

## Canada Research Chairs EDI Action Plan December 2018

### INTRODUCTION

As expressed in its [Statement of Mission and Principles](#), McGill University embraces equity and inclusion and is firmly committed to these values in carrying out all aspects of its academic mission. McGill is globally known as an institution of teaching and research excellence. This excellence is furthered and fostered by our University's engagement with efforts that promote respect for diversity and the equitable inclusion of all members of our campus community.

Equity work at McGill focuses on:

***Education, recognition, and capacity-building*** → notably, through strategies that advance and deepen equity and diversity awareness and pride at the University, as well as learning and understanding across a range of identities, experiences and perspectives.

***Recruitment and retention*** → notably, through strategies that seek to widen diversity within our student body, our faculty, as well as administrative and support staff while also ensuring a positive and respectful campus climate that fosters meaningful inclusion and participation by all members of our campus community.

***Responding effectively to concerns and complaints*** → notably, through accessible and accountable processes and resources for responding to complaints tied to equity, particularly in relation to harassment, sexual misconduct and sexual violence and discrimination, and for taking concrete measures where necessary to correct and improve outcomes.

Over the past two years, McGill has been identifying the most effective mechanisms for extending its commitments and aspirations vis-à-vis equity to its participation in the Canada Research Chairs (CRC) program. Heeding the [Tri-agency Institutional Programs Secretariat \(TIPS\)'s call](#) to ensure that equity, diversity, and inclusion (EDI) are foregrounded in postsecondary institutional strategies for research, this plan has been developed to establish and communicate McGill's goals and commitment to EDI both in connection with the CRC and more broadly, with respect to the pursuit of its far-reaching academic mission, a fundamental part of which is a commitment to excellence in research.

This Action Plan addresses four categories of measures to enhance EDI efforts at McGill that are directly connected with our institution's engagement with the CRC Programs:

- A. EDI Objectives and Measurement Strategies
- B. The Management of CRC Allocations
- C. EDI Data Collection, Analysis, and Use
- D. Ensuring a Healthy EDI Culture with a View to Retention, Success, and Inclusion

It is important to note that although this plan speaks specifically to EDI efforts in connection with the four federally-designated groups (FDGs) recognized under federal Employment Equity law (women, Indigenous persons, persons with disabilities, racialized persons), at McGill, recognized EDI categories extend also to include ethnic minority persons (that is, persons whose first language is neither French nor English and who still speak or understand this language, and who do not self-identify as a racialized person) and members of the LGBTQ2I+ community.

## PART 1: EDI OBJECTIVES AND MEASUREMENT STRATEGIES

### A. Setting Impactful EDI Objectives, Indicators, and Actions to Enable Swift Progress Toward Addressing the Disadvantages Faced by FDG Members and to Meet Institutional EDI Targets by December 2019

#### 1) A Robust Commitment through Senior Leadership and Institutional Policies

Equity and inclusiveness are among McGill University's [core principles](#). Our overarching commitment to EDI, notably as expressed in McGill's Strategic Academic and Strategic Research plans, will animate our efforts to ensure equitable and representative Canada Research Chair (CRC) nominations and appointments. These commitments further inform the efforts, set out in this plan, to ensure that all chairholders flourish and experience inclusive, safe, and respectful campus and research environments.

McGill is committed to the view that striving for diverse representation within our CRC nominations and appointments, as well as our broader academic and research communities, is a matter of fairness that furthers excellence and the advancement of our academic mission. Employment equity objectives and processes are set by [McGill's Employment Equity Policy](#). Pursuant to this Policy, the University commits to building an equitable, diverse and inclusive workforce.

[McGill University's Strategic Academic Plan 2017-2022](#) sets "Expanding Diversity" as one of its five objectives. A key strategy toward achieving this objective is through the establishment of targets for academic representation. The Plan makes the following commitment:

*We will deepen our commitment to excellence and diversity in faculty recruitment and career progression. To this end, McGill aims to increase the proportion of women at the rank of full professor to 25% [from the current 20.5%] in five years, and to increase the proportion of all tenured and tenure-track staff self-identifying as members of all other equity groups [racialized persons, Indigenous persons, persons with disabilities] to 20% [from the current 12%].*

McGill's senior leadership holds ultimate responsibility for hiring within their respective areas. Senior leadership embraces EDI as a guiding value and a foundational imperative of our institution. EDI guidance and support in relation to academic staff employment matters, including CRC nomination and recruitment, are provided by the Associate Provost (Equity and Academic Policies). Senior leadership is directed to strengthen mechanisms for accountability to EDI measures within their respective areas. For example, the Associate Provost (Equity & Academic Policies) and Senior Employment Equity Advisor has met with all Faculty Deans individually to review their employment equity data for academic staff, and to discuss strategies for enhancing representativeness through recruitment and retention. These discussions helped craft targeted plans for recruitment developed with a firm EDI commitment that were tailored to the particular data of each Faculty, which demographically can be quite different. Senior leadership is also directed to set area-specific targets for recruitment of academic and non-academic staff from underrepresented groups; research chair appointments, including CRCs, endowed chairs, named professorships, and internal research awards form an important subset of this target-setting exercise.

Furthermore, McGill's renewed **Strategic Research Plan (SRP)** will be finalized and approved by the University Senate in early 2019. The SRP includes five **Core Commitments**, one of which is to promoting equity, diversity, and inclusion. This Commitment is articulated as follows:

*Research excellence and equity go hand in hand. The underrepresentation of voices among our researchers and students is an unacceptable loss of human potential that we are striving to overcome. True and full inquiry into all aspects of the arts and humanities, science and technology, and health happens when the visions, experiences, knowledge, traditions, and epistemologies of multiple peoples are embraced.*

In addition, the SRP includes, as one of its four **Strategic Objectives**, to promote and draw on diversity in all aspects of research. This objective will be achieved through the following practices:

- Develop and share expertise within the Office of the Vice-Principal (Research and Innovation) and among our Associate Deans (Research) on which our researchers can draw to build EDI into their everyday practices, research, and lab groups, and support the development of research proposal-related EDI implementation plans.
- Draw on diverse perspectives in peer-review committees, panels, and working groups.
- Shine light on excellence in areas that may have been overlooked, specifically through nominations to prizes and awards.
- Sensitize researchers that integrating EDI principles into the research teams and programs leads to new avenues of research and innovative ideas.”

To measure the effectiveness of these wider contextual efforts, we will monitor closely the following metrics:

- McGill's employment equity data, which is disaggregated by employee group and rank, and by identity group;
- Equity data pertaining to our CRC awards as well as other named awards that are internally awarded (for example, the James McGill Professorship and the William Dawson Scholarship)

McGill's employment equity data is evaluated with reference to the labour market availability as conveyed by the **Commission des droits de la personne** and the **Commission de protection des droits de la jeunesse (CDPDJ)**. CRC data is evaluated with reference to the targets established by the TIPS. McGill internal research award recipient data is assessed with reference to our internal equity data (notably, the breakdown of designated groups at the assistant, associate and full professor ranks).

McGill now ensures that all applications for tenure-track positions at McGill, as well as all nominations for awards (both CRC and internal) proceed via open and transparent processes that allow individuals to identify and pursue opportunities in an equitable fashion.

## 2) Strategic initiatives related to CRC FDG recruitment and retention

McGill is currently meeting its CRC targets for women, racialized people/visible minorities, and Indigenous persons but remains under-representative with regards to persons with disabilities (see Table 1 below).

Strategic initiatives nevertheless must focus on all four FDGs in order to continue to meet, and surpass, these important goals.

Designated Group	Number	Percent	Target	Gap	Gap (# of Chairs)
Women	53	34%	32%	0	No Gap
Racialized/Visible Minorities	31	20%	15%	0	No Gap
Persons with Disabilities	*	2%	4%	2.1%	*
Indigenous Persons	*	1%	1%	0.4%	N/A

Figure 1: McGill’s Canada Research Chairs and FDG Representation and Gaps

\* Cells with fewer than five responses cannot be reported.

McGill is undertaking a range of strategic actions pertaining to our CRC EDI targets. For each of these strategic actions, described below, we will measure our success through qualitative and quantitative metrics.

Strategic Actions:

***Provostial licenses related to Indigenous Studies and Indigenous Education*** → McGill University’s Final Report of the [Provost’s Task Force on Indigenous Studies and Indigenous Education \(June 2017\)](#) lays out immediate and medium term commitments for the priority hiring of Indigenous tenure track and tenured faculty, including CRC positions. The report makes the following commitment:

*Initiate a cluster hire led by the Provost and Vice-Principal (Academic) that seeks, over the next three years, to hire 10 new faculty members in the tenure stream who have lived experience and expertise in Indigenous knowledges, epistemologies, methodologies, histories, traditions, languages, or systems of laws and governance...The Task Force further urges the allocation, within this cluster hire, of three Canada Research Chairs (CRCs) in the areas of Indigenous Sustainability Sciences, Indigenous Health Sciences and Indigenous Humanities.*

Since 2017, McGill has issued provostial licenses for tenure track positions related to Indigenous Studies, including six for the 2018-2019 Academic Year. We have run or are running CRC-related searches in Indigenous Legal Traditions and Indigenous Peoples’ Nutrition and Food, with more competitions to be announced in the coming months.

