



# REPORT

*From the office of the...*

## Associate Vice-President (Services)

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TO: Members of the Student Representative Assembly  
FROM: Justin Phung, Associate Vice President: Services  
Mitchell German, Vice-President (Administration)  
SUBJECT: PCC Review  
DATE: **Thursday, March 16, 2023**

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### INTRODUCTION

To the Esteemed Members of the Executive Board of the McMaster Students Union,

The following report is a review of the McMaster Students Union (MSU) service known as the **Pride Community Centre (PCC)**.

The aim of this review is to give an overview of how successful the service is in fulfilling its purpose and mandate. Surveys were conducted of the general student body as well as volunteers and employees of the service to gain an understanding of how the service functions, how it is perceived, and what programming/services it delivers to the student body. This review contains an analysis of those results, as well as a summary of external research that has been done. The external research took a focus on other university student unions in Ontario to understand if they offer clubs or services with strategies which can be adopted by the PCC. The result of this internal and external research is summarized to give a series of recommendations made in concert by the Services Committee, VP Administration, and AVP Services.

### SERVICE OVERVIEW

#### Service Purpose

- 1.1. To educate the McMaster community and continually working towards the goal of a campus free from prejudice and discrimination on the basis of sexual orientation and gender identity;
- 1.2. To serve as a principle participant in assisting the growth and development of the two-spirit, transgender, lesbian, gay, bisexual, queer, intersex, asexual (2STLGBQIA+) community in the Greater Hamilton Area;
- 1.3. To operate as a safe(r) space and contact point for 2STLGBQIA+ people on campus and provide regular social a

#### Service Operating Parameters

2.1. MSU PCC shall:

- 2.1.1. Prioritize the experiences and voices of Black, Indigenous, People of Colour (BIPoC) and disabled 2STLGBQIA+ people in all aspects of the service;

2.1.2. Offer a safe(r) space for 2STLGBQIA+ people to utilize and feel welcome and secure;

2.1.2.1. This space is to be open with hours at the discretion of the Director in consultation with the Executive Board;

2.1.2.2. The space is to be staffed with volunteers of diverse experience within the 2STLGBQIA+ community;

2.1.2.3. At least one BIPoC 2STLGBQIA+ volunteer must be on shift at all times in order for the space to be open.

2.1.3. Organize structured social events to create a sense of inclusion and community among 2STLGBQIA+ people, including, but not limited to:

2.1.3.1. The implementation of:

2.1.3.1.1. Mac Pride Week;

2.1.3.1.2. 2STLGBQIA+ History Week; and

2.1.3.1.3. Trans Week.

2.1.3.2. Social events will reflect the diversity of the community and house closed events to both BIPoC and disabled 2STLGBQIA+ communities.

2.1.4. Provide informal support services

2.1.4.1. Support includes, but is not limited to;

2.1.4.1.1. Discussion groups;

2.1.4.1.2. Welcome meetings;

2.1.4.1.3. Individual peer support; and

2.1.4.1.4. Group peer support.

2.1.4.2. These settings will allow students with experience in various matters to share their knowledge with those who may need it;

2.1.5. Be involved in eliminating the social injustices and instances of institutionalized discrimination at McMaster University;

2.1.6. Aim to ensure the safety and equal treatment of 2STLGBQIA+ people on campus and in the community.

## Service Structure

3.1. The Director, who shall:

3.1.1. Oversee all activities of MSU PCC;

3.1.2. Perform duties outlined in the PCC Director job description;

3.1.3. Hire a diverse executive team ensuring that the voices and perspectives of BIPoC and disabled 2STLGBQIA+ people are considered and prioritized in hiring.

3.2. The Assistant Director, who shall:

3.2.1. Assist the director with the oversight of all activities of MSU PCC;

3.2.2. Perform duties as outlined in the PCC Assistant Director job description.

3.3. The Events Coordinator(s), who shall:

3.3.1. Be responsible for overseeing all 2STLGBQIA+ community events and athletic initiatives facilitated by the MSU PCC;

3.3.2. Work closely with the Social and Political Advocacy Coordinator(s);

3.3.3. Be responsible for running a minimum of two closed BIPoC 2STLGBQIA+ events each academic term.

3.3.4. Be responsible for running a minimum of one closed event for disabled 2STLGBQIA+ people per semester.

3.3.5. Ensure accessibility is prioritized in the planning of all events; provide information on accessibility and outline potential barriers;

