The Diversity Study

A Qualitative Research Presentation

Michelle Massie Marketing — January 2017

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Executive Summary

uOttawa — Not Yet A Model in Diversity

- Currently, the University of Ottawa is largely undifferentiated among Canadian universities in terms of ensuring diversity and inclusion

- However, students perceive it as offering more diversity, inclusion and security, when compared with American, Continental European and Middle Eastern universities,

- Key obstacles to increasing its competitiveness on the diversity and inclusion dimensions versus McGill and Carleton universities remain its lack of gender and ethnic representation in upper management and executive branch, and its French- and English-Canadian ethnocentric bias in its curricula, hiring, promotion and funding policies and processes

- There is a dramatic visual dissonance across its campuses — with few exceptions, the building names celebrate catholic white males — First Nations, women and members of other ethnicities and faith are absent

- Limited communications efforts and the lack of efficient use of social media foster isolation between faculties, departments, and the diverse students communities

Methodology

The Goal of The Diversity Study

- The University of Ottawa, under the leadership of its new President and vice-chancellor, Jacques Frémont, is embracing diversity and wants to embrace *a true expression of diversity and inclusion at the University for its students, professors and employees, thus creating a unique university model*
  - *By eliminating any obstacle to equality*
  - *And making diversity a criteria of excellence*[1]
- Its Committee on Diversity and Inclusion (CDI) has mandated Michelle Massie Marketing to design and conduct an exploratory study to achieve this goal of Diversity Excellence by the year 2032
- This qualitative study is the first of a two-phase research project which aims to examine how diversity is defined and expressed currently on the Ottawa University campus, what is contributing to foster or hinder a climate of diversity and inclusion and what measures can be enacted to achieve the desired diversity model
- Hypotheses derived from this exploratory study will be validated in an upcoming survey to be conducted in March 2017

Comité de travail sur la diversité et sur l'égalité, Université d'Ottawa, Octobre 2016, 4 p.

The Method — Indepth Interviews

- Thirty-eight one-hour interviews with faculty, staff, and students were conducted
  - January 16 – 30, 2017
  - 34 interviews on campus and 4 by teleconference and AdobeConnect
- Michelle Massie conducted each interview using a semi-structured discussion guide (Appendix A) to elicit deep insights through the use of pre-interview homework and projection exercises* (see next page, Key Areas of Exploration)
- Participants chose to conduct their interview in either French or English
- Each respondent received $50 for completing the pre-interview homework (Appendix B) and $75 for the interview
- All interviews were audio-recorded after receiving the informed authorization of respondents
- Personal information and interview data will be kept confidential and private by Michelle Massie Marketing under the ESOMAR and QRCA ethical guidelines

Note: All personal referents were removed from the exhibits in the projection exercise appendices to ensure the privacy of respondents and any family or community members

Key Areas of Exploration

- The interviews captured the attitudes, perceptions, opinions and experiences of target respondents through these different projective techniques
  - How is diversity currently experienced at Ottawa U
    - *"This is how I would sum up what I think about my studies/my work so far at Ottawa U"*, The Collage Exercise
  - What facilitated and/or hindered their inclusion into the University community
    - *How Ottawa U can become a true model of diversity and equality,* The letter to *the President of the University Exercise*
  - How do they define diversity and what are its perceived benefits and drawbacks on a personal level and for the community at large
    - How the University of Ottawa and other [known] universities come close/or not to this ideal, The Diversity Ideal in a University Semiotic Exercise (compiled in the Ideal Diversity Wordles embedded into the presentation) and the Ideal Bull's Eye Exercise (Appendix C)
  - In what way, if any, is diversity perceived to exist currently on campus
    - What are the notable examples of how well or poorly diversity is supported on campus, The Diversity Journey Exercise (Appendix D, results of which were imbedded directly into the presentation)
  - What, if any, is the nature of the personal interactions with other groups and whether or not these interactions are satisfying either in their frequency and meaningfulness
  - Awareness of any current official programs aimed at supporting diversity on campus and how do these compare to the Diversity Ideal

Recruitment of Participants

- Initially, 42 participants were recruited for 36 to show; 38 interviews were completed (see Participant Profile, p11)

- Michelle Massie Marketing developed the recruitment screener with and approved by TFDE (Appendix E)

- Recruitment was conducted by Canada Market Research (CMA) using UoO teaching, student, and administrative data banks under the supervision of Michelle Massie Marketing

- Additionally, communication efforts by the President and Faculty deans endorsing the study and word-of-mouth facilitated the inclusion of the various representatives in the key segments under study