These recruitment initiatives are coupled with strong efforts to support awareness and culture change among non-Indigenous colleagues about issues related to the importance of valuing land-based and community-based research and pedagogy. Moreover, initiatives are being developed to support junior Indigenous colleagues by recognizing the disproportionate service work they do through a lighter assignment of formal administrative duties. Teaching supports are being crafted to ensure that Indigenous faculty who seek to do land-based/community-based teaching and research can balance this goal with their other academic responsibilities.

**Recruitment and Promotion of Women Faculty** → Via communications from Deans and Chairs/Directors as well as from the Office of the Provost & Vice-Principal (Academic), McGill encourages women who hold associate professor positions to apply for promotion to the rank of full professor, and encourage all women faculty achieving high merit ratings to consider nominating themselves for awards, including CRCs. We are encouraging Associate Deans, Chairs, and Deans to recognize and cultivate talent among colleagues who are FDG members and to put them forward for awards, including CRCs. Communications highlight the gender gaps at McGill and in academia more broadly and draw on research examining the gendered nature of self-promotion and self-advocacy in relation to career progression.

**Improved Accommodations Process and Culture Change related to Faculty with Disabilities** → McGill is working to address the underrepresentation of chairholders who identify as persons with disabilities with the following measures:

- Development and dissemination of communications material on the definition of federal designated group “persons with disabilities,” in order to help dispel common misconceptions that might contribute to underreporting of group membership.
- Education designed to increase general knowledge and awareness about disability issues and rights across the University, foster disability pride, and lessen stigma and fear around self-identification in this group (e.g., annual Rathlyn Lecture, annual Mental Illness Awareness Week).
- Clear communications about McGill’s commitments and duties with respect to maintaining confidentiality of reported information regarding membership in any equity group.
- Nearly-quadrupled budget in 2018-2019 for the Universal Access Capital Projects Working Group, to finance capital projects that enhance physical accessibility to campus buildings and properties.
- Prominent and clear display, on McGill’s CRC webpage, of process and policy related to accommodation of CRC candidates and chairholders with disabilities, including support for faculty who require supports to conduct their research or engage in research-dissemination activities (e.g., travel to/attendance at conferences and symposia).

**Racialized Faculty Recruitment and Retention** → With respect to racialized persons, McGill will use information from its newly refined employment equity survey to analyze and address gaps in the representation of particular racialized communities within our tenure-track and tenured academic staff. For example, we expect this data to reflect well-established patterns in the North American academe regarding the underrepresentation of Black professors, especially those among the tenure stream professoriate (see F. Henry et al, *The Equity Myth: Racialization and Indigeneity at Canadian Universities*, UBC Press 2017).

McGill analyzes and reports on Employment Equity data biennially to the University Senate, pursuant to a requirement of our [Employment Equity Policy](#). The next report to Senate is in May 2019. Should this analysis identify underrepresentation of Black faculty or faculty from other racialized or underrepresented groups, McGill will implement corrective measures in order to address systemic barriers faced by scholars from such groups, both within the CRC program and within our faculty complement more broadly (note that exact measures will be determined through detailed analyses of barriers). Analyses will also consider the underrepresentation of racialized

persons within senior academic and administrative leadership, and again corrective measures will be implemented where gaps are identified.

We will examine our employment equity and chairholder data to assess whether we are effectively moving the needle on representativeness among all equity groups, notably those identified here which require particular attention at McGill. This will be examined each year.

We will also undertake a qualitative assessment based on responses to questions put to all tenure-stream faculty regarding workplace environment and climate. For chairholders, anonymous surveys will be conducted on an annual basis to assess the quality of their work and research environment/climate.

Where these indicators signal deficits and shortcomings, measures will be developed in consultation with appropriate stakeholders to respond rapidly and effectively. For example, where qualitative surveys reveal an issue of systemic discrimination within an academic setting, the Office of the Provost will put in place a series of initiatives focused on education and barrier-removal, to be completed within a set timeframe.

### 3) Employee Systems Review

Under Quebec's [Act Respecting Equal Access to Employment in Public Bodies](#) (the Act), McGill has implemented an Employment Equity Program that integrates an employment systems review (2012). This review is followed by the development and implementation of measures, described below, which are designed to enhance equitable practices and promote fair outcomes with regard to recruitment, selection, appointment, hiring, promotion, retention, and accommodation. McGill is currently in Phase 2 of The Employment Equity Program's implementation, which runs from 2017 to 2020. This process is overseen, monitored, and assessed by *La Commission des droits de la personne et des droits de la jeunesse*.

Not every aspect of McGill's Employment Systems Review and Employment Equity Program is directly relevant to this EDI Action Plan for the CRC Program. Nevertheless, these initiatives address key issues and strategies related to the underrepresentation of, and systemic barriers faced by, designated equity groups within McGill's workforce. As such, several aspects will be germane to our efforts to promote equitable representation of FDGs among McGill's chairholders and to ensure their success as world-class researchers.

The following elements of our Employment Systems Review and Employment Equity Program are particularly relevant to McGill's actions to meet EDI targets in connection with the CRC program:

***Corrective measure – preference within equivalency classes*** → McGill's August 2017 evaluation report from the Province of Quebec in relation to *the Act* found that more support was needed to ensure that those involved in hiring and appointment decisions had the knowledge and tools to understand and apply the University's [Employment Equity Policy](#) as it relates to *preference within equivalency classes*. That is, *the Act* calls for preferential hiring of members of designated groups when two or more candidates are deemed to be of equal merit. *The Act* further stipulates that merit should be determined according to equivalency class (e.g. 90% to 100% excellent category, 80% to 89% very good category, etc.) rather than by numerical ranking. *The Act* and McGill policy indicate that establishing equivalency classes should be commonplace rather than exceptional.

The provincial review also found that McGill must do more work to support a culture change within institutional hiring processes, and to develop and disseminate tools for meaningfully applying preferential measures within equivalency classes on a habitual basis.

- Objective: Ensure search committees, including those involved in CRC processes, understand and apply the corrective measure of preference within equivalency classes properly and regularly.
- Actions: The Associate Provost (Equity and Academic Policies) and the Senior Employment Equity Advisor guide and support McGill search and nomination committees in understanding and applying the corrective measure of preference within equivalency classes. The mandatory training on equity in academic searches now includes a careful explanation of this measure.

Training sessions also include specific information and instruction on the underrepresentation of designated groups within the faculty complement at McGill, providing faculty- or discipline-specific information, where possible.

A member of each academic search committee (Dean's representative) is responsible to ensure the application of the corrective measure of preference within equivalency classes. Within McGill's CRC Standing Internal Review Committee, the Senior Employment Equity Advisor will fulfill this role.

- Indicators: Training is modified; Information is clarified and disseminated via multiple means; Dean's representative and Senior Employment Equity Advisor report on whether employment equity guidelines were followed; gaps within faculty complement begin to close (as analyzed and reported to Senate every two years; next report will be May 2019); CRC EDI targets achieved.

***Data analysis to identify and remove barriers for FDGs*** → The Employment Systems Review pointed to a need for more robust data collection and analysis at every stage of the hiring process to identify and remove barriers for members of designated groups.

- Objective: Make data-driven decisions to change hiring practices in order to increase representation of FDGs within the McGill workforce and the CRC Program.
- Actions: Use data from applicant diversity survey to analyze hiring processes at the stages of: a) examining the entire applicant pool; b) establishing a shortlist; and c) selecting the candidate.

McGill will compare applicant pool to labour market availability and analyze the success and rejection rate of applicants who are designated group members as compared to the rates of dominant group members; where differential application or nominating rates exist, McGill will take steps to remedy this situation. Remedies will be specific to FDG, field of research, and to the barrier identified. An example of such a remedy would be to craft position descriptions that clearly articulate that McGill will use an equivalency class approach to hiring and that the University will give preference to members of FDGs (or any FDG that is currently underrepresented) in a particular hiring decision. We may not, pursuant to Quebec law, reserve a specific position for any one social group.

Ongoing monitoring of corrective measures to ensure intended effect. This would include annual analyses, in collaboration with local academic units and Faculties, to assess success and deepening representation. Where deficits persist, additional actions can be deployed. For example, provostial

hiring licenses can be issued for strategic and opportunistic hires that would assist a Faculty reach its EDI goals in relation to its tenure track academic staff.

