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### Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

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](#).

Each year, institutions must 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. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

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

### Contact information

**Please complete the fields below.**

**Name of Institution:**

McGill University

**Contact Name:**

Angela Campbell

**Position Title:**

Associate Provost (Academic and Equity Policies)

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514-398-1660

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 to the 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 and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ 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, 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) the main actions were undertaken (up to six) and how they have progressed; 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. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

**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 and policy framework and to apply the corrective measures with respect to equivalency classes. This is also applied to the CRC selection committees at all levels. McGill's commitments to La Commission des droits de la personne et des droits de la jeunesse (CDPDJ) calls for preferential hiring of members of designated groups when two or more candidates have been assessed as falling within the top equivalency class. Commitments to CDPDJ further stipulate that candidates should be grouped according to equivalency class (e.g. 90% -100% excellent category, 80-89% very good category, etc.) rather than ranked individually. The review found that more work needed to be done to increase the uptake of this framework. Measurement of this objective is through 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 dearth 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 be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Employment equity and CRC equity workshops were both tailored to include the relevant information about the use of equivalency classes. These workshops are 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.	Completed
Corresponding action 2	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.	Completed
Corresponding action 3	The SREA supported this review process and as a member of the SIRC also participated in all SIRC meetings.	Completed
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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: 11 trainings - Total number of faculty who attended employment equity trainings: 157 - Total number of CRC equity trainings during reporting period: 5 - Total number of faculty who attended CRC equity trainings: 17 - 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. 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.

Outcomes and Impacts made during the reporting period:

Awareness and understanding of equivalency class among academic staff continues to increase 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:

While progress is gradually being made in the required direction, 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 carry out all three actions: 1) equity training given to all CRC committee members; 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 SREA at CRC SIRC meetings, in order to maintain current CRC equity targets and to meet/surpass future targets, the next deadline for which is in 2025.

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 academic staff who hold appointments 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. (Note that the term 'ethnic minorities' is defined as "persons whose mother tongue is neither French nor English and who belong to a group other than the aboriginal peoples group or the visible minorities group" specifically based on Quebec law - Act respecting equal access to employment in public bodies (Chapter A-2.01). 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 many STEM disciplines, whereas racialized minorities are not. However, across the University, there is transversal underrepresentation of people with disabilities and Indigenous people across all disciplines.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	<p>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 an 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.</p> <p>McGill continued the 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.</p>	In progress
Corresponding action 2	<p>During the reference period, McGill issued eight licenses tied to Indigenous Studies and Indigenous Education (tenure stream). We also launched a new initiative to recruit 10 ranked Contract Academic Staff (CAS) positions in this area, designed to complement tenure track recruitment efforts. As a result, our complement of Indigenous academic staff is now at 34 (21 tenure stream and 13 ranked CAS). In the reference year, McGill continued its strategic recruitment and retention efforts to appoint excellent Black scholars and to support their professional flourishing. Recruitment efforts during the reference period led to an increase in our Black faculty complement at McGill, to 39 tenure stream Black faculty (up from 23 in 2021). This is in addition to 31 ranked CAS who are Black. These colleagues have been recruited from and appointed to a multitude of disciplines and Faculties.</p>	In progress
Corresponding action 3		Completed
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

During the reference period, McGill issued eight licenses tied to Indigenous Studies and Indigenous Education (tenure stream). We also launched a new initiative to recruit 10 ranked Contract Academic Staff (CAS) positions in this area, designed to complement tenure track recruitment efforts. As a result, our complement of Indigenous academic staff is now at 34 (21 tenure stream and 13 ranked CAS). In Sept 2022, Prof. Celeste Pedri-Spade was appointed as McGill's first Associate Provost, Indigenous Initiatives. Prof. Pedri-Spade joined McGill from Queen's University and her home appointment is in the Department of Anthropology. The appointment of a senior Indigenous leader was one of the commitments made in McGill's 2017 Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education. In the reference year, McGill continued its strategic recruitment and retention efforts to appoint excellent Black scholars and to support their professional flourishing. Recruitment efforts during the reference period led to an increase in our Black faculty complement at McGill, to 39 tenure stream Black faculty (up from 23 in 2021). This is in addition to 31 ranked CAS who are Black. These colleagues have been recruited from and appointed to a multitude of disciplines and Faculties. A number of them have been nominated to and selected for prestigious awards such as CRCs, James McGill Professorships, and William Dawson Awards. The Dr. Kenneth Melville McGill Black Faculty and Staff Caucus ("Caucus") (<https://www.blackfacultycaucus.mcgill.ca>) played a key role in the success of these recruitment and retention efforts. Caucus members who were appointed as Provostial delegates for the searches tied to the Action Plan made crucial contributions that deserve recognition and gratitude: Professors Anita Brown-Johnson, Philip Howard, Nicole Ives, Loydie Majewska, and Fackson Mwale. Professor Terri Givens, in her role as the Provost's Academic Lead and Advisor (PALA) on McGill's Action Plan to Address Anti-Black Racism (AP-ABR), continued to oversee McGill's efforts to increase Black tenure-track and tenured faculty in line with the Plan.

