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Important Note

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This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

McGill University

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Associate Provost (Academic and Equity Policies)

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Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

09/03/2019

Rating given action plan in most recent review process:

Satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Prof. Angela Campbell

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)
Key Objective 1:

Ensure search committees, including those involved in CRC processes, understand and apply the corrective measure of preference within equivalency classes properly and regularly. (p. 9 of CRC EDI Action Plan) Our employment systems review, conducted as part of McGill's participation in an Employment Equity program under Quebec legislation, revealed the need to increase our various hiring search committees' understanding of the legislative framework and to apply the corrective measures with respect to equivalency classes. This is also applied to the CRC selection committees at all levels. The legislation calls for preferential hiring of members of designated groups when 2 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% -100% excellent category, 80-89% very good category, etc.) rather than by numerical ranking. The review found that more work needed to be done to increase the uptake of this framework. Measurement of this objective is through the 1) equity training given to all CRC committee members, including the Faculty-level committees and the central CRC Standing Internal Review Committee (SIRC), 2) review of the Faculty-level committee reports outlining their selection and nomination processes, and 3) participation of the Standing Internal Review Committee Chair (Associate Provost, Equity and Academic Policies) and Senior Research Equity Advisor (SREA) at CRC SIRC meetings to ensure that these measures are applied and well-understood when needed.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

As part of the employment systems review, the main barriers have been in habits and attitudes and the lack of widespread knowledge among faculty members about McGill's obligations under the Quebec's employment equity legislation as well as the specific requirements for the recruitment and nomination process for Canada Research Chairs. Most faculty are used to ranking candidates numerically and it has taken time to shift their thinking towards the recognition that the use of equivalency classes does not take away from the merit, or compromise the value of "excellence" in the selection process.

Corresponding actions undertaken to address the barriers:

Employment equity training sessions and CRC equity training sessions were both tailored to include the relevant information about the use of equivalency classes. This training is required for all hiring committee members for academic searches and for all CRC selection committee members at all levels. Information was also disseminated through employment equity workshops and employment equity webpage on the McGill equity team site. The Provost's Office reviewed all CRC nomination reports at the central University level to ensure the process followed the corrective measure of preference within equivalency classes when needed. The Senior Research Equity Advisor supported this review process and as a member of the SIRC also participated in all SIRC meetings.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Quantitative – Total number of employment equity trainings for academic search committee members during the reporting period: 28 trainings - Total number of faculty who attended employment equity trainings: 320 - Total number of CRC equity trainings during reporting period: 4 - Total number of faculty who attended CRC equity trainings: 11 - 100% of CRC committee members receive equity training. - Since most CRC committee members had already taken the employment equity training for academic search committees, there were fewer CRC equity trainings. Qualitative – The central CRC SIRC is accountable for the use of equivalency classes as part of their selection process. The Chair of this committee, Associate Provost, (Equity and Academic Policies) consistently applies the measures during meetings, with support from SREA.

Progress and/or Outcomes and Impacts made during the reporting period:

There is increased awareness and understanding of equivalency class among academic staff as a result of equity trainings. As more faculty members serve on both hiring committees and CRC selection committees, the use of equivalency class becomes applied more widely, normalized and integrated as part of University-wide employment equity practices.

Challenges encountered during the reporting period:

As mentioned earlier, the biggest challenge continues to be the cultural shift in habits and thinking among faculty. This remains a work in progress.

Next Steps (indicate specific dates/timelines):

McGill will continue to do all three actions in order to maintain current CRC equity targets and to meet/surpass future targets, as per the new equity target setting exercise in June 2021.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)
Key Objective 2:

Make data-driven decisions to change hiring practices to increase FDG representation in McGill workforce and CRC program. (p. 10 of CRC EDI Action Plan) As all CRC calls for nomination are targeted internally, the pool of applicants is based on the tenure-track academic staff who are hired at McGill. Thus, we need to increase the diversity of faculty who are hired at McGill overall in order to increase FDG representation among CRC nominations in the present and to meet future institutional equity targets. At McGill, designated equity groups also include ethnic minorities and 2SLGBTQIA* People. This objective will be measured through the 1) collection and analysis of equity data from all applicants for tenure-track and ranked academic staff positions at McGill; 2) review of hiring processes at multiple stages; and 3) use of targeted hiring through special Provostial hiring licenses where needed to recruit Black and Indigenous faculty.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Systemic barriers include uneven applicant pools leading to uneven representation of FDGs in different disciplines and fields. For example, women are underrepresented in engineering, but racialized minorities are not. However, across the University, there is underrepresentation of people with disabilities and Indigenous people among all faculty, as noted in the Biennial Employment Equity Report to the Senate, May 2021.