3.3.6. Provide information on how to request individualized accommodations;

3.3.7. Perform duties outlined in the PCC Events Coordinator job description.

3.4. The Research & Resources Coordinator, who shall:

3.4.1. Be responsible for researching and bringing awareness of 2STLGBQIA+ related issues to the PCC executive;

3.4.2. Be responsible for building and curating the PCC resource library which is intersectional and amplifies the voices of 2STLGBQIA+ BIPoC and disabled people;

3.4.3. Work closely with the Volunteer and Training Coordinator;

3.4.4. Perform duties outlined in the PCC Research and Resources Coordinator job description;

3.5. The Social & Political Advocacy Coordinator(s), who shall:

3.5.1. Be responsible for outreach and encouraging dialogue on the intersections of 2STLGBQIA+ identities with other identities on campus;

3.5.2. Be responsible for running a minimum of one BIPoC 2STLGBQIA+ focused campaign each academic semester;

3.5.3. Serve as a delegate to all community groups, working groups, and service consultation meetings as necessary;

3.5.4. Be primarily responsible for the design and implementation of PCC campaigns;

3.5.5. Perform duties outlined in the PCC Social & Political Advocacy Coordinator job description.

3.6. The Community Facilitation Coordinator, who shall:

3.6.1. Be responsible for encouraging open dialogue centred around 2STLGBQIA+ issues by overseeing and facilitating community groups;

3.6.2. Ensure that safe(r) spaces are created for marginalized groups within the 2STLGBQIA+ community;

3.6.2.1. These spaces include the mandatory requirement for the implementation of closed groups dedicated to BIPoC and disabled 2STLGBQIA+ people respectively.

3.6.3. Schedule after hours community groups and act as a point of contact for all community group facilitators;

3.6.4. Perform duties outlined in the PCC Community Facilitation Coordinator job description.

3.7. The Training & Development Coordinator, who shall:

3.7.1. Be responsible for the scheduling of all PCC Volunteer shifts;

3.7.2. Be responsible for ensuring that BIPoC and disabled 2STLGBQIA+ applicants are prioritized and represented in the volunteer hiring process.

3.7.3. Be responsible for creating and delivering training for all PCC Volunteers in partnership with the PCC Director;

3.7.4. Perform duties outlined in the PCC Training & Development Coordinator Job Description.

3.8. The Promotions Coordinator, who shall:

3.8.1. Be responsible for promoting 2STLGBQIA+ events, initiatives, and appropriate 2STLGBQIA+ causes;

3.8.2. Communicate with the Research and Resources Coordinator to ensure that all promotions are well-researched to prevent harm done to the communities as a result of:

3.8.2.1. Homophobia;

3.8.2.2. Transphobia;

3.8.2.3. Racism;

3.8.2.4. Ableism; and/or

3.8.2.5. Anti-Semitism.

3.8.3. Aid the Events Coordinator in planning major events including but not limited to:

3.8.3.1. Mac Pride Week;

3.8.3.2. 2STLGBQIA+ History Week; and

3.8.3.3. Trans Week.

3.8.4. Perform duties outlined in the PCC Promotions Coordinator job description.

3.9. The Events & Advocacy Committee Volunteer(s), who shall:

3.9.1. Assist the Events Coordinator and/or the Social and Political Advocacy Coordinators to research, plan and execute events and advocacy initiatives;

3.9.2. Perform duties outlined in the PCC Events & Advocacy Committee Volunteer job description.

3.10. The Safe(r) Space Volunteer(s), who shall:

3.10.1. Conduct confidential peer support in the PCC space during shifts, and outside the space upon request of the Volunteer and Training Coordinator;

3.10.2. Have the option to facilitate one or more identity-specific community groups.

3.10.3. Aid the Research and Resources Coordinator in monitoring the PCC safe(r) space and resource library in the space;

3.10.4. Perform duties outlined in the PCC Safe(r) Space Volunteer job description.

## **INTERNAL RESEARCH**

### Volunteer and Executive Survey

The executive and volunteer survey consisted of 34 questions to gauge how effectively PCC's executives and volunteers view its functioning and delivery of services to the student body. This allows for reviewers to understand how the leadership and volunteers of PCC perceives the service and will allow us to gain an understanding of where areas for improvement exist. There were 22 responses to the survey which represents approximately 73% of all executives and volunteers with PCC.

Science and Health Sciences represents the faculties from which the greatest number of respondents originate, with 27% from that each. Humanities is third, with 18% of respondents from that faculty. Third year students represent the year with the greatest number of respondents (45%), with 23% from second year and the remainder from first or fourth year. 91% of respondents were domestic students from Ontario, with the remaining 9% being international students. 73% live in off-campus housing, with the rest commuting or residing in McMaster campus residences.