**Outcomes and Impacts made during the reporting period:**

Through a range of efforts, including the employment of equivalence classes in selection process, equity workshops for committees appointed to oversee and nominate research chairs and awards, and encouraging Deans and chairs to encourage all talented faculty to put themselves forward for such honours, McGill has met or surpassed all EDI targets set by the Canada Research Chairs Program, as of January 2023. The data are available on McGill's CRC webpage. 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. As of January 2023, among tenure-stream academics who responded to the employment equity survey, there has been a growth from 16% in 2018 to 20% among individuals who self-identify as racialized persons/visible minorities. There is a stable representation of other designated equity groups: 5% of tenure stream academics self-identify as living with disability/impairment and 1% as Indigenous tenure-stream academics. Using total cohort as denominator, the target set by the Strategic Academic Plan of 20% representation of tenured and tenure track persons with disabilities, Indigenous persons, and racialized persons by 2022 has been surpassed with an increase from 12% representation in 2015 to 21.8% as of January 2023.

**Challenges encountered during the reporting period:**

The use of targeted hiring licenses was a useful tool, as indicated in the hiring of Black and Indigenous faculty members. However, room for improvement remains, particularly for people with disabilities, Indigenous faculty, and Black faculty.

**Next Steps (indicate specific dates/timelines):**

McGill will continue to work towards institutional targets to improve equity representation 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). McGill has achieved its target for absolute representation among tenured and tenure-track academic staff of persons with disabilities, Indigenous persons, and racialized persons by 2022; McGill will continue to work towards achieving the target of 40 Black tenure-track or tenured professors by 2025; and 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 labour 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 among Chairholders, 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 pertaining to the 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 assessment), fear of discrimination (e.g. from colleagues and from students), and the fear that their intellectual work will not be as valued are all factors contributing to reticence to share information about one’s disability. While recorded in the literature, fear of stigma associated with disability has been disclosed 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 with disabilities at McGill. Negative past experiences trying to navigate workplace accommodations can present another factor. This barrier has been identified through employee self-reports and disclosures made during workshops conducted by McGill’s Accessibility Advisor. Supervisors and/or HR not consistently equipped to address workplace accommodations: Supervisors, including Department Chairs, maybe not always fully understand the duty to accommodate, or be aware of the resources available to assist them in meeting 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 sessions.

**Corresponding actions undertaken/to be undertaken to address the barriers:**

	<b>If you have no action to report, please type 'N/A' in the answer field.</b>	<b>Progress to date</b>
Corresponding action 1	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.	Completed
Corresponding action 2	McGill’s first Accessibility Advisor was appointed in January 2020. The incumbent is responsible for workshops and capacity building, community outreach, supporting working groups, and other initiatives. The Accessibility Advisor works assiduously to promote accessibility across campuses and is a lead on the forthcoming McGill Accessibility Strategy (MAS).	Completed
Corresponding action 3	In March 2022, the University announced the launch of a working group to develop McGill’s first Accessibility Strategy. The Working Group is comprised of representatives from units across McGill as well as of staff, students, and faculty representatives serving in their individual capacity, with an emphasis on ensuring a significant representation of persons with disabilities within the membership. The Working Group’s mandate includes drafting a strategy that recommends specific, measurable, ambitious, and feasible goals that will enhance accessibility for students, faculty, and staff at McGill. The draft strategy will be shared for wide consultation across the University, with designated opportunities to hear from members of the McGill community who are persons with disabilities.	In progress
Corresponding action 4	We have continued to work 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. In this regard, workshops were conducted in the reporting period on relevant topics. McGill’s Equity Team and Human Resources are collaborating to ensure the reach and impact of employment equity measures for Support and Admin Staff. McGill also offers an Accessibility page and an Interactive Accessible Network Map.	In progress
Corresponding action 5	The Central Accommodation Fund, which was established by McGill University in May 2020 to meet its obligations as an employer under the Charter of Human Rights and Freedoms in Quebec, continued to streamline and standardize the process for financing workplace accommodations.	Completed
Corresponding action 6	N/A	Not yet started