Corresponding actions undertaken to address the barriers:

We use data from our applicant equity survey to analyse hiring processes at multiple stages of the hiring process, including a) examining the hiring applicant pool; b) establishing a shortlist; and c) selecting the candidate. The Provost's Office monitors the use of these employment equity practices, working with local academic units and Faculties to achieve intended outcomes. This includes reviewing position descriptions to specify that McGill will use equivalency class approach to hiring, or that the University will give preference to members of FDGs in a particular hiring or chair-nomination decision. Pursuant to Quebec law, we generally cannot reserve a specific position for any one group, barring special permissions from the CDPDJ. McGill continued use of its new HR platform called Workday (implemented in 2020). This platform integrates the applicant equity survey and collects equity data for applicants and current employees, allowing for a more robust implementation of corrective employment equity measures during hiring, in line with McGill's commitments to the CDPDJ and under the Act Respecting Equity Access to Employment in Public Bodies. Workday also provides visibility into the applicants' equity data to all members of the search committee to support decision making and application of the equivalency class corrective measure.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

As of May 2021, according to the Biennial Employment Equity Report, there were 15 Indigenous professors, up from 7 in 2019. The number of Black professors increased to 23 from 13 in 2019. In addition, in academic year 2020/2021, 15 Black faculty and 15 women were appointed to McGill's tenure-stream faculty, across varied disciplinary fields and all ranks of the professoriate, with start dates in Fall 2022 and later. The proportion of racialized individuals who were part of the incoming cohort in the tenure-track stream increased from 32% in 2018-19 to 37% in 2020-21. Representation of Indigenous faculty and faculty with disabilities increased slightly. Precise figures must be withheld for confidentiality purposes. Further increasing the representativeness of these two groups remains a priority. In July 2021, the University appointed Professor Terri Givens as the Provost's Academic Lead and Advisor (PALA) on McGill's Action Plan to Address Anti-Black Racism (AP-ABR). In her role, Prof. Givens will oversee McGill's efforts to increase Black tenure-track and tenured faculty in line with the AP-ABR. Eighteen strategic recruitment initiatives were in place in 2020-21 and 2021-22 search cycles, of which 14 are complete with 6 new colleagues who began in AY2021-22. Eight colleagues were hired with start dates in 2022 or 2023 and 4 searches are ongoing. All those hired were Black or Indigenous scholars. They include the new Associate Provost for Indigenous Initiatives, Dr. Celeste Pedri-Spade, who will begin in 2022.

Progress and/or Outcomes and Impacts made during the reporting period:

McGill increased both the absolute numbers of faculty from all FDGs and their representation among the population of tenure-track and ranked academic staff, especially for Black faculty. For the first time in Fall 2021, the University set Faculty-level targets for increasing representation of groups protected by employment equity legislation and the McGill Employment Equity Policy. There continues to be room for improvement, particularly for people with disabilities, Indigenous faculty, and Black faculty. The use of targeted hiring licenses was a useful tool, as indicated in the hiring of Black and Indigenous faculty members.

Challenges encountered during the reporting period:

Despite the slowdown of the pandemic, McGill increased faculty hiring in FDG groups across the University in 2021.

Next Steps (indicate specific dates/timelines):

McGill continues to work to meet CRC equity targets for the next review in December 2022. It also continues to work towards institutional targets to improve equity representations for FDGs among McGill faculty, addressed in the EDI Strategic Plan 2020-2025, Strategic Academic Plan 2017-2022, Provost's Task Force on Indigenous Studies and Indigenous Education (2017) and Action Plan to Address Anti-Black Racism (2020). These targets include the following: • 20% representation among tenured and tenure-track academic staff of persons with disabilities, Indigenous persons, and racialized persons by 2022; • 40 Black tenure-track or tenured professors by 2025; • 35 Indigenous tenure-track or tenured professors by 2032. McGill continues to make efforts to meet external targets set for 2023 by the Quebec Human Rights Commission (CDPDJ) for FDG representation among McGill employees based on labor market availability data.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)

Key Objective 3:

Increase the representation of people with disabilities in the McGill workforce and in the CRC program, meeting, and surpassing targets for this group by improving information/communication and awareness raising through training on how disability is defined in the Employment Equity Act and on the duty to accommodate and the duty to protect the privacy of all persons concerned. Also enhance processes for accommodation and for improving universal design in multiple contexts. (p. 11 CRC EDI Action Plan) This objective will be measured through 1) the creation of the Accessibility Advisor as a dedicated position to work with staff and faculty on information/communication, awareness-raising and training and to advise on accommodation requests; 2) revision of University guidelines on Accommodation of employees with disabilities; 3) creation of Central Accommodations Fund to finance workplace accommodations, rather than individual departmental budgets. This will also decrease the barriers to disclosure of a disability by removing the financial aspect of accommodation from the conversation with the supervisor.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Physical space: McGill's physical campus presents physical barriers to access as buildings range in their age and compliance with current accessibility standards. Being a campus with many heritage buildings, situated on a hill (Mount Royal) in a city that experiences four seasons, are all factors that impact physical accessibility. These barriers have been identified through project submissions to the Universal Access Capital Projects Working Group, previous accessibility studies conducted in different spaces, and employee self-reports. Stigma: Disability continues to be seen from a deficit model amongst many in the academic world, which impacts people's willingness to disclose. Fear of negative outcomes (e.g. negative impact on tenure), fear of discrimination (e.g. from colleagues and from students), and the fear that their intellectual work will not be as valued are all contributing factors. This has been identified in the literature, as well as through employee self-reports to the University's Accessibility Advisor. Perception of lack of resources: Some employees are unaware of the resources available to them through McGill, and only perceive services being offered to students through a dedicated office, the Office for Students with Disabilities. Negative past experiences trying to navigate workplace accommodations through Human Resources is another factor. This barrier has been identified through employee self-reports, and informal surveys conducted in workshops run by the Accessibility Advisor. Supervisors and/or HR not equipped to address workplace accommodations: Supervisors are unaware of the duty to accommodate, or are unaware of the resources available to assist them in this responsibility. This barrier has been identified through employee self-reports, through informal discussions with supervisors, and through observations made during the Employment Equity Community of Practice Trainings.

Corresponding actions undertaken to address the barriers:

As part of all CRC Open Calls for nomination, we include a document defining "disability" in the Employment Equity Act and on the duty to accommodate and the duty to protect the privacy of all persons concerned. During the reference period, there was a range of initiatives focusing on community-building for employees with disabilities, including lunches on the topic of how to reflect on mental health and foster resilience, a web-accessibility hackathon, info sessions to help foster resilience in pandemic times, and on how to address accessibility issues related to the McGill Library, talk on practical tips to thrive with ADHD, and a faculty welcome event to connect with neurodivergent, disabled, and chronically ill colleagues from across the University. We have worked to increase awareness of resources available to academic staff through targeted information sessions about the work of the Accessibility Advisor and the availability of workplace accommodations for employees with disabilities. The Accessibility Advisor collaborated with Digital Communications to develop the new Accessibility page at McGill. The Accessibility Advisor also collaborated with McGill Geographic Information Centre, McGill Office for Students with Disabilities, Campus Planning and Development to develop The Interactive Accessible Network Map. Monthly meetings with the Community of Practice for HR advisors were well attended, with an average of 20 to 30 people for each session, depending on topic and time of year. The Disability Employee Resource Group on Teams was used extensively to communicate with disabled staff about various issues and subjects of interest. The Accommodating Employees with Disabilities Workshop was offered once in November 2021. It was also offered during the Community of Practice's monthly meeting (Nov 2021). The Equity Blog also posts regularly on accessibility or disability-related content.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The Accessibility Advisor received at least 72 individual requests. Of these, 16 were from academic staff. 10 workshops and info sessions were conducted during the reporting period.

Progress and/or Outcomes and Impacts made during the reporting period:

There were no new revisions to the University guidelines on Accommodation of employees with disabilities. The Central Accommodation Fund continued to operate. It is designed to streamline the process of accessing central funding for workplace accommodations. It received a total number of 8 requests. During the reporting period, 7 requests have been funded. The total number of faculty requests was 4, out of which 3 were funded during the reporting period.

Challenges encountered during the reporting period:

There are continuing challenges related to addressing negative perceptions and fears of staff, if they self-disclose as persons with disabilities.