In order of greatest to least number of respondents, the six ethno-racial groups in which all respondents identified were White/European (55%), East or Southeast Asian (27%), South Asian (14%), Black, Sub-Saharan African (9%), non-European Caucasian (9%), and Latinx (9%). 14% of respondents identified as mixed race. Cisgender women made up the majority of respondents (55%), with 23% identifying as non-binary, 9% identifying as cisgender men, 9% identifying as transgender women, and 9% identifying as genderfluid. 50% of respondents identified with gay/lesbian/homosexual, 45% identified with Queer, 32% identified with bi/pan/poly/omnisexual, and 23% identified with asexual.

Responses were well distributed for annual household income, with the average annual family income appearing to be about \$100,000. Half of all respondents originated from family units composed of four. The average age was 20, with 77% of respondents self-identifying as a person with a disability. Half of respondents were third generation students, with the other half being first- and second-generation students.

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Most respondents were familiar and knowledgeable about the PCC before taking the survey. All respondents also indicated that the PCC's role to provide support to 2STLGBQIA+ students was suitable, but results were mixed on whether the role should be expanded. 27.2% agreed that the role should be expanded, while 9% agreed it shouldn't be expanded, with 63.6% remaining neutral. All respondents agreed that the PCC has a positive impact on the McMaster community and provides a safe(r) space while on shift. However, 4.5% disagreed that the PCC is able to help many people on campus through their services, and the 4.5% also felt that the PCC's events are not well-oriented to the needs of the 2STLGBQIA+ community. Nevertheless, a majority of respondents agreed that the PCC was helpful for many students through their services and the Centre was well-oriented to the community's needs.

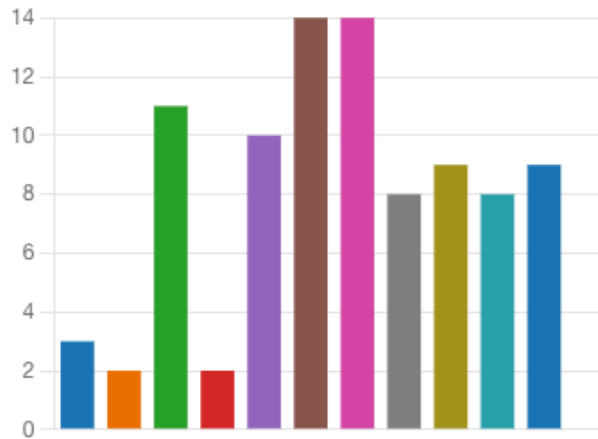
A large majority of respondents found out about the PCC through the PCC's Instagram account (41%), with 27% finding out about it from friends/acquaintances, 9% from the MSU Instagram, 9% from on-campus promotional material, and the rest from Welcome Week or student clubs and societies. Most respondents thought promotional material was good or excellent (82%). Most respondents have seen/heard of the PCC through the PCC Instagram, friends/acquaintances, MSU Instagram, Clubsfest, collaborations with MSU services, and on-campus PCC promotional material. According to Figure 1, respondents mostly indicated support of physical promotions and collaboration with other MSU services as methods to promote awareness of the PCC in the McMaster community.

Figure 1. A figure to show platforms/methods which executives/volunteers believe should be used to expand awareness of the service.

23. I think PCC should use the following platforms/methods to increase awareness of its services:

[More Details](#)

● No particular platforms/methods	3
● Facebook	2
● Instagram	11
● Twitter	2
● TikTok	10
● Physical promotions (such as po...	14
● Collaboration with other MSU s...	14
● Collaboration with McMaster U...	8
● Collaboration with student grou...	9
● Collaboration with local, Hamilt...	8
● Online communities (e.g. Discord)	9
● Other	0