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

The Accessibility Advisor continued to offer individual advising for employees with disabilities, managers, HR, and units across McGill seeking guidance on a wide range of topics. Nine workshops were conducted in the reporting period on relevant topics: Digital Strategies Workshop – Libraries; Leading Practices for Accessibility and Inclusion; Accommodating Employees with Disabilities (offered three times); Accessible by Design – Access in the Classroom; and a new workshop on onboarding disabled employees (offered twice). The HR Community of Practice was convened monthly throughout 2022, excluding summer. The Equity Team also organized activities for community-building and engagement: Film Screening – International Day for Persons w/ Disabilities; and a discussion on Blackness and Disability with Dr. Sami Schalk. The Equity Team and Human Resources are collaborating to offer support through: Employment Equity Community of Practice for HR Professionals; monthly professional development opportunities for 20 - 30 Community of Practice members across various Faculties and units; and building employment equity awareness and capacity by reviewing McGill employment equity-related policies and discussing topics such as equitable hiring, onboarding trans and non-binary employees, addressing homophobia and transphobia in the workplace, anti-Black racism training, Indigenous inclusion, understanding episodic disabilities, disability justice, accommodations for staff with disabilities, and onboarding staff with disabilities.

### Outcomes and Impacts made during the reporting period:

The Accessibility Advisor created new workshops, including a session on Onboarding Employees with Disabilities and a customized workshop on Disclosing a Disability. The Accessibility Advisor also developed training materials, including training sessions on disclosure, and hiring and supporting employees with autism spectrum disorder. In March 2022, McGill successfully launched its draft Accessibility Strategy online. A working group was launched in Fall 2022 and tasked with reviewing how McGill can better support disability inclusion through the development of a distinct strategic plan intended to build upon commitments made in McGill's 2020-2025 EDI Strategic Plan. Further consultations are set to take place in the spring and summer with a Final Report expected in 2024 (EE Report to Senate, 2023, p.18) Communications and External Relations has implemented accessibility standards for all McGill websites. Projects to enhance the physical accessibility of McGill campuses have been approved and are overseen by the Universal Access Capital Projects (UACP) Working Group. Over the reference year, capital projects to enhance universal accessibility were approved and/or undertaken in the following campuses buildings: Arts, Wirth Music, McConnell Engineering, Macdonald Engineering, Leacock, 3661 Peel, Strathcona Music, Thomson House, Redpath Museum, Brown Student Services. (EDI Annual Report 2023, p. 25) Steps were also undertaken to improve social inclusion through capital projects. This includes a project to carry out an audit of washrooms across campus to ensure a sufficient distribution of gender-inclusive and accessible washrooms, carried out in consultation with the Joint Board Senate EDI Committee and that Committee's Subcommittee on Queer People.

### Challenges encountered during the reporting period:

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

### Next Steps (indicate specific dates/timelines):

Increase knowledge across the University about what constitutes a disability while working on stigma reduction around disabilities and accommodation needs. There is ongoing internal conversation about lessons learned from the shift to online meetings and instruction, and how such techniques can be incorporated into possibilities for accommodations for people with disabilities. The Central Accommodation Fund will also continue to cover costs associated with any disabilities related to accommodations. The final version of McGill's Accessibility Strategy is expected to be complete in 2024. The Working Group met monthly during the reference period, leading to a draft of the plan which will be brought to the wider McGill community for review in 2023-24. The Equity Team and Digital Communications are collaborating to update and consolidate the Accessibility Website. This includes research and curating resources and working with their team regarding programming and universal design (UX).

### 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):

McGill's 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 seek promotion to Full Professor up to 17% sooner than women. Faculty/Academic Unit of Appointment: The Working Group found that the academic unit to which a faculty member is appointed will have a significant impact on salary as mean salaries differ considerably across academic units. The highest salaries at McGill are held by faculty members in Faculties where women continue to be underrepresented, especially at the senior-most ranks. 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 be undertaken to address the barriers:

## Progress to date

		Progress to date
Corresponding action 1	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 and encourage engagement with this process and to ensure it is fairly applied. 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. This is also true as increased representation of women in more junior ranks progress through career phases at the University. Employment equity data for the reporting period on the promotion of women was collected and analyzed for Biennial Employment Equity report presented to the Senate in May 2023 and shows increasing representativity across all ranks.	Completed
Corresponding action 2	N/A	Not yet started
Corresponding action 3	N/A	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

## 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 to development and submit their promotion 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 Dec 2022, the University is working to maintain its upward trajectory. The Working Group's recommendation is to undertake 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.