- As per MRIA and the Privacy Act, CMA ensured the confidentiality of all respondent personal information during the course of the study and destroyed all lists and respondent information at the end of the project

Recruitment Quota

- Three key segments and sub-segments
  - Faculty (recruit n=14 for 12 to show)
    - Full-time professors with 3 to 30 yrs of experience (n=6)
    - Part-time professors responsible for at least 4 courses in the past 2 years (n=6)
  - Staff (recruit n=14 for 12 to show)
    - Managerial with 3 – 30 years of experience (n=6)
    - Non-managerial with 3 – 30 years of experience (n=6)
  - Students (recruit n=14 for 12 to show)
    - Domestic (at least 2 years at UoO) (n=6)
      - Undergraduates and postgraduates
    - International (at least 1 year at UoO) (n=6)
      - Undergraduates and postgraduates
- And within each segment, a representation of participants from different races, cultures, religions, genders, sexual orientations, including those with disabilities
- Respondents across all faculties participated, aged 19 to 63

Participant Profile

	FACULTY	STAFF		STUDENTS	
		ADMINISTRATORS	SUPPORT	DOMESTIC	INTERNATIONAL
	N=12	N=5	N=7	N=9	N=5
GENDER Female Male	 4 8	 4 1	 6 1	 3 6	 5 0
DISABILITIES Seeing/hearing Mobility Learning None	 0 1 0 12	 0 0 0 4	 0 1 0 6	 1 0 3 6	 0 0 1 4
ETHNICITY Arab/West Asian Black/African/Caribbean First Nations Asian Hispanic/Latino/Spanish White	 1 0 1 0 1 9	 0 1 1 2 0 1	 1 0 0 1 0 5	 3 1 1 1 1 2	 2 1 0 0 0 2
SEXUAL IDENTITY Heterosexual LBGTQ	 8 4	 5 0	 7 0	 8 1	 4 1

Ensuring Confidentiality and Privacy

- All recruitment was done by an independent 3rd party, Canada Market Research (CMA) using either email addresses or telephone numbers of eligible respondents

- CMA registered the study with the Market Research and Intelligence Association (MRIA) which regulates all market research studies conducted in Canada in strict adherence to Canada's Personal Information Protection and Electronic Documents Act (PIPEDA)

- Any individual interested in participating in this study was able to verify the legitimacy of the Diversity Study conducted on behalf of the University of Ottawa by contacting MRIA, CMA or consulting the URL provided

- CMA received from the University, as per PIPEDA and MRIA regulations, lists of faculty, staff and student names comprised of:
    - Individuals who have opted-in to have their email address shared with a 3rd party
    - Along with email addresses, each entry also had a telephone number, the segment and sub-segment designations, length of tenure, employment, length or tenure or attendance, name of program, age and gender
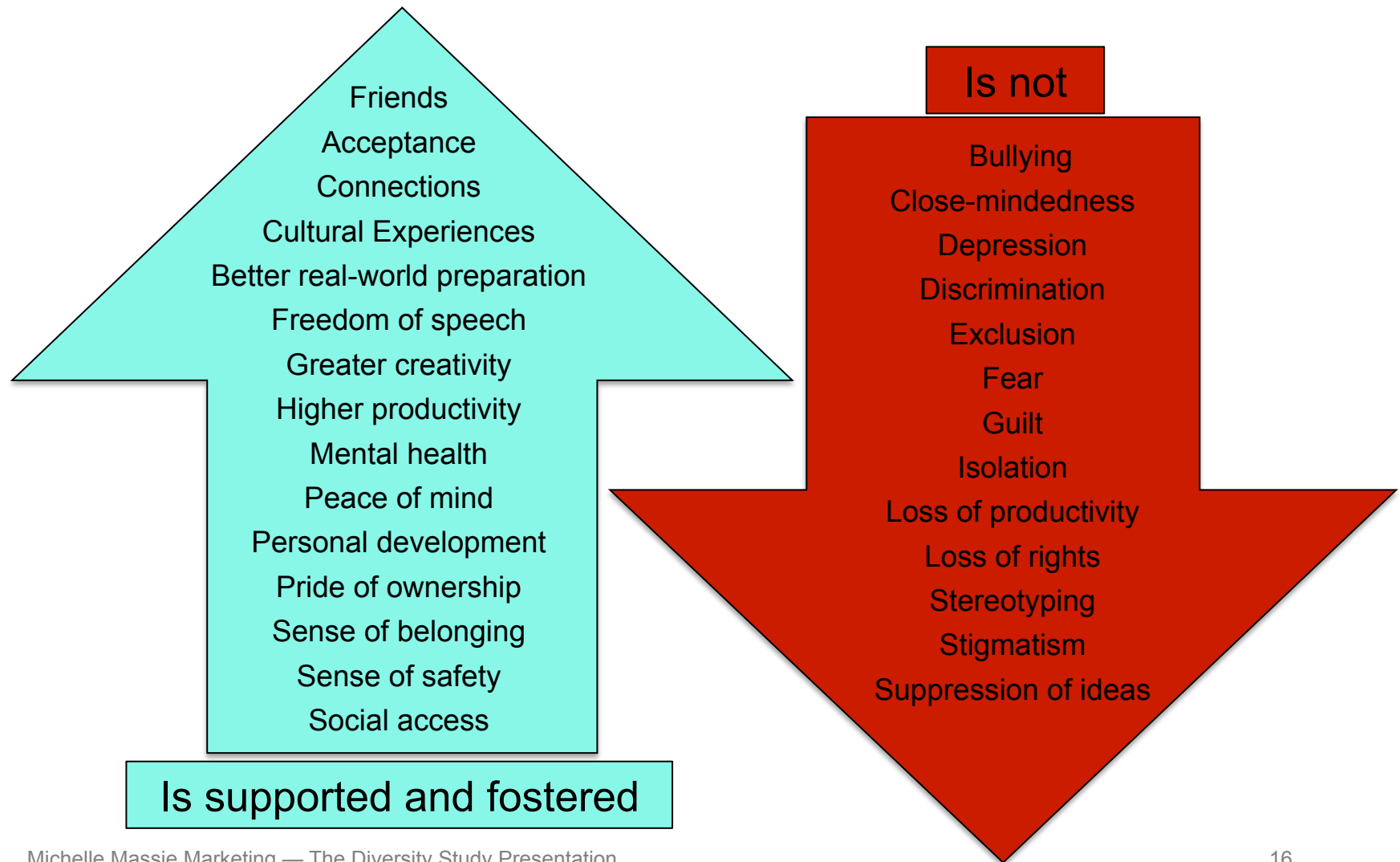
What Is The Diversity Ideal