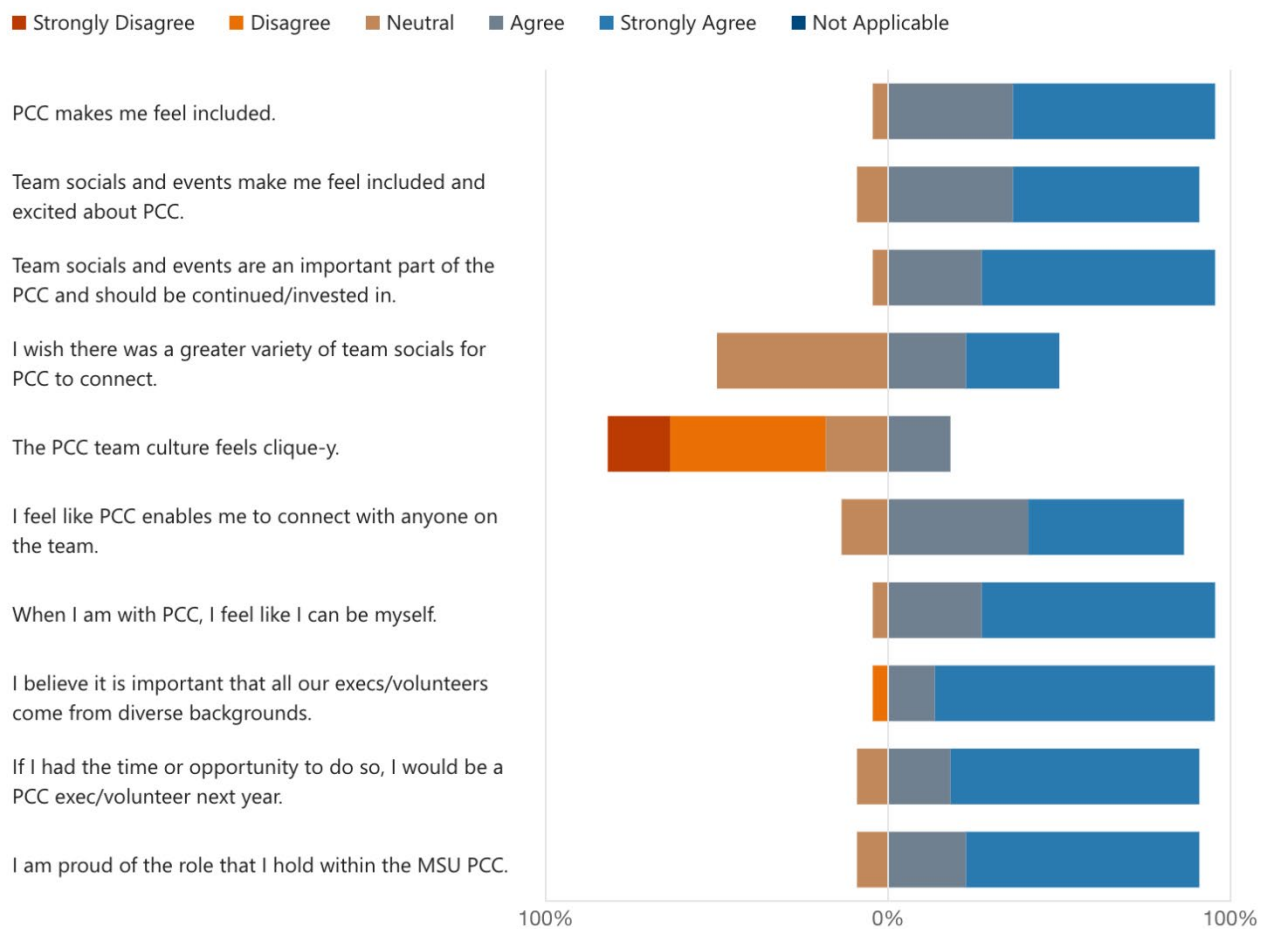
73% of respondents were volunteers and 27% of respondents were executives, with half of respondents being safe(r) space volunteers. For 82% of respondents, this was their first year working with the PCC. Most respondents also felt their job description was accurate, didn't compromise their ability to focus on academics, and believed there was adequate support from the executive team. A large majority also felt the hiring process was fair and appropriate (95.4%), with 77.3% believing exec/volunteer training was appropriate and 68.2% believing MSU-wide training was appropriate. However, 13.6% of respondents believed their job description was inaccurate. A minority of respondents stated their position within the PCC affects their academic responsibilities, also expressing they felt there was inadequate support from the executive team. 4.5% believed the hiring process was not fair or appropriate, 9% felt the executive or volunteer training was inadequate, and a higher 13.6% of respondents felt MSU-wide training was inadequate as well.

