ont des différences. Par contre, ils ne sont pas efficient. Il est difficile de un pour les nouveaux

étudiants de bien s'intégrer et de savoir quels services sont disponibles, on ne sais aussi pas qui aller voir en cas de problèmes (les personnes ressources a qui ont devrait s'adresser) Personnellement, lors de mon début de session j'avais tellement peu d'informations sur le déroulement des cours, sur le campus et etc que je me suis senti comme un poisson qui a passé 20 ans dans un aquarium et qu'on transvide sans préavis dans l'océan. La seule chose qu'on lui a dite c'est : BONNE CHANCE [Case 135]

Although respondents did not suggest it, orientation can begin even prior to the move to campus, and can be provided online (e.g. in the form of a cultural assimilator) (Ref: Degens, Hofstede, Beulens, Krumhuber & Kappas, 2016).

7.3 – Staffing

It is important to note that training represents merely one part of an overall high performance HRM system (Combs, J., Liu, Y., Hall, A., & Ketchen, D., 2006). If not reinforced by other HRM functions (e.g., staffing, performance appraisal, rewards, etc.) -- or worse, if contradicted by those other HR functions -- then the words conveyed through training will ring hollow and risk being ineffective.

Many respondents commented on a lack of visible diversity among employees, and felt excluded by it. This imbalance implied (or in some cases was overtly stated by respondents) that this was indicative of a biased selection process:

Le sexe masculin est peu représenté dans le personnel de soutien. [Case 228]

Est-ce que l'Université d'Ottawa fait assez d'effort pour embaucher des personnes de diverses origines ethniques, etc? Je ne crois pas que c'est le cas. Je trouve que mon département et l'Université en général est très 'blanc'.... Plus d'efforts sont nécessaires, dans les politiques et les pratiques d'embauche afin d'atteindre cette inclusion.[Case 41]

As an English Theatre student, I feel a slightly isolated as I see that the department (in mainly its professors, but also in its casting for students in department productions) to be very white. Perhaps this is only a reflection of the whiteness in theatre in this city, but nonetheless the university can help change this by inviting or including more black and of colour professors. [Case 61]

Some suggested that it might help for their sense of inclusion at the university if a greater promotional effort were made to recruit both students and employees from visible diverse backgrounds. Other respondents felt the university should model full inclusivity in its promotional recruitment materials:

La politique d'équité en embauche, en particulier pour les postes de professeur.e.s, et pour des question autres que le genre, n'est pas à mon avis suffisamment robuste et pro-active. Il faudrait aller au-delà des critères minimums ontariens et mettre en place des mécanismes pour nous assurer que la proportion de professeur.e.s racisé.e.s dans chaque département

(noir.e.s et autochtones en particulier) reflète leur proportion dans la population étudiante à l'Université d'Ottawa ou dans la ville d'Ottawa [Case 229]

Créer une motivation pour des nouveaux arrivants qui prennent le courage de recommencer en s'inscrivent dans le but de s'intégrer dans le monde de travail. Je parle des nouveaux arrivants âgés de 50 ans et plus. [Case 40]

Le système de recrutement à l'université est questionnable. Aucun effort est fait par les RH pour s'assurer que le processus de recrutement est équitable. Le contrôle que normalement devait être effectué les RH est quasiment inexistant. Les directeurs et les gestionnaires ont libre cours pour choisir l'employé de leur choix sans égard aux règlements de l'université et les conventions collectives [Case 201]

Diversity and inclusion is more than the result of a survey, it is a state of mind that should go beyond official positions and percentages. The personnel at the University should be representative of its student population which is not the case yet. We offer low level positions to people from designated groups in order to project a false image. Let's commit to fill all our vacancies with our graduates who are by far more open-minded than a good part of our existing personnel! [Case 108]

As one respondent noted, the university's position toward inclusion can also be communicated via its media relations:

Le meilleur exemple est le procès Gomeshi et son résultat : avec tout le débat social non-éduqué qu'on lisait dans les journaux et qu'on entendait à la radio, je n'ai pas eu conscience d'une contribution importante de nos départements ou instituts d'études de femmes pour dénoncer la dynamique judiciaire qui reproduit ces résultats prévisibles et presque'universels d'acquiescement de l'accusé même s'il avoue sa violence et que la victime insiste qu'il n'y avait pas consentement. Où sont nos chercheuses et chercheurs expert-e.s dans ces domaines pour éclairer la population, les législateurs/trices et les juristes basé sur des données et pas sur des émotions ? [Case 1; This individual was a mature student]