- Indicators: Analyses are conducted and results are shared with the University community; CRC-specific results are also reported to TIPS; measures are developed remove specific barriers as they are identified

**Accommodations** → McGill's Employment Systems Review indicated a need to increase the capacity of hiring managers and search committee members to understand their obligation to offer accommodations to applicants who self-identify as people with disabilities.

- Objective: Increase the representation of people with disabilities in the McGill workforce and in the CRC program by improving information, training, and processes on how to accommodate applicants with disabilities.
- Actions: Develop accommodations statement with contact person to appear on all job postings, including CRC postings; increase the portion of equity training related to accommodating applicants with disabilities to ensure appropriate understanding of obligations and procedures/practices. Identify and clarify procedures/practices as necessary.
- Indicators: Accommodation statement appears in all job postings; equity training on accommodations is further developed and integrated into existing offerings; policy and procedure around accommodation of applicants and employees with disabilities is clarified and communicated widely; McGill's representation of persons with disabilities within our employee groups improves and CRC target for persons with disability is achieved.

#### 4) Environmental Scan

An environmental scan was conducted by the *Ad Hoc* Working Group on Systemic Discrimination (WGSD), which was formed by McGill's [Joint Board-Senate Committee on Equity](#) in 2014-15 at the request of the Provost. The goal of the scan was to assist the University in understanding the experiences and concerns of faculty members who are FDG members, and to make recommendations based on the findings. The WGSD used research, surveys, and individual interviews with faculty members to gauge the health of the institution's workplace environment and its impact on the well-being and success of FDG members. The [Report of the WGSD](#) was presented to Senate and made available to the McGill community in 2016. As indicated elsewhere in this plan, an annual survey will be administered to all chairholders to assess their experiences in relation to workplace environment/climate. In the first instantiation of this survey (2018), the WGSD Report will be shared with the chairholders with a series of questions seeking their reflections and feedback in its regard.

One concern raised in WGSD's Report pertained to workplace culture and norms, including reports from women and racialized faculty of feeling undervalued, isolated and demoralized. Another main theme was concern about the lack of faculty diversity, and a sense that hiring practices for tenure track positions lacked robust equity measures and were not transparent.

The Report recommended the creation of a senior administrative officer position with a specific mandate to promote diversity and inclusiveness in order to help address issues of climate and to strengthen reporting structures related to harassment and discrimination.



McGill has been working to implement the recommendations from the WGSD's Report:

- A core equity position (Senior Equity & Inclusion Advisor) was created in the Office of the Provost in summer 2016. The Senior Equity and Inclusion Advisor works closely with the Equity Education Advisors to improve climate and culture via actions that include:
  - Supporting efforts to build and/or strengthen Departmental and Faculty-specific equity committees by providing information, training, advising, and facilitation in order to support productive engagement with culture change
  - Helping to build and strengthen connection and sense of community between and among underrepresented scholars at all levels
  - Providing made-to-measure training at both the Departmental and Faculty level
- A second core equity position (Senior Employment Equity Advisor) was created in Summer 2017 in the Office of the Provost to address the concern articulated by the WGSD regarding faculty hiring processes. This position ensures institutional awareness and robust application of McGill's [\*Employment Equity Policy\*](#). This position has overseen the creation of additional equity procedures, oversight, and training requirements, notably in connection with academic hiring and promotion. Some of the key measures, first implemented in 2015-2016, include:
  - mandatory training for recruitment committees and the Standing Internal Review Committee on equity and implicit bias;
  - shortlist verification with the Office of the Provost and Vice-Principal (Academic) before an offer for a tenure track position may be made, to ensure that the shortlist includes at least one member of an equity group;
  - mandatory inclusion of a Dean's representative responsible for ensuring that the search adheres to the University's employment equity policies and procedures.

These equity requirements for searches are communicated annually by the Provost & Vice-Principal (Academic) to all Faculty Deans (see 2018 equity memo at Appendix A).

We will continue to deploy these measures, instituted in 2015-2016, to assess McGill's success in achieving diversity representation in its academic hiring, including in CRC nominations. Should we find that we are falling short of our objectives, we will explore and adopt additional measures that will further our progress.

- Additionally, the following measures specific to the CRC program have been implemented:
  - McGill's Senior Employment Equity Advisor participates in all meetings of University-level committees at which decisions about CRC appointments and renewals are made.
  - Annual EDI training, which includes implicit bias training, for members of the Standing Internal Review Committee.

Further, as of January 2018, McGill reestablished its Employment Equity Oversight Committee (including sub-committees for academic staff, administrative and support staff, and trades and services staff), with a view to ensuring consultation and oversight from McGill employees and employee associations on the matter of equity in employment. The mandate of this Committee is to monitor progress towards meeting employment equity goals, review new or change existing policies and procedures related to hiring, recruitment, and retention, and help identify, reduce, and remove barriers to the recruitment and retention of designated group members in their respective employee group(s).

Finally, McGill will analyze the success of CRC applicants who are FDG members compared to the rate of dominant group members; where differences become evident, McGill will take steps to remedy this situation.

#### 5) Training and Proactive Measures

EDI education and training is overseen at McGill by two key positions – the Senior Equity & Inclusion Advisor and the Senior Employment Equity Advisor. The Senior Equity & Inclusion Advisor oversees educational initiatives designed to raise awareness about diverse campus constituencies, methods for promoting respect and inclusion, and response mechanisms for reports/complaints of harassment and/or discrimination. The Senior Employment Equity Advisor oversees employment equity education on campus, which is directly pertinent to the CRC recruitment and nomination processes.

Both of these positions report to the Associate Provost (Equity and Academic Policies) in the Office of the Provost & Vice-Principal (Academic). While their roles and responsibilities are distinct, their work is synergistic and collaborative. They both work toward: increasing EDI awareness and promoting a culture of inclusion on campus; enhancing diversity among members of our staff and employee constituencies; developing and maintaining clear and effective channels for reporting incidents of harassment or discrimination that occur within the University context. Training sessions delivered by the Senior Equity & Inclusion Advisor and the Senior Employment Equity Advisor address the following topics:

- Equitable hiring practices: legal and policy requirements and best practices
- Understanding and reducing unconscious bias
- Defining, preventing, and responding to workplace harassment and discrimination
- Responding to disclosures of sexual misconduct in academic settings
- Anti-oppression and equity
- Equity in health
- Understanding intersectionality
- Accessibility and universal design
- Indigenous perspectives
- Addressing equity and inclusion – a workshop for Chairs and Deans
- Responding to sexual violence disclosures
- Gender transitioning in the workplace

#### 6) Equal Opportunity

All employment postings include the following statement:

*McGill University hires on the basis of merit and is strongly committed to equity and diversity within its community. We welcome and encourage applications from racialized persons/visible minorities, women, Indigenous persons, persons with disabilities, ethnic minorities, and persons of minority sexual orientations and gender identities, as well as from all qualified candidates with the skills and knowledge to productively engage with diverse communities.*

*McGill further recognizes and fairly considers the impact of leaves (e.g., family care or health-related) that may contribute to career interruptions or slowdowns. Candidates are*

*encouraged to signal any leave that affected productivity, and may have had an effect on their career path. This information will be considered to ensure the equitable assessment of the candidate's record.*

*McGill implements an employment equity program and encourages members of designated equity groups to self-identify. It further seeks to ensure the equitable treatment and full inclusion of persons with disabilities by striving for the implementation of universal design principles transversally, across all facets of the University community, and through [accommodation policies and procedures](#). Persons with disabilities who anticipate needing accommodations for any part of the application process may contact, in confidence, Professor Angela Campbell, Associate Provost (Equity and Academic Policies) by [email](#) or phone at 514-398-1660.*

*All qualified applicants are encouraged to apply; however, in accordance with Canadian immigration requirements, Canadians and permanent residents will be given priority.*

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*L'Université McGill recrute en fonction du mérite et souscrit sans réserve à l'équité et à la diversité au sein de sa communauté. Elle accueille favorablement les demandes d'emploi des personnes racisées et des minorités visibles, des femmes, des personnes autochtones, des personnes en situation de handicap, des minorités ethniques, des personnes de toute orientation sexuelle et identité de genre ainsi que de toute personne possédant les aptitudes et les connaissances lui permettant de travailler en collaboration avec diverses communautés.*

*En outre, McGill reconnaît et prend équitablement en considération l'incidence des congés (p. ex., obligations familiales ou congés pour raisons de santé), qui peuvent entraîner des interruptions ou des ralentissements de carrière. Les candidats sont encouragés à signaler tout congé ayant eu une incidence sur leur rendement et pouvant avoir modifié leur parcours de carrière. Ces renseignements seront pris en compte aux fins d'évaluation équitable de leur dossier.*