Almost all respondents indicated that the PCC strives to build a strong team dynamic. Only a small percentage of respondents felt burnt out with work, with 77.3% believing the amount of work to be appropriate. 81.9% of respondents indicated that they feel appreciated as a volunteer, and 77.2% believing there to be ample opportunity to provide feedback; 9.1% believed there were not ample opportunities to provide feedback that the team takes seriously. However, 13.6% of respondents felt there was insufficient communication between MSU volunteers and MSU Administration, although 59.1% indicated otherwise. 22.7% of respondents believed the PCC to be inadequately funded, while 50% felt the PCC was adequately funded. All respondents felt weekly meetings were frequent enough, with an even split of 4.5% of

respondents believing collaboration/communication was both too infrequent and frequent, and the rest (91%) indicating it was just right.

From Figure 2, nothing of significant concern stands out. Most respondents felt that the PCC made them feel included and indicated they wanted more team socials and events. Half of the respondents indicated they wanted a greater variety of team socials for the PCC to connect. 63.7% of respondents felt the team culture was not clique-y, but 18.2% felt it was. Large majorities of respondents also felt like the PCC enables them to connect with anyone on the team while also being themselves. A large majority of respondents also believed it to be important that executives and volunteers came from diverse backgrounds, with many being proud of the role they hold with the PCC and expressing they would be an executive or volunteer next year.

Figure 2. Likert scale statements assessing inclusivity and team dynamic.



Written feedback highlighted that the PCC’s resources should be more readily accessible and clear. The PCC’s space as a hangout, lounge, and study hub should be highlighted in the role description. This was also emphasized through another respondent’s comments indicating that the PCC’s services should be more actively promoted through social media and the MSU website, which includes how to access resources in the PCC like books and binders. Despite the PCC's comfortable environment, it can be anxiety-provoking to ask



about the resources and should be made more accessible. Updating the resources available to reflect the current knowledge for the community will also ensure accessibility and inclusivity are considered. Executives and volunteers indicated that there could be more ways to reach people on campus who are nervous/hesitant to seek out the PCC's services. The community groups have also seen low attendance, and more promotion should be done for the community groups. Ultimately, better organization and structure seem to be the highlights of the written feedback for the PCC's internal operations. Given the long process to become a volunteer at the PCC which includes a written application and verbal interview, volunteers should have more responsibilities in planning and executing PCC events, and should also spread the word about the service's operations.

Executives and Volunteers felt that training, particularly for community group facilitators, was minimal and could be improved. One respondent described it as "learn as you go" with no formal training. More practice or example-based training was also cited as one way to improve training. Respondents also indicated that MSU-wide training could be more organized and all on one platform, with it being more beneficial to be synchronous and employ less "common sense."

Written feedback for operations also highlighted that weekly meetings were appropriate but require more structure to be efficient. Using agendas will ensure clear topics and events are covered while also incorporating ideas from all service executives and volunteers. Communication regarding upcoming events would also be prioritized so that volunteers have adequate time to prepare and be available for events. Ideally, this would be at least a week prior to the actual event. Finally, one response also indicated there was a need to revamp the spaces and rebrand the service too.

Written feedback regarding team dynamic emphasized the need for socials, especially among peer support and events-advocacy volunteers, since they don't interact much currently. The PCC is diverse and inclusive, but one response indicated the culture to be clique-y despite this. Other responses highlighted a similar issue, with some respondents feeling distant during any social events when they did occur. Ensuring everyone feels included and addressing clique culture is crucial in order to have a collaborative team environment.

### General Student Body Survey

The general student body survey consisted of 42 questions to gauge how effectively PCC delivers its services to the student body. This allows for reviewers to understand how the student body perceives the service and will allow us to gain an understanding of where there exist areas to make service delivery or communication with the student body more efficient. There were 93 responses to the survey, with the plurality from first year students, followed by second and third years.

The greatest number of responses came from Science students (40%) followed by Engineering and Social Science students (14% each). All respondents were full-time undergraduate students with most being from Ontario. About half of respondents lived in off-campus near McMaster, while the remaining half lived in campus residence or commuted.

In order of greatest to least number of respondents, the three largest ethno-racial groups were White/European (32%), South Asian (26%), and East and/or Southeast Asian (24%). Cisgender women made up the supermajority of respondents (73%) with most of the remainder made up of cisgender men, and about 4% made up of individuals of various non-cisgender