Crucially, respondents emphasized that any organizational promotion of inclusion in recruitment ads and media exchanges needed to be reflected in actual internal practices in order for people to feel positively about the university's intentions. This is consistent with literature on the recruitment process, which indicates that previews provided about the organization during recruitment can help applicants to develop realistic expectations and forge a more sustainable psychological contract, if the previews are realistic (Rousseau, 2001). By contrast, an overly positive recruitment message without evidence of corresponding levels of diversity (or diversity accommodation) in the actual workplace seemed to damage the respondents' psychological contract:

Si l'Université souhaite s'internationaliser, notamment dans le recrutement de ses professeurs, ce serait bien qu'elle s'en donne les moyens (humains, matériels etc.) et que ses hauts-administrateurs ajustent leurs pratiques et comportements en conséquence. Sinon cela relève du marketing.[Case 297]

L'université fait la promotion de la diversité et l'inclusion mais lorsqu'on regarde le nombre de personnes en situation de minorité visible ou immigrant embauché, l'on se demande si l'université est vraiment sérieuse dans son approche. Nous aimerions que la haute gestion prenne conscience de cet état de fait et que des actions concrètes soient prises pour remédier à cette situation honteuse. [Case 201]

Although no respondents referred to it, structured interviews, applications blanks, and yield ratios for selection and recruitment processes can be helpful approaches to reducing or assessing bias in the staffing process (E.g. Barrick, Shaffer & DeGrassi, 2009). Also helpful is the retention and analyses of metrics of diverse employees' access to coaching, mentoring & tracing opportunities.

7.4- Performance Reviews

If an employees' performance is not at the desired level (and this can include performance behaviour related to diversity), sometimes the issue can be due to a lack of accountability and/or consequences. In other words, inadequate performance may be caused not [only] by poor selection or insufficient training, but also possibly by ineffective performance management practices. In apparent recognition of this, one respondent suggested making "appropriate engagement with diversity" an essential goal in faculty members' annual performance reviews:

Mandatory training is not the answer all by itself. Team-building might be, or including 360 degree reviews or character assessments in the ongoing employee evaluation process. If people don't know they are behaving inappropriately, they can't solve the problem [Case 34]

Ajouter une section sur l'inclusivité de l'enseignant dans le formulaire de l'évaluation- Garantir l'anonymat pour permettre aux élèves de se prononcer. [Case 9]

I have also never been thanked for the work I do - I simply get an envelope with some student evaluations. This is somewhat demoralizing and it's tough for me to feel that my contributions are valued. I suggest a bit more contact initiated from the department/school and, now and again, some sort of indication that we are on the right track or that we are making useful contributions to the university. [Case 48]

Creating greater accountability for the appropriate management of diversity might help to prevent incidents from arising in the first place, help to address the concerns with a seemingly ineffectual investigative process, and ultimately, help enhance perceptions of organizational justice. Such diversity-related performance criteria may be relevant not only for support staff, management, and faculty performance reviews, but perhaps even for student team peer appraisals as well. Structured performance reviews can be helpful for this purpose, as they improve reliability, and, together with rater-training, can reduce susceptibility to biased ratings (See Javidmehr & Ebrahimpour, 2015).

7.5 - Exit interviews

One respondent suggested that it may also be useful to conduct systematic exit interviews to clarify the reasons people depart the university:

Je suggère que chaque employé qui quitte un poste (pour un autre à l'université ou pour l'externe) se voit offrir une entrevue de sortie par les ressources humaines afin de comprendre les motivations de sa décision. Ainsi, il sera possible d'identifier et corriger certaines situations malheureuse mais aussi de comprendre les motivations et côtés positifs qui mène les employés vers un changement. [Case 104]

However, research on exit interviews suggests that they are highly subject to socially desirable responding (Nalbantian, Guzzo, Kieffer, & Doherty, 2003). Those departing an organization are often likely to soften their feedback in the hope of obtaining a positive reference down the line.