Next Steps (indicate specific dates/timelines):

Next steps are ongoing, to increase knowledge across the University about what is a disability and to work on stigma reduction around disabilities and accommodation needs. There is ongoing internal conversation about lessons learned from the online shift and how they can be incorporated into possibilities for accommodations for people with disabilities after the return to campus. The Central Accommodation Fund will also continue to operate, to cover costs associated with any disabilities related to accommodations.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)

Key Objective 4:

Equitable compensation for all McGill University professors. (p. 12 CRC EDI Action Plan) Actions to achieve this objective include 1) the deployment of proactive recruitment strategies to attract diverse candidate pools to competitions for positions in areas characterized by higher compensation and 2) to support the promotion of women and other FDG members to the rank of full professor given that such promotion leads to a salary augmentation and facilitates nomination for certain internal awards, endowed chairs, and Tier 1 CRCs. The assessment of this objective is through 1) analysis of salary equity for tenured and tenure-track professors by gender and other protected grounds; 2) tracking data on the percentage of women promoted to Full Professor.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

There is limited transparency on salary data publicly due to the sensitivity of the information. The Working Group Report on Academic Salary Equity (2020) identified three systemic barriers which affect gender equity in salaries: time to promotion, the Faculty/academic unit of appointment and the rank at which professors are appointed. Time to promotion: Men are promoted to Full Professor up to 17% sooner than women. Faculty/Academic Unit of Appointment: The Working Group found that the academic unit in which a faculty member is appointed will have a significant impact on salary over a career. Mean salaries differ considerably across academic units. The highest salaries at McGill are held by faculty members in the Desautels Faculty of Management and in the Faculty of Medicine. Rank at appointment: The small minority of professors hired as Associate or Full Professors were more likely to be men and to command a higher salary than women. This results in women's relative underrepresentation among the very highest earners at the University, as well as in high-paying Faculties and among those hired at Associate or Full Professor rank.

Corresponding actions undertaken to address the barriers:

The University continues to work towards fostering equity in compensation for all tenure-track and tenured academic staff, which includes both CRC holders and non-CRC holders, based on the final report presented by the Working Group on Salary Equity in 2020. Deans and Chairs work proactively to mentor and encourage women Associate Professors to apply for promotion in a timely manner. The University provides annual information sessions for faculty members about the promotions process to demystify it and to ensure fair processes. While the University applies employment equity principles to all hiring, these are particularly important in Faculties/academic units with the highest academic earners. Rigorous application of employment equity principles and practices focused on proactive recruitment is needed to ensure excellent, diverse candidate pools, as they are important for advancing equitable representation. As more women are appointed to units with the highest salaries, women's mean salaries at McGill overall will increase. Employment equity data on the promotion of women was collected and analyzed for Biennial Employment Equity report presented to the Senate in May 2021.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Time to promotion: As of 2021, 26 per cent of faculty who are tenured full professors are women, exceeding the target of 25 per cent set for 2022 in the Strategic Academic Plan. As a point of comparison, in 2017 the representation was 20.5%. There were no further updates to the review conducted by the Working Group on Academic Salary Equity, which found that 1) there are no significant differences between the salaries of men and women tenure-track and tenured academic staff, once controlling for key variables that affect salary, up to the 95th percentile of the earnings distribution. These key mediating variables include rank, rank at time of hire, years since PhD, Faculty affiliation, and whether or not one holds a research or endowed chair. 2) It found that there are no systemic inequities in the salaries of tenure-track and tenured academic staff who self-identify as persons who are racialized, Indigenous, disabled, or of minority sexual orientation/gender identity, once controlling for key variables that affect salary (same as above).

Progress and/or Outcomes and Impacts made during the reporting period:

There are ongoing efforts by the Dean & Chairs, and the Associate Provost to identify candidates for promotion and ensure that they are supported to move forward and submit their dossier.

Challenges encountered during the reporting period:

The main challenges are reducing the gender gap among the top 5% of the highest paid faculty, encouraging women to apply for promotion to Full Professor, and limited transparency on salary data due to sensitivity of the information.