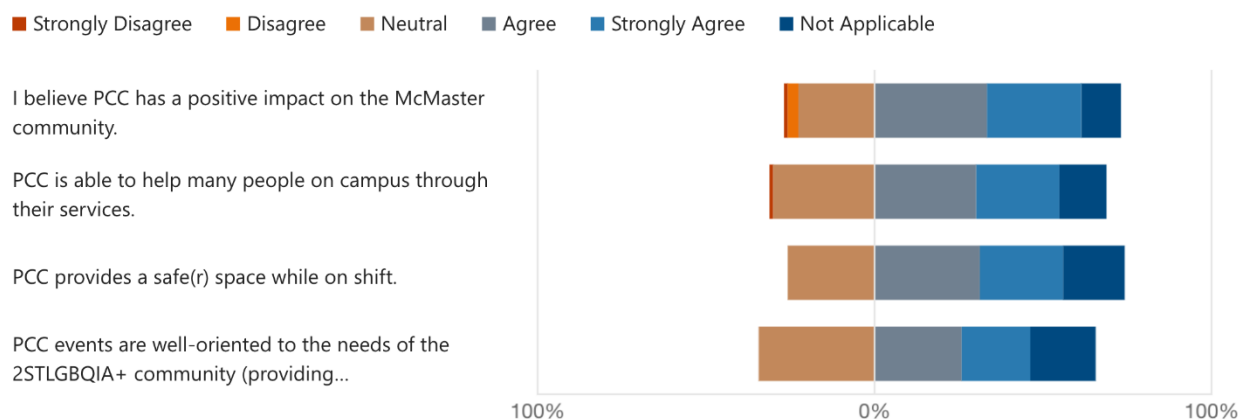
identities. About 69% of respondents were heterosexual, with about 30% of respondents comprising various homosexual, asexual, and bi/poly/pansexual, questioning, and Queer identities.

Most respondents indicated they had an average annual family income of less than \$50,000, with decreasing number of people answering higher ranges. Most respondents originated from family units composed of 4 or more individuals. Almost half of all respondents were either 18 or 19, with the remainder mostly being 20 or 21. Half of respondents were second-generation students, and 13% of students indicated they identify as a person with a disability.

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The majority of respondents were not very familiar with the PCC, with the average familiarity score being 3.2/10. Nevertheless, most respondents felt the role was suitable (68.8%) but also it should be expanded (49.5%). Almost all respondents indicated that the PCC has a positive impact on the McMaster community, helping many people on campus and providing a safe(r) space. They also felt it was well-oriented to the needs of the community. Results are displayed in Figure 3 below.

Figure 3. Likert scale statements assessing the role the PCC plays in the school community and public perception of the PCC



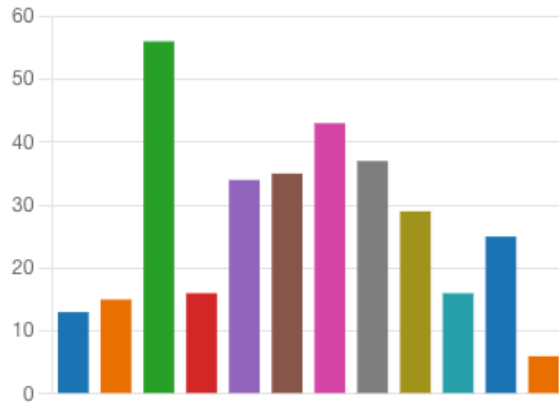
Most respondents have not heard of the PCC (45%). The remaining people first learned of the PCC through friends/acquaintances (12%), the PCC's Instagram (8%), on-campus PCC promotional material (6%), and MSU Instagram (6%). Of the half of respondents who saw PCC social media or promotions, 72% of people thought they were of excellent or good quality. 44% have not heard or seen of the PCC, but the remaining respondents heard about it through the PCC Instagram (27%), friends/acquaintances (25%), MSU Instagram (22%), on-campus PCC promotional materials (17%), and informational emails (17%). From Figure 4 below, most people felt Instagram as well as collaborations with other MSU services to be leading platforms to increase awareness of its services, followed by collaborations with McMaster University services and physical promotions.

Figure 4. A figure to show platforms/methods which students believe should be used to expand awareness of the service.