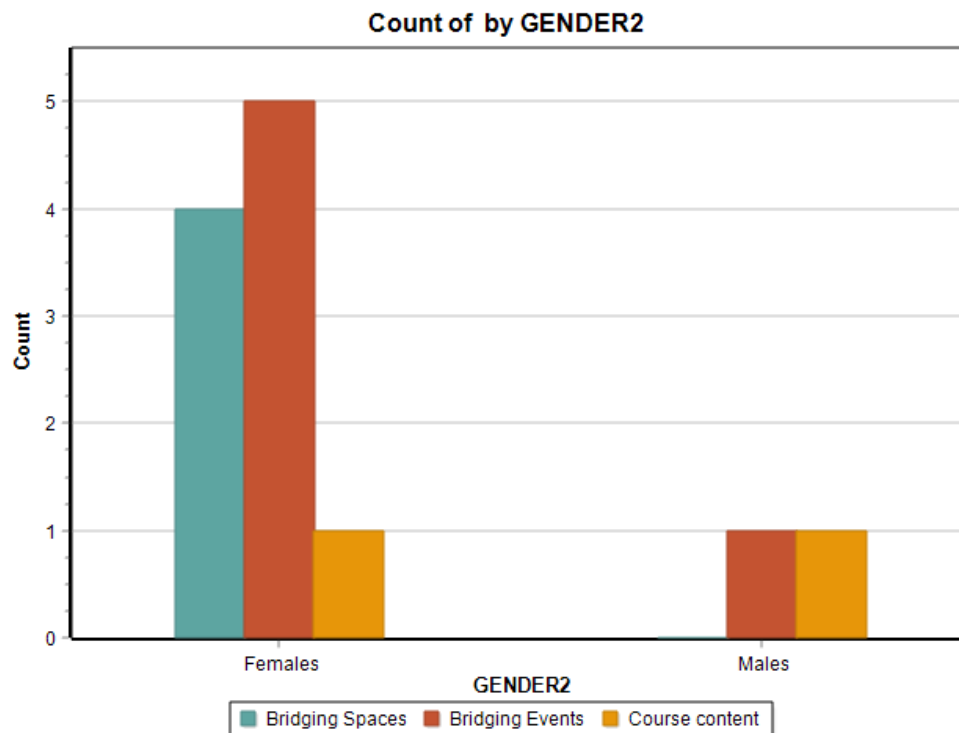
8 Building Bridges on Campus: Spaces, Activities, & Curriculum offerings

Striving to include diverse views in discussions makes considerable sense for a university, because diversity can generate a cross-pollination of ideas that contribute to improved knowledge-sharing and innovation (Thomas & Ely, 1996). Yet, research also indicates that diverse groups can experience greater challenges at integrating their perspectives, if the integration process is not managed mindfully (Davison & Ekelund, 2004). The preceding sections documented experiences and observations of exclusion in regard to several elements of demographic diversity and organizational norms. It is important to document these problems so that painful truths may be heard, acknowledged, and remedied.

Respondents also offered a number of innovative suggestions for how to strengthen and celebrate areas of common ground. Although they did not claim to have all the answers in this regard, their comments offer a number of practical examples for building bridges, and these are discussed below.

