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CRCP Institutional EDI Action Plan - Additional Key Objectives (if applicable) 

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 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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The link for the EDI progress report and EDI Stipend report:

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rugQefWPESU8%3D>

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:

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 underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities 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 current 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), Senior Employment Equity Advisor (SEEA) 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 Employment Equity Advisor fulfilled this role as a member of the SIRC, also participating in all SIRC meetings until November 2019, when the Senior Research Equity Advisor took over for the remainder of the reporting period.

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: 52 Total number of faculty who attended employment equity trainings: 500+ Total number of CRC equity trainings during reporting period: 6 Total number of faculty who attended CRC equity trainings: 9 100% 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 SEEA and 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. This employment equity practice helped McGill achieve institutional CRC equity targets as of last review in December 2019.

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 set for 2029, as per the new equity target setting process.

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 2019 and 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 cannot reserve a specific position for any one group. In 2020, McGill implemented a new HR platform called Workday that integrates the applicant equity survey and collects equity data for applicants and current employees. This allows 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. The platform 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. The University issued 13 targeted hiring licenses across Faculties related to Indigenous Studies and Education, and 18 tied to commitments made in McGill's Plan to Address Anti-Black Racism during the reporting period as part of a strategy to address the systemic underrepresentation of these two FDGs among McGill faculty. While not all the searches tied to Indigenous Studies have been completed, the number of Indigenous faculty has more than doubled from seven to fifteen over the two-year period; the hiring processes aimed to support the increase in representation for Black faculty began after the end of the reporting period.

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

According to the equity data collected in the 2019 and 2021 Biennial Employment Equity reports, there was a higher proportion of women (49%) hired among tenure-track professors in 2018-2019 than in previous years. This was sustained in the 2020-21 year. The proportion of racialized minorities hired on the tenure-track increased slightly from 32% in 2018-2019 to 37% in 2020-21. Representation of persons with disabilities and Indigenous faculty increased slightly; precise figures must be withheld for confidentiality purposes. This demonstrates the need to continue to focus on increasing the representation of these 2 FDG groups significantly.

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

We increased both the absolute numbers of faculty from all FDGs and their representation among the population of tenure-track and ranked academic staff. 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 representation of Indigenous faculty members.

Challenges encountered during the reporting period:

The pandemic slowed down faculty hiring across the University in 2020.

Next Steps (indicate specific dates/timelines):

We met CRC equity targets in the last review and are working to meet next ones in 2022 as part of the 2029 equity targets. Institutional targets to improve equity representations for FDGs among McGill faculty are 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). They 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 is working to meet external targets set by the Quebec Human Rights Commission (CDPDJ) for FDG representation among McGill employees based on labor market availability data, as indicated in its 2020 Triennial Report to the Quebec Human Rights Commission. The next report will be due 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 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 dedicated position of Accessibility Advisor 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 building range in their age and compliance to 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 individual'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 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 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. Initiatives include community-building for employees with disabilities through informal Tea Times, a digital Employee Resource Group, and regular speaker series on topics of disability/accessibility such as thriving in the workplace with ADHD. 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. Development and curation of disability-related resources at McGill (general resources, accessibility toolkit, and onboarding guide for new academics with disabilities, assistive technology (<https://www.mcgill.ca/equity/resources/disability/accessibility-home-during-covid-19>, <https://www.mcgill.ca/equity/article/microsofts-built-accessibility-tools-how-use-them>) Regular communications aimed at decreasing barriers and increasing satisfaction and retention of staff with disabilities have been developed and deployed, including: Webinar on Accessibility, COVID-19 and Returning to Campus; Accessibility Toolkit and Resources; Responding to Disclosures of Disability; Mental Health and Chronic Illness; IT accessibility resources Development of Employment Equity Community of Practice and trainings for HR advisors.

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

In the 2020 reference year, the Accessibility Advisor fielded 154 inquiries requesting support for an issue related to disability/accessibility, of which 44 were from academic staff. Total number of workshops and info sessions: 9 Total number of attendees: 100 Total number of page views of disability resources on McGill equity website: 2,102

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

The position of Accessibility Advisor was filled in January 2020. It is still too early to know what the impact of a dedicated Accessibility Advisor has been on the experiences of employees with disabilities at the University. However, now the data and interactions are being tracked. Other positive outcomes include revision of the University guidelines on Accommodations for employees with disabilities in May 2020. (<https://www.mcgill.ca/hr/benefits/disabilities>) The Central Accommodation Fund designed to streamline the process of accessing central funding for workplace accommodations was also launched in 2020. We have met CRC equity target for people with disabilities group as of review in December 2019, but plan to continue working to improve it for future targets.

Challenges encountered during the reporting period:

There are continuing challenges to reach all academic staff. Covid-19 interrupted opportunities for community building, requiring shift to virtual options. Remote teaching and working also required shift to consider accessibility in online environment and to create more online resources related to 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.

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:

In May 2019, the Provost and Vice-Principal (Academic) struck a Working Group on Salary Equity to examine the compensation of tenure-track and tenured academic staff across the University, with a view to identifying individual or systemic inequities. This approach is not limited to CRC chairholders but promotes equity for all tenure-track and tenured academic staff. It has a dual benefit of fostering equity between CRC holders and non-CRC holders as well as improving the reliability of our analyses by taking into account the full population. The Working Group presented its final report in February 2020. Deans and Chairs work proactively to mentor and encourage women Associate Professors to apply for promotion in a timely manner. The University provides 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 is collected and analyzed for Biennial Employment Equity report presented to the Senate in May 2019 and May 2021.

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

Time to promotion: As of Sept 2019, the University surpassed a target of 25 percent women among all Full Professors. The review by the Working Group on Academic Salary Equity 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:

The Working Group report found that although there were no systemic salary inequities among tenure-track and tenured academic staff, with the exception of gender-based salary differences above the 95th percentile of the earnings distribution, the University can take measures to try to mitigate the impact of some variables that can exert an inequitable impact on women's salaries. For example, it recommended that Provost's Office continue to remain supportive of opportunities for senior appointments, when they present themselves, that could enhance diversity among Full Professors. Hiring licenses could be planned for and issued on a case-by-case basis in instances where a Faculty encounters an outstanding prospective candidate for Full Professor. This would stand to boost women's representation among the highest earners and could enhance the presence of senior colleagues from other underrepresented groups.

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):

The University is working to maintain its upward trajectory in order to surpass 25% target by 2022 for percentage of women among Full Professors, as set out in the EDI Strategic Plan 2020-2025. Working Group 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.

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 is threatened or 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 shall review 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, a review of Annual Reports is done to address any issues identified and Deans and Associate Deans (Research) will be asked to report annually to the Office of the Provost on resources granted to CRCs across the University. Where issues or concerns are raised, addressed by Associate Provost (Equity and Academic Policies) with Faculty Dean, Associate Dean (Research), unit Chair and directly with the researcher.

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

In 2019, a review of existing chairholders' annual reports found variations based on a few characteristics. 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 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 and existing chairholder reports. Any issues raised are addressed as they arise.

Challenges encountered during the reporting period:

There is a lot of 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 and existing 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) 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 are able 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 positions by hiring new staff to strengthen EDI practices at McGill in specific areas, including employment equity, research equity, accessibility and equity and anti-racism education and training; 2) the development of online learning modules for entire McGill University.

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 affect a chairholder's ability to recruit top graduate students, 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 some initial core positions (Senior Equity and Inclusion Advisor, Senior Employment Equity Advisor) in the equity team, expanding to hire more staff in 2019 and 2020 focused on employment equity, equity and anti-racism education and training, research equity, and accessibility. Enhanced training on inclusive and psychologically safe workplace climate given to all academic leaders and through Organizational Development. Equity and anti-racism education focus: The development of online learning program for entire McGill community, in addition to in-person training and equity education sessions. We expect this training to contribute to increased understanding of EDI that stands to benefit our research community in clear and significant ways, notably through awareness of what we can and should expect in terms of a safe, inclusive, respectful and equitable climate for research and learning. The first such training program, It Takes All of Us, addresses sexual violence and consent, and is mandatory for all members of the University community. The EDI stipend is used towards development of a second online module on systemic racism. It will include the following topics: (a) understanding and addressing systemic 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.

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

The creation of new staff positions to bolster the equity team with 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). As of December 2020, completion rates for It Takes All of Us training module: Academic staff: 59% Students: 91%. Data for non-academic staff was added in 2021, after the end of the reporting period.

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

As noted above, the development of the institutional McGill EDI Strategic Plan in 2019 and 2020 reflects the University's commitment to incorporating EDI into all aspects of University life, which is integral for creating a diverse, inclusive work environment. In addition to the expansion of the equity team and the development of online modules, the University also developed the Provost's Faculty Mentoring Network in 2019 and 2020. It reflects a recommendation from 2016 Report of the Working Group on Systemic Discrimination to create a central mentoring program for tenure-track faculty. This was also taken up in the EDI Strategic Plan 2020-2025, to create a mentorship network for junior professors. While it was developed during the reporting period, the launch of this Network will take place in 2021.

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 initiatives that include education, training, and accountability measures set out in the EDI Strategic 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, although in 2021, we are conducting a faculty climate study that will be helpful for us and we look carefully at the annual reports of all of our CRCs relating their experiences.

Next Steps (indicate specific dates/timelines):

The pandemic delayed start on the online module on systemic racism, but we expect work to be completed by September 30 with rollout planned in fall 2021. There will be a feedback mechanism to incorporate reactions to the learning module and to improve it for the future. The Provost's Faculty Mentoring Network was developed during the reporting period (in 2019-2020) and will be launched in May 2021.

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:

5194

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

Development of online module on systemic racism. The remainder of funds are expected to be spent by September 30, 2021. Since the module is not yet complete, it is too soon to tell what is the impact of it for 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, which is reflected in CRC annual reports by chairholders. 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. It is too soon to see the impact of this, but we expect that most faculty will take this up, and that the effects of the pandemic on research will continue for the next few years. 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. The shift to remote work 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 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. Despite the hiring freeze for new faculty put in place as a result of the pandemic, we were able to move ahead on the issuing of hiring licenses for Black faculty in 2020, with the hiring process starting in 2021. The creation of the Action Plan on Anti-Black Racism in 2020 also reflects the sustained institutional commitment to address the underrepresentation of Black staff and faculty, which was identified as part of the systemic underrepresentation of racialized minorities in general.

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 will be used to develop an online training module on systemic racism. It will allow McGill to bolster the EDI training that it currently delivers through in-person facilitated sessions led by a team of EDI experts, which address the impacts of discrimination and oppression on diverse underrepresented groups. It will be rolled out to all members of the University community: students, faculty and administrative and support staff. The module will focus on the following elements to 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 by September 30, 2021 with rollout in the fall semester, 2021.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	5194
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	cash
2	0	0

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 is used for costs for salaries, IT development and translation. We have spent a portion of the stipend on salaries and expect to spend the remainder of funds by September 30, 2021. As noted above, the impact of it is too soon to tell, as we are still in the process of creating the online module.

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 2020, the Principal and Provost meet regularly with the Black Faculty Caucus. 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. Policy revisions for the Policy on Harassment and Discrimination Prohibited by Law were developed through a broad and extensive consultation process led by a Working Group whose composition is set by the Policy, which represents all faculty/staff associations and unions and student associations. The Working Group met biweekly from June to August 2020. 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. As part of the development of the Action Plan on Anti-Black Racism, there was broad consultative work done with Black students, Faculty and staff. The consultation process for the EDI Strategic Plan in 2019-2020 engaged with the McGill community, including members of the senior administration, Faculty Deans, student organizations and clubs whose services and activities focus on underrepresented groups, student equity commissioners, staff associations and unions, student associations, the Joint Board-Senate Committee on Equity (JBSCCE) and all 6 JBSCCE subcommittees (Women, Family Care, Racialized and Ethnic Persons, Queer People, Persons with Disabilities, and First Peoples), McGill Alumni Association Board of Directors and the McGill community at large through an online consultation.

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 possible. 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 EDI Strategic Plan https://www.mcgill.ca/equity/files/equity/mcgill_strategic_edi_plan_2020-20251.pdf 2) the development of the Provost's Faculty Mentorship Network <https://www.mcgill.ca/equity/mentorship> 3) The Senior Research Equity Advisor and Research Equity Advisor both started in their respective positions at the end of 2019. They developed training and workshops for faculty on topics related to EDI and research excellence, including EDI in research and grant proposals, Applying an EDI lens to research teams and Mentoring relationships with an equity lens. Descriptions are listed here: <https://www.mcgill.ca/equity/initiatives-education/equity-education/workshops-faculty> In 2020, they conducted 10 online trainings/workshops for McGill faculty and researchers, which 188 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 5) development of online modules to build inclusive campus climate. The first one was on sexual violence and harassment, titled It Takes All of Us. <https://www.mcgill.ca/sv-education/> The second one is on online racism and is in the process of being created. We expect these to be part of a series that will be 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.'

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