Next Steps (indicate specific dates/timelines):

As of 2021, the University is working to maintain its upward trajectory. The Working Group's recommendation is to do periodic (e.g., at least every three years) salary analyses within McGill's Committee on Academic Staff Compensation (CASC) to assess the progress of salary equity at the University. The next review is expected to occur in 2023.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)

Key Objective 5:

All CRC chairholders receive strong institutional support with reference to their respective needs and context. (p. 13 CRC EDI Action Plan). This objective is measured through 1) review of plans for support for all new CRC nomination by McGill's Standing Internal Review Committee (SIRC); 2) review of existing Chairholders Annual Reports to identify and address relevant concerns and challenges.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Institutional support needs to be allocated in a principled and equitable way. This can be undermined when those with the greatest confidence and capacity for self-advocacy advance proposals that can push them to the "front of the line" in terms of acquiring support and other resources. To this end, a challenge is assuring that resources related to research support are allocated on the basis of research need and availability.

Corresponding actions undertaken to address the barriers:

For new nominations, plans for support are assessed by McGill's Standing Internal Review Committee (SIRC). In reviewing the level of support for chairholders, the internal review committee will ensure that all candidates for CRCs, particularly those who are members of FDGs, will benefit from an equitable and appropriate level of support, within the institutional means available, to maximize their capacity to achieve their research objectives. In addition, after selection by the SIRC, the Provost Office reviews the institutional commitments for nominees prior to submission with a view to identifying and addressing discrepancies in any chairholder's conditions proactively rather than only a posteriori via comparative reviews following the award of a CRC. For existing chairholders, Deans and Associate Deans (Research) are asked to report annually to the Office of the Provost on resources granted to CRCs across the University. Where issues or concerns are raised, they are addressed by Associate Provost (Equity and Academic Policies) with Faculty Dean, Associate Dean (Research), unit Chair and directly with the researcher. Annual reporting requirements for existing chairholders have been paused by the CRC program; thus we did not undertake a review of existing chairholder annual reports in 2021. We expect to receive further updates on reconfiguration of reporting requirements in fall 2022.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

As noted above, we don't have new data from existing chairholders' Annual Reports. However previous reviews have flagged variations based on a few characteristics, which we continue to be attentive to. While there was no difference among answers between racialized minorities and everyone else, there was a gendered difference, i.e. women were less likely to receive protected research time than men. However, there were also exceptions. For junior tenure-track faculty, teaching release was deemed generally inadvisable in order to help them prepare a solid dossier for tenure. Also in some cases, chairholders who did not get protected research time did not opt to use their funds to buy a course release.

Progress and/or Outcomes and Impacts made during the reporting period:

Reviews are ongoing for new nominations. Any issues raised are addressed as they arise, though, none were raised in 2021. Biannually, the Associate Deans of Research and Deans confirm the institutional commitments for the term of the CRCs that were nominated and ensure that they are in line with the practices in the Faculty.

Challenges encountered during the reporting period:

There considerable variation in what is offered to CRC chairholders for institutional support, based on differences in needs and physical space or resources available.

Next Steps (indicate specific dates/timelines):

Ongoing regular review of institutional support and resources offered to CRC chairholders by the SIRC and Provost's Office, respectively, for new chairholders. We expect to receive updates on reporting methods and requirements for CRC chairholders in Fall 2022.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely)
Key Objective 6:

Ensuring a diverse and inclusive work environment for McGill's FDG members. (p. 15 CRC EDI Action Plan) Ongoing attention to climate and to ensuring respectful and inclusive environments for research is necessary to retain our Chairs and support their capacity for research excellence. Striving for an inclusive campus climate is a shared responsibility. The EDI Strategic Plan 2020-2025 reflects this approach that reaches across the whole University, which is beneficial for all faculty, including CRCs. This objective is measured through 1) building on the core equity team by hiring new staff to strengthen EDI practices at McGill in specific areas, such as anti-racism education and training and the commitments in the AP-ABR; 2) the development of online learning modules for entire McGill community; and 3) the creation of the Provost's Faculty Mentorship Network.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Systemic barriers include the unconscious bias that can shape the work environment and presumptions about who is or is not in need of research mentorship for junior tenure-track faculty. Rigid notions of research excellence that fail to account for barriers that might, for example, limit or preclude international travel and engagement and/or that might not account for the informal and often invisible service work that is undertaken by women and other FDG members.