## 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 nominations 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 must 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. This is compounded by the dynamic of some faculty members tending to hold back and undersell themselves in relation to opportunities for career and research advancement. To this end, a challenge is assuring that leadership proactively and equitably assesses and distributes resources related to research support.

**Corresponding actions undertaken/to be undertaken to address the barriers:**

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	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 SIRC 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's 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 the relevant Faculty Dean, Associate Dean (Research), unit Chair and directly with the researcher. During the reporting period, Annual Reports for chairholders were paused. They were submitted in Oct 2023, and will be addressed in future EDI Progress Reports.	Completed
Corresponding action 2	N/A	Not yet started
Corresponding action 3	N/A	Not yet started
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

As noted above, we do not have access to data from existing chairholders' Annual Reports during the reporting period. However previous reviews have flagged variations based on a few characteristics, to which we continue to be attentive. 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.

**Outcomes and Impacts made during the reporting period:**

While, as indicated, we do not have access to data from existing chairholders' Annual Reports, issues raised are addressed as they arise. None arose in 2022. 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 their Faculty.

**Challenges encountered during the reporting period:**

There is considerable variation in what is offered to CRC chairholders by their Faculties or departments/home units 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.

**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 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 which provides cross-disciplinary mentorship for all pre-tenure 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 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, which might overlook or undervalue community-facing or land-based knowledge production and dissemination, and or that fails to account for the informal and often invisible service work that is undertaken by women and other FDG members.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Building on the creation of initial core positions in the Equity Team, in 2022, McGill created and filled the positions of: Senior Advisor Inclusive Excellence, Senior Advisor for Equity and Anti-Racism Teaching and Learning, Equity Education Advisor (Anti-Racism and Anti-Oppression Education), Administrative Coordinator for the Anti-Black Racism Action Plan, and Employment Equity Advisor. In addition, the ongoing implementation of the Action Plan to Address Anti-Black Racism (AP-ABR), ( <a href="https://www.mcgill.ca/provost/files/provost/action_plan_to_address_anti-black_racism.pdf">https://www.mcgill.ca/provost/files/provost/action_plan_to_address_anti-black_racism.pdf</a> ), has benefited from the role of Professor Terri Givens as the Provost's Academic Lead and Advisor (PALA) for AP-ABR, and the continuing work of the Working Group on the AP-ABR to oversee its implementation.	Completed
Corresponding action 2	Online modules for the whole McGill community: The development of an online learning program with an Anti-Racism focus for the entire McGill community was completed. The completion of "It Takes All of Us" online module to combat sexual violence by University population remains compulsory for all members of the McGill Community.	Completed
Corresponding action 3	During the reference period, the team had two fully operational innovative mentorship programs for pre-tenure and mid-career professors: the Provost's Faculty Mentorship Network (PFMN) and the Development Initiative for Academic Leadership (DIAL), and developed a third program, The First Manuscript Project. The PFMN offers mentorship opportunities to assistant professors to guide them through the beginning phases of their academic careers. The PFMN is open to all pre-tenure professors. More information about these programs is available in the sections reporting on EDI stipend below.	Completed
Corresponding action 4	N/A	Not yet started
Corresponding action 5	N/A	Not yet started
Corresponding action 6	N/A	Not yet started

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

The Equity Team undertook multiple initiatives to achieve the goal of increasing understanding of EDI and building a 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). During the reporting period, McGill developed the Anti-Racism online module, but paused plans until the new Principal joined the University on April 1, 2023, as it was important for him to have a chance to review and comment on the module prior to its launch. We look forward to sharing the module with the McGill community in early 2024. As of January 2023, completion rates for "It Takes All of Us", the McGill online module to combat sexual violence, were: 87.7% for students, 94.2% for tenure-track and tenured academic staff; 65.1% for Contract academic staff (not including clinical academic staff); and 79.5% for Administrative and Support Staff. The University continues to offer its PFMN program, with over 75 mentees having participated in the program. In the reporting period, the PFMN program had 31 mentors and 54 mentees actively involved. In 2022-23, the program was expanded by welcoming 12 new mentors and 24 new mentees. (Annual EDI Report 2023, p.17).