The Diversity Ideal Is…
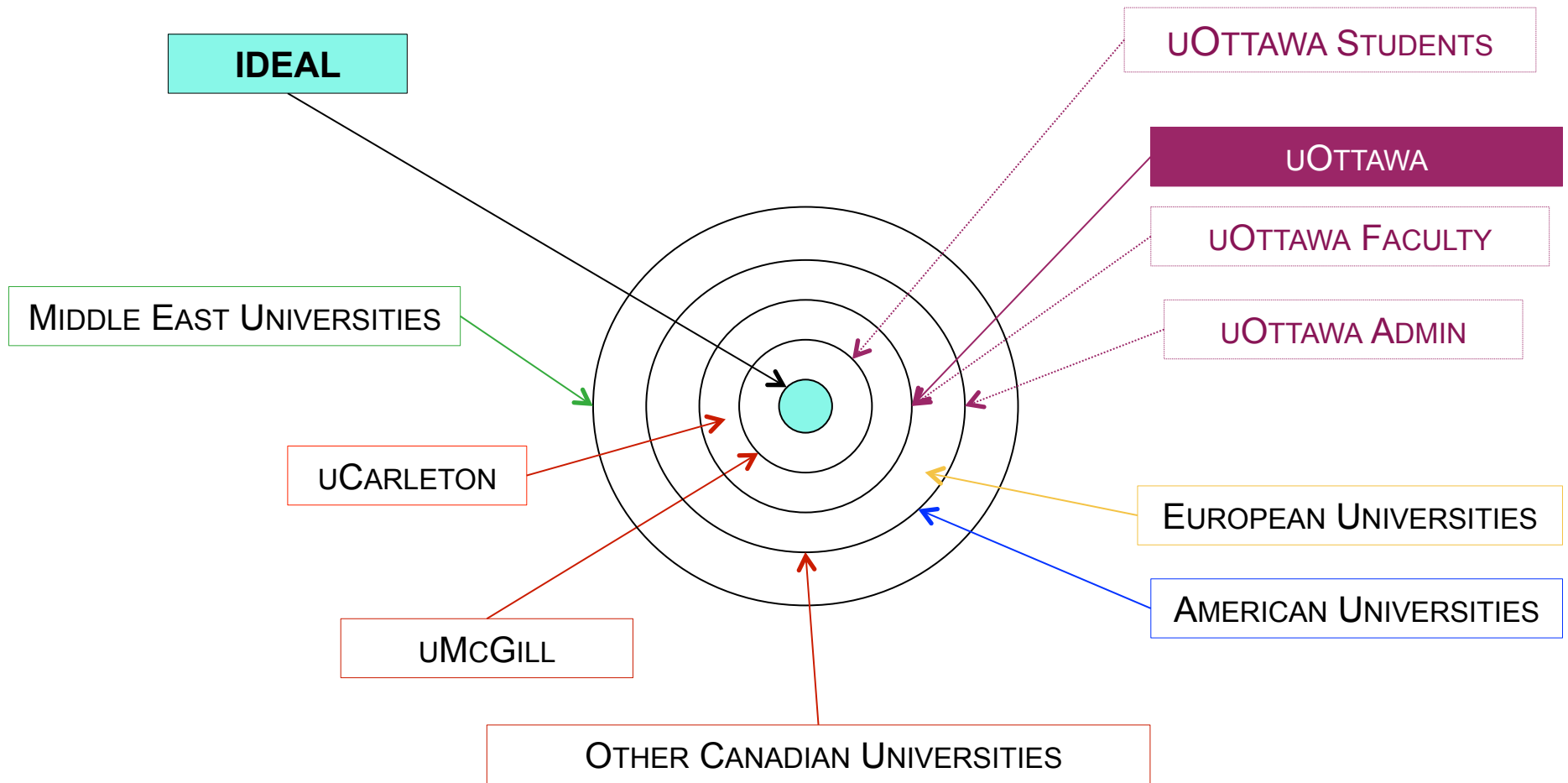
The Ideal Diversity Is Not…