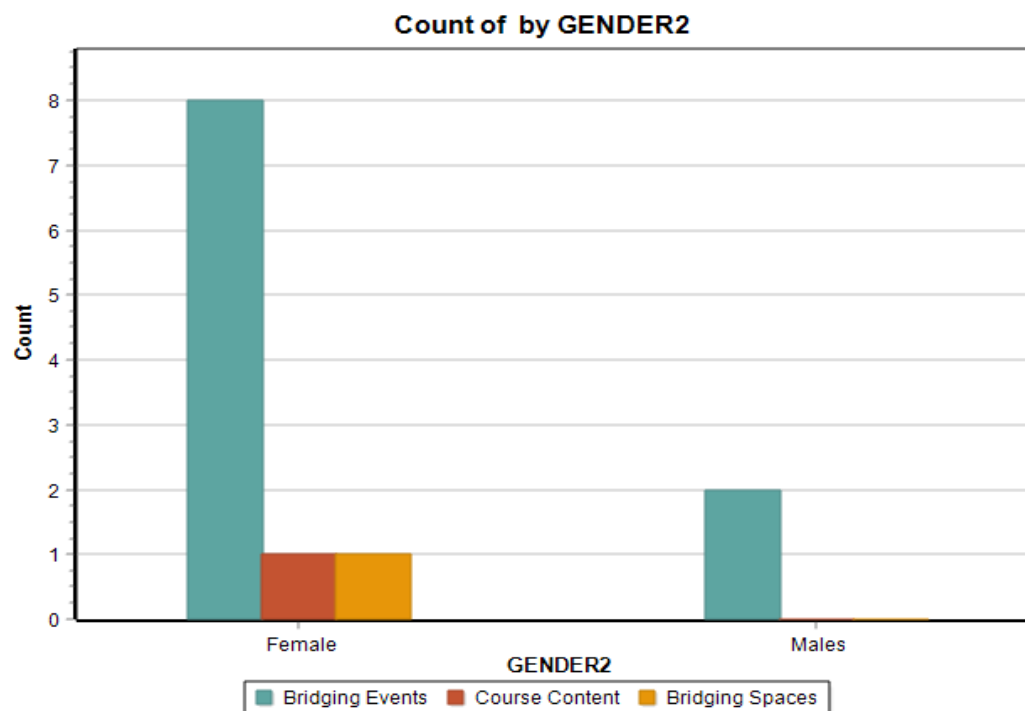
8.1.1- Overview – Francophone data

Francophone respondents (particularly females) suggested a variety of bridging initiatives, including changes to the physical environment of the university, events, and a more inclusive broadening of the curriculum:



8.1.2 - Overview – Anglophone data

Anglophones (again, mainly women) offered similar bridging suggestions:



8.2 - Sample comments about bridging spaces:

Le fait d'avoir plus d'espaces verts et d'occasion de socialisation et de détente à l'université favoriseraient l'inclusion et le partage entre humains. [Case 216]

Je trouve que le campus ne reflète pas du tout la volonté de réconciliation avec les peuples autochtones: très peu d'activités visant à parler de leur histoire, des défis actuels, etc. sont organisées ou tout du moins visible dans chaque faculté. Les noms des bâtiments, les symboles sur le campus, ne reflètent pas du tout ça, et je trouve que l'Université d'Ottawa devrait être beaucoup beaucoup plus progressiste là-dessus. [Case 143]

Although respondents did not suggest it, inviting guest speakers to different buildings to give public talks about universally accessible design principles might also be of interest.

8.3 - Sample comments about bridging events:

Comme suggestions, je crois fermement que davantage d'activités nous unissant tous, quelles que soient nos différences, seraient idéal pour un meilleur climat d'inclusion et de diversité (par ex : buffets multiculturels, expositions sur les religions du monde, expositions sur les peuples autochtones, conférences sur les expériences personnelles de personnes handicapées ou ayant des troubles psychologiques, etc.). De plus, je trouve que le bilinguisme doit être

renforcé et amélioré, car il est évident que les anglophones sont toujours avantagés par rapport aux francophones [Case 37]

Being a diverse campus is very important, but what's even more important than that is to integrate ways on campus that can help these different people get along better and understand each other's differences. Its important to integrate ways that will help the different kinds of people learn about one another and learn the difference and ultimately accept each other's differences, rather than rejecting one another. [Case 83]

8.4 - Sample comments about course content:

Il faudrait demander aux étudiantes et aux personnes s'identifiant à des groupes qui pourraient faire l'objet de mesures d'équité si elles trouvent que le contenu des cours, les auteur.e.s étudié.e.s, et le cursus comportent suffisamment de matériel sur des thèmes qui les concernent et dans lesquels ils et elles se reconnaissent [Case 229]

Inclusion de cours obligatoires (ex: pédagogie autochtones) dans le programme d'enseignement en français; considérer les contextes plurilingues des apprenants et favoriser le rayonnement des langues d'origines dans la communauté et dans l'enseignement. [Case 294]