**Outcomes and Impacts made during the reporting period:**

Various EDI workshops were delivered across the McGill community, including those focused on anti-racism and addressing anti-Black racism. Sessions are designed and delivered to support academic and teaching staff in addressing how racism can impact learning spaces and the role educators can play to establish an anti-racist learning environment. They further demystify the concepts of racism and anti-racism and stress the key role of instructors in ensuring that McGill's learning environments are respectful and inclusive, especially when addressing sensitive or potentially divisive topics. While awaiting its roll-out, the content for the Anti-Racism online module has informed the development of different equity workshops that have been offered to the McGill community. The Provost's Faculty Mentoring Network has proven a resounding success, and has been especially effective at providing support and guidance to junior faculty from underrepresented groups. A survey at the end of the 2021-2022 academic year 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.

**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. While we are able to measure growth in terms of demographic representation, that growth occurs gradually given the typical length of a tenure-track academic career at McGill.

**Next Steps (indicate specific dates/timelines):**

McGill will continue to work on our existing programs including those targeted towards anti-racism education. We will also continue to provide online training on EDI related topics to McGill community. The 'It Takes All of Us' online module continues to be compulsory for all members of the McGill community. We expect that the Provost's Faculty Mentoring Network will continue contribute to long-term inclusive work environment for everyone, but especially for junior faculty from underrepresented groups, including T2 CRCs.

**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:**

41830

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

The funding requested was applied towards the salary of the new position of Senior Advisor, Inclusive Excellence, to support work in continuing to build and develop the Faculty Mentoring Network as well as the two other new programs.

**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	20915	in-kind

## PART B: Challenges and Opportunities

### Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. 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? (limit: 5100 characters):

We continue to face resistance to EDI as we work to illustrate how EDI and excellence are not at odds with each other but rather are mutually-nourishing objectives. We also must strive to continuously help members of our community reimagine what we mean by "excellence" in the realm of knowledge-production and knowledge-sharing, and how advancing EDI is a conduit to our larger institutional and indeed national goals of knowledge growth and social advancement. Further, we face challenges in increasing the willingness of members of our community who are persons with disabilities to disclose as such via reporting mechanisms, given the ongoing stress and concerns about stigma associated with such disclosures and anxieties about breaches in confidentiality in which this information is held. Last, there remains work to do to consider the responsibility of dominant group members in advancing EDI such that the commitments of instruments of the CRCP EDI Action Plan do not continue to fall solely on the shoulders of equity-seeking group members. Impact of Covid-19 pandemic: The pandemic had a significant impact on research and teaching for faculty. While, during the reporting period, in-person research activities resumed gradually, the ongoing impact of earlier decelerations in research activities continued to yield an impact. McGill addressed these challenges for all faculty in promotion and tenure processes by allowing colleagues to include a one-page statement detailing the impact of the pandemic on their activities and ability to carry out their academic work. In February 2022, an updated document titled "Guidelines for Assessing COVID-19's Impact on the Assessment of Academic Performance" ([https://www.mcgill.ca/apo/files/apo/revise\\_d\\_february\\_2022\\_-\\_micro\\_task\\_force\\_report\\_-\\_covid\\_impacts\\_on\\_the\\_assessment\\_of\\_academic\\_performance.pdf](https://www.mcgill.ca/apo/files/apo/revise_d_february_2022_-_micro_task_force_report_-_covid_impacts_on_the_assessment_of_academic_performance.pdf)) was created as a companion document to the Report of the "Micro" Task Force to Address COVID-19's Impact on Assessments of Academic Performance. This document supports the ability of academic staff to communicate effectively, in contexts where their academic performance will be assessed, how COVID-19 may have affected their work and productivity. It also facilitates the equitable assessment of academic performance by those responsible for making determinations of merit, reappointment, tenure, and promotion of academic staff (e.g., the Provost, Deans, Chair/Directors, reappointment/tenure/promotion committees).

### Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

The EDI Action Plan for the CRCP presented an opportunity for McGill to establish its first EDI Strategic Plan – the first in the U15. The Strategic Plan sets measurable and specific performance indicators that ensures responsibility for EDI actions and commitments are pursued transversally, institution-wide. It is also McGill's platform for our other, more specific strategic equity-focused initiatives, notably the Action Plan to Address Anti-Black Racism. These instruments set targets and accountability measures across five core themes: student experience, research and knowledge, community outreach, workforce, and space. The Annual Reports on each of these Plans allow McGill to assess the progress of EDI actions and commitments on an ongoing basis. (See Part E for links to the most recent ones for this reporting period.) The development of hybrid work in 2021-2022 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 workshops were adapted and new ones created in online formats. Online platforms have allowed us to reach a wider audience of faculty and administrators who might not have been able to attend in person due to commuting and schedule constraints.