*L'Université McGill dispose d'un programme d'équité en matière d'emploi et invite les membres des groupes visés à indiquer leur appartenance à ces derniers dans leur dossier de candidature. Elle tient également à s'assurer que les personnes handicapées reçoivent un traitement équitable et puissent pleinement s'intégrer à la vie universitaire en ayant à cœur de mettre en œuvre les principes de conception universelle dans toutes les sphères d'activité de l'Université, conformément aux [politiques et procédures relatives aux aménagements](#). Les personnes handicapées qui pourraient avoir besoin de certains aménagements pour soumettre leur candidature sont invitées à communiquer en toute confidentialité avec la professeure Angela Campbell, vice-principale exécutive adjointe (équité et politiques académiques), par [courriel](#) ou par téléphone, au 514 398-1660.*

*Tous les candidats qualifiés sont invités à postuler. Toutefois, conformément aux exigences de l'immigration canadienne, la priorité sera accordée aux Canadiens ainsi qu'aux résidents permanents.*

## B. Setting and Meeting S.M.A.R.T. Objectives

### 1) Setting S.M.A.R.T. Objectives

McGill has set specific, measurable, achievable/agreed-upon, realistic and time-measured (S.M.A.R.T.) EDI objectives in relation to the CRC Programs.

**Objective #1** → Meet and/or surpass the EDI targets set for the University by the CRC Programs.

- **Actions:** Ongoing encouragement of individuals from FDGs to be nominated for CRCs. This will include ongoing information about the recognition of the impact of leaves on one's career, ensuring the equitable treatment of such situations, as well as ongoing sensitization of the definition of a "disability" under human rights law in Canada and of the confidential treatment of information shared about disabilities so as to reduce hesitance to disclose on account of privacy or stigma concerns.

In January 2019, should we still fail to meet any of our FDG targets, we will issue a call for nominations with an explicit mention that preference in the internal selection will be given to candidates from FDGs for which CRC targets are not met.

- **Indicators:** Data regarding the number of CRCs (Tier 1 and Tier 2) who are members of FDGs demonstrate the achievement and/or surpassing of EDI targets.

**Objective #2** → Ensure robust support for all chairholders to promote their full capacity for research excellence and success.

- **Actions:** Beginning in Spring 2019, we will conduct a **comparative review**, which will include the careful review of all chairholders' annual reports to ensure that the University is providing them with a supportive research environment free from direct or systemic bias or discrimination. Any reported concern will trigger an inquiry by the Senior Employment Equity Advisor and the Associate Provost (Equity & Academic Policies) to work with the chairholder and their academic unit with a view to providing appropriate measures to readdress the situation.

Brief anonymous surveys will be submitted to all chairholders on an annual basis to assess the quality of their work and research environment/climate.

We note that in 2018, a review was undertaken that included reviewing any shortcomings flagged by chairholders and assessing the landscape of conditions enjoyed by all chairholders within the institution. Where evidence of deficits existed, this was corrected through mechanisms that included enhanced protected time for research and salary adjustments.

- **Indicators:** Annual reports and surveys report positive and supportive research environment and conditions; all chairholders enjoy outstanding research success, including those who face barriers on account of FDG inclusion.

### 2) Meeting S.M.A.R.T. Objectives – Processes and Challenges

Targets set for academic hiring and chair nominations are anchored to an ongoing analysis of McGill's employment equity data. This data is the subject of reporting biennially to McGill Senate as required by the University's [Employment Equity Policy](#).

Data are assessed institutionally and by Faculty to ensure that recruitment and retention of tenure track academics are in line with the goal of representation. Where barriers are identified within particular units of the University, measures will be taken to dismantle these – for example, by seeking qualitative information from those in the unit to understand the barriers in question, delivering equity education to members of the unit concerned, and targeted recruitment and strategic retention efforts to promote EDI (such as: additional research support, protected time for research, mentoring).

To ensure robust support for chairholders, the Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor will conduct a **comparative review** to examine the institutional research support mechanisms in place for chairholders. Such mechanisms include: protected time for research, salary and benefits, CRC stipend allocation, additional research funds, office space, mentoring, administrative support, and equipment. An equity analysis will be brought to bear on this review to ensure that chairholders who are FDGs have appropriate support tailored to their particular needs and situations.

As a multi-lingual, diverse metropolis that draws faculty, academic staff and students from around the world as well as locally, McGill faces unique opportunities and challenges vis-à-vis EDI, such as the following:

- The promise of EDI, particularly in relation to race and ethnicity, should be readily realized at McGill because Montreal is so diverse, and because our community is highly international. Yet McGill still has work to do to achieve its EDI goals.
- The international makeup of our faculty calls upon McGill to ensure that our community is familiar with the histories and contemporary realities of Indigenous peoples and communities in Canada and of their relationship with, and significant exclusion from, postsecondary institutions. Ensuring due understanding of these factors is a challenge that McGill is facing head-on, primarily through the implementation of the [2017 Provost's Task Force on Indigenous Studies and Indigenous Education](#).
- McGill's physical infrastructure, while aesthetically unparalleled in many respects, often presents sizable challenges for persons with physical disabilities. The University's two campuses are separated by roughly 35 km. Our downtown campus, which is on a significant slope on the crest of Mont-Royal, is comprised of buildings whose dates of construction vary, and some of which are heritage properties that cannot be readily rendered universally accessible. McGill is committed to ensuring its campus is as accessible as possible. Through its Universal Access Capital Project Working Group, multiple projects are funded annually that dismantle physical barriers to our buildings and properties. In 2018-2019, the budget of the UACP-WG was nearly quadrupled to support additional projects to boost accessibility.

### C. Maintaining Public Accountability

McGill will continue to report annually to the TIPS on its progress with respect to meeting recruitment targets for both chairholders and faculty members in the tenure stream.

## PART 2: MANAGING CHAIR ALLOCATIONS

Canada Research Chairs, representing [CIHR](#), [NSERC](#), and [SSHRC](#) research areas, are allocated to the University based on its performance in research funding from these federal tri-council agencies relative to other universities. The Tri-agency Institutional Programs Secretariat (TIPS) reallocates the fixed pool of Chairs among the Universities every two years, with adjustments made according to each university's priorities. Each allocated CRC is defined by a disciplinary expertise (CIHR, NSERC or SSHRC) and by level (Tier 1 or Tier 2).

### A. Nomination of New Chairholders

As of September 2018, the following the following process is deployed to recruit and nominate CRCs:

1. Any department that wishes to use a CRC as a recruitment measure must indicate the possibility of a CRC, including information about the Tier level, in the position advertisement which must be openly posted on both the [McGill CRC opportunities webpage](#) and shared on the date of postings with the TIPS-CRC Programs. These postings all include the language set out in above announcing McGill concurrent commitment to excellence and equity in academic hiring.
2. Twice annually, in December and June, the Office of the Provost and Vice-Principal (Academic) (OPVPA) notifies the Faculties of the number of vacant chairs for which nominations may be submitted in the upcoming round. This announcement specifies the particular number of chairs in each of the three broad research disciplines that are available, as well as whether the chairs are Tier 1 or Tier 2. An open call ensues.
3. Faculties are instructed to compose a committee with a diverse membership that will be tasked to select their chair nominees, and to be mindful of, and to apply, equity principles in selection processes.
4. Faculties select their nominees based on the basis of the following criteria:
  - o record of research dissemination and impact;
  - o record of HQP training;
  - o program of research; and
  - o integration/alignment with McGill's Strategic Research Plan
5. Faculties will be instructed to use the corrective measure, described above, of preference within equivalency classes, to encourage the nomination of excellent FGD members.
6. Faculties are also encouraged to consider the CFI John R. Evans Leaders Fund commitments and similar strategic research objectives in planning use of any CRC vacancies.
7. Nominations received by the OPVPA from Faculty Deans are reviewed by the Standing Internal Review Committee.
8. Both Faculty selection committees and Standing Internal Review Committee members receive training on the importance of equity, diversity and inclusion within the program, on the potential negative impact of unconscious bias on the career paths of individuals from the FDG (Federally Designated Groups), and on how to ensure that career gaps due to family care or health-related leaves do not negatively impact applicant review.
9. The Standing Internal Review Committee reviews applications and makes recommendations to the Provost & Vice-Principal (Academic) for the final decision-making.
10. Nominations are submitted to the TIPS.

### B. Standing Internal Review Committee for CRC Nominations

Each candidate's file is reviewed by the Standing Internal Review Committee (CIHR, NSERC, SSHRC) matched to the broad content expertise of the candidate (health, natural sciences, social sciences & humanities).