After spending some years in India to pursue my passion for Indian classical dance and returning to Canada to complete my degree at the University of Ottawa, I immediately sensed a difference, subconsciously, in the city environment. Why I say subconsciously is because I experienced a sort of depression when I came here, for the first few months, but because I was taking a Psychology course at the time, was able to pull myself out of it by talking to my parents immediately about what I was feeling, the thoughts I was having, and spending 45 minutes every day to exercise. ... I have a feeling many students are almost feeling similarly, though I can't confirm this. I would actually like to also encourage that the University make Psychology courses, like the one I took in my first semester here, in which these moods or experiences are spoken about, addressed, and solutions are given, compulsory-as part of every students initiation into University and life in general. ... I would say this to the extent that creating, nurturing, and/or fostering such an environment is the most important thing a campus can offer its students. [Case 96]

Have an African-Caribbean Studies Program as do most Canadian Universities. I hope that incoming Black students will have the opportunity to attend class and participate in campus activities without being constantly reminded that they are "welcome here" [Case 116]

9 – Discussion Questions for Reflection

9.1 – Overview

This survey was initiated to promote organizational learning about diversity and inclusion issues relevant to all university stakeholders, not only students or their learning experiences per se. Nevertheless, student learning cannot be disentangled from the discussion because learning does not occur in a vacuum. Accordingly, this section uses the preceding analysis to present an overview of the learning goals we may wish to inculcate in our students, and the ways in which an improved climate for diversity and inclusion for all the university's stakeholders is relevant to that educational mission. It then presents a number of value-based questions for our collective consideration as we move forward.

A university is meant to be a place where people, regardless of background, are empowered to develop knowledge and cognitive skills that enable them to better understand social challenges and then create or apply innovative knowledge-based solutions to address those challenges. However, the analysis of the qualitative data in this survey suggests that our university graduates may also benefit from opportunities to develop (1) personal resilience in the face of ideological opposition to their ideas/initiatives, (2) some degree of knowledge and compassion for why others might resist their innovative change efforts, and (3) a capacity to constructively engage in mutually respectful dialogue. These additional three learning goals are important to consider because any solution that requires a shift in social norms (however positive it may ultimately be for society) is likely to provoke some resistance. Resistance to change may arise for reasons of personality or culture (Costa & McCrae, 1992; Hofstede, 2001), and/or because of the (potentially legitimate) fear of personal loss of some kind. Whichever the reason for resistance, if we wish for our university climate to truly emulate both the advancement of innovation and inclusion, then we may need to devote as much energy to educating students how to talk civilly (and compassionately) to one another about their concerns/ideas for change as we devote to educating them about the technical aspects of innovation.

And therein lies the nexus between the educational mission of our university and the cultivation of a more inclusive organizational climate for all members of our university community: Learning is not acontextual. Students may learn espoused ideals about civil discourse and inclusive engagement from the words that are written in an organizational values statement or a course syllabus, but we must be mindful that people also acquire behavioural strategies and learn what is really possible for society (and for their own lives) from observing those around them and from noting the consequences that are actually applied to everyone's behaviours (Bandura, 1977). If our faculty, staff (or students!) lack an appreciation of the challenges (as well as rewards) of diversity, lack an awareness of how to constructively engage diverse perspectives in experiential learning or service activities, and/or are suffering from exclusionary experiences themselves, this context will speak volumes. Hence, the mindful inclusion of all stakeholders at the university – disadvantaged and privileged alike, in a manner that promotes respect for both individual rights and collective responsibility - is directly relevant to the fulfillment of our educational mission.

With this in mind, the remainder of this section offers several value-based questions for individual reflection and collective discussion:

9.2 – What does “inclusion” mean to us?

Abstract terms such as “inclusion” can be interpreted differently. Accordingly, organizations must be mindful to ensure there is a shared understanding of the meaning behind the abstract words in organizational value statements (Svensson, G., Wood, G., Singh, J.; Payan, J.M; Callaghan, M., 2011). In this survey, respondents clearly differed in their interpretation of inclusion. Those belonging to historically advantaged socio-cultural groups (e.g., Caucasians, males, Christians) felt that diversity and inclusion ‘movement’ effectively delegitimized their voices. Hence, it might be useful to reflect on this question: What is the long-term utility (and cost) of excluding any members of the organizational community from full participation in discussions?

