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The following items arise from a meeting of the Equity, Diversity, and Inclusion Committee held on February 3, 2025.

I. FOR THE INFORMATION OF THE BOARD OF GOVERNORS

1. Annual Report on the Strategic EDI Plan [EDIC24-10]

The Committee received a presentation on the fourth Annual Report on the Strategic EDI Plan, provided as Appendix A. The presentation summarized achievements for 2023-2024 for each of the five key areas of the strategic plan, namely Student Experience, Research & Knowledge, Outreach, Workforce, and Physical Space. The presentation highlighted initiatives organized from within the University's central offices as well as some key initiatives undertaken by Faculties and Units across McGill.

2. Annual Report: Action Plan to Address Anti-Black Racism [EDIC24-11]

The Committee received a presentation on the fourth Annual Report on the Action Plan to Address Anti-Black Racism, provided as Appendix B. The presentation highlighted key initiatives undertaken during 2023-2024 academic year within each of the five areas of the Action Plan, notably the Student Experience, Research & Knowledge, Outreach, Workforce, and Physical Space. Notably achievements included activities that continued to strengthen and expand the African Studies program as well other areas dedicated to research and scholarship, and initiatives that support the continued growth and successes of McGill's Black Student population.

3. Report of the Office of Indigenous Initiatives [EDIC24-12]

The Committee received a presentation on the second progress report from the Office of Indigenous Initiatives, provided as Appendix C. The presentation highlighted key achievements in the areas of Indigenous recruitment, in research and academics, for Indigenous representation within physical spaces on campus, and in building capacity to foster an inclusive environment within McGill. The presentation to the Committee also provided information on the initiatives of the First Peoples' House, which serves as a "home-away-from-home" space for Indigenous students, as well as initiatives and activities undertaken with local Indigenous communities.

END

February 2025



ANNUAL REPORT

YEAR 4 / 2023-24



McGill

Office of the Provost and
Executive Vice-President,
Academic

EDI ANNUAL REPORT

YEAR 4/2023-24

THEME 1/ STUDENT EXPERIENCE

1.1/ Increase the representativeness of the student body	3
1.2/ Promote Student Wellness	4
1.3/ Raise student awareness about discrimination	7
1.4/ Enhance capacity of teaching staff and Student Services to create and maintain respectful accessible, and inclusive student life and learning settings	8
1.5/ Enhance University policies to establish prompt, effective and confidential channels to address EDI concerns and complaints	9

THEME 2/ RESEARCH AND KNOWLEDGE

2.1/ Diverse Research Methodologies	10
2.2/ Strive for equitable representation of individuals from underrepresented groups among chairholders and recipients of awards	10
2.3/ Establish and maintain equitable, accessible, and inclusive research environments	11
2.4/ Ensure Indigenous-Led and Indigenous-Partnered research respects and benefits Indigenous peoples and communities	12
2.5/ Research initiatives to enhance knowledge of slavery and colonialism	12

THEME 3/ OUTREACH

3.1/ Develop effective communications about EDI challenges, initiatives, and celebrations at McGill	14
3.2/ Develop mentoring, networking, and advancement opportunities for students and staff from underrepresented groups	15
3.3/ Deepen community collaborations in connection with University commemorations and celebrations	16
3.4/ Deepen community collaborations in connection with academic program development	17

THEME 4/ WORKFORCE

4.1/ Increase the representativeness of the workforce	19
4.2/ Enhance and communicate resources available to support employees with disabilities	19
4.3/ Address EDI gaps among tenure-stream academic staff through active recruitment, retention, and promotion strategies	20
4.4/ Recognize diverse family forms in University Policies and Procedures	20
4.5/ Ensure University Policies establish prompt, effective, and confidential channels to address EDI concerns and complaints	20
4.6/ Promote respectful, accessible, and inclusive work environments	21

THEME 5/ PHYSICAL SPACE

5.1/ Reflect diverse identities within McGill's historic and contemporary communities in campus iconography, signage, ceremonies, and naming	22
5.2/ Enhance accessibility of buildings, pathways, and other physical spaces	22
5.3/ Create dedicated spaces for McGill community members' spiritual, social, and wellness needs	23
5.4/ Enhance Indigenous presence in public spaces as well as the availability of cultural and living spaces for Indigenous students, faculty, and staff	23



THE REPORT

SECTION ON HOW TO READ THE REPORT

This annual report is divided into five sections, each aligning with an area of focus of the EDI Strategic Plan, namely Student Experience, Research & Knowledge, Outreach, Workforce, and Physical Space. This report focuses on the achievements of Year 4 of a comprehensive five-year plan. The Annual Reports on the EDI Strategic Plan for the previous three years can be found on the [Equity Team's website](#).

As we continue to make advances as an institution on integrating the work of EDI into the everyday operations of the University, including teaching and learning, research, and governance activities, we get closer to living up to our institutional mission and principles, that commit us to both academic rigour and inclusive excellence.

The achievements highlighted in this report are those that exemplify the type of work being undertaken across our campuses to advance the commitments set out in the EDI Strategic Plan. A primary focus is on initiatives organized from within central University offices, but it also highlights some of the important work happening within individual Faculties and Units across McGill. This report should not be considered a comprehensive accounting of every EDI-related measure or activity happening at McGill, since this would be impossible given the vast network of individual labs, classrooms, teaching hospitals, and offices across multiple campuses, where many hundreds of McGill community members are actively engaged in the work of integrating EDI into their everyday processes and practices.

This Annual Report is best read alongside the most recent Annual Reports of the Office of Indigenous Initiatives (OII) and on McGill's Action Plan to Address

Anti-Black Racism, to gain a more fulsome picture of the work McGill has undertaken over the last year in connection with advancing equity and inclusion on our campuses. The former offers a comprehensive picture of the crucial work led by the OII in addressing the 52 Calls to Action set out in the Report of the Provost's Task Force on Indigenous Studies and Indigenous Education. The latter sets out McGill's efforts to combat the distinct challenge of anti-Black racism within our institution.

CONTEXT

This Annual Report covers a reference year in which the pursuit of equity, diversity, and inclusion was challenged by strife in our global context. The ongoing crisis in the Middle East, which has resulted in a tragic loss of life and geopolitical turmoil, has inflicted anguish and uncertainty both in the lands directly affected and worldwide, including within our campus community. Our students, faculty, and staff who self-identity as Arab, Israeli, Jewish, Muslim, and/or Palestinian have been particularly affected. These are also communities who have faced historic and contemporary social oppression and discrimination. We have heard from them that equity and inclusion within our campus context has felt elusive, if not inexistent, in current circumstances.

This reality has called for coordinated and clear responses from the senior-most levels of McGill's leadership, with a view to preserving campus stability in the pursuit of our academic mission. Efforts have aimed to sustain social cohesion through a focus on our shared humanity as a community, and united purpose as a university. At the same time, the university leadership has instituted initiatives that seek to recognize and respond to the challenges that those most affected by contemporary circumstances have experienced. Such initiatives have included the following, over the reference year:

- Regular meetings with student associations from these communities.



THE REPORT

- Establishment of a reporting portal for the confidential and rapid signaling of any incident of doxing, intimidation, or harassment.
- Development of special learning sessions, discussion groups, and “leadership toolkits” for academic and administrative leaders.
- Consultations with diverse community leaders and experts beyond the McGill community.

Such efforts and others will continue moving forward and will be developed in partnership with our campus stakeholders who are most impacted by contemporary realities.