The Standing Internal Review Committee is chaired by the Associate Provost (Equity & Academic Policies). The committee's composition includes the Senior Employment Equity Advisor (who, along with the Associate Provost, assures that equity requirements for all phases of recruitment, nomination, review process are respected), the Vice-Principal, Research and Innovation (VP-RI) or a delegate, and six tenured professors of the University chosen jointly by the Associate Provost and the Deans. This composition ensures appropriate representation of Faculties and academic disciplines.

Members are assigned staggered terms of two years each starting September 1st or January 1st.

Review committees are formed with attention to diversity, and McGill strives for both gender balance as well as representation from other designated groups. In order to ensure openness and transparency, membership of the Standing Internal Review Committees is posted on [McGill's CRC website](#).

As indicated, the EDI training is delivered annually to the members of the Standing Internal Review Committees.

### **C. Renewal Process**

Renewal of a CRC is contingent upon an internal university review of the chairholder's performance to assess whether continued institutional support is warranted. This review also includes an analysis of the degree to which the chairholder's research addresses the University priority research areas. The relevant (i.e., CIHR, NSERC, or SSHRC) Standing Internal Review Committee assesses these criteria as a basis for determining whether to recommend renewal of the chair to the Provost & Vice-Principal (Academic).

The criteria for renewal for the two levels of Chairs differ as per CRC guidelines in terms of international recognition and leadership; however, the same procedures apply for both Tier 1 and Tier 2 renewals. Renewal criteria for the CRC can be found [on the CRC website](#).

The internal review process for CRC renewal is identical to that of new CRC nominations, as described above.

### **D. Corridor of Flexibility**

The Corridor of Flexibility option will be used to facilitate the achievement of EDI targets. The Associate Provost (Equity & Academic Policies), together with the Senior Employment Equity Advisor, will examine the extent to which McGill is meeting EDI targets in all areas of research (CIHR, NSERC, SSHRC) and within each CRC Tier.

Where shortcomings are identified, the corridor of flexibility will be used, accounting for our allocation of "flexible chairs", to open opportunities for nominations of from FDGs for which we have not met our equity targets.

Measures will be taken in close consultation with the TIPS.

## E. Advancement Criteria

There is no automatic advancement from a Tier 2 to a Tier 1 CRC. Tier 2 chairholders who have upheld research performance that led to their Tier 2 award, and who have shown that they have developed an international reputation (for example, by publications, involvement with international learned societies, invited presentations and conferences) may be considered for advancement to a Tier 1 CRC prior to the end of their Tier 2 chair term.

The process for advancement will follow the same nomination process as that followed at McGill for new nominations (that is, nomination by the chairholder's Faculty, and subsequent review and appraisal by McGill's internal review committee, which is equity-trained).

Biannually, the Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor will assess whether Tier 2 chairholders put forward for advancement include FDGs. In any case where the second term of a Tier 2 chairholder, who is a member of an FDG, ends and they are not nominated for advancement, written reasons will be sought from the chairholder's Faculty.

## F. Phase-Out Criteria

In the event of an institutional allocation reduction, the University will first return any unallocated chairs. If a filled CRC must be returned, the decision will be made by the Provost & Vice-Principal (Academic), in consultation with the Vice-Principal (Research) and the Faculty Deans. Criteria assessed will include: the research performance of all chairholders, the end date of the award, and the potential impact of relinquishing the CRC to the chairholder's research path and to institutional EDI targets.

## G. Process to Determine Level of Support for Chairholders

Support required for chairholders to succeed and flourish as researchers is determined first at the Department/Faculty level, via a conversation between the chairholder and Department Chair/Faculty Dean.

Plans for support include:

- protected research time;
- support for land-based research in community, particularly in the case of Indigenous researchers;
- mentoring, particularly for Tier 2 Chairs;
- additional research funds (e.g., through the Canada Foundation for Innovation); and
- regular salary review to ensure equity.

NOTE: Academic salaries are reviewed at least biennially at McGill from an equity perspective to ensure there is no systemic discrimination against women. Gender-based analyses are possible because we have complete information about this demographic group. Going forward, as we collect fulsome data that will ensure a strong representative sample, we will begin to examine whether salary differentials may be correlated to other equity groups.

Gender-based analyses of academic salaries are presented biennially in [McGill's Senate in the Report on Employment Equity](#). A comprehensive review by McGill analysts in 2018 revealed that while overall men's salaries on average exceed those of women, this was due to the fact that men outnumber women in the units of the University where salaries are the highest due to market-based forces (that is, professors in some fields are paid more than professors in others). To address this, we are focusing on recruitment to these units of



women and other underrepresented groups, and on encouraging and supporting the promotion of women to the rank of full professor because such promotion leads to a salary augmentation.

Plans for support are assessed by McGill's Standing Internal Review Committee, which is chaired by the Associate Provost (Equity & Academic Policies) and whose membership is equity-trained and includes the Senior Employment Equity Advisor. In reviewing the level of support for chairholders, the internal review committee will ensure that all chairholders, particularly those who are members of FDGs, enjoy robust and equitable support, within the institutional means available, to maximize their capacity to achieve their research objectives.

#### **H. Safeguards to protect FDG Members from Disadvantage in Negotiations over Level of Support**

To ensure that those with whom the chairholder negotiates (Faculty Deans, Department Chairs) understand the importance of support for chairholders, information will be provided through in-person sessions and online about benchmarks for support to ensure inclusion of:

- protected research time;
- support for land-based research in community, particularly in the case of Indigenous researchers;
- mentoring, particularly for Tier 2 Chairs;
- additional research funds (e.g., through the Canada Foundation for Innovation); and
- regular salary review to ensure equity.

In this way, chairholders will be protected from a possible perception that their proposals during negotiations are "unreasonable asks".

Support plans are reviewed by the Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor to ensure that chairs who are women or members of other FDGs are not negotiating for less robust support arrangements.

#### **I. Safeguards to Protect Applicants/Nominees on Account of Career Interruptions or Leaves**

Chairholders are entitled to accommodations for leaves set by University policy and regulation:

- In cases of [parental leaves](#), chairholders are entitled to time away from work (up to 72 weeks), as well as an indemnity to cover lost salary (in whole or in part) during that time.
- Leaves related to [illness/disability](#) are entitled to benefits to cover salary in whole or in part (depending on the leave's duration).
- An employee who must take time away from work due to care obligations may seek accommodations through a [leave of absence](#) or a [reduced load appointment](#).

To protect chair nominees and chairholders from adverse effects of a leave/career interruption, the following measures are put in place:

- Members of academic recruitment committees and the internal CRC review committee are trained on equity in relation to recruitment and nomination. In that context, participants learn about how to assess equitably candidates who have experienced career slowdowns or interruptions on

account of leaves. Standing Internal Review Committees are trained to look at productivity and output in a manner that considers how leaves might have caused productivity/activity gaps or decelerations. They are further encouraged to focus their assessment on the top 5-10 achievements for all candidates rather than simply the overall quantity/volume of output.

- Recruitment and Standing Internal Review Committee members are further trained on the duty to preserve confidentiality, including with respect to private information about a person's family, career, or health circumstances that may have led the candidate to experience work slowdowns or interruptions.
- Efforts are taken to avoid disadvantaging nominees who have had career gaps/interruptions associated with a leave:
  - Faculty Deans, Associate Deans (Research), and Department Chairs are provided with information through in-person sessions and online about how to ensure the equitable treatment of leaves that impact career productivity and progression. This is done with a view to ensuring that those in positions of administrative leadership with potential to influence nominations have a strong understanding about how to assess a dossier equitably where there has been a career interruption or slowdown as a result of a leave.
  - Chair advertisements include language encouraging applications and nominations from FDGs, including individuals whose career paths have been non-linear. Advertisements signal that candidacies will be reviewed in confidence, and with an equitable lens to issues of career leaves and interruptions. Advertisements further signal that persons with disabilities or health conditions who require accommodation during the recruitment process may contact, in confidence, the Associate Provost (Equity & Academic Policies) for accommodations. The inclusion of such language is intended to reassure prospective applicants/nominees that any information they share about their personal/private circumstances will not be prejudicial but rather will ensure a fair assessment of their candidacy and that the confidentiality of that information will be respected.
  - At each selection level, the committees putting forward chair nominations shall be asked to account for the way in which they have satisfied themselves that career gaps and interruptions, including those related to parental or medical leave, have not adversely affected the assessment of the nomination.

### PART 3: EDI DATA COLLECTION, ANALYSIS, AND USE

McGill's processes and strategies for collecting and protecting equity data on CRC applicants and chairholders are integrated into the University's overarching employment equity data collection strategy.

McGill has been collecting employment equity data on its workforce since 2007. In September 2017, our institution launched a new employment equity survey for all faculty and staff in order to collect more refined data for better analysis of progress. A replication of McGill's Employment Equity Survey Form is found in Appendix B.