## PART C: 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.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

### 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. During the reporting period (April-December 2022), the EDI stipend was used to support the new position of Inclusive Academic Excellence – Strategist (IAES) to lead the design and delivery of initiatives focused on supporting career development and progression through the ranks, networking, community-building, research excellence, leadership, engagement, and inclusion among faculty of all ranks and disciplines. These measures are taken with the understanding that maintaining our ability to meet and surpass EDI targets for the CRCs requires ongoing attention to climate and to ensuring respectful and inclusive environments for research to ensure that we can retain our chairs and support their capacity for research excellence. These efforts will be universally designed with a view to ensuring strong outreach to and connection with faculty from underrepresented groups. This position ensures that as we recruit faculty from underrepresented groups, the campus culture expands capacity to welcome, support, sponsor, and mentor colleagues of diverse identities and of lived experiences. In other words, while progress is being made through our academic recruitment efforts to boost representation of faculty from equity-seeking/equity-deserving groups, we must at the same time turn our mind to institutional culture and institutional change to ensure that our efforts will be sustainable and that we retain and ensure the intellectual flourishing and wellness of our colleagues of all identities and lived experiences.

**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 the achievement of the following expected outcomes: a) A strategic expansion of the McGill Provost's Faculty Mentorship Network (PFMN) by increasing mentee and mentors numbers and networking opportunities and by developing a new mid-career mentorship network with a focus on research/scholarship and leadership development (see: <https://www.mcgill.ca/equity/mentorship>); b) Development of an EDI Leadership Council across McGill's Faculties; c) Development and delivery of workshops and coaching for academic leaders for navigating and understanding difficult questions on EDI including those where academic freedom and EDI principles seem to conflict; c) Development and launch of a "Faculty Highlights Series", which features conversations, lectures, and performances that showcase the research, expertise, and talent of faculty members across the University, with a particular focus on foregrounding the excellence and achievements of faculty from underrepresented groups.

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

With the support of this funding, McGill created a new mentorship initiative for mid-career academics (PFMN is focused on early career). The DIAL initiative offers leadership development opportunities to mid-career professors (each cohort is up to 20 people) who show an interest and promise in moving into senior administrative roles at the university. In both the PFMN and the DIAL programs, there was significant representation from members of non-dominant groups. The DIAL program was launched in September 2022, with 12 academics working in a cohort-based model with not only academic sessions, but also peer community time as well as individual mentorship with an Established Academic Leader (EAL). The success of the program will be assessed at the completion of its first year. Development of an EDI Leadership Council across McGill's Faculties: McGill established a formal network of academic leadership from across all Faculties (15 participants), officially called the Cross-Faculty Indigenous Initiatives, EDI and ABR Leadership Council. This Council meets regularly with a mandate to strengthen EDI work as a University community by: 1. Celebrating our progress 2. Identifying and addressing our challenges 3. Sharing meaningful EDI projects, resources and knowledge across Faculties 4. Reflecting "globally" to act "locally" 5. Staying accountable to each other and this work Between April 2022-December 2022, the Council met twice, looking at the way each Faculty is moving the Truth and Reconciliation Commission's objectives forward, as well as best practices on considering EDI through a strategic lens within academia. It continues to be a space of dissemination and collective sharing and learning, and an important hub of networked communication on how equity work is being experienced/can be imagined at the university. Development and delivery of workshops and coaching for academic leaders for navigating and understanding difficult questions on EDI, including addressing academic freedom in relation to EDI principles : Between April 2022-December 2022, over 10 academic leaders were coached in one-on-one sessions, regarding issues relating to EDI, with subject matters concerning: dealing with resistance to questions of equity within their Faculties, looking at governance structures and how they relate to / enable equity concerns, courageous leadership within cultures of avoidance, working on implementation of equity in concrete and meaningful ways. These academics received professional-level coaching internally, in a confidential and supportive space. This coaching is ongoing and offered to any and all leaders in need of this type of support, not only limited to those in the DIAL program. 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/academicleadership-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. Eight sessions were conducted within the reporting period in the Academic Leadership Forum covering the following topics: The Role of Academic Leaders in Supporting and Sponsoring Faculty from Underrepresented Groups, Indigenous Initiatives at McGill, Responding to Sexual Violence Disclosures and Reports: Our Responsibilities as Leaders, Academic Merit and Performance Evaluation, Academic Freedom, Academic Life, Campus COVID Planning, and New Models of Academic Program Delivery.

**Outline the total expenditures below:**

Total funds of EDI stipend spent on the objective:	41830
Institutional commitment (if applicable):	20915
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	20915	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:**

Salary: The stipend was used to support the position of Inclusive Academic Excellence – Strategist (IAES).