STUDENT CONTRIBUTION

The work of McGill students to advance EDI also merits recognition. McGill is fortunate to be the academic home of thousands of stellar students, who have long played a key role in ensuring that our University’s leadership works actively to prevent and address all forms of discrimination within our campus community. As such, when reading this report and the two others that accompany this one, please keep in mind that many of McGill’s initiatives and activities are the fruit of calls for our accountability and action from our students, who are at the centre of our academic mission.

CONCEPTUAL FRAMEWORK

The following definitions are those expressed in McGill’s current EDI Strategic Plan. We recognize that these terms have other possible meanings within other communities and settings and that their meaning may evolve over time.

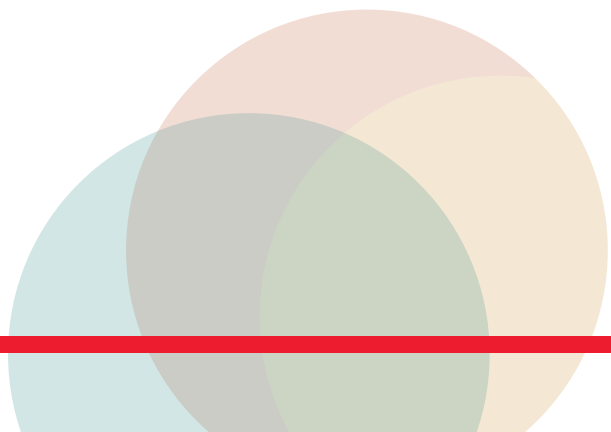
Equity, unlike the notion of equality, is not about sameness of treatment. It denotes fairness and justice in process and in results. Equitable outcomes often require differential treatment and resource redistribution to achieve a level playing field among all individuals and communities. Equity requires recognizing and

addressing barriers to opportunities for all to thrive in our University environment.

Diversity describes the presence of differences within any collection of people. In discussions of social equity, diversity addresses differences in social group membership related, for example, to race, Indigenous identity, class, gender identity or expression, sexuality, disability, ethnicity, and religion. Discussions about diversity related to access and equity require knowledge and understanding of historical and contemporary experiences of oppression and exclusion.

Inclusion refers to the notion of belonging, feeling welcome and valued, or having a sense of citizenship. It also speaks to a capacity to engage and succeed in a given institution, program, or setting. Inclusion calls for recognizing, reducing, and removing barriers to participation created by social disadvantage or oppression, and can result in the reimagining of an institution, program, or setting. The concepts of equity, diversity, and inclusion are more than rhetoric; they are central to McGill’s academic mission and vision.

As this report demonstrates, McGill has been making steady progress to create a University culture that promotes respect for diversity and the equitable inclusion of all community members. However, much work remains to be done to embed equity, diversity, and inclusion into all areas and practices of the University.



STUDENT EXPERIENCE

1.1/ INCREASE THE REPRESENTATIVENESS OF THE STUDENT BODY

NEW INDIGENOUS TUITION INITIATIVE

In June 2024, McGill announced it is moving forward with one of the key reconciliation commitments in its [52 Calls to Action](#). Beginning Fall 2024, a new McGill initiative will cover the cost of tuition and mandatory student fees to eligible Indigenous students. The first iteration of the program will include members of local/proximate First Nation communities as well as Indigenous students learning within programs delivered through Indigenous partnership agreements within the School of Continuing Studies, the Office of First Nations and Inuit Education, and the School of Social Work.

OUTREACH PROGRAMMING

During the reference period, the Branches team in Enrollment Services worked with communities and partners on several programs designed to encourage students from underrepresented communities to pursue post-secondary education. The Indigenous Mentorship and Paid Research Experience for Summer Students (IMPRESS). IMPRESS is a program designed to increase access to graduate studies and to boost career-readiness for Indigenous undergraduate students. In its second year, IMPRESS had 20 participants and was [awarded the Principal's Award for Administrative & Support Staff in the Team category](#).



Members of the award-winning IMPRESS team (l to r) - Drake D'Souza, Krystle van Hoof, Lynnsey Chartrand, Kim Reeve, Veronica Amberg, Margaret MacKenzie, and Thomasina Phillips Missing - Marlowe Dubois, Amanda Bow

"My lab's participation in this program has been a wonderful experience! Our IMPRESS intern was GREAT! She was eager to learn and enjoyed being part of my research group. In turn, my lab adopted her as our new junior lab member and integrated her into our little community. We learned a lot from her, and we all miss her presence now that the summer is over."

— Albert Berghuis, Professor, Department of Biochemistry, Structural Biology Research Centre.

The Pick Your Path Program (PYP), is another notable program, providing CEGEP students from underrepresented groups (including Indigenous, Black, and First-Generation Low-Income youth) with paid professional and educational development. In the reference year, PYP ran a new pilot project under its umbrella: the 2SLGBTQIA+ Mentorship Program, which saw a successful first semester as program facilitators laid the groundwork for its continued growth.



Students taking part in an Pick Your Path (PYP) outreach and student leadership event

STUDENT CENSUS RESPONSE RATE SURPASSES 80%

The Student Census was launched in Fall 2020 and acts as a data collection initiative in line with McGill's [Equity, Diversity and Inclusion Strategic Plan 2020-2025](#), the [Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#), and McGill's [Action Plan to Address Anti-Black Racism 2020-2025](#). The response rate in the Winter 2024 rose to 85.1% from 66.9% in April 2023.

Data collected with the census is used to better understand the student body to better meet student needs. Data also serves to inform strategic enrollment planning to address underrepresentation. A [report](#) on the Student Census is tabled at Senate every two years with the next report expected in Spring 2025.

STUDENT EXPERIENCE

INDIGENOUS HEALTH PROFESSIONS PROGRAM CONTINUES TO BUILD ON OUTREACH EFFORTS

The Indigenous Health Professions Program (IHPP) brings together all schools in the Faculty of Medicine and Health Sciences with an overall goal of improving the health of Indigenous peoples in Canada. They offer tailored support to guide Indigenous students through the admissions process into a health-professional program at McGill. Indigenous students of any age can also access online math and science tutoring via eTM, a free web-based tutoring service that matches students seeking tutoring with current McGill students.

INDIGENOUS PATHWAYS IN LAW LEADS TO INCREASE IN INDIGENOUS STUDENTS

In September 2022, the Law Faculty's Admissions Office created an optional category for Indigenous BCL/JD applicants. This made it easier for Indigenous students to identify themselves and for the Law Faculty's Admissions Office to review their applications. The optional category for Indigenous applicants recognizes that Indigenous peoples face unique barriers to accessing legal education and the legal profession due to the historical and structural effects of colonialism and proposes a holistic and intersectional review of applications rooted in substantive knowledge of Indigenous communities, legal traditions, and cultures. In the 2024 cycle there were 16 applications, and 8 students admitted using this pathway.

1.2/ PROMOTE STUDENT WELLNESS

During the reference period, the Student Wellness Hub (Hub) strived to address inequities in accessing care for vulnerable and equity-deserving groups and created several initiatives to foster safer, more inclusive, accessible spaces and services for students. The Hub continued its practice of working closely with student groups to gather and respond to student perspectives and experiences and ensure the Hub's approach is informed by this.

Their efforts focused on training, new services and improved operations.

More than 60% of the Hub's funding envelope for professional development for the reference period was dedicated to **training aimed at improving clinical capacity to support students from underrepresented groups**, including trans and nonbinary students, Black students, and racialized students.