Cliquish
Elitist
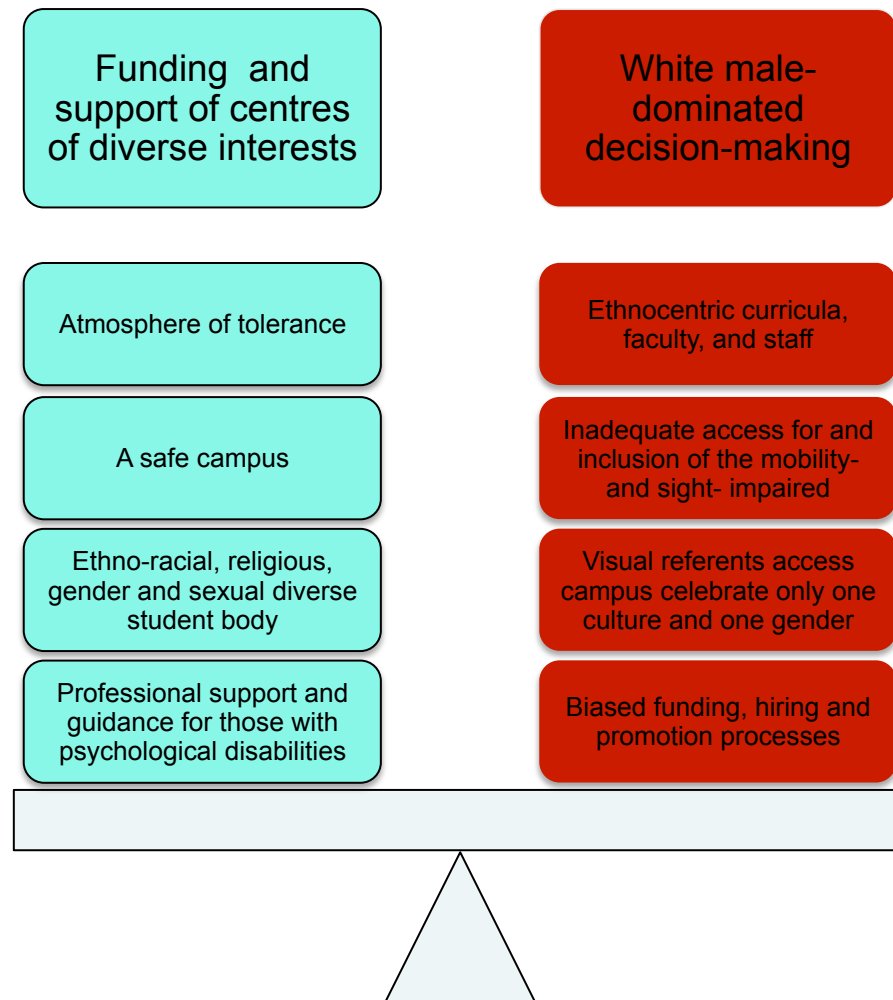Reductionist Destructive Uncollaborative
Inequalities Uncooperative
Status quo Domination by one culture
Stagnant Disrespectful
Segregation
Old Boys' Club
Reductionist Exclusive Intolerance
Isolating
Limiting opportunities
Superficial
Favoristism

uOttawa

When Diversity at University

Is supported and fostered

Friends
Acceptance
Connections
Cultural Experiences
Better real-world preparation
Freedom of speech
Greater creativity
Higher productivity
Mental health
Peace of mind
Personal development
Pride of ownership
Sense of belonging
Sense of safety
Social access