Corresponding actions undertaken to address the barriers:

Building on the creation of initial core positions in the equity team, in 2021, McGill created and filled the positions of Program Manager: Anti-Black Racism Action Plan and the Senior Advisor: Anti-Racism and Equity Education. The Associate Provost (Equity and Academic Policies) and the Provost's Academic Lead and Advisor on the Anti-Black Racism Action Plan conducted training for University leaders on inclusive leadership and what makes an inclusive climate for faculty, staff, and students. The trainings were incorporated into the Academic Leaders Forum (ALF), <https://www.mcgill.ca/provost/academics/academic-leadership-forum>. It is a series of professional development sessions for academic administrators, including Deans, Vice Deans, Department Chairs, and Directors of centres and institutes. The Associate Provost incorporates an EDI lens into all topics covered in the ALF. She and the Director of EDI also offered trainings for Advisory Committees in charge of recommending new senior leadership appointments (Principal, Vice-Principals, Deans) and at regular meetings of Faculty Deans. EDI trainings are also provided at the orientation session for all incoming academic leaders annually. Equity and anti-racism education focus: The development of an online learning program for entire McGill community is underway. The EDI stipend was used towards the development of an online module on systemic racism. It covers understanding and addressing systemic underrepresentation and its impact on University life for students, staff and faculty and the importance of building and maintaining inclusive learning and research environments. The University launched its Provost's Faculty Mentoring Network in 2021. It reflects a recommendation from 2016 Report of the Working Group on Systemic Discrimination to create a central mentoring program for tenure-track faculty. It offers all pre-tenure faculty an opportunity to receive mentorship from outstanding teachers and researchers who have experience as institutional leaders at McGill. Mentors who are part of this network are outstanding teachers and researchers who have experience as institutional leaders at McGill and possess a range of strengths and capacities that will contribute to guiding and advising junior colleagues. More information about it is available on its webpage <https://www.mcgill.ca/equity/mentorship/provosts-faculty-mentorship-network>

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The equity team undertook projects to achieve the goal of increasing understanding of EDI and building campus culture of inclusion, enhancing diversity and representation of FDGs among staff and faculty through application of employment equity principles (see objectives 1 and 2), providing support and training on EDI in research, research teams and environment, improving resources and support to employees with disabilities (see objective 3). The position of Program Manager: Anti-Black Racism Action Plan was created in 2021. This position oversees the fulfilment of commitments set out in the Anti-Black Racism Action Plan, including the workforce commitments to increase representation, career opportunities, and support of Black academic and administrative and support staff. The creation of the role of Senior Advisor: Anti-Racism and Equity Education in January 2021 resulted in increased capacity to support staff education on anti-Black racism and community-building among Black staff. A new Anti-Black Racism Working Group was created. It includes six new administrative and support staff positions as well as current staff working within the equity team and in other parts of the University. The Working Group commits to oversight of the implementation of the Action Plan.

Progress and/or Outcomes and Impacts made during the reporting period:

The Provost's Faculty Mentoring Network has proven a resounding success, and has been especially effective at providing supports and guidance to junior faculty from underrepresented groups. During the academic year, 2021-2022, 30 mentors and 54 mentees participated in the Network. An end-of-year survey was sent to all 54 mentees with a 72% response rate. 94.5% of respondents agreed or strongly agreed with the statement "Having one or more mentors is key to success as an academic." Feedback from mentees also included an appreciation for having the guidance of a senior colleague and having a mentor from outside their faculty and discipline. In the year ahead, we will be expanding this mentorship network to mid-career faculty. McGill's Policy on Harassment & Discrimination was significantly revised in 2021 to professionalize the investigative and mediation processes launched in connection with this Policy and to allow for reports to be filed confidentially, by third parties, or – in some cases – following a student's graduation. (Annual EDI Report 2020-21, p. 12) The Office of Mediation and Reporting (OMR) was launched for the community in the spring of 2021. The OMR is responsible for receiving and responding to formal reports of discrimination, harassment, and sexual violence against members of the University community. The OMR offers confidential consultations to all members of the University community (students, staff, and faculty) to provide information on reporting processes as well as relevant University resources, support services, and training. Although complaints previously had to be filed within 12-months of the incident, this timeline has been extended to 24-months. The OMR also recently hired its first full-time internal investigator, who adds significant capacity for ongoing investigations. The number of harassment and discrimination complaints has increased, which was expected given that the process is now better advertised and known within the campus community. (Annual EDI report 2020-21, pp. 12-13). McGill conducted a faculty climate survey in 2021, which highlighted the impact of the pandemic as well as more general institutional environment. Preliminary analysis showed challenges with respect to clarity of responsibilities for junior faculty and their sense of inclusion. Next steps include discussing the results with Deans, addressing them in the inclusive leadership workshop for academic leaders and expanding the Provost's Mentorship Network to mid-career faculty.