The Hub conducted a wide, **multi-stakeholder consultation with Black and racialized students** to identify ways to best serve these students. Among the findings was an expressed need for:

- Opportunities to deepen personal identity-based exploration as related to mental health;
- Support for managing mental health-related challenges connected to belonging and the feeling of otherness and support that includes non-western methodologies
- Access to mental health support from racialized staff at the Student Wellness Hub with specialized expertise in racialized identities;
- Trauma-informed care; and
- Support after mental health critical incidences.

In response to the consultations, the Hub established a **new counselling position** for Black students that was filled in March 2024. The incumbent is working closely with others in the Hub, including the Local Wellness Advisor for BIPOC students, to respond to the expressed needs.

During the reference period, the Hub continued to work with their staff, IT specialists and partners to **ensure that students are called by their preferred names and see their preferred names** in all systems. This has proven to be a complex undertaking that has implications for the relationship of the Hub with the broader health care ecosystem including OHIP and health insurers. Work remains ongoing and is now connected with a working group led by the Deputy Provost (Student Life and Learning) on preferred names.

The Hub collects users' demographic data on a voluntary basis to ensure that they are serving the entire McGill community, with a particular focus on services for students who typically face barriers to mental health care. An analysis for the reference period shows that **students using the Hub are largely reflective of the broader McGill community**, with a year-over-year increase in the number of BIPOC students accessing services and a consistently higher percentage of non-binary students using the Hub (6%) than are found in the general student body (3%).

STUDENT EXPERIENCE

STUDENT AFFAIRS LIAISONS FOR JEWISH AND MUSLIM STUDENTS

Based on recommendations from the Initiative against Islamophobia and Antisemitism (IIAS) final report submitted in June 2022, the roles of Student Affairs Liaisons for Jewish and Muslim students were created. During the reference period, the Student Affairs Liaison's worked with individual students and student clubs and associations to ensure that students were supported and that their concerns were communicated with McGill's senior leadership in a timely manner. The liaisons also organized educational and commemorative events. As of May 2024, these two portfolios are housed within the Office of the Dean of Students.

COMMEMORATING AND CONNECTING

The 2024 **Black History Month (BHM)** Opening Ceremony featured a performance by the Montreal Steppers, a local collective, followed by a talkback panel discussion moderated by Wellysanè Minyangadou Ngokobi with panelists Professor Alex Blue V, Professor Angélique Willkie, and Kayin Queeley.

The 2024 BHM Keynote Lecture featured Professor Melanie J. Newton, Associate Professor of History at the University of Toronto who delivered a lecture titled, *This Mess of a Colonial Legacy*: *Revolutionary Relationalities, Arrivant Statehood and Afro-Indigenous Futures* to a packed room.



Black History Month Keynote Speaker Professor Melanie J. Newton

The Equity Team in the Office of the Provost's office organized the annual **McGill Black Community Gathering** in collaboration with the Black Students' Network of McGill (BSN), the McGill African Students Society (MASS), and the Students' Society of McGill University (SSMU). The event was an opportunity for Black students, staff, and faculty members to connect, celebrate, and create community over lunch.

The theme of **Queer History Month 2023** was "Other Worlds." With the backlash against 2SLGBTQIA+ communities, and especially against trans people, the month reflected on future utopias and processed current realities through the perspectives of a speculative fiction



Organizers of QHM gather on stage with speaker Nalo Hopkinson following her sold out keynote address

writer and scientists studying extra-terrestrial aspects of our universe. With "Other Worlds" we hoped to forge connections, spark conversations, and pave the way for a future that transcends the limitations of the present.

The keynote event featured multi award-winning author and artist **Nalo Hopkinson**, recipient of the Science Fiction Writers of America's prestigious Damon Knight Memorial "Grand Master" Award for a lifetime of achievements in writing, mentorship, and teaching. Hopkinson also offered a creative writing workshop to a packed room of more than thirty mostly-student participants.

For the fourth year, the month featured a **panel about navigating academia as a trans, nonbinary, intersex, or gender nonconforming person**. The panelists included McGill alumna and University of Alberta law professor, Florence Ashley, University of Utah postdoctoral fellow, Mallory Molina, and Johns Hopkins University planetary scientist Ed Rivera-Valentin. The event was moderated by McGill Schulich School of Music's Jay Marchand Knight.

QHM 2023 "Other Worlds" was organized by the Provost's Office in collaboration with the Faculty of Arts, the Department of English, the Subcommittee on Queer

STUDENT EXPERIENCE

People of McGill's Joint Board-Senate Committee on Equity, the McGill Alumni Association, the McGill Queer Alumni Association, the Institute for Gender, Sexuality and Feminist Studies, the McGill libraries, Queer McGill, the Queer Grad Club, and many other McGill and community partners.

THE LAVENDAR GRAD CELEBRATION

The annual Lavender Grad Celebration (Lav Grad) at McGill University marked its seventh edition in May 2024, celebrating the graduation of McGill students who identify as two-spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual, questioning, pansexual, or non-binary (2SLGBTQIA+). More than 100 people attended and 45 graduates were celebrated. The Lav Grad is organized by the McGill Queer Alum Association; the Joint Board-Senate Equity Diversity and Inclusion Committee on Queer People; and the Equity Team.



McGill's annual Lav Grad event, having just celebrated its seventh iteration, is Canada's longest-running lavender graduation.

THE BLACK GRAD CELEBRATION

The annual Black Grad recognises and celebrates the achievements and excellence of McGill's Black students. On May 1, McGill University's 6th annual Black Grad Gala, hosted by the Black Students' Network, honoured the Class of 2024's Black graduates. Approximately 50 graduates were celebrated, each receiving Kente stoles in recognition of their achievements.



Students celebrating the 6th edition of McGill's annual Black Grad Gala.

"You represent the pinnacle of Black excellence. Yes, it's you leading. It's you making the difference. It's you at the front of the class. I want you to use your voices to inspire change and create a more just and inclusive society."

— Dean Yolande Chan

STUDENT EXPERIENCE

1.3/ RAISE STUDENT AWARENESS ABOUT DISCRIMINATION

EQUITY TRAINING FOR FROSH COORDINATORS

In the summer of 2024 (May–July) the Changemakers' Guide to Leadership & Teamwork hosted 76 Frosh Coordinators to provide training on fostering inclusive leadership. The objective of the training is to empower Frosh coordinators as change makers and help them set a positive tone for incoming students starting their university careers. The trainings were delivered by McGill students who were hired and themselves trained by Campus Life and Engagement.

UNDERSTANDING AND ADDRESSING SYSTEMIC RACISM TRAINING MODULE

The Building Equitable Spaces Together (BEST) module is one way of providing wide access to knowledge to inform and inspire the progress and change we hope to see. As part of ongoing institutional Equity Education efforts, this module is designed to help McGill community members better understand and address systemic racism. It is animated by commitments made in McGill's Strategic EDI Plan 2020-2025, Action Plan to Address Anti-Black Racism 2020-2025, and calls to action articulated in the Task Force on Indigenous Studies and Indigenous Education.

The module explores three principal topics:

- the meaning and cause of systemic racism;
- how systemic racism can arise in a university setting; and
- what we each can do to prevent and address systemic racism.

The module's development is complete. While the module will not be mandatory, completing it will be encouraged.