*“I am human and I need to be loved
Just like everybody else does”*

- From the song “How Soon is Now” by The Smiths

9.3 – What does “equitable” inclusion mean to us?

How much inclusion is reasonable or equitable to promote in different circumstances, and in different timeframes? In this climate survey, some of the comments suggest that the respondent’s objective was to gain disproportionate prominence [e.g., a comment pertaining to gender, which advocated equal visual representation in classroom slides, when the representative population for that individual’s gender identity group is considerably less than 50% in the broader population]. If a culture’s demonstrable concern for its most disadvantaged members is a mark of its level of morality, then perhaps equal representation in imagery, despite less than equal representation in society, is the appropriate response. Alternately, if employment equity legislation is used as a guide, then “reasonable” refers to representation that only has to be at least proportional to a group’s representation in the applicable labour force. How will we choose to integrate these diverse views on the meaning of “equitable” inclusion?

In the past, entire cultural revolutions have occurred by the seizing of empowerment by oppressed people, rather than by the granting of it to them by those with privilege (Hardy & Leiba-O’Sullivan, 1998). What private intentions do each of us hold in these power dynamics? Is retaliatory oppression (i.e., enforcement of disproportionate representation) the end goal, rather than actual reparation of the shared power structures in which we all must collaborate and coexist? How might our interactions convey concern that inflicting inequity on others can perpetuate a vicious cycle of social discord? As William Shakespeare so aptly wrote:

*“If you prick us, do we not bleed?
If you tickle us, do we not laugh? If you poison*

*us, do we not die? And if you wrong us, shall we not
revenge? If we are like you in the rest, we will
resemble you in that.... The villainy you
teach me, I will execute, and it shall go hard but I
will better the instruction."*

– spoken by Shylock, in Shakespeare's *The Merchant of Venice*

9.4 – Whose responsibility is it to distinguish between surface-level diversity and deep-level diversity?

Many respondents stated that greater visible diversity in staffing was needed because, in their experience, only members of their racial/gender group could adequately understand and represent their experience, and/or be relied upon to treat them justly and inclusively. Sadly, biases do arise, and it is understandable for those who have been disadvantaged to feel that only service providers from their own group can do this. Moreover, outsiders should rightly display humility before claiming to be able to adequately comprehend and represent another group's views, as every identity group can be said to have its own culture, and socialization into any culture is a lengthy process.

Having said this, expecting the underprivileged/disadvantaged – even the members of one's own identity group -- to serve as the main agents of change places an unfair burden on them. It is unrealistic to expect any one stakeholder group to be able to entirely propagate systemic change when there are potentially multiple sources of resistance against any organisational change (Lewin, 1951). Ideally, our ultimate goal would be to forge allies and build bridges.

And if this is our goal, rather than to simply curse the raging waters that divide us, might it be helpful for all of us (privileged and disadvantaged alike) to examine our underlying biases in regard to surface-level diversity? The notion that shared appearance/background promises inclusive justice may be borne of past experience, but it also represents precisely the sort of prejudicial judgment that many of the respondents themselves objected to. A colleague or service-provider may look (or not look) like 'one of us' (surface-level diversity), but neither universalist nor dogmatic values (deep-level diversity) are restricted to any one particular identity group. This is absolutely not meant to negate the very real need to alter policies that enable or perpetuate social disadvantage. Rather, it is to suggest that in seeking to promote a shared understanding that character and capacity are more than skin-deep, it may be helpful to reflectively adopt this same recognition. How do sweeping judgements about those with historical privilege help to forge potential allies and advance empowerment? How might each of us improve our capacity to connect and communicate at a higher level (e.g., of the higher archetypal paradigm of shared human experience)?

The commitment to diversity and inclusion -- to its individual rights *and* collective responsibilities for compassion – is a lofty and worthwhile goal. But it must be instilled in

all its complexity, in all the members of our diverse post-secondary community. If not -- if it is seen, in a university context, to be the sole responsibility of either the privileged or the oppressed -- then it is questionable how we can realistically hope that responsible, inclusive dialogue (rather than resentful monologue) will suddenly and magically emerge in our nation's workplaces and political offices where our graduates will someday work. We are all learning how to move forward together; the traits of humility and compassion are essential companions on our journey.

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