An ongoing communication strategy has been deployed in order to encourage an elevated response rate, as well as to engage the McGill community in discussions about the benefits and importance of EDI to

strengthening McGill University's academic mission and research goals. The strategy features regular messages to the University community from the leadership team, a [new website](#) focused on employment equity, and the promotion of the survey via existing communications vehicles, including internal media and employee association listservs and social media sites. A 90% response rate is set as the target for survey response from tenure and tenure track faculty by May 2019.

McGill has been collecting applicant equity data related to CRCs since 2000, and for all academic searches since 2012. Applicants are encouraged to complete an equity survey related to their search on the [Academic Personnel Office website](#). Results are then compiled by McGill's Senior Employment Equity Advisor and forwarded to the Chair of the search committee. The Search Committee Chair is reminded of the confidentiality of the data, and is encouraged to use the data throughout the course of the search, particularly to: 1) *evaluate* the diversity of the pool - where the pool is insufficiently diverse, a unit or faculty may decide to extend the application period or reset the search; 2) *verify* the composition of the shortlist - all shortlists must contain at least one member of a designated group, and must be submitted to the Associate Provost (Equity and Academic Policies) to ensure compliance; and 3) *select* their candidate – committees are instructed to apply an EDI preference within equivalency classes. At the selection stage, the Search Committee Chair may share, in the strictest confidence, equity data about shortlisted candidates with the rest of the search committee, in order to facilitate compliance with equity guidelines.

Pursuant to its [Employment Equity Policy](#), McGill reports on its employment equity data and progress biennially to its Senate. These reports are publicly available. McGill's [most recent Report on Employment Equity](#) was delivered in May 2017.

Data collected from applicants and employees, including those applying to or holding CRCs, are treated with the strict confidentiality. Data are used only by the Provost's office and by search committees for statistical purposes and to ensure adherence to [McGill's Employment Equity Policy](#).

## PART 4: ENSURING A HEALTHY EDI CULTURE WITH A VIEW TO RETENTION, SUCCESS, AND INCLUSION

### A. Education and Awareness-Raising

McGill is carrying out ongoing work to build and maintain an environment marked by equity, respect, diversity and inclusion for all of its employees, including academic employees who hold CRCs. Equity work is overseen at McGill through a range of different offices that operate in close collaboration with one another. These roles are set out in Figure 1:

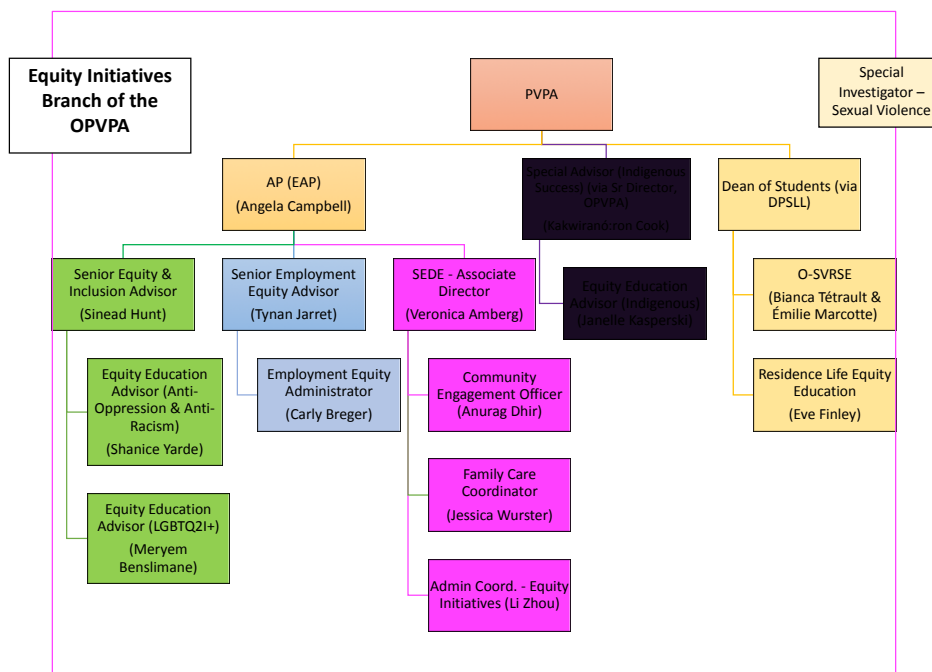


Figure 2

Three offices at McGill oversee equity education and awareness-raising strategies:

Senior Employment Equity Advisor:

- reports into the Office of the Provost and Vice-Principal (Academic);
- collaborates closely with McGill Human Resources;
- responsible for development of equitable recruitment, hiring and retention strategies across McGill campuses, including the development and delivery of implicit bias and equity training to all recruitment/hiring committees;
- custodian of employment equity data at the institution, and charged with monitoring the University's progress in achieving equitable representation for designated groups recognized at McGill (which include FDGs);
- responsible for ensuring compliance with statutory requirements as regards to employment equity.

Special Advisor to the Provost on Indigenous Strategies:

- reports into the Office of the Provost and Vice-Principal (Academic);
- responsible for initiating the effective implementation of the recommendations included in the [Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#);
- Oversees equity education and community outreach initiatives related to Indigenous studies and education.

Senior Equity & Inclusion Advisor:

- oversees the operation of [McGill's Policy on Harassment, Sexual Harassment, & Discrimination Prohibited by Law](#) ("Harassment Policy");
- responsible for developing and delivering equity education across McGill campuses that seek to:
  - foster a learning and working climate built on respect and inclusion;

- raise awareness about the meaning of harassment and discrimination and the duties of campus stakeholders to understand and prevent these forms of misconduct;
- promote an understanding of how direct, adverse effect and systemic discrimination differ and of their impacts at both the individual and institutional levels.
- provides consultations to University community members (students, faculty and staff) who seek information about, and/or wish to initiate a complaint under, the Harassment Policy.
- Facilitates access to other campus offices that may provide support or initiate investigations (e.g., [Office for Sexual Violence Response, Support, and Education](#), [Special Investigator \(Sexual Violence\)](#), Campus Security, the Dean of Students or Faculty Dean).

## B. Recognizing McGill as a Diverse and Inclusive Community

McGill annually recognizes members of its community who have demonstrated outstanding efforts and contribution to equity through its [Award for Equity and Community Building](#). Each year, recipients are chosen from four different categories of campus community member: student, faculty, staff, and teams.

McGill undertakes a range of initiatives throughout the year that seek to recognize the diversity of our campus community. These events are anchored to awareness-raising but also to signalling McGill's commitment to acceptance and embrace of diversity in all its forms. Examples include:

- Black History Month (February)
- National Indigenous Peoples Day (June)
- Tree-planting ceremony in honour of the victims of the 2017 *Centre culturel islamique* attack (June)
- Orientation and Welcome for First Generation Students and Faculty (August)
- Indigenous Awareness Weeks (September/October)
- LGBTQ2I+ History Month (October)
- Mental Health Awareness Week (October)

The [Joint Board-Senate Committee on Equity](#) (JBSCCE) oversees policy developments and proposes policy reform to ensure that equity issues are foregrounded in our institutional regulatory infrastructure. The JBSCCE is also the umbrella committee for six equity subcommittees related to:

- [Racialized and ethnic persons](#)
- Disability
- [Gender identity and sexual orientation](#)
- Indigeneity
- [Family Care](#)
- [Women](#)

## C. EDI Engagement, Support, and Monitoring

McGill participates in the Association of American Universities Data Exchange (AAUDE) survey and analysis. All ranked academic staff at McGill are invited to participate in the survey, which covers various aspects of academic life including workload, departmental climate, mentoring, tenure and promotion processes. Collected data are assessed to monitor responses, and the Associate Provost (Equity & Academic Policies) works with McGill analysts to identify and respond to any issues that surface in relation to EDI. The most recent data were collected in 2017.

In addition, in 2018 salary data at McGill were carefully examined to assess gender-based salary differentials. Reviewing salary data across academic units, it was found that the overall average salary of men across ranks is generally higher on account of the fact that (1) men are disproportionately represented in higher-paying academic units, and (2) men outnumber women at the rank of full professor.

In particular instances where gender-based salary anomalies are identified, the Associate Provost (Equity & Academic Policies) works with the department chair and dean to correct and achieve equity.

In addition, structured measures are being undertaken to encourage the promotion of women to the rank of full professor. McGill's Strategic Academic Plan sets as a goal to achieve 25 percent female representation at the rank of full professor by 2022 (up from 20 percent in 2017). To this end, the Provost's office is working with Deans and providing information sessions on promotion, with a view to encourage the submission of dossier by our more senior female professors.