UNDERSTANDING AND ADDRESSING DISCRIMINATION, HARASSMENT AND SEXUAL VIOLENCE

The Office for Mediation and Reporting (OMR) is responsible for receiving and responding to formal reports of discrimination, harassment, and sexual violence against members of the University community. The office also engages in proactive measures including student training to increase understanding and awareness of channels for addressing discrimination, harassment and sexual violence. During the reference period, the OMR gave presentations and maintained a presence at student residences, for orientation including Discover McGill Service Fair, the Indigenous Student Orientation, and the Frosh Inclusion and Sustainability Committee. Students who are also staff participated in OMR's workshops via McGill's Organizational Development that we co-facilitate with OSVRSE (Harassment, Discrimination, Sexual Violence: McGill Policies) which were offered four times during the academic year.

STUDENTS KEY IN COMMEMORATIVE EFFORTS

Students continued to play a key role in the commemoration of key dates during 2023-2024 that celebrate diverse identities and permit our campus community to reaffirm our commitment to inclusion and rejection of discrimination and violence. Examples of such commemorations include: International Holocaust Remembrance Day (January 27), memorial in honour of the victims of the attack at the Centre culturel Islamique de Québec (January 29), Black History Month (February), Asian Heritage Month (May), Queer History Month (October), International Day for persons with Disabilities (December 3), and National Day of Remembrance and Action on Violence against Women (December 6).

INDIGENOUS KNOWLEDGES EMBEDDED IN NEW COURSE ON CLIMATE IN FACULTY OF SCIENCE

The Faculty of Science recently introduced a new course, FSCI 198: Climate Crisis and Climate Actions, which features Indigenous Knowledge including guest lectures by Kevin Ka'nahsohon Deer (Kanien:keha'ka Faithkeeper from Kahnawake) and Lisa Qiluqqi Koperqualuk (Inuit Circumpolar Council of Canada President from Puvirnituk, Nunavik).

1 STUDENT EXPERIENCE

1.4/ ENHANCE CAPACITY OF TEACHING STAFF AND STUDENT SERVICES TO CREATE AND MAINTAIN RESPECTFUL ACCESSIBLE, AND INCLUSIVE STUDENT LIFE AND LEARNING SETTINGS

SUCCESSFUL YEAR FOR THE TEAMWORK PROGRAM IN FACULTY OF ENGINEERING

The Teamwork Program in the Faculty of Engineering provides support for instructors to develop skills, materials, and strategies to enhance their teaching using principles of Equity, Diversity, and Inclusion (EDI). This directly impacts the classroom experience, challenging students to apply an EDI lens to project teamwork that comprises both interpersonal and technical design components.

By partnering with courses that have pre-existing teamwork components (group projects, labs, etc.), and assigning reflective group assignments, the program helps instructors ensure that students can put their new skills and knowledge into action, and encourages students and faculty to take steps to improve the ways they work and learn together, supporting interpersonal and technical success within and beyond the classroom.

During the reference period, the program partnered with 16 unique undergraduate courses across the Faculty, as well as one interuniversity course offered by the Quebec Centre for Advanced Materials (CQMF/QCAM) network to deliver 52 in-class workshops and 5 out-of-class workshops on EDI in teamwork, including sessions for academic staff, non-academic staff, and students.

TLS CONTINUED TO INTEGRATE EQUITY, DIVERSITY AND INCLUSION INTO ITS REGULAR PROGRAMMING

During the reference period, Teaching and Learning Services (TLS) continued to integrate equity into all aspects of its operations, as articulated through their updated vision, mission and principles. TLS is dedicated to fostering inclusive learning environments and offering pedagogical support for instructors with identities that have been marginalized. TLS organized workshops and activities throughout the academic year to support learning for instructors across campus. For example,

during programming for Assessment for Learning Month, topics addressed included Fostering Student Well-Being Through Assessment, Obstacles to Promoting Student Mental Health through Assessment Practices, and Equitable Assessment of Participation.

TLS offered sessions on Fostering Equitable and Inclusive Learning Environments including the “Change One Thing” and “Taking Action Amidst Uncertainty” workshops and a “Building Anti-Racist Pedagogical Resources into Your Teaching” workshop. TLS also supported “Tea with Geraldine,” one-on-one online conversations with Professor Geraldine King – Senior Advisor, Indigenous Curriculum and Pedagogy, which provided an opportunity for instructors to discuss their questions and ideas about decolonizing or Indigenizing their courses. TLS launched a “Fostering Equitable and Inclusive Classroom Discussions” Faculty Learning Community that included two five-session cohorts during the reference period (downtown in Fall 2023, and at Mac Campus in Winter 2024), reaching over 30 participants across eight faculties/units.

The Teaching and Learning Knowledge base is updated regularly and includes robust resources on Incorporating Accessibility into Pedagogical Practice, Indigenous Education Resources, Incorporating an Equitable and Inclusive Teaching Strategy, and a Course Outline Template and Guide that includes EDI-related additional statements and guidance for implementing the Policy on the Assessment of Student Learning (PASL). PASL’s guiding principles include equity and a healthy learning environment.

IT TAKES ALL OF US

It Takes All of Us is a learning program that strives to increase awareness of sexual violence, to ensure that our campus culture is based on respect and consent, and to help create a community free of sexual violence. It Takes All of Us is McGill’s first community-wide online training programme and is mandatory for all University community members. The program was revised and relaunched in 2022-2023 based on feedback received from the community on its first iteration.

1 STUDENT EXPERIENCE

EQUITY WORKSHOPS FOR STUDENT-FACING STAFF FROM THE EQUITY TEAM

The Equity Team continued to offer its suite of workshops to staff throughout the reference period. Made-to-measure sessions were also offered, with the priority on servicing student-facing units. More information on equity education during the reference period can be found in section 4.6 of this report.

FACULTY OF SCIENCE INCLUSIVE TEACHING INITIATIVE 2.0

The second iteration of the Faculty of Science Inclusive Teaching Initiative built on the successes of the first year of the program. Curriculum and classroom climate are critical factors that shape a student's learning and overall university experience, but systemic biases in both can negatively impact students from underrepresented groups. For its second iteration, the Initiative will build on these conversations and engage in wholly new ones. In parallel, Teaching and Learning Services (TLS) at McGill is also launching a similar project, a university-wide faculty learning community on fostering equitable and inclusive classroom discussions.

1.5/ ENHANCE UNIVERSITY POLICIES TO ESTABLISH PROMPT, EFFECTIVE AND CONFIDENTIAL CHANNELS TO ADDRESS EDI CONCERNS AND COMPLAINTS

OFFICE FOR MEDIATION AND REPORTING AND OFFICE FOR SEXUAL VIOLENCE RESPONSE SUPPORT AND EDUCATION

McGill has been working actively to ensure that our policies on harassment, discrimination, and sexual violence are well known and understood across campus. Each year, the Office for Mediation and Reporting (OMR) and the Office for Sexual Violence Response, Support and Education (OSVRSE) co-facilitate workshops for staff and faculty to this end.

During the Fall 2023 and Winter 2024 semesters, the OMR also presented their services to specific groups, including new Faculty members; Faculty at the Neonatal Intensive Care Unit; the Queer Staff Employee Resource Group; Graduate Program Directors; the New Vic Project team; Human Resource Advisors; and more.

During the summer, the OMR also began implementing a Communications Strategy, which included acquiring a new logo, bookmarks and posters, and distributing them widely across campus.

MCGILL UNIVERSITY REPORTING WEBFORM FOR INCIDENTS OF DOXXING, INTIMIDATION, OR DISCRIMINATION

During the reference period, the University created a confidential webform for members of McGill community to report incidents of intimidation or discrimination, including doxxing. Complaints signalled within the form are reviewed and channelled to relevant authorities.