Is not

Bullying
Close-mindedness
Depression
Discrimination
Exclusion
Fear
Guilt
Isolation
Loss of productivity
Loss of rights
Stereotyping
Stigmatism
Suppression of ideas

uOttawa

Where Does Ottawa U Stand On Diversity

The Ideal in Diversity

IDEAL

MIDDLE EAST UNIVERSITIES

uCARLETON

uMCGILL

OTHER CANADIAN UNIVERSITIES

UOTTAWA STUDENTS

UOTTAWA

UOTTAWA FACULTY

UOTTAWA ADMIN

EUROPEAN UNIVERSITIES

AMERICAN UNIVERSITIES

uOttawa — Not Yet A Model In Diversity

uOttawa

Funding and support of centres of diverse interests	White male-dominated decision-making
Atmosphere of tolerance	Ethnocentric curricula, faculty, and staff
A safe campus	Inadequate access for and inclusion of the mobility- and sight- impaired
Ethno-racial, religious, gender and sexual diverse student body	Visual referents access campus celebrate only one culture and one gender
Professional support and guidance for those with psychological disabilities	Biased funding, hiring and promotion processes

Where Its Main Competitors Shine

McGill

- Diverse Faculty
- More international students
- More languages spoken
- More debate
- No stereotyping of non-native Francophones
- Less racism
- More student involvement

Carleton

- Conditional access for lower graded secondary graduates
- More openness on differences
- Easier access to governance
- Stronger debates
- Diversity strategic plan, process embedded in governance
- Female president emails all members (Faculty, staff and students) about the Diversity goals
- Coherent and efficient enrollment process across faculties

No Visible Programs in Diversity

- The strongest visible expression of the University of Ottawa's diversity is its rich multicultural diversity, particularly among students, but exclusively on its main campus
- In terms of establishing connections, feeling included into a community, and finding support, the Student Federation of the University of Ottawa (SFUO) is a beacon for students
- Looking across the main Ottawa U campus, a sea of people from different cultures and ethnicities can be seen; off-site campuses (St-Paul's, Health Sciences (?) and Hospital) are mainly comprised of white women and men
- With few exceptions, all statues, landmarks and buildings represent or bear the names of white, catholic men
- No one could name any program aimed to foster and develop diversity
  - With the exception of the rare mention by some of the availability of some gender-neutral washrooms and ESL and FSL courses
- Few know there is a newly-appointed university president or his name
- Even less know he has prioritized making the University a model in diversity
- Among staff and faculty, there was resistance about participating in the study because of fears of retribution from superiors; only when personally encouraged by one's dean or department head, or by colleagues among the CDI did they feel safe enough to do so
- First Nations respondents were especially concerned due to historical and recent breaches of trust in negotiations and failure of undertakings to achieve recognition and inclusion of First Nations curricula, language, art and religious expression

Staff Experience in Diversity

- Favouritism in hiring and promotion
- Isolation and stereotyping of non-French and English Canadians
- Uncaring and forgotten needs of staff with mobility issues
- Poor intra-departmental and inter-faculty communications
- Lack of seamless communications across the university
- Lack of recourse or opportunity to flag problems
- Resentment at not being able to use Christmas decorations in personal workspaces
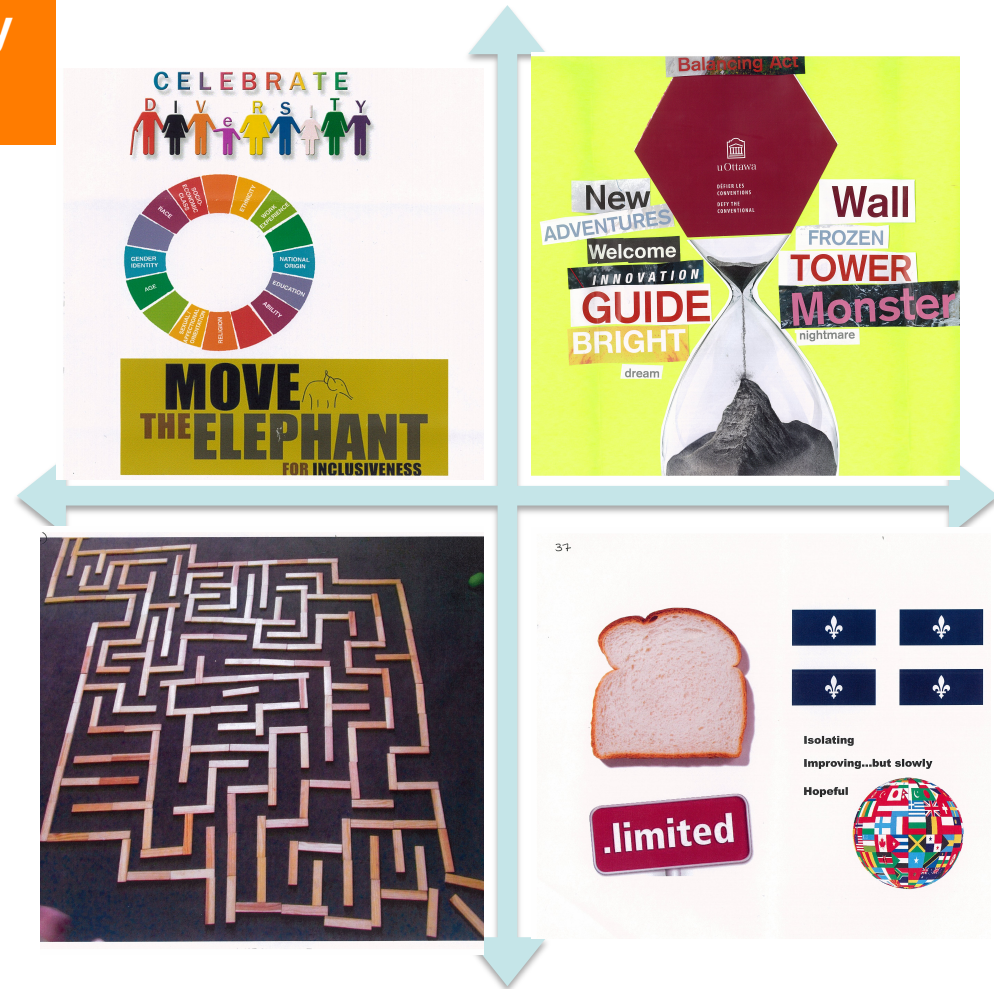
Faculty Experience in Diversity

- Diversity of professors

- Limited access for non-Caucasians and LBGT to higher administrative jobs

- Favouritism in hiring and promotion

- Isolation of non-French and English Canadians

- Tokenism of LBGT professors

- Poor support of part-time professors

- Ethnocentric curricula and activities

- Isolation of faculty from other campuses

- Non-inclusion in key decision-making

- Non-cooption for inclusion of LBGT and First Nations students

- Struggling to be heard between the two Solitudes (French vs English)

Student Experience in Diversity

- Strong appreciation of the SFUO services
- Appreciation of access to organized interest clubs and support groups
- Appreciation of rich diversity of cultures, interests, religions
- International students feel safe
- Limited support for and isolation of LBGTQ
- Appreciation of support for those with psychological impairments
- Inadequate access for the mobility impaired
- Isolation of First Nations students
- Lack of visible acknowledgement of diversity across campuses
- Isolation of international students
- Lack of adequate funding for international students
- Isolation of students on other campuses
- Predominance of English curricula
- Ethnocentric curricula
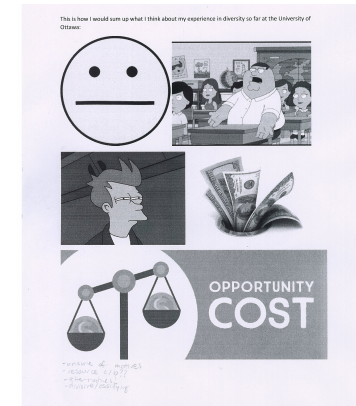
Designing
A Diversity Model for the
University of Ottawa

Campus-wide Suggestions

A Summary of *The Letters to the President*
From Faculty (F), Staff (A) and Students (S)

Develop Connections

- Monthly/quarterly get-togethers with the President, staff, faculty and students (A)
- Monthly day-long meet and greet under a cultural theme, including typical foods, music, song & dance, mini-phonetic language classes and cooking classes (A)
- Provide interpreters for arriving foreign students to facilitate their tour of the campus (A)
- Create awareness through marketing and social media for diversity issues (A) (S)
- Develop informational videos as ads on Facebook, YouTube (S)
- Keep up with technology and social media advances to communicate events, encourage exchanges and provide seamless, standardized and timely information across faculties and departments (A) (F)
- Increase the visibility of successful researchers from minority backgrounds (women, non-Caucasians, those with disabilities, First Nations, LBGT) using posters on campus and outreach activities to celebrate their unique contribution (F)
- During Welcome Week, set up an area with icebreaker games (mummy wrap, kickball, board games, celebrations) to help international students meet domestic students and have fun together (S)
- Create a series of events in the residences to reach out to new students and to those from foreign countries (S)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Inspire a Climate of Openness

- Encourage frank discussions on diversity via regular department meetings for staff and lecturers (A)
- Set up workshop for students to discuss diversity and the challenges they face (S)
- Invite guest lecturers to address diversity issues (A) (F) (S)
- Hold compulsory information sessions on how to include those with disabilities and those from the LBGT community (A)
- Through literary debates, engage students and faculty in openly discussing issues relating to diversity (F) (S)
- Re-organize academic programs and accompanying activities to increase diversity of thought, critical approaches and life experiences (F)
- Develop a compulsory course on Canadian Diversity for all first year students (F)
- Create forums to debate diversity issues (F)
- Promote the work of scholars and students who are focusing on diversity issues (A) (F)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Foster Acknowledgement of Differences

- Highlight LBGT professors and support their efforts to help students who are struggling with gender and sexual orientation (F)

- Celebrate individual uniqueness (e.g. talent shows, social evenings) (F)

- Fund an Intercultural Festival Week, on each day a different continent would be celebrated showcasing their cultures, their foods (available on food trucks/cafeteria), their religions, etc (S)

- On international holidays, showcase a short video/YouTube of their celebrations to help other students share the beauty of their native lands (S)

- Allow a cultural space in the Student Centre to showcase student artists from different countries (S)

- Hold a pride parade on campus (S)

- Throughout the academic year, hold cultural events organized by different groups and communities (including Canadians') and present dance, music, and sell traditional meals (S)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Focus on Inclusion

- Seek outside and internal expertise on what "best practices" are for creating diversity within the workforce (A)

- Impose mandatory training for all executives, directors, department heads, and deans in addition to The Code, The AODA (A)

- Abolish existing bias in favor of French and English Canadians in hiring and promotion processes — reflect Canadian ethnic diversity across faculties at all echelons (A) (F), (S)

- Include Equities Experts in committees mandated for the hiring, development and promotion of staff and faculty (A)

- Remove all hiring and promotion biases based on accent — when evaluating French competencies, having a French Canadian accent should be banned as a requirement (A)

- Increase access and availability of online language modules (A) (S) (F)

- Provide scholarships, bursaries and other opportunities including leadership development for current employees who are traditionally under-represented (A)

- To reduce rating and employment bias, allow students to use only their student numbers on assignments (S)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Focus on Inclusion

- Broadly advertise the SASS, Student Academic Success Services, and encourage students to report discrimination issues to the human rights board (S)

- Actively recruit candidates representative of Canada's diversity for the executive branch, department heads, deans, academics, administrative and support staff (A) (F) (S)

- Institute penalties to administrative units for not meeting faculty and employee hiring diversity goals (F)

- Ensure timely translation of documents in either French or English to provide students with equal access to learning in their chosen language

- Offer financial aid and scholarships for international students and those who are in financial needs (A), (F)

- Eliminate the gap in tuition fees between domestic and international students (S)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Inclusion and Access

- Convene a task force to address inaccessibility issues and team up with partners such as the Ottawa Hospital campus to improve on all standards (F)
- Create an online suggestion box for those who want to submit suggestions for improving access for those with limited mobility (F)
- Train professors through workshops regarding Access Services to ensure their understanding of the different types of disabilities and what they are required do to help their students (S)
- Encourage the use of technology (e.g. recordings, online seminars) to communicate subject matter to those who had to miss sessions due to psychological or physical impairments (S)
- Monitor professors to ensure that they adhere to the new guidelines regarding assistance to students with disabilities (S)
- Provide those with mobility disabilities access to all buildings, classrooms, washrooms and offices (A)
- Hold all department meetings in accessible locales (A)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Inclusion and Access