**Do you have other objectives to add?**

No

## PART C: Reporting on EDI Stipend objectives not accounted for in Part A

### 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 individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ 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. McGill leadership organizes and hosts a range of events for Black and Indigenous faculty centred on community-building and ensuring colleagues from these groups have a space to raise questions or concerns and articulate needs. Members of the Equity Team also meet regularly with students' societies that promote the interests of underrepresented groups. Examples include: Black Students' Network, McGill African Students' Society, Queer McGill, Hillel McGill, Muslim Students' Association. With a view to strengthening and expanding the African Studies Program at McGill, feedback was gathered from the African Studies Students' Association (ASSA) and the new leadership of McGill's African Studies Students Society (ASSA), as well as Professor Khalid Medani, Chair of the African Studies Program Committee. The expansion of this Program is enabled by the appointment of new scholars at McGill with expertise in the study of Africa and the African diaspora. This has also permitted growth in course offerings in the Program cross-listed across other units. The Program further convenes a popular speakers' series co-sponsored with various departments. Going forward, initiatives will be implemented to devise ways to expand African Studies at McGill and to continue boosting awareness about and interest in the program. To this end, the Program's website was redesigned to represent the vibrancy and richness of this Program and its contributions to academic life at McGill. The Anti-Black Racism Working Group was launched in the previous reporting year and commits to oversight of the implementation of the Action Plan. Working alongside the Charles Drew Fellow, Asia Blackman, McGill's ABR Working Group launched the inaugural Montreal Black Research Networking event in 2022, which united Black researchers, faculty, and graduate students from across the city. More than 75 participants attended. Due to the success of this initiative, it will be held once more in Fall 2023, centring the theme of Black Community Care. McGill's Visiting Fellows-in-Residence on Black Life and History Program was established in the reference year. Thanks to terrific collaborations with McGill academic colleagues, two outstanding scholars have accepted our invitation to join McGill as the inaugural Fellows. They will be welcomed in Winter 2024 within the Faculties of Education and of Medicine and Health Sciences and will carry out and share their scholarship through lectures and workshops. The First Manuscript Project is designed to support the scholarship of pre-tenured faculty researchers in 'book fields' who are in the final stages of manuscript production. As McGill marked its bicentenary, the McGill Third Century (M3C) Postdoctoral Research Fellowship was established in the reference year to highlight the University's commitment to shining a light on previously understudied but critical areas of research that advance social progress. The program seeks to promote emerging scholars from underrepresented groups. Three fellows were welcomed during the reference period: Dr. Jayne Malenfant (Integrated Studies in Education), Dr. Tanya Mathews, (School of Communication Sciences and Disorders), and Dr. Milka Nyariro (Sociology). In addition to other initiatives under the AP – ABR, previously mentioned here and under objective 6, in 2022, the Internal Internship Pilot Program (IIP) was initiated in response to the following action item in the Action Plan: "Work to increase the representation of, and career opportunities for, Black administrative and support staff." In its pilot iteration, eight Black staff were paired with six hosts, allowing staff members to shadow their host and gain unique professional opportunities. Participants deemed the pilot a success and the program has now become a permanent initiative entitled the Professional Exchange Program (PEP). We have increased the resources provided for the Office for Mediation and Reporting (OMR), 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 2022 through various events, initiatives and workshops. These include McGill's annual Queer History Month in October 2022, the annual Lavender Grad Celebration to celebrate the achievements of McGill's 2SLGBTQIA+ graduates, the OutLoud Research Symposium, Tea4T (an informal event series for trans, non-binary students, staff, faculty, and community members), and Return of the Rainbow (a queer homecoming for 2SLGBTQIA+ alumni and their allies). 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)

<https://www.mcgill.ca/equity/initiatives-workshops>

[https://www.mcgill.ca/senate/files/senate/d22-51\\_annual\\_report\\_against\\_sexual\\_violence.pdf](https://www.mcgill.ca/senate/files/senate/d22-51_annual_report_against_sexual_violence.pdf)

[https://www.mcgill.ca/secretariat/files/secretariat/policy\\_on\\_harassment\\_and\\_discrimination.pdf](https://www.mcgill.ca/secretariat/files/secretariat/policy_on_harassment_and_discrimination.pdf)

[https://www.mcgill.ca/equity/files/equity/20\\_gd22-37\\_edi\\_annual\\_report\\_cover\\_memo.pdf](https://www.mcgill.ca/equity/files/equity/20_gd22-37_edi_annual_report_cover_memo.pdf)