2 RESEARCH AND KNOWLEDGE

2.1/ DIVERSE RESEARCH METHODOLOGIES

RECOGNIZING COMMUNITY-ENGAGED AND LAND-BASED RESEARCH EXCELLENCE IN MERIT, TENURE, AND PROMOTION

During Fall 2023, then- Associate Provost (Equity and Academic Policies) Angela Campbell and MAUT consulted with colleagues across McGill to review and revise a document on Examples of the Range of Research Accomplishments, Recognition, and Impacts Valued at McGill originally developed in 2016 with a view to widen the imagination of those in positions of evaluating academic performance of scholars university-wide, and to encourage researchers to feel at ease listing in their research dossiers for tenure and promotion, and in their annual reports, research that might be viewed as non-traditional/"unorthodox".

During the revision process, effort was made to ensure it reflected and integrated community-engaged and land-based research and knowledge production and dissemination. Feedback was particularly sought from members of academic staff from very underrepresented groups, including Black and Indigenous faculty.

The revised document was finalized in January 2024 and was then disseminated widely, with a view in particular to reach tenure committees, Chairs, Directors and Deans.

School of Music – Alexandra Jonker (Graduate Student Instructor category): work on diverse materials for musicianship, and teaching musicianship without using notation.

2.2/ STRIVE FOR EQUITABLE REPRESENTATION OF INDIVIDUALS FROM UNDERREPRESENTED GROUPS AMONG CHAIRHOLDERS AND RECIPIENTS OF AWARDS

SUMMER STUDENTSHIP PROGRAM FOR BLACK UNDERGRADUATE STUDENTS

In collaboration with the International Brain Research Organization (IBRO), the Brain Repair and Integrative Neuroscience (BRaIN) Program of the Research Institute of the McGill University Health Centre (RI-MUHC) launched new summer research opportunities in the field of neuroscience for Black undergraduate students.

Four paid positions were offered in the summer of 2024, providing a unique opportunity to receive research experience in a top neuroscience laboratory. Each student was paired with a faculty mentor and specific research laboratory over a 12- week period. The neuroscience research topics available are diverse and range from molecular neuroscience to neurophysiology to brain imaging. The goal of this opportunity is to facilitate hands-on training, strengthen personal networking in the field, and promote overall academic success.

MCGILL MEETS OR SURPASSES CANADA RESEARCH CHAIR PROGRAM TARGETS

The Tri-Agency Institutional Program Secretariat (TIPS) has set a methodology for institutions to establish equity and diversity targets. The program's targets are set using an availability approach. Availability is determined by estimating the representation of a designated group within the pool of potential nominees. The percentage of the estimated representation becomes the target to be met. The difference between this target and the percentage of current Chairs who are members of that designated group becomes the equity gap to be addressed.

McGill's Equity and Diversity Targets and Gaps as of January 2024 are shown below. Where no gap exists, McGill currently meets or surpasses the minimally accepted target for a Designated Group.

Four Designated Groups	December 2025 Target	Representation	Meeting 2025 Target (Y/N)
Women and gender equity-seeking groups*	65	78	Y
Racialized individuals	31	48	Y
Persons with disabilities	10	16	Y
Indigenous Peoples	4	**	N

*Individuals who self-identify as women, transgender, gender-fluid, nonbinary and Two-Spirit contribute to the program's equity targets and are reported in the program statistics in the category in which they self-identify.

**Cells with fewer than 5 responses cannot be reported.

As was noted in last year's annual report, more work must be done to boost equitable representation among our internal award holders, notably, the William Dawson, James McGill, and Distinguished James McGill Awards.

2 RESEARCH AND KNOWLEDGE

Our current breakdown is as follows, revealing the critical need to pay attention to the recruitment and nomination of Indigenous and disabled persons for these honors:

Protected Group (McGill Policy)	DJMP	JMP	WDS
Woman	17.9%	29.8%	39.7%
Person with a disability	3.0%	8.8%	2.2%
Indigenous person	0.0%	0.0%	0.0%
Racialized person/visible minority	15.2%	14.7%	19.6%
Ethnic Minority	21.2%	8.8%	17.4%
Sexual orientation/gender identity minority	4.5%	11.8%	2.2%

Source: McGill Equity Survey as at Sept 2024 (Responded and did not opt out)

2.3/ ESTABLISH AND MAINTAIN EQUITABLE, ACCESSIBLE, AND INCLUSIVE RESEARCH ENVIRONMENTS

RESEARCH EQUITY SESSIONS

McGill's Senior Research Equity Advisor (SREA), Dr. Uzma Jamil, provided ongoing training and advisory support to principal investigators and research teams across the University about how to apply equity in their research projects. The SREA and her team developed and delivered workshops that demonstrate how EDI is and can be fundamental to effective research content and design, methodology, HQP training, and knowledge dissemination. In the reference year, 400 people attend these workshops. In addition to the usual slate of workshops in 2023-2024, a series of three workshops were offered, focusing on inequities in different kinds of research spaces, including Labs, Libraries and Archives, and Fieldwork. The discussions among attendees highlighted issues of equity in not only what research is done, but also how and where, referring to methodologies and research environments.

The Equity Team also works with faculty members and graduate program directors to ensure that scholars, trainees, students, and research support staff work and learn within environments that are healthy and inclusive, all with a view to ensuring wellness, academic flourishing, and high-quality research. McGill has a fundamental interest in ensuring that our research community has a deep understanding of and ability to apply EDI practices in research programs and contexts. Demonstration of these capacities has become a criterion for success in

many public research funding programs. Major research programs across McGill, such as Healthy Brains, Healthy Lives, the 3 new Canada Research Excellence Chair in Genomic Medicine, and McGill's new D2R initiative are leading by example, developing robust EDI plans and commitments integrated within their ambitious research programs.

DEVELOPMENT OF EDI ACTION PLANS FOR 3 NEW CANADA EXCELLENCE RESEARCH CHAIRS (CERC)

McGill was awarded 3 new CERCs during the reference period, and the development of connected EDI plans is now underway. Darcy Wagner joined the Faculty of Medicine and Health Sciences as the Canada Excellence Research Chair in Lung Regenerative Medicine. Jason Hessels joined the Faculty of Science as the Canada Excellence Research Chair in Transient Astrophysics, and Dana Small joins the Faculty of Medicine and Health Sciences as the Canada Excellence Research Chair in Metabolism and the Brain.

Equity, diversity and inclusion (EDI) are embedded as foundational principles in the Canada Excellence Research Chairs' (CERC) objectives, expected outcomes, and reporting requirements. The three federal research funding agencies, the Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), and Social Sciences and Humanities Research Council (SSHRC), expect that CERC chairholders and their institutions will "demonstrate and implement the highest EDI standards".

Together, these three new chairs represent \$24 million investment in research at McGill over 8 years.

SUBMISSION OF EDI ACTION PLAN FOR MCGILL'S NEW D2R INITIATIVE

The University submitted its EDI Action Plan for the D2R initiative. The vision for D2R, DNA to RNA is for an inclusive Canadian approach to genomic-based RNA therapeutics that is inherently driven by principles of Equity, Diversity and Inclusion (EDI). From its inception the initiative was designed to deliver genomic-based RNA therapies that not only advance scientific discovery but also address the specific needs of medically underserved groups, including those with rare and neglected diseases, and members of equity-deserving groups (EDGs).