23. I think PCC should use the following platforms/methods to increase awareness of its services: (0 point)

[More Details](#)

● No particular platforms/methods	13
● Facebook	15
● Instagram	56
● Twitter	16
● TikTok	34
● Physical promotions (such as po...	35
● Collaboration with other MSU s...	43
● Collaboration with McMaster U...	37
● Collaboration with student grou...	29
● Collaboration with local, Hamilt...	16
● Online communities (e.g. Discord)	25
● Other	6



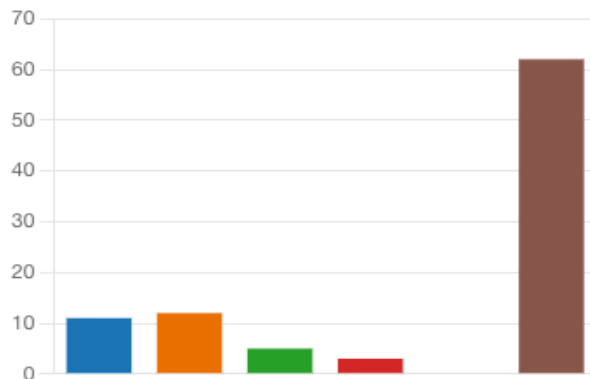
Events that were surveyed were the Spooky HalloQueer Bash, Queer Nature Walk, and the 2STLGBQIA+ History Month Bingo. Very few respondents attended these events (3% of respondents or less). However, of the respondents who attended these specific events, most people felt comfortable reaching out to volunteers for advice. They also believed the PCC was a welcoming and positive group and integral to the success of these events. Of the people who attended any events organized by PCC, 74% of them would recommend McMaster students to attend these events, as depicted in Figure 5. Overall, feedback on PCC's events seems to be positive despite the low number of responses.

Figure 5. A chart indicating whether respondents would recommend McMaster students attend events organized by the PCC.

30. If I attended any events, I would recommend McMaster students attend events organized by PCC.

[More Details](#)

● Strongly agree	11
● Agree	12
● Neutral	5
● Disagree	3
● Strongly disagree	0
● I have not attended any events	62



PCC also offers services including Community Engagement Groups, gender affirming gear, peer support, the library, and incident reporting. 5% of respondents indicated they have attended the Community Engagement groups, with all of them agreeing that they were safe, accepting, and inclusive spaces where they could be themselves, establishing a community for 2SLGBTQIA+ individuals. Of the 4% of individuals who used gender affirming gear, half of respondents agreed gender affirming gear was easy to locate and helpful, with 25% strongly disagreeing. Only 2% of respondents accessed PCC peer support, agreeing that it was accessible, confidential, and that operating hours were sufficient. 5% of respondents felt the PCC library contains updated and relevant media, with most finding it accessible. No respondents have ever reported an incident through the PCC. Overall, most of the PCC's services remain positive and helpful for those who have used them.

Written responses have emphasized spreading more awareness about the PCC's initiatives on social media. This involves increased promotions on various platforms (advertising, emails regarding events). Responses were positive, with comments hoping to use the service now that they know they are available. The BIPOC Creative Writing Workshop was also noted to be a favourite McMaster event to create a space for Queer BIPOC individuals. Multiple responses also suggested creating more programming and support that is sensitive to students' needs and backgrounds and allows for complete confidentiality. Clarifications to whether straight cisgender individuals could attend events was also brought up as a concern. Nevertheless, spreading more awareness of the PCC's initiatives through collaborations with other MSU clubs or services seems to be the general feedback provided.

## **EXTERNAL RESEARCH**

As a part of the external research strategy, the Services Committee aimed to review all undergraduate student unions of universities in Ontario. The following aims to compare the PCC to its equivalent at other universities and assist in providing any recommendations.

The Lakehead University Student Union has an equivalent service called Pride Central. It provides social services including resources that deal with sexual diversity, gender identity, and Queer issues. They have a public space and host social events, educational workshops, and peer support, much like the PCC. The Ontario Tech Students' Union has the Pride club which aims to create a safe and positive environment for LGBTQ+ students and allies.

The University of Ottawa Student Union has the Pride Centre, which provides a safe space for those who identify as members of the 2SLGBTQ+ community. They host events, programs, and offer resources to students. They also have office hours and one-to-one appointments. The University of Toronto Students' Union has a service called LGBTQOUT, which provides a safe and inclusive space, resources, and programming for LGBTQ students, staff, faculty, and community members.

The Waterloo Undergraduate Student Association has the Glow Centre, which promotes a healthy attitude towards all sexual orientations and gender identities on the Waterloo campus by providing a wide variety of peer support, social events, advocacy work, and resources. The University of Western Ontario Students' Council has the PrideUSC, an advocacy group and support service at Western University, leading with an anti-racist, decolonial lens for 2SLGBTQIA+ liberation.