Mentorship is an issue that requires further study and effort at McGill. A 2017 survey of junior faculty (hired within the last four years at McGill) indicated that while most have a mentor (formal or informal), they would benefit from a range of mentorship figures to ensure their sense of belonging and their capacity for success at McGill. More women than men responded to this questionnaire. This survey is informing current strategies to develop a centralized mentorship network to support all pre-tenure faculty at McGill. We anticipate that members of equity groups will disproportionately benefit from mentorship initiatives.

With respect to chairholders specifically, as indicated above (Part 1(B): "Setting and Meeting S.M.A.R.T. Objectives"), brief qualitative surveys, confidentially maintained, will also issue to all CRCs annually to elicit information about their experiences vis-à-vis inclusion and capacity to flourish as top-tier researchers at McGill institutional. Where shortcomings are identified, steps will be taken with a view to respond as effectively as possible in view of institutional resources and capacities.

#### **D. Procedures, Policies, and Supports to Retain Individuals from FDGs**

McGill uses the tableau BI and analytics software to monitor salaries regularly with an eye to ensuring equity for women and other FDGs (where identity as a member of an FDG is known). Where anomalies are spotted, adjustments to salary are made.

Support mechanisms are in place to ensure the success of Indigenous scholars. These include: course release pre-tenure, added support for land-based and community-engaged research, and lighter service/administrative duties to recognize the disproportionate informal service burden that Indigenous faculty shoulder, for example, by mentoring and advising Indigenous students and staff, and by being called upon to advise and serve on University committees working on Indigenous initiatives.

Faculty with disabilities are supported through their home Departments and Faculties and through University Human Resources and the Office of the Provost. A [clear protocol](#) is in place for faculty members who require accommodations to carry out their academic duties.

Faculty who have extenuating family care responsibilities are entitled to seek [reduced load appointments](#).

All members of the University community (including faculty) have access to the [Senior Equity & Inclusion Advisor](#) who oversees the [Policy on Harassment & Discrimination Prohibited by Law](#). They can seek her

assistance in regard to information that may be needed to determine whether they wish to report an incident of harassment or discrimination.

All members of the University community (including faculty) may turn to the [Office for Sexual Violence Response, Support and Education](#). This is a site of support, information, and accommodation in the event a member of the community experiences an incident of sexual violence.

All faculty have access to the [Employee & Family Assistance Program](#) for supports that may be needed, which operates on a 24-7 basis.

Chairholders may rely on the foregoing policies and processes. In addition, any chairholder may submit, in confidence, a question, concern, or complaint directly to the Senior Employment Equity Advisor. Upon receipt of a communication, the Senior Employment Equity Advisor will consult with the Associate Provost (Equity & Academic Policies) to determine how best to address matter raised.

#### **E. Processes to Manage Equity-Related Complaints from Chairholders/Faculty**

McGill University has developed a range of University policies and resources to support members of its community in need of support or who have experienced an adverse equity-related incident that they wish to report for the purposes of investigation (see Figure 2 below).

Chairholders may use University policies and procedures to report equity-related complaints:

***Psychological Harassment*** → addressed by the [Policy on Harassment & Discrimination Prohibited by Law](#); complaints are overseen by McGill's [Senior Equity & Inclusion Advisor](#) and investigated by a member of McGill's [team of trained assessors/investigators](#).

***Discrimination Prohibited by Law*** → addressed by the [Policy on Harassment & Discrimination Prohibited by Law](#); complaints are overseen by McGill's [Senior Equity & Inclusion Advisor](#) and investigated by a member of McGill's [team of trained assessors/investigators](#).

***Sexual Violence and Sexual Misconduct*** → addressed by McGill's [Policy against Sexual Violence](#); complaints are overseen and investigated by a [Special Investigator \(Sexual Violence\)](#), who is an independent party with expertise to investigate reports of sexual violence through trauma-informed and procedurally fair processes.



# Equity-Related Resources & Policies

Prepared by [Prof. Angela Campbell](#)  
Associate Provost  
(Equity & Academic Policies)  
x1660

Issue	University Policies and Resources (* * underlined text = active hyperlinks)
Equity in recruitment, hiring, nomination of awards, promotion	<ul style="list-style-type: none"> <li><a href="#">Employment Equity Policy</a></li> <li><a href="#">Academic Personnel Employment Equity Guidelines</a></li> </ul> <b>Contact:</b> Senior Employment Equity Advisor – <a href="mailto:tynan.jarrett@mcgill.ca">tynan.jarrett@mcgill.ca</a>
Equity-related complaint or concern (e.g., behaviour, communication that may be discriminatory or harassing)	<ul style="list-style-type: none"> <li><a href="#">Policy on Harassment, Sexual Harassment, &amp; Discrimination Prohibited by Law</a></li> <li><a href="#">Harassment/Discrimination Investigations – Flowchart</a></li> </ul> <b>Contact:</b> Senior Equity & Inclusion Advisor – <a href="mailto:sinead.hunt@mcgill.ca">sinead.hunt@mcgill.ca</a>
Student in difficulty/crisis	<ul style="list-style-type: none"> <li><a href="#">Helping Students in Difficulty – Resource Guide</a></li> </ul> <b>Contact:</b> Dean of Students’ Office – <a href="mailto:casemanager@mcgill.ca">casemanager@mcgill.ca</a>
Sexual violence (includes: sexual assault, sexual harassment, cyber/online sexual or gendered misconduct, sexual exploitation)	<ul style="list-style-type: none"> <li><a href="#">Policy against Sexual Violence</a></li> <li><a href="#">Sexual Violence Investigations – Flowchart</a></li> </ul> <b>Contact:</b> For <i>support</i> → Office for Sexual Violence Response, Support & Education <a href="mailto:osvrse@mcgill.ca">osvrse@mcgill.ca</a> To <i>report</i> → Special Investigator, Sexual Violence <a href="mailto:mcgill.si@omega-ombs.ca">mcgill.si@omega-ombs.ca</a>
Intimate Relationships between Faculty/Academic Staff & Students	<ul style="list-style-type: none"> <li><a href="#">Guidelines on Intimate Relationships between Teaching Staff &amp; Students</a></li> <li><a href="#">Regulation on Conflict of Interest</a></li> </ul> <b>Contact:</b> <ul style="list-style-type: none"> <li>Your Faculty Dean</li> <li>If the student seeks <i>support</i> → Office for Sexual Violence Response, Support &amp; Education <a href="mailto:osvrse@mcgill.ca">osvrse@mcgill.ca</a></li> <li>If the student feels the matter constitutes sexual misconduct/violence and wants to <i>report</i> → Special Investigator, Sexual Violence <a href="mailto:mcgill.si@omega-ombs.ca">mcgill.si@omega-ombs.ca</a></li> </ul>

**Figure 3**

Mediation services at McGill are provided by an external independent professional mediator whose role is to seek mediated resolutions to conflicts where the parties consent to informal dispute resolution.

In addition to all of the foregoing resources, chairholders may also reach out directly to senior administrators at McGill charged with CRC oversight and maintaining equity in CRC allocation, recruitment, nomination, selection, and reporting processes:

Angela Campbell  
Associate Provost (Equity & Academic Policies)  
[angela.campbell@mcgill.ca](mailto:angela.campbell@mcgill.ca)  
514.398.1660

Tynan Jarrett  
Senior Employment Equity Advisor  
[tynan.jarrett@mcgill.ca](mailto:tynan.jarrett@mcgill.ca)  
514.398.2477

## F. Contact Information for Addressing Equity Concerns/Complaints Regarding Management of Chair Allocations

Angela Campbell  
Associate Provost (Equity & Academic Policies)  
[angela.campbell@mcgill.ca](mailto:angela.campbell@mcgill.ca)  
514.398.1660

Tynan Jarrett  
Senior Employment Equity Advisor



[tynan.jarrett@mcgill.ca](mailto:tynan.jarrett@mcgill.ca)

514.398.2477

#### **G. Mechanism for Monitoring and Addressing Concerns/Complaints**

Complaints will be managed and monitored by the Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor. They will engage in discussion with the chairholders to understand the issues raised and will seek a resolution with the chairholder's Department and/or Faculty, endeavouring to balance, on one hand, the goal of providing the chairholder with excellent research conditions and, on the other, institutional needs, resources, and policies.

#### **H. Mechanism for Reporting Concerns/Complaints**

The Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor will track concerns and complaints (i.e., their nature and quantity) and will provide an aggregated report to McGill's senior leadership and in the University's annual report to the TIPS.