2 RESEARCH AND KNOWLEDGE

It is an interdisciplinary initiative that challenges the traditional drug development paradigm by focusing on health outcomes in populations that have been overlooked or marginalized and by developing dialogue processes that ensure the participation of these populations in drug development. Furthermore, it prioritizes the development of affordable personalized medicine and to ensure that the therapies developed are accessible to all.

2.4/ ENSURE INDIGENOUS-LED AND INDIGENOUS-PARTNERED RESEARCH RESPECTS AND BENEFITS INDIGENOUS PEOPLES AND COMMUNITIES

ROBUST ONLINE RESOURCE FOCUSED ON INDIGENOUS RESEARCH

McGill's Office of Indigenous Initiatives maintains an online resource dedicated to research that includes links to exciting, culturally safe, and innovate Indigenous-centered research projects at McGill and beyond. The research projects span Faculties, including projects in Medicine and Health Sciences, Education, Agriculture and Environmental Sciences, and Arts and foci include access to quality health care, and the revitalization of Indigenous language and law.

The website also hosts a section on Tools for Researchers, which includes Research Ethic Guidelines, information and recommended reading on Indigenous research methodologies.

POLICY ON INDIGENOUS MEMBERSHIP/ CITIZENSHIP VALIDATION

Following extensive consultation, McGill passed a policy on Indigenous Membership/Citizenship Validation in May 2024. The policy is intended to support a robust and equitable approach to validating claims to Indigenous citizenship/membership, based on clear evidence and grounded in Indigenous knowledge, lived experiences, and community recognition. Read more about the Policy's significance.

DEPARTMENT OF MATHEMATICS TEAMS UP WITH INDIGENOUS INITIATIVES OVER PI

In partnership with the Office of Indigenous Initiatives, the Department of Mathematics and Statistics organized an event on March 14, 2024 (Pi Day) with a one hour talk by Ed Doolittle titled "*My Personal π : An Indigenous Mathematician's Personal Relationship with a Celebrity Number.*" Ed Doolittle is an indigenous mathematician at First Nations University in Regina (<https://indigenousmathematicians.org/edward-doolittle/>). His talk was followed by a reception where Indigenous meat pies (to celebrate Pi Day) were served and there was a panel discussion featuring four McGill Indigenous STEM students.

INDIGENOUS GRADUATE STUDENT PANEL ON INDIGENOUS RESEARCH METHODOLOGIES

McGill Indigenous graduate students Michael Mahkwa Auksi (Kinesiology Sciences), Cameron Adams (Indigenous Language Revitalization), and Emilee Bews and John R. Sylliboy (both in the Department of Integrated Studies in Education) for a panel discussion on their graduate-level research. The discussion will center the panelists' research methodologies and will be moderated by Prof. Michelle Kennedy (DISE).

2.5/ RESEARCH INITIATIVES TO ENHANCE KNOWLEDGE OF SLAVERY AND COLONIALISM

UNIVERSITIES STUDYING SLAVERY (USS) CONSORTIUM FALL 2023 CONFERENCE

McGill joined the Universities Studying Slavery (USS) consortium in 2020. This network provides access to important initiatives, information, and opportunities in which McGill community members can take part. In the Fall of the reference year, Prof. Melissa N. Shaw, Assistant Professor, Department of History and Classical Studies, attended the USS Conference hosted by Dalhousie University and the University of King's College, titled "Slavery, Reparations and Education: African Nova Scotia, Canada and Beyond". The event discussed ways research communities and academic institutions can help inform and create new possibilities for the Black community, by viewing history with a sense of ethics, and civic understanding.

2 RESEARCH AND KNOWLEDGE

ACCLAIMED INDIGENOUS FILMMAKER ALANIS OBOMSAWIN PRESENTED 2023 BEATTY LECTURE



Alanis-Obomsawin - Ground-breaking artist and activist presented the 69th edition of the Beatty Lectures.

Organized annually by McGill's Research and Innovation and University Advancement, hundreds gathered for the sold out 69th edition of McGill's Beatty Lecture with Alanis Obomsawin, with tens of thousands more likely to listen to the broadcast version on CBC Radio's Ideas in November.

During the lecture, Obomsawin, a member of the Abenaki nation, shared stories from her early life on the Odanak First Nations reserve, to the racism she endured going to school in Trois-Rivières. She addressed the impacts of residential schools and neglect by those who could have intervened.

"My dear brothers, and my dear sisters, your life is sacred. When times are hard, take a deep breath. Concentrate on bringing love into your heart. Hold that love in your heart and soon you will want to share the good feelings with others."

— Alanis Obomsawin closed her talk at the Beatty lectures on a note of hope.

3 OUTREACH

3.1/ DEVELOP EFFECTIVE COMMUNICATIONS ABOUT EDI CHALLENGES, INITIATIVES, AND CELEBRATIONS AT MCGILL

EDI PART OF EVERYDAY WORK FOR COMMUNICATIONS AND INSTITUTIONAL RELATIONS

Staff in **Communications and Institutional Relations**, with support from the equity team and in connection with communications employees in Faculties and Units across McGill, ensure robust communications about EDI challenges, initiatives and celebrations.

Whether in What's New, on social media, or via The McGill Reporter, highlighting work connected to equity, diversity, and inclusion and Indigenous initiatives is a core aspect of Institutional Communications efforts. The McGill Reporter highlights EDI and Indigenous content in the website's banner, and during the reference period, produced several dozen high quality articles connected to these themes. McGill institutional communications channels are used to promote institutional events (see [this article](#) about then-upcoming Black History Month for an example) and to report on them afterwards (as with [this piece](#) about the Dec. 6 commemoration of The National Day of Remembrance and Action on Violence Against Women). Other content is generated to draw attention to EDI successes and released to coincide with and highlight EDI commemorative days. For example, a McGill Reporter article on International Women's Day2024 featured profiles of women Deans at McGill, who at the time of writing accounted for 10 out of 14

Deans, including 3 who were the first ever women to lead their respective Faculty. Central communications also collaborated with units and Faculties across McGill to both inspire action and publicize initiatives tied to commemorative days. The McGill Libraries display and resource for Asian Heritage Month is a good example of this practice.

McGill's Digital Standards provide an overview of the criteria for creating and managing McGill websites, and the team in **Digital Communications** is continually working to support McGill website managers in ensuring that McGill's Websites are inclusive and accessible. Via regular training, a repository of resources on diversity and inclusion in digital communication, and through special events, big efforts continued throughout the reference period to support best practices across McGill. Digital Communications continues to partner regularly with other units across McGill, including the Office of Indigenous Initiatives, the equity team, and Student Accessibility and Achievement.

“One of our happiest experiences was during our last check-in with the Office of Student Accessibility & Achievement. They couldn't remember the last time they'd received a complaint about web accessibility, and that was a very happy moment for us because it hasn't always been the case.” – Joyce Perralta, Manager, Digital Communications

During the reference period, **Linguistic Services** developed and published a Guide de rédaction inclusive en français to establish clear guidelines and better support the university community in communicating in written French that is inclusive and reflective the evolution of language that has accompanied greater awareness of diversity of all types, and in particular gender diversity.



McGill's female Deans celebrating International Women's Day, 2024.