Challenges encountered during the reporting period:

Challenges include the difficulty of measuring an inclusive climate and work environment, given the presence of unconscious bias and its attendant assumptions about underrepresented groups. The institutional focus has been on increasing the staff and resources through the development of new positions and initiatives that include education, training, and accountability measures set out in the EDI Strategic Plan and the Anti-Black Racism Action Plan. Measuring progress can also be difficult. While we are able to measure growth in terms of demographic representation, that growth occurs very gradually given the length of tenure-track academic careers. Qualitative developments are even more elusive to assess. Preliminary analysis from the faculty climate survey indicates ongoing challenges, including that of creating an inclusive environment in the pandemic context, as the survey was done when faculty were working entirely remotely. With an expected return to campus full time in the 2022-2023 academic year, we may see a more nuanced picture in future surveys.

Next Steps (indicate specific dates/timelines):

The pandemic delayed start on the online module on systemic racism, but we expect work to be completed in the 2022-23 academic year. There will be a feedback mechanism to incorporate reactions to the learning module and to improve it for the future. We hope that the Faculty Mentoring Network will contribute to long-term inclusive work environment for everyone, but especially for junior faculty from underrepresented groups, including T2 CRCs. We hope to expand it to include mid-career faculty as well.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

44806

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

We received an extension to spend the remainder of funds by September 30, 2021. They were spent on salaries and IT development costs for the online module on systemic racism. Since the module is not yet complete, it is too soon to discern its potential and impacts in relation to meeting this objective.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Don't know

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	100000	in-kind

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

Targets set for academic hiring and CRC nominations are anchored to an ongoing analysis of McGill's employment equity data. This data is the subject of biennial reporting to McGill's 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 equity targets. Where barriers are identified within particular units of the University, measures will be taken to dismantle these – for example, by seeking qualitative information from faculty members 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: research support, protected time for research, mentoring), all with a view to promoting substantive fairness among chairholders. Continuing challenges include the need for wide-ranging and ongoing equity education and training to ensure that the McGill community is familiar with the histories and contemporary realities of Indigenous peoples and communities in Canada, the impact of slavery and colonialism in Quebec and in Canada, and its relationship to contemporary systemic racism and underrepresentation of Black and racialized minorities in higher education. This has been addressed in the 2017 Provost's Task Force on Indigenous Studies and Indigenous Education and the 2020 Anti-Black Racism Action Plan. Impact of Covid-19 pandemic: It has had a significant impact on research and teaching for faculty. It has slowed down research activities for many. McGill addressed these challenges for all faculty in promotion and tenure processes by adding a one-page statement that faculty can include, detailing the impact of the pandemic on their activities. This is in addition to the option to delay reappointment or going up for tenure by a year, for faculty who might otherwise have submitted their reappointment or tenure dossiers in 2020. It is too soon to see the impact of the addition of the one-page statement, though anecdotal evidence suggests that approximately 20% of faculty took this up in their annual activity reports. Most people took it up in their tenure dossier submissions. The Micro Task Force to Address COVID's Impact on Assessments of Academic Performance will reconvene in fall 2022 to assess the impact and continued use of the one-page statement in promotion and tenure processes. The development of hybrid work in 2021 changed the way in which equity education and training was delivered, especially as it relates to building community and an inclusive environment, both of which are harder to measure quantitatively. In-person trainings were adapted and new ones created in online format and delivered through Zoom. The virtual format has allowed us to reach an audience of faculty and administrators who might not have been able to attend in person due to commuting and schedule constraints.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Accounted for as part of objective 6 in section A: Ensuring a diverse and inclusive work environment for McGill's FDG members. The EDI stipend was used to develop an online training module on systemic racism. It will bolster the EDI training currently offered at McGill through in-person facilitated sessions led by a team of EDI experts, which address the impacts of discrimination and oppression on diverse underrepresented groups. The online module will be rolled out to all members of the University community: students, faculty, and administrative and support staff. The module will build an understanding of systemic racism and its implications and consequences: (a) understanding and addressing underrepresentation and its impact on University life, (b) equity in hiring, promotion, and research award nomination and selection; and (c) building and maintaining inclusive learning and research environments. Our view is that an online learning program that raises awareness about EDI will contribute to building an inclusive climate in manifest ways. This will be an important form of support to CRCs, relevant to retention and their continued success. In sum, this learning program will telegraph McGill's view that striving for an inclusive campus climate is a shared responsibility and that awareness about EDI lends itself to such a climate. In turn, this is intended to nourish the excellence and success of all of our researchers, including our CRCs.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