The University of Windsor Student's Alliance has the Campus Pride Centre, which provides service and an inclusive environment for LGBTQ+ community on campus. They have several points emphasizing their values in diversity, safety, empathy, and education, also providing support regarding the health & wellbeing of the LGBTQ+ community. The Wilfrid Laurier University Students' Union has the Rainbow Centre (Waterloo campus), which provide awareness training, programming, research, education, advocacy, and support through group events, speaker series, open forums, and a resource library; and the Queer Sphere (Brantford campus), which provide opportunities for 2SLGBTQQIA+ students and allies to access safer spaces, meet community members, and engage in education and advocacy. They also hold Two-Spirit and Indigiqueer support.

While not all universities have an equivalent service, they all have available resources and clubs for students to find support in. However, the general services offered fall within the purview of PCC's operations already; nonetheless, the PCC's executives and volunteers are welcome to explore the programming that other student unions offer for possible event ideas.

## **CONCLUSION**

From the information gathered through surveying of the student body, volunteers, and executives of PCC, it is evident that the PCC plays an important role for the McMaster community. Nevertheless, this review has unveiled a few areas in which the PCC's service delivery can be improved.

### **1. Involve volunteers in PCC operations and decision-making**

Given the long process to become a volunteer at the PCC, volunteers should have more responsibility in planning, executing, and promoting PCC events. During weekly meetings, clear topics and events should be outlined in an organized agenda, incorporating ideas from all service executives and volunteers. Gathering more feedback from all volunteers and ensuring clear avenues of communication are established may also ensure operations are more efficient.

### **2. Hold more volunteer and executive socials**

Written feedback regarding team dynamic emphasized the need for socials, especially among peer support and events-advocacy volunteers. Since various parts of the team may have separate responsibilities and may not interact much, it is important that team socials are established and held more frequently so the team is more cohesive. Connecting volunteers with executives is also critical in addressing disconnect between what may be a perceived power dynamic within the service, ensuring volunteers are comfortable suggesting ideas and collaborating with the whole team.

### **3. Provide more comprehensive training for volunteers/execs**

Executives and volunteers felt that training, particularly for community group facilitators, was minimal and could be improved. Given the importance of the role in facilitating a safe(r) space for 2SLGBTQQIA+ individuals, training should be comprehensive and clear. Practice or example-based training was suggested as a possibility to improve training and should be investigated by the Director and Assistant Director of the service.

### **4. Promote the PCC's resources and services and ensure they are accessible**

Promoting the PCC's resources and services seemed to be of utmost concern for many general student body survey responses, highlighting the PCC's resources should be more readily accessible and clear. The PCC's safe(r) space as a hangout, lounge, and study hub should be emphasized in the role description. Ensuring the PCC's services are accurate and actively promoted through social media and the MSU website can also be accomplished with the help of the Marketing and Communications department. Recommended platforms include Instagram, physical promotions, and Tiktok. Accessibility, inclusivity, and recency of resources in the PCC should also be evaluated by the Director and Assistant Director.

#### **5. Collaborate with more MSU peer-support services and/or student groups**

Collaborations with other peer-support services were highly suggested as a way to promote awareness of the PCC and its operations. This could potentially be accomplished with PCC programming like Community Groups, which Maccess and the Women & Gender Equity Network (WGEN) also do. Holding events and initiatives across the MSU peer-support services has also been successful over the past year and is highly recommended moving forward.

#### **6. Investigate combining MSU peer-support services for more effective service delivery and range of services offered**

In the long term, it may be beneficial to investigate combining MSU peer-support services into one or several that offer a diverse range of programming. This step may have numerous benefits, primarily when it comes to centralizing promotions rather than spreading promotional efforts across a plethora of peer-support services. This could result in more students being aware of the resources that the MSU offers and the events that are held, resulting in more effective service delivery to students, higher engagement at events, and better utilization of resources. Consolidating services may also allow for more flexibility in budgeting to ensure the necessary funds are allocated to projects or resources that students value.

With these steps in place, PCC will be able to successfully improve its service delivery and continue its role as a vital part of the McMaster Community. I would like to thank the Services Committee, the VP Administration, Administrative Services Coordinator, Director of Marketing and Communications, the Director and Assistant Director of PCC, the volunteers and executives on the PCC team, and those in the student body who responded to the surveys for their help in the creation of this report.

### **Recommendations**

1. Involve volunteers in PCC operations and decision-making
2. Hold more volunteer and executive socials
3. Provide more comprehensive training for volunteers/execs
4. Promote the PCC's resources and services and ensure they are accessible
5. Collaborate with more MSU peer-support services and/or student groups
6. Investigate combining MSU peer-support services for more effective service delivery and range of services offered

Best regards,

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