3 OUTREACH

ONGOING FACULTY-BASED EQUITY COMMUNICATIONS EFFORTS RENEWED AND STRENGTHENED

Equity Initiatives within the Faculties have continued to develop and strengthen, and many Faculties have developed and strengthened web presence tied to their work. See for example:

Equity, Diversity, and Inclusion at Desautels, includes Faculty-specific ABR and EDI Plans, regular communications from the Dean, and an initiative tracker.

Science Equity and Climate Committee, in addition to highlighting the work of the Faculty-Wide committee, links to Departmental committees and offers opportunity to sign up for *Just Science*, a bi-weekly newsletter by and for McGill's science community designed to support science action that is equitable, diverse, inclusive, and just – Just Science. The newsletter features articles, initiatives, events, and support networks.

The Equity, Diversity, and Inclusion in the Faculty of Dental Medicine and Oral Health Sciences includes a roadmap for EDI work in the Faculty and information on community partnerships and events.

The Faculty of Engineering Office of E-IDEA, The Social Accountability and Community Engagement Office in the Faculty of Medicine and Health Sciences, the Faculty of Education EDI Committee, The Faculty of Law, The Faculty of Agriculture and Environmental Sciences, and McGill Libraries also host webpages on their efforts.

3.2/ DEVELOP MENTORING, NETWORKING, AND ADVANCEMENT OPPORTUNITIES FOR STUDENTS AND STAFF FROM UNDERREPRESENTED GROUPS

BLACK STUDENT INITIATIVE FUNDING

Seven different student associations benefited from the Black Student Initiative funding to organize impactful events throughout the year. One example is the National Society of Black Engineers (NSBE)'s trip to their 50th Annual Convention in Atlanta, Georgia, USA. Along with the support of the Faculty of Engineering through Faculty allocations for spending tied to the Action Plan to address Anti-Black Racism, the Black Student Initiative fund supported the attendance of fourteen Black engineering students at the four day NSBE Annual Convention in Atlanta, Georgia.

PROVOST'S FACULTY MENTORSHIP NETWORK HELPS NEW FACULTY FIND THEIR FOOTING

Launched in 2021, the Provost's Faculty Mentorship Network (PFMN) is an important source of guidance and support to all pre-tenure professors. Mentors who are part of this network are outstanding teachers and researchers who have experience as institutional leaders at McGill. As their profiles show, mentors possess a range of strengths and capacities that will contribute to guiding and advising junior colleagues. During the reference period, 29 new mentees were matched with mentors from across all Faculties.

"He was essential in making my first year reasonably successful. He gave me critical advice, such as how to balance teaching, grant applications and research. He was great."

— Hiroshi Mamiya, an Assistant Professor in the Department of Epidemiology, Biostatistics and Occupational Health, on his mentor in the PFMN.

3 OUTREACH

FALL WELCOME CEREMONY FOR INDIGENOUS STAFF AND FACULTY

Eleven new Indigenous staff and faculty members, including First Nations, Métis, and Inuk people from across Canada, were welcomed to McGill in an event held in Fall 2023 at the Faculty club. McGill now has 50 Indigenous staff and faculty members.

DEVELOPMENT INITIATIVE FOR ACADEMIC LEADERSHIP (DIAL) HAS SUCCESSFUL SECOND YEAR

The Development Initiative for Academic Leadership (DIAL) was launched in August 2022 through the Equity Team in the Office of the Provost and Executive Vice-President (Academic) (OPEVPA). This mentorship initiative is for mid-career scholars at McGill with leadership promise seeking to deepen their skills in relation to academic leadership.

Over 2023-2024, 16 up-and-coming academic leaders across 10 faculties participated in the program that was supported by the expertise of over 20 senior administrators in roles ranging from formal mentorship to the running of workshop content and skills-development sessions.

MCGILL THIRD CENTURY POSTDOCTORAL FELLOWSHIPS

The McGill Third Century (M3C) Postdoctoral Fellowship program supports the recruitment of emerging scholars from underrepresented groups who are conducting research directly in connection with addressing structural and direct racism and other forms of oppression in institutional contexts. On 23 October 2023 McGill hosted a symposium showcasing the research and accomplishments of its M3C Fellows:

Dr. Amber-Rose Johnson, Dr. Jayne Malenfant, Dr. Milka Nyariro, and Dr. Tanya Matthews. The symposium also featured a panel discussion with the scholars, moderated by Prof. Melissa N. Shaw, titled 'Early Career Scholar Experiences: Opportunities for Growth within Liminal Space'. The event offered a valuable space to learn from the M3C Fellows' expertise and experiences, connect with other scholars in attendance, and to explore opportunities for potential collaborations. The M3C Postdoctoral Fellowship program has been renewed this year and plans to recruit new scholars for the 2024/2025 academic year.

3.3/ DEEPEN COMMUNITY COLLABORATIONS IN CONNECTION WITH UNIVERSITY COMMEMORATIONS AND CELEBRATIONS

DESAUTELS FACULTY OF MANAGEMENT PARTNERS WITH GRIS MONTREAL FOR TRANS DAY OF REMEMBRANCE

To honour Trans Day of Remembrance, Desautel Faculty of Management organized a workshop on gender diversity led by community partner GRIS Montreal and open to faculty, staff, and students.

INTERNATIONAL HOLOCAUST REMEMBRANCE DAY

McGill's Associate Provost (Equity & Academic Policies) and Deputy Provost (Student Life and Learning), with the Department of Jewish Studies and representatives from different Jewish student associations and community groups, held a commemoration event for the victims of the Holocaust.

"My every hope and prayer is that my words will reach people to diminish hate. I am proof that even incomprehensible evil can be overcome... Please, please, let us all work together to try and make this community a better place."

— Holocaust survivor and McGill alumna Rae Gropper

FACULTY OF ENGINEERING EVENT FOR INTERNATIONAL DAY AGAINST HOMOPHOBIA, TRANSPHOBIA, AND BIPHOBIA

The Office of E-IDEA (Engineering Inclusivity, Diversity, and Equity Advancement) hosted a lecture by Michelle Liu on homophobia, transphobia, and anti-Asian racism in engineering design and the workplace. The talk, which marked the **International Day Against Homophobia, Transphobia, and Biphobia**, addressed the impacts of exclusionary engineering designs and explored actionable strategies for addressing discrimination.

Michelle Liu (iel/they/them) is a Queer, racialized, non-binary, and neurodivergent engineer (P.Eng), soon-to-be lawyer, speaker, consultant, researcher, and uninvited settler based on the traditional land of the Anishinaabe Algonquin Nation. Engineers Canada named Michelle one of thirteen EDI Leaders in Engineering Workplaces in 2021-2022.

3 OUTREACH

NATIONAL DAY OF REMEMBRANCE OF THE QUEBEC CITY MOSQUE ATTACK AND ACTION AGAINST ISLAMOPHOBIA

McGill's Associate Provost (Equity & Academic Policies) and Deputy Provost (Student Life and Learning), with the Institute of Islamic Studies and representatives from different McGill Muslim student associations held a commemoration event for the victims of the January 29, 2017, Quebec City Mosque shooting. This event was held in partnership with Muslim Awareness Week.

"I want to emphasize the importance of our commitment in the face of the rising challenge of Islamophobia on our campuses, and in society more broadly. Today, as a community, we come together guided by shared ideals of human dignity, the sacredness of life, and the repudiation of all forms of violence, oppression, and discrimination, on our campuses, in our communities, and beyond."