- Set up an online page with directions on how to safely navigate campus if one is in a wheelchair, using a walker — particularly during construction and snowy and icy conditions (A)
- Ensure that all committee meetings and lecture halls or classrooms are accessible for those with mobility impairments (A), (F), (S)
- Ensure that all Disability Accessible washrooms are clearly marked (A) and available in all buildings (A)
- Promote the right of first access on elevators for wheel chair and walker-assisted individuals (A)
- Maintain all automatic door openers and promptly fix to any dysfunctional ones (A),
- Maintain sidewalks to prevent falls by repairing damage or sanding/de-icing snow and ice covered surfaces (A)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Foster Belonging

- Recognize social diversity through art, landmarks and renaming buildings on campus (F) (S)
- Create a Centre for the integration of new Canadians and their families with accredited courses on Canadian intercultural relations, legal framework and social issues (A) (S)
- Encourage the setting up of diversity committees under the stewardship of deans, composed of students, staff, faculty to host social events and talks aimed at reducing the isolation of those from other countries/cultures reporting to the Deans (A)
- Invite international panelists to share their views on diversity (A), (F), (S)
- Provide mentoring and psychological support for any who feel victimized and excluded because of their ethnicity, disability, sexual preferences, and gender (A)
- Create a network of support groups for those who are currently excluded from higher administrative/executive positions (A)
- Send out email invites to become a part of an uOttawa international student Facebook, Twitter and Instagram page (S)
- Create social media pages for both domestic and international students to communicate events and activities accessible to all (S)
- Implement a funding program and work-study programs for international students who are experiencing financial difficulties (S)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Spark Teamwork and Unity of Purpose

- Include Diversity as the key value in the University's Destination 2020 Vision (A)

- Assign a clear mandate to its executives and deans to implement a strategic plan with clear objectives on diversity, set timelines, measure accomplishments at set intervals and institute a program for rewarding success (A) (F)

- Ensure that anyone in the executive brand of the University and its deans or aspiring to assume responsibilities at that level have successfully completed diversity training (F)

- Build better dialogue between generations of staffers and faculty members though an emphasis on professional development open to all, regardless of years of service (A)

- Create a mentoring program to meet the needs of staff from visible minorities to develop personal and professional confidence (A)

- Include a Suggestion Submission page on the University of Ottawa Human Rights office to collect improvement initiatives and to report any racism, bullying and non-inclusion (A)

- Create mentoring opportunities for those with diverse backgrounds (A)

- Ensure proper classrooms and technical support for part-time faculty members (F)

- Create communication bridges between the English and the French faculties (F)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Inclusion of First Nations

- Make indigenous languages, ideas, theories, pedagogies, arts, culture, recreation and foods part of daily life in classrooms, shared spaces, events, communications and debates (A)

- Hire more First Nations support staff, instructors and faculty (A)

- Accept First Nation languages as the other official language (A)

- Provide funding for the hiring of staff and professors, the revision of curricula and the necessary resources to build relationships with Indigenous communities and reserves (A)

- Place greater emphasis on exploring links with indigenous communities and develop local teachers in service programs and create Practicum opportunities for our students in these communities (F)

- Diversify curriculum to include non-Western perspectives (A)

- Reinstate grants for aboriginal students to become certified teacher via satellite courses on the reserves (F)

- Recruit and support First Nations students (S)

- Encourage the use of First Nations languages on campus (S)

- Showcase First Nations art and cultural expressions across the campuses (S), (F), (A)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Empower Multicultural Expressions

- Celebrate cultural events (Pride parade, Tet, Chinese New Year, etc) (A)

- Identify key landmarks with indigenous historical names, curate indigenous art and commission and erect indigenous sculptures (A)

- All staff to celebrate religious and key cultural events freely (including Christmas, Hanukkah, Ramadan, etc)

- Ensure the availability of ethnic food items in the cafeteria (A)

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)

Conclusions

Conclusions

- Outwardly, the University of Ottawa is inclusive with respect to being accessible to students from different ethnicities, religious, gender and sexual orientations
- However, its decision-making structure and visible referents across its campuses are exclusive and ethnocentric offering only token access and inclusion of non-whites, females, First Nations members, LBGTQ individuals, the mobility impaired and international students
- Communications across its campuses are neither seamless, coherent nor targeted creating breaches in messaging, hindering administrative efficiency, slowing down the implementation of projects, and accentuating feelings of isolation among staff, faculty and students
- Discrepancies in the implementation and idiosyncratic adaption of programs for hiring, development and promotions and the awarding of funding to international students exacerbate discriminatory practices
- Furthermore, there is a great divide between the French and the English programs fueling even more a sense of exclusion
- To achieve a model of diversity excellence, the University of Ottawa will have to abolish these obstacles to inclusion and diversity

Key: A summary of recommendations by Administration (A), Faculty (F), and Students (S)