We will evaluate the success of this initiative through: (a) completion rates tracked through our IT Services team; (b) feedback on the module generated via a feedback form that can be anonymously completed and submitted; and (c) ongoing monitoring through climate studies of our researcher and trainee communities (including those who are CRC holders) to assess their experiences and whether inclusivity has improved as a result of this and other initiatives.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

The pandemic delayed start on this, but we expect work to be completed in the 2022-23 academic year.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	44806
Institutional commitment (if applicable):	100000
Total funds spent:	

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	100000	in-kind

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Don't know

Provide a high level summary of how the stipend was used:

The stipend was used for costs for salaries and IT development. We spent the remainder of funds by September 30, 2021, as per the requirements of the extension period.

Do you have other objectives to add?

No

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

McGill's engagement efforts with members of underrepresented groups are ongoing. As of 2021, the University's leadership meets with the Black Faculty Caucus and holds annual town halls with the McGill Black students, faculty, and staff. The Indigenous Initiatives office meets regularly with Indigenous faculty. Members of the Equity Team also meet regularly with the Black Students' Network and the McGill African Students' Society. McGill's Policy on Harassment & Discrimination was significantly revised in 2021 to professionalize the investigative and mediation processes launched in connection with this Policy and to allow for reports to be filed confidentially, by third parties, or – in some cases – following a student's graduation. (Annual EDI Report, p. 12) The Policy was reviewed and endorsed by McGill Association of University Teachers (MAUT) Council. Internal actors, including Legal Services and the Deans, also reviewed this Policy. An online consultation was undertaken early in 2021. We have created the Office for Mediation and Reporting (OMR) and increased resources for this reporting site, including by adding one new full-time staff and greater communications to ensure awareness of this resource to all members of the McGill community as a site for obtaining information, seeking mediation, or filing initiating a formal investigation in relation to matters of harassment, discrimination, and sexual violence. The voices and experiences of 2SLGBTQIA+ members of the McGill community were elevated and supported in 2021 through various events, initiatives and workshops. These include McGill's annual Queer History Month in October 2021, Tea4T (an informal event series for trans, non-binary students, staff, faculty, and community members), "Return of the Rainbow" (a queer homecoming for 2SLGBTQIA+ alumni and their allies), a series of six workshops on 2SLGBTQIA+ workshops for faculty and staff, and the virtual Launch of the Rainbow (LavGrad) event to celebrate the achievements of McGill's 2SLGBTQIA+ graduates, and their allies and families. The McGill Queer Alumni Association was also established in 2021 and held its first networking event in December 2021.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

Broad EDI initiatives include: 1) the development of the Provost's Faculty Mentorship Network (<https://www.mcgill.ca/equity/mentorship>), discussed in Objective 6 above; 2) the launch of the Action Plan to Address Anti-Black Racism (AP-ABR), (https://www.mcgill.ca/provost/files/provost/action_plan_to_address_anti-black_racism.pdf), including the hiring of Professor Terri Givens as the Provost's Academic Lead and Advisor (PALA) for AP-ABR, new positions in the equity team (Program Manager: Anti-Black Racism Action Plan, Senior Advisor: Anti-Racism and Equity), and the development of the Working Group on the AP-ABR to oversee its implementation; 3) Ongoing trainings and workshops for faculty and research teams on topics related to EDI and research excellence, including EDI in research and grant proposals, developing EDI plans for research teams. Descriptions are listed here: <https://www.mcgill.ca/equity/initiatives-education/equity-education/workshops-faculty>. In 2021, equity team members conducted 15 online trainings/workshops relating to research equity for McGill faculty and researchers, which 435 people attended; 4) training across campus, including for the Principal and her leadership team, Deans and central offices, as well as faculty and staff on: • Equity and anti-racism • Systemic discrimination, systemic racism and systemic barriers • Challenging Equity, Diversity and Inclusion (EDI) conversations; 5) development of online module on systemic racism to build inclusive campus climate, discussed in Objective 6. This module is part of a series that is targeted towards the entire McGill community.

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

Jointly administered by:

