

CANADA RESEARCH
CHAIRS - EDI ACTION
PLAN 2019

McGill University

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INTRODUCTION

As expressed in its [Statement of Mission and Principles](#), McGill University embraces equity and inclusion. Our University is firmly committed to these values in carrying out all aspects of its academic mission. McGill is globally known as an institution of teaching and research excellence and understands equity, diversity and inclusion (EDI) and academic excellence as symbiotic aspirations that nourish one another. Specifically, by creating an equitable and inclusive climate for outstanding scholars and students of a range of diverse identities, experiences, and ideologies to coexist and collaborate, we establish the best possible conditions for excellence and achievement in the realms of discovery, innovation, imagination, and knowledge advancement and translation.

Equity work at McGill focuses on:

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

Recruitment and retention → through strategies that seek to widen diversity within our student body, our faculty, as well as administrative and support staff while also ensuring a positive and respectful campus climate that fosters meaningful inclusion and participation by all members of our campus community. This includes efforts to build the capacities and support the advancement and promotion of members of our workforce through fostering career development opportunities, and mentorship, career support, and coaching networks.

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

Over the past two years, McGill has worked to identify the most effective mechanisms for extending its EDI commitments and goals to its engagement with the Canada Research Chairs (CRC) program. Heeding the [Tri-agency Institutional Programs Secretariat \(TIPS\)'s call](#) to ensure that EDI is foregrounded in postsecondary institutional strategies for research, this Action Plan has been developed to establish and communicate McGill's goals and commitment to EDI in connection with the CRC and in the pursuit of its far-reaching academic mission.

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

- Part 1. EDI Objectives and Measurement Strategies
- Part 2. The Management of CRC Allocations
- Part 3. EDI Data Collection, Analysis, and Use
- Part 4. Ensuring a Healthy EDI Culture with a View to Retention, Success, and Inclusion

Although this Plan addresses efforts to promote EDI in connection with the four federally-designated groups (FDGs) recognized under federal Employment Equity law (women, Indigenous persons, persons with disabilities, racialized persons), McGill's Employment Equity Policy further recognizes ethnic minority persons (that is, persons whose first language is neither French nor English and who still speak or understand

this language, and who do not self-identify as a racialized person) and members of the LGBTQ2SIA+ community as designated groups. Recent initiatives also have identified gaps and sought to address the needs of our religious minority and first-generation students. Finally, given its character as a highly international, research-intensive university, McGill is committed to demonstrating openness to community members of diverse national origins who hold a plurality of ideological perspectives and viewpoints.

McGill's Associate Provost (Equity & Academic Policies) and Senior Employment Equity Advisor, both of whom self-identify as members of equity-seeking groups, principally developed this EDI Action Plan.

Once drafted, this Plan was shared for consultation and feedback with the following members of the McGill community:

- Senior leadership team (i.e. McGill's Principal and Vice-Chancellor, the Provost & Vice-Principal Academic, all Vice-Principals, General Counsel, Chief of Staff and the Secretary-General)
- Faculty Deans
- The equity team within the Office of the Provost & Vice-Principal (Academic)
- The executive team within the Vice-Principal (Research & Innovation)
- McGill Association of University Teachers (MAUT) Executive
- Joint Board-Senate Committee on Equity
- Current CRC chairholders

PART 1: EDI OBJECTIVES AND MEASUREMENT STRATEGIES

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

1) A Robust Commitment through Senior Leadership and Institutional Policies

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

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

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

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

equity groups [racialized persons, Indigenous persons, persons with disabilities] to 20% [from the current 12%].¹

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

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

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

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

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

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

¹ Note that both these commitments have been achieved in 2019.

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

McGill’s employment equity data is evaluated with reference to the labour market availability as established by the *Commission des droits de la personne and the Commission de protection des droits de la jeunesse* (CDPDJ). Our CRC equity data is compared to the targets established by the TIPS, while the representation of designated groups among McGill internal research award recipients is compared to their representation within the eligible population (notably, the breakdown of designated groups at the assistant, associate, and full professor ranks).

McGill ensures that all applications for tenure-track positions at McGill, as well as all nominations for awards (both CRCs and internal awards) proceed via open and transparent processes that allow individuals to identify and pursue opportunities in an equitable fashion.² Notably all applicants must compete for openly posted awards at the Faculty and University/central levels. All selection committee members (at all levels) are equity-trained.

With specific reference to the CRC Program, as of June 2019, the University will appoint a “Provost’s delegate” to all academic searches with associated CRCs as well as all searches linked to our Indigenous cluster hire (see discussion below). The Provost’s delegate will support proactive recruitment efforts to ensure a diverse candidate pool and will ensure adherence to equitable principles, including those pertaining to “equivalency class” (described below, in Part 1, B.1), throughout the search. The Provost’s delegate will be a member of the Provost’s office or a member of academic staff who has received training in employment equity and on the principles and commitments that resulted from the [Final Report of the Provost’s Task Force on Indigenous Studies and Indigenous Education](#).

At the end of each search, the Provost’s delegate reports to the Provost to confirm that equity measures were implemented and followed. That delegate may identify any problems arising within the search, from an EDI perspective. Shortcomings may bar an appointment. Additionally, for any CRC nomination that is not linked to recruitment (i.e., internal CRC nominations), the Faculty Dean must report to the PVPA about steps taken to solicit nominations from underrepresented group members and justifications for the nominee put forward relative to all other candidates considered.

All of the foregoing seek to signal McGill’s awareness of the crucial need for leadership to engage in EDI measures if these are to take hold at the ground level, and to ensure that those in leadership positions are held accountable for the application of EDI principles and the delivery of enhanced EDI outcomes for McGill’s CRC chairholders and more broadly for our entire University community.

2) Strategic Initiatives Related to CRC FDG Recruitment and Retention

McGill is currently meeting or surpassing its CRC targets for women, racialized people/visible minorities, and Indigenous persons but our most recent data suggest that persons with disabilities may still be underrepresented (see Table 1 below). We are taking immediate action to address the gap shown for persons

² An exception exists in the context of opportunistic hiring. Such occurrences are rare and focus on the recruitment of spouses, who exhibit academic excellence, of faculty members (of all genders) newly recruited to McGill.

with disabilities. At the same time, we recognize that our strategic initiatives must focus on all four FDGs in order to continue to meet, and surpass, these important goals.

| Designated Group | Number | Percent | Target | Gap | Gap (# of Chairs) |
|-------------------------------|--------|---------|--------|--------|-------------------|
| Women | 60 | 34% | 32% | No Gap | No Gap |
| Racialized/Visible Minorities | 34 | 20% | 15% | No Gap | No Gap |
| Persons with Disabilities | 5 | 3% | 4% | 0.9% | 1 |
| Indigenous Persons | * | 1% | 1% | No Gap | No Gap |

Figure 1: McGill’s Canada Research Chairs and FDG Representation and Gaps as of Sept 2019

* Cells with fewer than five responses cannot be reported.

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

The data shown above do not include all of the many new CRC nominations (30+) for exceptional scholars that we have submitted in Spring of 2019, over half of whom self-identify as members of FDGs. Others self-identify as members of protected groups not recognized by the TIPS as a FDG. We will therefore continue to meet and surpass our targets in most if not all areas. Persons with disabilities remain the group of greatest concern in terms of underrepresentation. We may have already reached our target for this group. Confirmation on this point will be possible when the CRC Program completes its self-identification survey.

Because “persons with disability” is broadly defined within the federal human rights framework, we believe that we have met our target for this group by this point. However, we will be able to confirm this only after the TIPS collects chairholder data.

Finally, we are cognizant of the particular vulnerabilities and barriers encountered by researchers who self-identify as members of more than one underrepresented group, understanding through the lens of intersectional theory how systemic barriers to equity and inclusion in research and other institutional settings are overlapping and intensified for members who belong to multiple underrepresented groups. The concept of intersectionality has been included in our various EDI training modules for several years. We are committed to being mindful of these realities as we examine our quantitative and qualitative data pertaining to our chairholder community and to our entire workforce at McGill. At the same time, we recognize that there is a real risk that institutions may simplistically attempt to “hit targets” by nominating CRCs who are members of more than one designated group. McGill undertakes to work with vigilance with a view to avoiding that pitfall. The University seeks to ensure the academic success of all its researchers, and to nominate to the CRC program, scholars deemed outstanding based on a broad, progressive, and inclusive understanding of research excellence, following an open and transparent process that proactively ensures a diverse and excellent pool of candidates.

Strategic Initiatives tailored by Federally Designated Groups:

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

- Education designed to increase general knowledge and awareness about ableism and disability rights, foster disability pride, and lessen stigma and fear around self-identification in this group (e.g., annual Rathlyn Lecture, annual Mental Illness Awareness Week).

- Development and dissemination of communications material on the definition of “persons with disabilities,” in order to help dispel common misconceptions that might contribute to underreporting of group membership and to reduce the stigma that persists vis-à-vis disability and that often causes reticence about the disclosing and seeking accommodations.
- Increased awareness and celebration of disability studies scholarship.
- Clear communications about McGill’s commitments and duties with respect to maintaining confidentiality of reported information regarding membership in any equity group.
- Working with Chairs and Deans to support their efforts to reach out, with discretion and sensitivity, to colleagues with known disabilities who are outstanding researchers to encourage them to accept nomination for recognition and awards, including CRCs.
- Nearly-quadrupled budget in 2018-2019 for the Universal Access Capital Projects Working Group, to finance capital projects that enhance physical accessibility to campus buildings and properties, resulting in major accessibility projects underway across our campuses.
- Prominent and clear display, on McGill’s CRC webpage, of process and policy related to accommodation of CRC candidates and chairholders with disabilities, including support for faculty who require supports to conduct their research or engage in research-dissemination activities (e.g., travel to/attendance at research sites, conferences, and symposia; provision of sign-language interpretation at organized conferences and events).
- In 2020 the Provost’s Office will oversee a review (through online anonymous surveys of community members, consultation with Human Resources, and the organization of focus groups) of the following issues: (1) how researchers at McGill who may experience various forms of disability may encounter barriers to accessibility, (2) the factors that would improve accessibility and thereby boost our commitment to inclusivity, and (3) the resources that are already in place for such resources, that might be more effectively communicated and understood across the University community. The Provost’s office will issue a report setting out findings and recommendations to boost campus accessibility. This report will be made public on McGill’s website.
- McGill will enhance its capacity to recruit and promote the success of faculty with disabilities by hiring two additional resource persons. A first will be appointed to develop guidelines and serve as resource person and advisor to researchers who identify as persons with disabilities. A second will be responsible for finalizing the development and maintenance of an online interactive campus map of our University. This crowdsourced map, which will invite contributions from members of, and visitors to, the McGill community, will allow individuals to signal their accessibility needs, and yield information about points and pathways throughout our campuses that are fully accessible, partially accessible/accessible with supports, or inaccessible. The information will relate to potential physical accessibility features (e.g., pavement, slope gradient, automated doorways, ramps) or social (e.g., gender-inclusive facilities, nursing and changing areas). Our plan is to have the interactive accessibility map online by 2021-22.

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

Initiate a cluster hire led by the Provost and Vice-Principal (Academic) that seeks, over the next three years, to hire 10 new faculty members in the tenure stream who have lived experience and expertise in Indigenous knowledges, epistemologies, methodologies, histories, traditions, languages, or systems of laws and governance...The Task

Force further urges the allocation, within this cluster hire, of three Canada Research Chairs (CRCs) in the areas of Indigenous Sustainability Sciences, Indigenous Health Sciences and Indigenous Humanities.

Since 2017, McGill has issued provostial licenses for tenure track positions related to Indigenous Studies, including six for the 2018-2019 Academic Year. Over the last two years, Indigenous colleagues have been hired in the following disciplines: Human Nutrition, Education, Law, Biology, Anthropology, History, Continuing Studies, Art History and Communication Studies. In the current year, Indigenous studies positions are open in the fields of Political Science and Governance, Health, Law, Nutrition, Nursing, Education, and Linguistics.

These recruitment initiatives are coupled with strong efforts to support Indigenous academic staff once appointed at McGill, so they feel welcomed in a respectful, inclusive environment where they can thrive and flourish. This includes efforts to build strong mentorship relationships for these professors and opportunities for them to converge and share insights and experiences. Simultaneously, McGill is working to build heightened awareness among non-Indigenous colleagues about the importance of valuing land-based and community-based research and pedagogy, particularly in connection with merit, tenure, and promotion. Moreover, we support junior Indigenous colleagues by explicitly recognizing as valued service the work they are disproportionately asked to do with respect to mentoring students and advising colleagues on issues related to Indigeneity. Supports for teaching (e.g. reduced teaching load, support for land-based pedagogies³) have been crafted to allow Indigenous faculty who seek to do land- and community-based teaching and research to balance this goal with their other academic responsibilities. Finally, additional resources have been deployed to support start-up research for junior Indigenous colleagues and to support teaching objectives that may require curriculum-delivery in and with Indigenous communities.

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

McGill analyzes and reports on Employment Equity data biennially to the University Senate, pursuant to a requirement of our [Employment Equity Policy](#). The [most recent report to Senate](#) was presented in May 2019. This analysis demonstrated progress in relation to enhancing the representation of racialized faculty, notably among our tenure-track professors (up from 16% of the entering tenure track cohort in 2016-2017 to 25% of the entering tenure-track cohort in 2018-2019). This being said, we continue to monitor representation of different racialized groups and will implement corrective measures to address systemic barriers both in connection with the CRC program as well as our faculty complement more broadly. The exact measures and their scope will be determined through detailed analyses of barriers and may include, for

³ An effective explanation of “land-based” teaching is offered by Hansen, who describes it as: “an Indigenous-based model of education that takes into account the needs, values, teachings, and cultures of Indigenous community members and nations.” At the same times, Hansen notes that this learning cannot occur only through published texts. Instead, it calls for creating opportunities for students to spend time in Indigenous communities, “with Elders, relatives, and knowledge keepers who can pass down knowledge and culture.” See John Hansen, “Cree Elders’ Perspectives on Land-Based Education: A Case Study” (2018) 28:1 Brock Education Journal 74.

example, targeted recruitment through professional networks and communications for members of underrepresented groups. Analyses will also consider the underrepresentation of racialized persons within senior academic and administrative leadership, and again corrective measures will be implemented where gaps are identified. This will include proactive searches and recruitment efforts for faculty and senior academic leadership who are members of underrepresented groups.

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

Our efforts in this realm show encouraging results:

- We have surpassed our targets for women CRCs.
- In 2018-19, McGill achieved gender parity for the first time in its tenure-stream recruitment: 50% of incoming professors were women in this period;
- 50% of the senior leadership (Principal, Vice-Principals, Associate Provosts, Deans) are women – this percentage is nearly double women’s representation among University senior leaders in 2017;
- Overall, 34% of our tenure-stream professors were women in 2019 compared to 30% in 2014; similarly, the proportion of women in tenure-stream professor appointments in STEM Faculties increased from 25% to 29% during that period.
- As noted above, McGill’s Strategic Academic Plan (SAP) articulated the following goal:
McGill aims to increase the proportion of women at the rank of full professor to 25% [from the current 20.5%] in five years. McGill met this objective in January 2019, well before the term date of the SAP (2022).

Mentorship for academic staff → Faculty mentorship is an ongoing priority at McGill. A 2017 survey of junior faculty, defined as those hired within the last four years at McGill, indicated that while most have either a formal or informal mentor, they would benefit from a range of mentorship figures to ensure their sense of belonging and their capacity for research success at McGill. McGill intends to develop a centralized mentorship program to support pre-tenure faculty by 2020-2021. This program will include a dedicated website, structured and regular workshops, and outreach and learning material. Mentors will be selected based on a diverse range of strengths that include both a record of academic and research achievement and a demonstrated commitment to EDI through past and ongoing engagement with EDI initiatives at or beyond McGill. Mentors will be trained on the importance of mentorship for faculty who are members of underrepresented groups, with a particular attention to intersectionality, and the disproportionate burden of informal service work – often invisible – that these faculty are often asked or expected to assume. Mentors will support junior faculty in varied facets of their academic work, including advising about how to put one’s best foot forward in contexts such as: seeking granting and award opportunities, reappointment, tenure, promotion, and supporting scholarship that may be perceived as non-traditional (e.g., land-based or community-engaged) so that it is duly celebrated and recognized.

As set out below, McGill diligently reviews the conditions of its chairholders to ensure equity once a CRC has been awarded (Part 1. B.2, and 5 – Objective #2).

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

McGill developed its S.M.A.R.T. Objectives following consultations with the community and an analysis of 1) existing barriers within the University's employment systems, 2) a comparative review of institutional support provided to our CRC holders, 3) an environmental scan to gauge the workplace environment for FDG members, and 4) identified unique challenges faced by McGill in meeting its targets and the measures adopted to mitigate them. We first describe our reviews then proceed to lay out our SMART Objectives.

1) Employee Systems Review

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

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

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

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

The 2017 provincial evaluation also found that McGill must do more work to support a culture change within institutional hiring processes, and to develop and disseminate tools to apply meaningfully preferential measures within equivalency classes on a habitual basis.

- **Objective:** Effective immediately, ensure search committees, including those involved in CRC processes, understand and apply the corrective measure of preference within equivalency classes properly and regularly.
- **Actions:** The Associate Provost (Equity and Academic Policies) and the Senior Employment Equity Advisor guide and support McGill search and nomination committees in understanding

and applying the corrective measure of preference within equivalency classes. Our mandatory training on equity in academic searches now includes a careful explanation of this measure.

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

A member of each academic search committee (Dean's representative and in some cases also the Provost's representative for CRC search committees) is responsible to ensure the application of the corrective measure of preference within equivalency classes. Within McGill's CRC Standing Internal Review Committee, which reviews all CRC nominations at the central University level, the Senior Employment Equity Advisor fulfills this role.

- Indicators: Training is modified and includes a mechanism for feedback and questions from participants; Information is clarified and disseminated via multiple means; Dean's representative and Senior Employment Equity Advisor report on whether employment equity guidelines were followed; gaps within faculty complement begin to close (as analyzed on a continuous basis and reported to Senate every two years; [most recent report in May 2019](#)); CRC EDI targets achieved.

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

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

McGill now compares applicant pool to relevant labour market availability and analyzes the success and rejection rate of applicants who are designated group members as compared to the rates of dominant group members; where differential application or nominating rates exist, McGill will take steps to identify and address inequities that are specific to the FDG, field of research, and to the barrier identified. As an example, we may craft position descriptions that clearly articulate that McGill will use an equivalency class approach to hiring and that the University will give preference to members of FDGs (or any FDG that is currently underrepresented) in a particular hiring or chair-nomination decision. In the case of CRC, the continued underrepresentation of persons with disabilities and the small number of Indigenous CRC chairholders has led to the inclusion of a preferential statement in our October 2019 Open Call for Nominations. We may not, pursuant to Quebec law, reserve a specific position for any one group.

The Provost's office will monitor corrective measures to ensure our intended effects are achieved. This includes annual analyses, in collaboration with local academic units and Faculties, to assess success and deepened representation. Where deficits persist, additional actions can be deployed. For example, provostial hiring licenses (that is, special permissions to hire)

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

- Indicators: Analyses are conducted and results shared with the University community biennially through the Employment Equity Report to Senate; CRC-specific results are also reported to TIPS; measures are developed to remove specific barriers as these are identified.

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

- Objective: Increase the representation of persons 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. Simultaneously enhance processes for accommodation and for improving universal design in multiple contexts.
- Actions: Develop accommodations statement with contact person to appear on all job postings, including CRC postings; enhance equity training related to accommodating applicants with disabilities to improve awareness of barriers and best practices for addressing them. Identify, clarify, and improve procedures/practices as necessary. Provide clear and comprehensive fact sheets to senior leaders and nomination/selection committees when we launch CRC Open Calls outlining the definition of "disability" and processes for protecting confidentiality.
- Indicators: Accommodation statement appears in all job postings; equity training on accommodations is further developed and integrated into existing offerings; policy and procedures around accommodation of applicants and employees with disabilities is clarified and communicated widely; McGill's representation of persons with disabilities within our employee groups improves and CRC target for persons with disability is achieved.

2) Comparative Review of Institutional Support

A comparative review of institutional support by designated group and field of research was performed to identify any gaps or shortcomings in support that affect FDG members. Because of the small number of CRCs involved, the complete institutional support packages (compensation, space, protected time for research) of CRC chairholders who identify as persons with disabilities and/or Indigenous persons were reviewed individually by the Associate Provost (Equity and Academic Policies) to ensure these were equitable in comparison to other faculty members in their respective Departments, taking factors like seniority and institutional needs/context into account. The analysis did not reveal discrepancies in support levels. Preventive measures are in place to ensure that faculty members identifying as Indigenous or persons with disabilities (notably see the pro-active review of institutional support at the end of this section) receive equitable levels of institutional support compared to other chairholders. The following sets out in detail the review performed for all chairholders.

Compensation analysis for all faculty members and CRC holders → Academic salaries are reviewed at least biennially at McGill from an equity perspective to ensure there is no systemic discrimination against women. Gender-based analyses are possible because we have complete information about this demographic group. Beginning this year, we are also examining salaries through the lens of other equity groups.

Gender-based analyses of academic salaries are presented biennially in [McGill's Senate in the Report on Employment Equity](#). A comprehensive review by McGill analysts in 2018 revealed that while overall men's salaries on average exceed those of women, this was because men outnumber women in the units of the University where salaries are the highest due to market-based forces (e.g., Finance, AI, Neuroscience).

A recent analysis of CRC chairholder compensation showed that the average salaries of chairholders, taking into account average years since PHD (seniority), council and tier level, were comparable in most categories. Four categories were identified for further reviews: CIHR Tier 1 for women, CIHR Tier 1 for racialized persons, NSERC Tier 1 for racialized persons, SSHRC Tier 2 for women and SSHRC Tier 2 for racialized persons. In these cases, a higher *average* salary was not explained by seniority. This allowed us to narrow our reviews and determine what could explain the differences. In line with the comprehensive review performed in 2018, part of the explanation is due to the unit/discipline of the chairholders (more men and persons who do not identify as racialized in units/fields where salaries are higher due to market forces) or rank (full professor versus associate professor).

Based on these analyses and review, we developed the following objectives and action plans:

- Objective: Equitable compensation for all McGill University professors.
- Actions: To address the market-based influences on women's salaries, deploy proactive recruitment strategies to attract diverse candidate pools to competitions for positions in areas characterized by higher compensation; 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.

Additionally, 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. The Working Group is further charged with making recommendations to address any inequities it observes, and with writing a report that will be made public and presented to Senate in early 2020. 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.

Going forward, as the Senior Employment Equity Advisor in the Provost's office collects more full-some and refined data that will ensure a strong representative sample, it will be possible to examine whether salary differentials may be correlated to other equity groups.

- Indicators: Results from the Working Group on Salary Equity will ensure equitable compensation, allowing any compensation inequities to be addressed. Overall average salary differentials will decrease.

Review of Faculty- and Department-level policies and approaches to institutional support → Space, teaching loads, administrative support and additional research funding (startup or otherwise) are allocated within units and Faculties. The Office of the Provost thus surveyed each of McGill's Faculties to inquire about their respective approaches to providing institutional support to chairholders by category of support. A review of the practices in each of McGill's ten Faculties revealed that:

- Almost all have implemented a standardized approach to providing academic stipends and research stipends from the CRC funds.
- Most Faculties also provide teaching release to all chairholders. Where a Faculty does not provide a teaching release by default (e.g. Faculty of Medicine), this usually results from a relatively lower teaching load in the unit concerned. Reducing teaching responsibilities is weighed against factors such as: teaching needs within the units and the importance of building a solid teaching dossier for reappointment and tenure consideration (for Tier 2 chairholders).
- In all Faculties, space and additional research funds are allocated on the basis of needs and resources available.
- In three Faculties, mentorship and high-level support for chairholders, particularly Tier 2 chairholders, is provided by the Associate Dean of Research or another senior faculty member. Three Faculties have formal mentorship programs for all new recruits, whereas other Faculties provide mentorship informally or at the department-level.

The results of this analysis highlighted that the allocation of space is the least standardized element of support, and this is not surprising given the very different physical space needs different researchers will have. There is a strong sense that each chairholder is unique and needs to be provided with customized institutional support. While certain types of support tend to be provided more systematically (e.g., teaching release), other types are customized to fit researchers' needs as well as units' resources and needs. This approach, in our view, is the most appropriate but we recognize that it may run a risk of differential and unfair support. Therefore the following objectives and actions are identified as appropriate safeguards:

- Objective: All CRC chairholder receive strong institutional support with reference to their respective needs and context.
- Actions: For new nominations, plans for support are assessed by McGill's Standing Internal Review Committee (SIRC), which is chaired by the Associate Provost (Equity & Academic Policies) whose full membership is equity-trained and includes the Senior Employment Equity Advisor. In reviewing the level of support for chairholders, the internal review committee will ensure that all 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.

- Indicators: Institutional support packages for new nominations do not vary for FDG members compared to non-FDG members who are similarly situated and engage in research activities that require similar resources.

Review of CRC Chairholders Annual Reports → We conducted a review of all 2019 annual chairholder reports for issues raised on questions 10 and 11⁴ to address concerns as they arose, and with an equity lens to determine whether FDG members were more likely to express concerns than non-FDG members. Although chairholders answered Question 10 similarly regardless of whether they identified as racialized persons, women chairholders were less likely to indicate that they received protected time for research than men.⁵ Where discrepancies were observed, we reviewed the support accorded to the chairholder with the Faculty Dean and Chair. We found that some chairholders who did not receive protected time had opted not to buy themselves out of teaching release using research funding, whereas other colleagues might have done so. In some other cases, teaching release was deemed inadvisable for junior chairholders because of a need to ensure a solid teaching dossier at the point of reappointment and tenure consideration.

Additionally, our review showed that few chairholders reported issues in Question 11b, (12 out of 110 reports). Here again, women were more likely to report issues than men, but racialized persons were less likely to do so. The nature of the difficulties reported ranged widely (e.g., renovations in the lab, lack of time, feeling overwhelmed with responsibilities or issues with students). In this case also, we have followed up with individual Faculty Associate Deans (Research) to put in place measures that will boost appropriate and equitable support for all chairholders.

- **Objective:** Chairholders do not experience significant difficulties, challenges and problems, if they do, they are supported by the institution to find solutions.
- **Action:** Invitation, via McGill CRC website, for chairholders to report issues as they arise; special care in reviewing all annual reports for potential issues by the Office of the Provost; where issues were/are identified, they are addressed by the Associate Provost (Equity and Academic Policies) with the Faculty Dean, Associate Dean (Research), and unit Chair or directly with the researchers.
- **Indicators:** Chairholders do not identify issues in their annual reports. FDG members are not more likely than others to report issues.

3) Environmental Scan

An environmental scan was conducted by the *Ad Hoc* Working Group on Systemic Discrimination (WGSD), which was formed by McGill's [Joint Board-Senate Committee on Equity](#) in 2014-15 at the request of the Provost. The mandate of the WGSD was to investigate whether systemic discrimination affects academic staff who were members of underrepresented groups through reappointment, tenure and promotion, as well as the work environment more generally, and to make recommendations based on the findings. The WGSD used research, surveys, and individual interviews with faculty members to gauge the health of the institution's workplace environment and its impact on the well-being and success of FDG members. The WGSD survey had 22.2% response rate. The [Report of the WGSD](#) was presented to Senate and made available to the McGill community in Fall 2016.

One concern raised in WGSD's Report pertained to workplace culture and norms, including reports from some women and racialized faculty of feeling undervalued, isolated, and demoralized. Another main theme

⁴ "10. Did you have protected time for research this year as part of your Canada Research Chair position?" and "11. b) Use this section to describe any factors that contributed to or caused difficulties in achieving your research objectives." "11. c) Use this section to describe any problems or challenges you have experienced with the Canada Research Chairs program."

⁵ Number of chairholders who are persons with disabilities and/or Indigenous persons is too small to say whether they were more or less likely to report issues but their reports are reviewed carefully and any issues are flagged.

was concern about the lack of faculty diversity, and a sense that hiring practices for tenure track positions lacked robust equity measures and were not transparent.

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

Corrective measures – implementing the recommendations of the WGSD Report and beyond

Objective: Ensuring a diverse and inclusive work environment for McGill’s FDG members.

Actions:

a) A core equity position (Senior Equity & Inclusion Advisor) was created in the Office of the Provost in summer 2016. The Senior Equity and Inclusion Advisor oversees and collaborates with McGill’s Equity Education Advisors to improve climate and culture via actions that include:

- o Supporting efforts to build and/or strengthen Departmental and Faculty-specific equity committees by providing information, training, advising, and facilitation in order to support productive engagement with culture change
- o Helping to build and strengthen connections and a sense of community between and among scholars from underrepresented groups at all ranks
- o Providing made-to-measure training at both the Departmental and Faculty level
- o Strengthening reporting structures related to harassment and discrimination prohibited by law

b) A second core equity position (Senior Employment Equity Advisor) was created in Summer 2017 in the Office of the Provost to address the concern articulated by the WGSD regarding faculty hiring processes. This position ensures institutional awareness and robust application of McGill’s *Employment Equity Policy*. This position has overseen the creation of additional equity procedures, oversight, and training requirements, notably in connection with academic hiring and promotion. Some of the key measures, which were first implemented in 2015-2016 and continue to be refined and enhanced annually, include:

- o mandatory training for recruitment committees and the Standing Internal Review Committee on equity and implicit bias;
- o shortlist verification with the Office of the Provost and Vice-Principal (Academic) before an offer for a tenure track position may be made, to ensure that the shortlist includes at least one member of an equity group;
- o mandatory inclusion of a Dean’s representative responsible for ensuring that the search adheres to the University’s employment equity policies and procedures.
- o Since its creation, this position serves as the Provost’s representative for Equity on the Standing Internal Review Committee (with voting privileges), which evaluates and selects nominations to the CRC and internal awards.

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

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

c) Additionally, the following actions specific to the CRC program have been implemented:

- As of September 2018, the Associate Provost (Equity & Academic Policies) oversees McGill's CRC process and ensures that equity is embedded in all levels of recruitment and nomination of the University's CRCs. The Associate Provost Chairs the Standing Internal Review Committee that evaluates and selects CRC nominations.
- McGill's Senior Employment Equity Advisor participates and votes at all meetings of the Standing Internal Review Committee.
- Annual EDI training, which includes implicit bias training, is delivered to all members of the Standing Internal Review Committee.
- Nomination to the Standing Internal Review Committee seeks to ensure equitable representation from diverse underrepresented groups.

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

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

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

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

f) For the Fall 2019 round, our CRC calls included the following EDI statement:

McGill University is committed to equity and diversity within its community and values academic rigour and excellence. We welcome and encourage applications from racialized persons/visible minorities, women, Indigenous persons, persons with disabilities, ethnic minorities, and persons of minority sexual orientations and gender identities, as well as from all qualified candidates with the skills and knowledge to engage productively with diverse communities. For the purpose of a nomination for a Canada Research Chair in the October 2019 round, preference will be given to qualified applicants who self-identify as a person with a disability or as an Indigenous person.

At McGill, research that reflects diverse intellectual traditions, methodologies, and modes of dissemination and translation is valued and encouraged. Candidates are invited to demonstrate their research impact both within and across academic disciplines and in other sectors, such as government, communities, or industry.

McGill further recognizes and considers fairly the impact of leaves (e.g., family care or health-related) that may contribute to career interruptions or slowdowns. Candidates are encouraged to signal any leave that affected productivity, may have had an effect on their career path. This information will be considered to ensure the equitable assessment of the candidate's record.

McGill implements an employment equity program and encourages members of designated equity groups to self-identify. It further seeks to ensure the equitable treatment and full inclusion of persons with disabilities by striving for the implementation of universal design principles transversally, across all facets of the University community, and through [accommodation policies and procedures](#). Persons with disabilities who anticipate needing accommodations for any part of the application process may contact, in confidence, this [email](#) or phone at 514-398-2477.

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

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L'Université McGill s'engage fermement à respecter les principes d'équité et de diversité au sein de sa communauté, tout en valorisant la rigueur et l'excellence académiques. Elle accueille favorablement les demandes d'emploi des personnes racisées et des minorités visibles, des femmes, des personnes autochtones, des personnes en situation de handicap, des minorités ethniques, des personnes de toute orientation sexuelle et identité de genre, ainsi que toute personne possédant les aptitudes et les connaissances nécessaires pour interagir au sein de groupes diversifiés. Aux fins de l'attribution d'une chaire de recherche du Canada dans le cadre du concours d'octobre 2019, la préférence sera accordée aux candidats qualifiés qui indiquent leur appartenance aux groupes de personnes autochtones ou en situation de handicap.

McGill valorise et encourage la recherche qui reflète des traditions intellectuelles, des méthodologies ainsi que des modes de dissémination et de traduction diversifiés. Les candidats sont invités à démontrer la portée de leur recherche, aussi bien au sein de leur champ universitaire que dans un contexte interdisciplinaire, notamment dans les secteurs gouvernemental, communautaire et industriel.

En outre, McGill reconnaît et prend équitablement en considération l'incidence des congés (p. ex., obligations familiales ou congés pour raisons de santé), qui peuvent entraîner des interruptions ou

des ralentissements de carrière. Les candidats sont encouragés à signaler tout congé ayant eu une incidence sur leur rendement et pouvant avoir modifié leur parcours de carrière. Ces renseignements seront pris en compte aux fins d'évaluation équitable de leur dossier.

L'Université McGill dispose d'un programme d'équité en matière d'emploi et invite les membres des groupes visés à indiquer leur appartenance à ces derniers dans leur dossier de candidature. Elle tient également à s'assurer que les personnes handicapées reçoivent un traitement équitable et puissent pleinement s'intégrer à la vie universitaire en ayant à cœur de mettre en œuvre les principes de conception universelle dans toutes les sphères d'activité de l'Université, conformément aux [politiques et procédures relatives aux aménagements](#). Les personnes en situation de handicap qui pourraient avoir besoin de certains aménagements pour soumettre leur candidature sont invitées à communiquer en toute confidentialité par [courriel](#) ou par téléphone, au 514 398-2477.

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

4) McGill's Unique Processes and Expected Challenges in meeting its objectives

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 the goal of representation. Where barriers are identified within particular units of the University, measures will be taken to dismantle these – for example, by seeking qualitative information from 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.

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

- The international makeup of our faculty calls upon McGill to ensure that our community is familiar with the histories and contemporary realities of Indigenous peoples and communities in Canada and of their relationship with, and underrepresentation within, postsecondary institutions. Ensuring due understanding of these factors is a challenge that McGill is facing head-on, primarily through the implementation of the [2017 Provost's Task Force on Indigenous Studies and Indigenous Education](#).
- McGill's physical infrastructure, while aesthetically unparalleled in many respects, often presents sizeable barriers for persons with physical disabilities. The University's two campuses are separated by roughly 35 km. Our downtown campus, which is on a significant slope on the crest of Mont-Royal, is comprised of buildings whose dates of construction vary with some classified as heritage properties that cannot be readily rendered universally accessible. McGill is committed to ensuring its campus is as accessible as possible. Examples of the varied, concrete ways in which we are working diligently to enhance campus accessibility are set out in Part 1, A.2 above.

5) Global CRC S.M.A.R.T. Objectives

In addition to the objectives and measures listed above, which directly follow from the four reviews we conducted (employment systems, comparative review, environmental scan, unique challenges), McGill has set two global specific, measurable, achievable/agreed-upon, realistic and time-measured (S.M.A.R.T.) EDI objectives in relation to the CRC Programs.

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

- Actions: Ongoing encouragement of individuals from FDGs to be nominated for CRCs. This will include ongoing information about the recognition of the impact of leaves on one's career, ensuring the equitable treatment of such situations, as well as awareness-raising about the definition of a "disability" and about the confidential manner in which personal information about disabilities is treated. We are hopeful that we have met all of our targets by this point in time and anticipate that the TIPS will circulate its most recent EDI survey to chairholders imminently so that we may confirm this.

Furthermore, with a view to making our best efforts to meet or surpass all FDG targets, our Fall 2019 call for CRC nominations includes an explicit mention of preference in the internal selection for candidates who self-identify as Indigenous and/or as persons with disabilities, since these are the two FDGs where we have yet to surpass our targets.

Additionally, we have communicated to all academic leaders, tenure and promotion committees, CRC internal review committees, and our entire research community a message about the meaning of "excellence" in research as constantly evolving. At McGill, we are committed to the most expansive and innovative forms of rigorous scholarship that pushes disciplinary norms and boundaries while advancing knowledge and understanding. McGill thus embraces research that draws on a wide range of methodologies, in partnership with academic, private, public, or community-based actors, and disseminated through traditional and non-traditional modes. This includes land-based research and research conducted with Indigenous communities that embraces [OCAP principles](#).

The diversity of contributions that the University recognizes as high-impact is set out in our document: [Examples of the Range of Research Accomplishments, Recognition and Impacts Valued at McGill](#). An expansive understanding of the research that is recognized, rewarded, celebrated and promoted at McGill will serve to telegraph openness and encouragement to a diverse community of researchers that excellent scholarship can take different shapes, and be conducted using different strategies with different actors. This messaging will further advance our efforts to promote EDI both in connection with the CRC Programs and more broadly, across all facets of the pursuit of our academic mission.

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

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

- Actions: As set out above, we will:
 - Review all individual annual reports submitted by chairholders to assess whether in these reports chairholders have flagged equity concerns and to discern the nature and level of support received;

- Review academic staff compensation on an annual basis to identify and address any inequities; this will include review of compensation for chairholders;
- Survey annually all Faculties to ascertain their criteria and process for allocating support to chairholders, namely: protected research time, lab space and equipment, administrative support, and start-up or additional research support; and
- Receive concerns about equity that may be flagged by chairholders to the Office of the Provost at any point in time.
- The Associate Provost is responsible for working with chairholders and academic units to identify and address inequities and barriers.

Having gathered this information, the equity team in the Provost's office will examine whether equity exists across-the-board. It will then disaggregate data by (a) FDG and (b) Tri-agency, to ascertain whether there are any inequities that affect particular FDGs within particular research domains. While in some cases the numbers will be small and generalized conclusions will be impossible, the goal is to illuminate anomalies arising from inequities or systemic barriers/conditions. Where any such anomalies are spotted, corrective measures will be taken for the chairholders concerned, in consultation and collaboration with the relevant academic unit.

- Indicators: Annual reports and surveys report positive and supportive research environment and conditions; all chairholders enjoy outstanding research success, including those who self-identify as members of FDGs.

Maintaining Public Accountability

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

PART 2: MANAGING CHAIR ALLOCATIONS

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

A. Nomination of New Chairholders and Process for Allocating Chairs

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

1. Any department that wishes to use a CRC as a measure to recruit a new faculty member must indicate the possibility of a CRC, including Tier level, in the position advertisement that must be openly posted on both the [McGill CRC opportunities webpage](#) and shared on the date of postings with the TIPS-CRC Programs. These postings all include the language set out in above announcing McGill concurrent commitment to excellence and equity in academic hiring.
2. Twice annually, in December and June, the Office of the Provost and Vice-Principal (Academic) (OPVPA) notifies the Faculties of the number of vacant chairs for which nominations may be submitted in the upcoming round. This announcement specifies the particular number of chairs in each of the three

broad research disciplines that are available, as well as whether the chairs are Tier 1 or Tier 2. An open call ensues.

3. Faculties are instructed to compose a committee with a diverse membership that has received equity training and that will be tasked to select their CRCs nominees. Committees at the Faculty level are directed to be mindful of and to apply equity principles as well as the [requirements for recruiting and nominating Canada Research Chairs](#) in selection processes.
4. Faculties select their nominees based on the basis of the following criteria:
 - o record of research dissemination and impact;
 - o record of HQP training;
 - o program of research; and
 - o integration/alignment with McGill's Strategic Research Plan
5. Faculties will be instructed to use the corrective measure, described above, of preference within equivalency classes, to encourage the nomination of excellent FGD members.
6. Faculties are also encouraged to consider the CFI John R. Evans Leaders Fund commitments and similar strategic research objectives in planning use of any CRC vacancies.
7. Faculty Deans submit their nominations for review and evaluation by McGill's Standing Internal Review Committee.
8. The Standing Internal Review Committee reviews applications and makes recommendations to the Provost & Vice-Principal (Academic) for final decision-making.
9. Nominations are submitted to the TIPS.

B. Peer Review Decision-Making: Standing Internal Review Committee for CRC Nominations

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

The Standing Internal Review Committee's composition includes: Associate Provost (Equity & Academic Policies) (Chair), the Senior Employment Equity Advisor, the Vice-Principal, Research and Innovation (VP-RI) or a delegate, and six tenured professors of the University chosen jointly by the Associate Provost and the Deans. This composition ensures appropriate representation of Faculties and academic disciplines.

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

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

As indicated, Standing Internal Review Committee members have received EDI training.

C. Corridor of Flexibility

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

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

D. Renewal Process

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

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

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

E. Advancement Criteria

There is no automatic advancement from a Tier 2 to a Tier 1 CRC. Tier 2 chairholders who have upheld research performance that led to their Tier 2 award, and who have shown that they have developed an international reputation (for example, by publications, involvement with international learned societies, presentations and conferences, demonstration of research impact in settings beyond the academy – e.g., communities, public policy, industry) may be considered for advancement to a Tier 1 CRC prior to the end of their Tier 2 chair term.

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

The Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor will assess annually the Tier 2 chairholders that have been put forward for advancement to ensure equitable representation of FDGs.

F. Phase-Out Criteria

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

G. Process to Determine Level of Support for Chairholders

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

Plans for support include:

- protected research time, while upholding our commitment to ensuring that our faculty members remain committed to undergraduate and graduate teaching and supervision;
- provision of space suitable to research needs;
- support for community-partnered and community-engaged research, particularly in the case of researchers whose scholarship is focused on Indigenous knowledges and experiences;
- mentoring, particularly for Tier 2 Chairs;
- additional research funds (e.g., through the Canada Foundation for Innovation); and
- regular compensation review to ensure equity.

The process to determine and review the level of support for chairholders is described in detail in Part 1, section B.2.

H. Safeguards to Protect FDG Members from Disadvantage in Negotiations over Level of Support

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

- protected research time;
- support for community-partnered and community-engaged research, particularly in the case of researchers whose scholarship is focused on Indigenous knowledges and experiences;
- mentoring, particularly for Tier 2 Chairs;
- additional research funds (e.g., through the Canada Foundation for Innovation); and
- regular compensation review to ensure equity.

Support plans are reviewed by the Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor to ensure that all chairholders have equitable support, as detailed in Part 1, Section B.2.

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

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

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

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

- Members of academic recruitment committees and the internal CRC review committee are trained on equity in relation to recruitment and nomination. In that context, participants learn about how to assess equitably candidates who have experienced career slowdowns or interruptions on account of leaves. Standing Internal Review Committees are trained to look at productivity and out-

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

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

J. Training and Development Activities Related to Unconscious Bias, Equity, Diversity and Inclusion

Faculty selection committees and Standing Internal Review Committee members (university level), including non-voting administrative ex-officio members, receive training on the importance of equity, diversity and inclusion, on the potential negative impact of unconscious bias on the career paths of individuals from underrepresented groups, and on how to ensure that career gaps due to family care or health-related leaves do not negatively impact applicant review. A further description of the training provided is found in Part 1, B.3.

PART 3: EDI DATA COLLECTION, ANALYSIS, AND USE

A. Processes and Strategies to Collect EDI Data

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

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

An ongoing communication strategy has been deployed to encourage an elevated response rate, as well as to engage the McGill community in discussions about the benefits and importance of EDI to McGill University's academic mission and research goals. The strategy features regular messages to the University community from the leadership team, a [new website](#) focused on employment equity, and the promotion of the survey via existing communications vehicles, including internal media and employee association listservs and social media sites. Our current response rate from tenure and tenure track faculty is 78% as of July 2019.

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

Pursuant to its [Employment Equity Policy](#), McGill reports on its employment equity data and progress biennially to its Senate. These reports are publicly available. McGill's [most recent Report on Employment Equity](#) was delivered in May 2019.

B. Improving Response Rates and Self-Identifications

We are committed to working continuously toward increasing our Employment Equity survey response rate. As our data set becomes more complete, our capacity for meaningful analysis and action will increase. A current objective is to deepen our intersectional analyses of our data, conducting evaluations using multiple axes followed by the design and implementation of appropriate interventions to address inequities. We also undertake to use disaggregated data to identify areas of marked underrepresentation and to address these through appropriate measures related to recruitment, retention, enhanced job satisfaction, and/or promotion. We know already, from preliminary analyses, that this work will focus on Black faculty and faculty with physical disabilities, with other groups to be identified over the coming months.

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

As part of an additional effort to encourage members of FDGs, in particular, persons with disabilities, to self-declare when nominated for a CRC, further information about what constitutes a disability and the confidential treatment of results of the applicant and employment equity surveys was distributed to our Faculties in the last two CRC Open Calls.

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

A. Providing a Supportive and Inclusive Workplace through:

1) Education and Awareness-Raising

McGill is carrying out ongoing work to build and maintain an environment marked by equity, respect, diversity and inclusion for all of its employees, including academic employees who hold CRCs. Equity work is overseen at McGill through a range of different offices that operate in close collaboration with one another. These roles are set out in Figure 2:

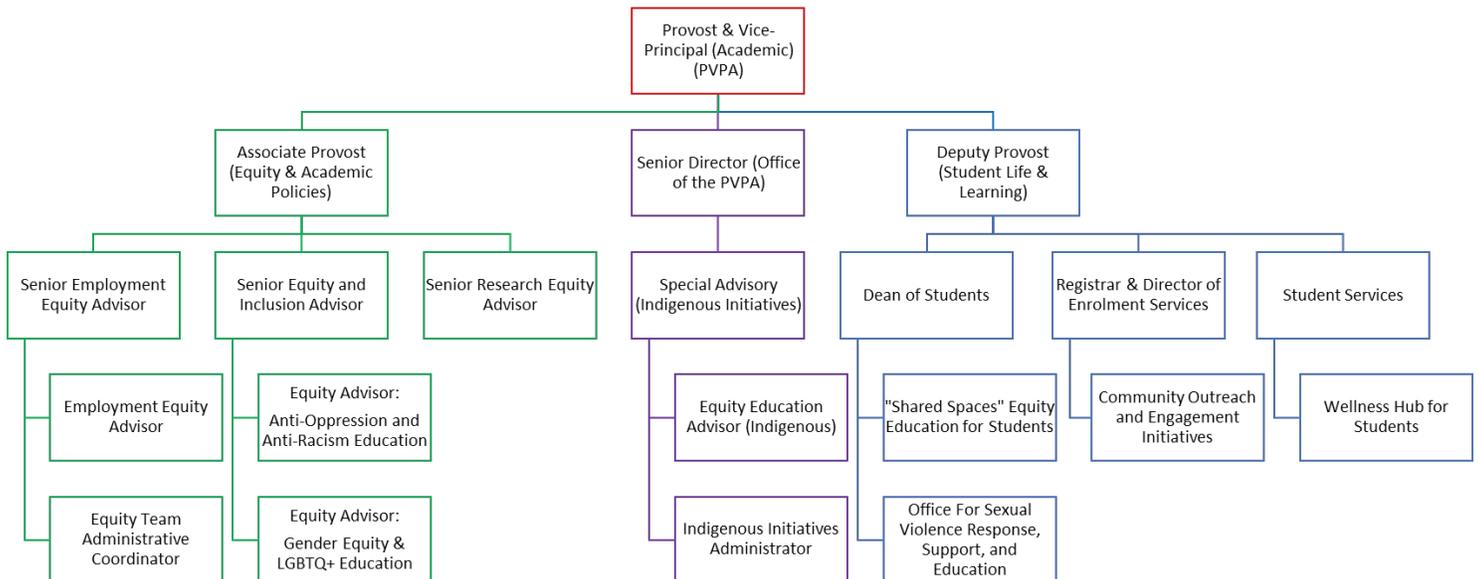


Figure 2

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

Senior Employment Equity Advisor:

- reports into the Office of the Provost and Vice-Principal (Academic);
- collaborates closely with McGill Human Resources;
- responsible for development of equitable recruitment, hiring and retention strategies across McGill campuses, including the development and delivery of implicit bias and equity training to all recruitment/hiring committees;

September 2019

- custodian of employment equity data at the institution, and charged with monitoring the University's progress in achieving equitable representation for designated groups recognized at McGill (which include FDGs);
- responsible for ensuring compliance with statutory requirements as regards to employment equity.

Senior Equity & Inclusion Advisor:

- oversees the operation of [McGill's Policy on Harassment and Discrimination Prohibited by Law](#) ("Harassment Policy");
- responsible for developing and delivering equity education across McGill campuses that seeks to:
 - foster a learning and working climate built on respect and inclusion;
 - raise awareness about the meaning of harassment and discrimination and the duties of campus stakeholders to understand and prevent these forms of misconduct;
 - promote an understanding of how direct, adverse effect and systemic discrimination differ and of their impacts at both the individual and institutional levels.
- provides consultations to University community members (students, faculty and staff) who seek information about, and/or wish to initiate a complaint under, the Harassment Policy.
- facilitates access to other campus offices that may provide support or initiate investigations (e.g., [Office for Sexual Violence Response, Support, and Education](#), [Special Investigator \(Sexual Violence\)](#), Campus Security, the Dean of Students or Faculty Dean).

Special Advisor to the Provost on Indigenous Strategies:

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

In addition, a new position has been created effective September 2019 – the [Senior Research Equity Advisor](#) – to train and support all researchers, research teams, and research award nomination and selection committee members on equity requirements and best practices, and to ensure adherence to equity commitments that the University has made in connection with research.

The overall administration of the CRC program is under the purview of the Associate Director (Policies and Faculty Engagement) who works within the Office of the Provost and collaborates closely with the Associate Provost (Equity and Academic Policies), and the Senior Employment Equity Advisor. The Associate Director is also equity-trained to ensure that an equity lens is applied throughout the CRC program at McGill.

2) [Recognizing McGill as a Diverse and Inclusive Community](#)

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

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

- Black History Month (February)
- National Indigenous Peoples Day (June)
- Tree-planting ceremony in honour of the victims of the 2017 *Centre culturel islamique* attack (June)

- Orientation and Welcome for First Generation Students and Faculty (August)
- Indigenous Awareness Weeks (September/October)
- Queer History Month (October)
- Mental Health Awareness Week (October)
- Black Grad (June)
- Lavender Grad (June)

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

- [Racialized and ethnic persons](#)
- Disability
- [Queer people](#)
- Indigenous Persons
- [Family Care](#)
- [Women](#)

3) EDI Engagement, Support, and Monitoring

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

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

In particular instances where gender-based salary anomalies are identified, the Associate Provost (Equity & Academic Policies) works with the Department Chair and Dean to correct and achieve equity. As mentioned (in Part 1, B.2), a Working Group on Salary Equity has been struck and mandated by the Provost to conduct a review of salary differentials along lines of gender as well as other prohibited grounds of discrimination and to analyze whether differentials are linked to inequities. Should inequities be identified, the Working Group is further mandated to propose corrective measures. The Working Groups will prepare a report that will be made public and presented to the University Senate in early 2020.

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

As signaled above, McGill commits to developing a central mentorship program housed within the Office of the Provost and Vice-Principal (Academic). We anticipate that members of equity groups will disproportionately benefit from mentorship initiatives.

With respect to chairholders specifically, we are planning to administer another instance of the AAUDE survey in the Fall 2019 to all ranked academic staff members, with targeted communications to chairholders to encourage a higher response rate among this population. This will elicit information about their experiences vis-à-vis inclusion and capacity to flourish as top-tier researchers at McGill. Where shortcomings are identified, steps will be taken with a view to respond as effectively as possible in view of institutional resources and capacities.

B. Procedures, Policies, and Supports to Retain Individuals from FDGs

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

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

Faculty with disabilities are supported through their home Departments and Faculties and through University Human Resources and the Office of the Provost. A [clear protocol](#) is in place for faculty members who require accommodations to carry out their academic duties. Additionally, through the recruitment and appointment of a new Equity Education Advisor in 2019-2020, who will focus on accessibility, we will explore strategies that are more proactive, seeking to identify and remove barriers *ex ante* rather than waiting for the staff member who is a person with a disability to take up the burden of seeking accommodation.

Faculty who have extenuating family care responsibilities are entitled to seek [reduced load appointments](#). We note that the Canada Research Chairs Program requires chairholders to remain employed **full time** for continued eligibility, which means that we cannot offer this accommodation to our chairholders.

All members of the University community (including faculty) have access to the services of the [Senior Equity & Inclusion Advisor](#) who oversees the [Policy on Harassment & Discrimination Prohibited by Law](#). They can seek her assistance in regard to information that may be needed to determine whether they wish to report an incident of harassment or discrimination.

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

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

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

C. Processes to Manage Equity-Related Complaints from Chairholders/Faculty

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

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

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

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

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

Mediation services at McGill are available and delivered by a qualified mediator whose role is to seek mediated resolutions to conflicts where the parties consent to informal dispute resolution.

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

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

Tynan Jarrett
Senior Employment Equity Advisor
tynan.jarrett@mcgill.ca
514.398.2477

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

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

Tynan Jarrett
Senior Employment Equity Advisor
tynan.jarrett@mcgill.ca
514.398.2477

E. Mechanism for Monitoring, Addressing and Reporting Concerns/Complaints

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

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

APPENDIX A: 2019 EQUITY MEMORANDUM FROM PROVOST & VICE-PRINCIPAL (ACADEMIC) TO DEANS AND CHAIRS



MEMORANDUM

OFFICE OF THE PROVOST AND VICE-PRINCIPAL (ACADEMIC)

James Administration Building, Room 504

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

| | |
|----------|--|
| TO: | ALL FACULTY DEANS |
| | cc: Angela Campbell, Associate Provost, Equity & Academic Policies Leigh Yetter, Senior Director, Strategy & Operations, Office of the PVPA Tynan Jarrett, Senior Employment Equity Advisor Michael Canavan, Associate Director, Academic Personnel Anne-Marie Durocher, Associate Director, Policies & Faculty Engagement |
| FROM: | Christopher P. Manfredi, Provost and VP (Academic) |
| DATE: | 12 August 2019 |
| SUBJECT: | Equity & inclusion in academic recruitment |

**** Please read carefully and share with your Chairs and Directors****

I write to remind you about procedures associated with our [Employment Equity Guidelines for Academic Recruitment](#), which will continue in 2019-2020.

Shortlist Composition and Verification

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

1. Search committees must ensure that **at least** one shortlisted candidate is a member of a designated equity group. This determination is made by consulting our Senior Employment Equity Advisor, Tynan Jarrett (tynan.jarrett@mcgill.ca).
2. As early as possible, search committee chairs will share their shortlists (by email: tynan.jarrett@mcgill.ca) confirming that these include at least one member of a designated equity

group.

3. We will review shortlists and confirm that these meet equity requirements within one business day.
4. The Dean's recommendation for a new appointment must be accompanied by both the [employment equity data report](#) and a copy of the correspondence described in #3 above.

Equity Training

All search committee chairs and members must participate in equity training and all faculty are encouraged to take part.

Each Faculty is asked host one of the sessions listed below marked by a "TBD" location. This will help ensure that training is conveniently offered across our campuses. It also demonstrates a shared institutional commitment to equity in academic recruitment. Please have your EA or Room Bookings Coordinator contact Tynan Jarrett (tynan.jarrett@mcgill.ca) to confirm which session will be held in your Faculty so that this information can be shared on our website.

Cross-campus sessions this year will take place:

| Date | Time | Location |
|-------------------------------|------------|--------------------------------|
| Thurs., Aug. 29 th | 10-12 noon | Downtown - TBD |
| Mon., Sept. 9 th | 2-4 p.m. | Mac Campus – MS Faculty Lounge |
| Wed., Sept. 11 th | 2-4 p.m. | Downtown - (MS – 74) |
| Fri., Oct. 4 th | 10-12 noon | Downtown - TBD |
| Thurs., Oct. 17 th | 2-4 p.m. | Downtown - TBD |
| Wed., Oct. 30 th | 10-12 noon | Mac Campus – MS Faculty Lounge |
| Tues., Nov. 19 th | 10-12 noon | Downtown - (MS – 74) |
| Tues., Dec. 10 th | 2-4 p.m. | Mac Campus |
| Thurs., Dec. 12 th | 10-12 noon | Downtown - TBD |
| Wed., Jan. 15 th | 10-12 noon | Downtown - (MS – 74) |
| Tues., Jan 28 th | 2-4 p.m. | Mac Campus – MS Faculty Lounge |
| Wed., Feb. 26 th | 10-12 noon | Downtown - TBD |
| Mon., Mar. 23 rd | 2-4 p.m. | Downtown - (MS – 74) |
| Wed., Apr. 15 th | 2-4pm | Downtown - TBD |
| Thurs., May 7 th | 10-12 noon | Mac Campus – MS Faculty Lounge |
| Thurs., May 21 st | 10-12 noon | Downtown - TBD |

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

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

Dean's Representative on Search Committees

Each search committee should include a Dean's representative charged with ensuring that the search adheres to the University's employment equity policies and procedures. Dean's representatives are encouraged to reach out to Angela Campbell and/or Tynan Jarrett with any questions arising during a recruitment process.

Thank you very much for your collaboration again this year on these important initiatives essential to our ongoing efforts related to equity and inclusion at McGill.

APPENDIX B – MCGILL EMPLOYMENT EQUITY SURVEY FORM

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

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

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

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

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

Thank you for your participation in this important exercise.

SECTION A

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

I do not wish to complete this survey.

SECTION B

1. Sex

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

Do you self-identify as a woman?

- Yes
- No

(See also Section 6ii, Gender Identity)

2. Indigenous Persons of North America

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

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

- Yes
- No

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

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

3. Disability and Impairment

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

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

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

Yes

No

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

Physical disability or impairment, such as:

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

Invisible disability or impairment, such as:

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

Ongoing medical condition

4. Racialized Persons/Visible Minorities

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

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

Yes

No

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

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

Arab

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

Chinese

Filipino

Korean

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

5. Ethnic Minorities/First Language Learned

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

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

- Yes
- No

6. Sexual Orientation and Gender Identity

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

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

- Yes
- No

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

i. Sexual Orientation

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Other

ii. Gender Identity

- Cis
- Gender-variant/Non-binary
- Transsexual
- Two Spirit
- Other

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