APPENDIX A: 2018 EQUITY MEMORANDUM FROM PROVOST & VICE-PRINCIPAL (ACADEMIC) TO DEANS AND CHAIRS



MEMORANDUM

OFFICE OF THE PROVOST AND VICE-PRINCIPAL ACADEMIC

James Administration Building, Room 504

Tel: (514) 398-4177 Fax: (514) 398-4768

TO:	ALL FACULTY DEANS
	cc: Angela Campbell, Associate Provost, Equity & Academic Policies Leigh Yetter, Senior Director, Strategy & Operations, Office of the Provost & VP (Academic) Michael Canavan, Associate Director, Academic Personnel Tynan Jarrett, Senior Employment Equity Advisor
FROM:	Christopher P. Manfredi, Provost and VP (Academic)
DATE:	30 August 2018
SUBJECT:	Equity procedures – academic recruitment

**\*\* Please share this memo with your unit chairs and directors\*\***

I write to remind you about procedures associated with our [Employment Equity Guidelines for Academic Recruitment](#), which will continue in 2018-2019.

**1) Shortlist Composition and Verification**

Please remind your search committee chairs to verify their shortlists, once composed, with the Associate Provost (Equity & Academic Policies) (AP-EAP), according to the following process:

1. Search committees should ensure that **at least** one shortlisted candidate is a member of a designated equity group. This determination is made by consulting the equity data summary obtained from Academic Personnel ([academic.personnel@mcgill.ca](mailto:academic.personnel@mcgill.ca)).
2. If the shortlist does not include a member of a designated equity group, search committees are required to re-examine their applicant pool to identify any candidate who is a known member of a designated group who ranks among the top ten of all applicants. Any such candidate(s) should be added to the shortlist. This addition does not require eliminating any candidates on the

original shortlist.

3. As early as possible, search committee chairs will share their shortlists (by email to [tynan.jarrett@mcgill.ca](mailto:tynan.jarrett@mcgill.ca)) confirming that these include at least one member of a designated equity group. If it does not, the chair must provide assurance that no eligible candidate in the recruitment pool is a member of a designated equity group.
4. We will review shortlists and confirm that these meet equity requirements within one business day.
5. The Dean's recommendation for a new appointment must be accompanied by both the [employment equity data report](#) and a copy of the correspondence described in #4 above. This information will be required before we may will upon a recommendation for a new hire.

## **2) Equity Training**

We will continue our equity training program focused on academic recruitment, with the intent that **all** search committee chairs and members participate. Indeed, all faculty are encouraged to take part.

Cross-campus sessions this year will take place:

Wed., Sept. 26 <sup>th</sup> 2018	2pm to 4pm	McLennan Library Building, basement, rm. MS 74
Thurs., Oct. 11 <sup>th</sup> 2018	10am to 12pm	Macdonald Engineering, rm 267
Monday, Nov. 12 <sup>th</sup> 2018	10am to 12pm	Ruttan Room, Otto Maass 321
Tues., Dec. 11 <sup>th</sup> 2018	2pm to 4pm	TBD – (Macdonald campus)
Fri., Jan. 18 <sup>th</sup> 2019	10am to 12pm	McLennan Library Building, basement, rm. MS 74
Tues., Feb. 5 <sup>th</sup> 2019	2pm to 4pm	Macdonald Engineering, rm 267
Mon., Mar. 18 <sup>th</sup> , 2019	2pm to 4pm	TBD

Please urge colleagues to attend one of these sessions and to confirm participation by email ([tynan.jarrett@mcgill.ca](mailto:tynan.jarrett@mcgill.ca)) or by registering on the [APO website](#).

Units may also request customized equity training sessions for individual search committees, departments or faculties.

## **3) Dean's Representatives on Search Committees**

Where a search committee includes a Dean's representative from outside the department conducting the search, this representative should be charged with ensuring that the search adheres to the University's employment equity policies and procedures. Search committees that do not include a Dean's representative are encouraged to appoint one member with this oversight role. This measure is intended to situate responsibility for foregrounding equity considerations in the academic search process.

Thank you very much for your collaboration again this year on these important initiatives aimed at enhancing our efforts in relation to equity and inclusion in academic recruitment.

## APPENDIX B – MCGILL EMPLOYMENT EQUITY SURVEY FORM

McGill University believes that having a workforce that reflects the social diversity of our student body and of Montreal is both a matter of fairness and of enriching the advancement of our academic mission. To assess McGill's progress in striving toward its goals in relation to equity and diversity, data about our faculty, administrative and support staff is essential.

Accordingly, all McGill employees are asked to complete this short survey, which will allow us to have a more accurate picture of our workforce and to take concrete steps to improving equity in recruitment, employment, retention and promotion. Our efforts in this area are guided by [McGill's Employment Equity Policy](#) and in accordance with [Quebec](#) and [Canadian](#) Law.

Responding to this survey will take only a few minutes, and responses are fully confidential - only one person at McGill has direct access to the detailed participant data. Survey results will be reported only in summary or aggregate form.

Please note that completion of the survey is not mandatory. Should you decline to participate, please tick the box in Section A. You may also decline to answer any individual question.

Please note that you may self-identify in more than one category. You are also welcome to update your survey at any time.

Thank you for your participation in this important exercise.

### SECTION A

If you do not wish to complete the survey, check the box below. Otherwise, please proceed to Section B.

I do not wish to complete this survey.

## **SECTION B**

### **1. Sex**

For the purposes of employment equity, women are a designated group.

Do you self-identify as a woman?

- Yes
- No

(See also Section 6ii, Gender Identity)

### **2. Indigenous Persons of North America**

For the purposes of employment equity, Indigenous persons of North America are a designated group. Included in this category are *First Nations (status or non-status), Inuit, and Métis as well as Native Americans and Alaskan Natives in the USA.*

a) According to this definition, do you self-identify an Indigenous person of North America?

- Yes
- No

b) If you answered “yes”, please check those that apply to you:

- First Nations in Canada who are status, treaty, or registered
- First Nations in Canada who are non-status and non-registered
- Inuit
- Métis
- Native Americans from the USA, including status, treaty, or registered, as well as non-status and non-registered

### **3. Disability and Impairment**

For the purposes of employment equity, “persons with disabilities” are a designated group. “Persons with disabilities” refers to people who have a long-term, persistent or recurring physical, mental, sensory, psychiatric or learning impairment and who either consider themselves to be disadvantaged in employment because of that impairment and the functional limitations it causes, or who believe that an employer might consider them to be disadvantaged.

Persons with disabilities include those who have been accommodated in their current job because of their functional limitations (e.g., by means of technical aids, changes to equipment or other working arrangements).

a) According to this definition, do you self-identify as a person with a disability?

Yes

No

b) If you answered “yes”, please check those that apply to you:

Physical disability or impairment, such as:

- Coordination/dexterity impairment
- Mobility impairment
- Speech impairment
- Hearing impairment
- Visual impairment

Invisible disability or impairment, such as:

- Learning disability or intellectual impairment
- Psychiatric/mental illness
- Non-visible physical impairment
- Developmental impairment

Ongoing medical condition

#### **4. Racialized Persons/Visible Minorities**

For the purposes of employment equity, racialized persons/visible minorities are a designated group. This group refers to people (other than Indigenous peoples) who are racialized or non-white, regardless of their place of birth or citizenship.

a) According to this definition, do you self-identify as a racialized person/visible minority?

Yes

No

b) If you answered “yes”, please check those that apply to you:

*\* Please note that we have chosen the following terms because these are used in the Canadian census (now called the National Household Survey). Using terminology consistent with the census will help the University to compare representation, measure progress and set goals.*

Arab

Black (e.g., African, American, Canadian, Caribbean, etc.)

Chinese

Filipino

Korean

- Latin American
- Japanese
- South Asian/East Indian (e.g., East Indian, Pakistani, Sri Lankan)
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai.)
- West Asian (e.g., Afghan, Iranian)
- Other

**5. Ethnic Minorities/First Language Learned**

For the purposes of employment equity, ethnic minorities are a designated group. This group refers to people whose mother tongue is neither French nor English, and who are NOT racialized persons/ visible minorities or Indigenous persons.

According to this definition, do you self-identify as a member of an ethnic minority group?

- Yes
- No

**6. Sexual Orientation and Gender Identity**

For the purposes of employment equity, sexual orientation and gender identity minorities (LGBT2SQ\*) are designated groups. This includes people whose sexual orientation is other than heterosexual/straight, and/or people whose gender identity does not align with the sex they were assigned at birth.

According to this definition, do you self-identify as a sexual orientation and or gender identity minority/LGBT2SQ\*?

- Yes
- No

If you answered “yes”, please check those that apply to you:

**i. Sexual Orientation**

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer

Other

**ii. Gender Identity**

Cis

Gender-variant/Non-binary

Transsexual

Two Spirit

Other

**Thank you for taking the time to complete this census. All information that you provide is confidential and will be used for Employment Equity purposes only. Please refer to the [Employment Equity website](#) for more information.**