[https://www.mcgill.ca/senate/files/senate/d22-29\\_annual\\_report\\_on\\_the\\_action\\_plan\\_to\\_address\\_anti-black\\_racism.pdf](https://www.mcgill.ca/senate/files/senate/d22-29_annual_report_on_the_action_plan_to_address_anti-black_racism.pdf)

Workshops for faculty and research teams on topics related to EDI and research excellence are ongoing, including EDI in research and grant proposals, developing EDI plans for research teams. Descriptions are listed here: <https://www.mcgill.ca/equity/initiatives-workshops>. In 2022, equity team members conducted 15 online trainings/workshops relating to research equity for McGill faculty and researchers, which 435 people attended. Trainings were done across campus, which include those for the Principal and his leadership team, Deans and central offices, as well as faculty and staff on: equity and anti-racism; systemic discrimination, systemic racism and systemic barriers; and challenging EDI conversations. An online module on systemic racism was developed to build inclusive campus climate, discussed in Objective 6, and is part of a series of online educational initiatives open to the entire McGill community. Launched in Spring 2021, the Office of Mediation and Reporting (OMR) continues to raise awareness across our campus about expectations for a safe, respectful, and inclusive learning and work environment. The OMR receives and responds to formal reports of discrimination, harassment, and sexual violence against members of the University community. Fifteen new Reports under McGill's Policy Against Sexual Violence were initiated in the reference year. This is an increase from the last reference period (n=6). Fewer reports in the prior reference period may be due to pandemic conditions during the time which compelled predominantly remote work and learning conditions and fewer social gatherings. Twenty-four reports (11%) were filed under McGill's Policy on Harassment and Discrimination over the reference period, which is an increase from prior reference years (28 filed in 2020/2021, 13 in 2019/2020 and 17 in 2018/2019); a trend in increased outreach about the Policy is discernible. Twelve of the Reports filed during the reference period fell outside the scope of the Policy or were resolved through a channel outside of the Policy after a more effective resolution process was identified, in accordance with the Procedures that accompany the Policy. In some cases where the OMR believes that there is a chance to deal with an issue more effectively and appropriately outside of the Policy, it can make the recommendation of an alternate pathway to the reporter. If the latter agrees, alternate channels for dispute- or conflict-resolution outside of a formal report are explored, facilitated by the staff within the OMR. This approach can be very successful and lead to outcomes satisfactory to the parties. In Fall 2022, the Policy against Sexual Violence was amended to strengthen and clarify procedures and to specify that a survivor may access information about disciplinary outcomes with following investigations that have led to a finding of sexual violence, consistent with the Act to modernize legislative provisions as regards the protection of personal information, SQ 2021, c 25, amending Section 4 of the Act to prevent and fight sexual violence in higher education institutions, CQLR c P-22.1. While awareness-raising efforts are necessary year-round, McGill University has also ramped up its efforts to commemorate days and events that promote awareness and combat discrimination. These include the annual memorial ceremony for the victims of the 2017 attack at Le Centre culturel islamique de Québec, International Holocaust Remembrance Day, National Day for Truth and Reconciliation, International Day against Homophobia, Transphobia, Biphobia, and the International Day of Persons with Disabilities. They strengthen efforts to recognize historic wrongs and strive to do better at preventing all forms of equity-based violence and discrimination on our campuses and beyond. (EDI Annual Report 2023, p.17)

### Hyperlink 1:

<https://www.mcgill.ca/equity/initiatives-workshops>

### Hyperlink 2:

[https://www.mcgill.ca/senate/files/senate/d22-51\\_annual\\_report\\_against\\_sexual\\_violence.pdf](https://www.mcgill.ca/senate/files/senate/d22-51_annual_report_against_sexual_violence.pdf)

### Hyperlink 3:

[https://www.mcgill.ca/secretariat/files/secretariat/policy\\_on\\_harassment\\_and\\_discrimination.pdf](https://www.mcgill.ca/secretariat/files/secretariat/policy_on_harassment_and_discrimination.pdf)

### Hyperlink 4:

[https://www.mcgill.ca/equity/files/equity/20\\_gd22-37\\_edi\\_annual\\_report\\_cover\\_memo.pdf](https://www.mcgill.ca/equity/files/equity/20_gd22-37_edi_annual_report_cover_memo.pdf)

### Hyperlink 5:

[https://www.mcgill.ca/senate/files/senate/d22-29\\_annual\\_report\\_on\\_the\\_action\\_plan\\_to\\_address\\_anti-black\\_racism.pdf](https://www.mcgill.ca/senate/files/senate/d22-29_annual_report_on_the_action_plan_to_address_anti-black_racism.pdf)

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

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