— Provost and Executive Vice-President (Academic)
Christopher Manfredi

SCHULICH SCHOOL OF MUSIC CONCERT WITH RENOWNED JAZZ TRUMPETER CHARLES TOLLIVER FOR BLACK HISTORY MONTH

Renowned jazz trumpeter **Charles Tolliver** took the stage in a sold-out show with Schulich School of Music jazz students, choristers, and professors **Camille Thurman** and **Darrell Green** to perform Tolliver's arrangement of *Africa/Brass* — a legendary album from Coltrane's long line of exceptional jazz compositions.

Tolliver's career as a jazz trumpeter spans five decades. Over that time, he has recorded and performed with renowned artists such as Roy Haynes, Herbie Hancock, Hank Mobley, and many others. His rumbling style and fearless playing sets him apart from other trumpeters in his circle, and this was an incredible opportunity to see him in action.

3.4/ DEEPEN COMMUNITY COLLABORATIONS IN CONNECTION WITH ACADEMIC PROGRAM DEVELOPMENT

GIFT TO SUPPORT EXPANDED INDIGENOUS-LED TEACHING PROGRAMS

The Office of First Nations and Inuit Education (OFNIE) recieved a major gift of almost \$2 million from the Rideau Hall Foundation (RHF) which will allow it to expand its teacher education programs offered in collaboration First Nations and Inuit communities.



Convocation with the Katavik Ilisarniliriniq schoolboard.

OFNIE is one of seven Indigenous-led teacher-education programs across Canada to receive funding from the RHF through its Indigenous Teacher Education Initiative. Everything at OFNIE – from program design, recruitment, and development, all the way to graduation and instructor preparation – is done in collaboration with its six partner schoolboards: Kativik Ilisarniliriniq, the Cree School Board, the Naskapi Education Committee, the Listuguj Education Directorate, the Kahnawà:ke Education Centre, and the Mohawk Language Custodian Association of Kanehsatà:ke.

3 OUTREACH

ENROLLMENT SERVICES' BRANCHES ORGANIZES DAY-LONG OUTREACH SYMPOSIUM

Branches collaborated with Faculties and Units across McGill to host a day-long community outreach event with a focus on best practices in youth engagement, promoting access to education, working with historically underrepresented populations, as well as incorporating equity, diversity, and inclusion in planning and efforts. The objective of the McGill Outreach Symposium was to create a space where attendees could exchange ideas, gain new insights, and collectively work towards building more equitable, diverse, and inclusive communities.

FACULTY OF DENTAL MEDICINE AND ORAL HEALTH SCIENCES EXPANDS COMMUNITY CLINIC

The Faculty of Dental Medicine and Oral Health Sciences doubled the capacity of the free dental clinic that they created in Health Clinic partnership Montreal's Welcome Hall Mission. The clinic serves Montreal's more marginalized community members, including asylum seekers and those experiencing homelessness. It is located in Montreal's Saint-Henri neighborhood, and is Montreal's first permanent free dental care clinic, offering free services to low-income and unhoused Montrealers who do not have dental insurance. The clinic was founded in 2011 thanks to generous support from organizations and individual donors. Renovations were necessary to keep up with the rising demand.

2024 MELLON ISCEI WRITER AND ARTIST IN RESIDENCE PROGRAMS

The Indigenous Studies and Community Engagement Initiative (ISCEI) program is supported by a grant from the Andrew W. Mellon Foundation and is designed to support the growth of the Indigenous Studies Program at McGill, strengthen existing Indigenous initiatives and build new ones, on and off campus; provide a nexus for Indigenous scholarship and community-building, including community partnerships

Two ISCEI's important initiatives are the Artist in Residence and the Writer in Residence programs, which create opportunities for practicing artists to create work while interacting with students and faculty. The annual Artist in Residence program is co-organized with the Department of Art History & Communication Studies and the annual Writers in Residence is supported by the Departments of English and French Literature.

The Winter 2024 Writer-in-Residence was Billy-Ray Belcourt from the Driftpile Cree Nation. He is the author of five books, including A MINOR CHORUS and the recent COEXISTENCE. He is an Assistant Professor and Canada Research Chair in the School of Creative Writing at the University of British Columbia. While at McGill he participated in multiple events, including partnering with the Indigenous Health Professions Program to talk about his experiences accessing health care as an Indigenous man.



Billy-Ray Belcourt, PhD - McGill's 2024 Indigenous Studies and Community Engagement Initiative (ISCEI) Writer in Residence.

The Winter 2024 Artist-in-Residence was Soleil Launière, originally from the Ilnu community of Mashteuiatsh, lives and works in Tiöhtià:ke - Mooniyang (Montreal). A transdisciplinary artist combining song, movement, theater, installation and performance art, she sporadically uses experimental multimedia to make spiritual in-betweens felt. Part of her residency included a multidisciplinary public performance on lower campus.

DELEGATION OF MCGILL SENIOR LEADERS SPEND DAY OF LEARNING IN KAHNAWÀ:KE LONGHOUSE

A delegation of Academic Leaders including Professors Chris Manfredi, Provost and Executive Vice-President (Academic) and Celeste Pedri-Spade, Associate Provost (Indigenous Initiatives), visited the Mohawk community of Kahnawà:ke to take part in a full day of work and exchange with some of the community's political and educational leaders. Ongoing engagement and collaboration with First Nations communities is fundamental to advancing McGill's own 52 Calls to Action stemming from the 2017 Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education, and the visit was organized in that spirit.

4 WORKFORCE

4.1/ INCREASE THE REPRESENTATIVENESS OF THE WORKFORCE

EMPLOYMENT EQUITY BIENNIAL REPORT TO SENATE

Progress on increasing representation of designated equity groups within the workforce is monitored regularly and reported Federally, Provincially, and internally to McGill's Senate via the The Biennial Report to Senate on Employment Equity. While there remains significant work to undertake in regard to closing the gaps in our workforce, the report shows that the University is making significant strides, including meeting and surpassing targets, in some areas. The next report is expected in Spring 2025. See section 4.3 below for additional and related information.

EMPLOYEE RESOURCE GROUPS OFFER NETWORKING AND COMMUNITY

An Employee Resource Group (ERG) is an employee-led group whose membership is based on a shared identity and/or experience of employees belonging to communities that have been historically marginalized and continue to face systemic barriers in the workplace. ERGs are a way for employees to foster community, to build professional networks, and to share experiences and offer mutual support in relation to the workplace. Hosted by the Equity Team in the Provost's Office, McGill currently had three active ERGs during the reference period. The Black ERG, established in 2022, continued to meet; the Disability ERG was revived after a long hiatus; and the Queer ERG was officially launched and held several successful events.

HR COMMUNITY OF PRACTICE

Building capacity of our HR professionals is a key element of recruitment and retention of an representative workforce. During the reference period the Equity Team continued to host an Employment Equity Community of Practice for HR Professionals, featuring:

- Monthly professional development opportunities for HR staff across Faculties and Units
- Building employment equity awareness and skills on topics including onboarding trans and non-binary employees, addressing homophobia and transphobia

in the workplace, anti-Black racism training, Indigenous inclusion, understanding episodic disabilities, accommodations for staff with disabilities

THE PROFESSIONAL EXCHANGE PROGRAM (PEP) FOR BLACK AND ADMINISTRATIVE SUPPORT STAFF

The PEP was designed to address the inequities and employment barriers that Black-identifying employees at McGill may experience by giving them greater exposure to areas of professional interest and guide them in their future career development at the University. Emerging from the HR Working Group on Anti-Black Racism as a collaboration between Human Resources and the Equity Team, the program ran another successful iteration during the reference year. It is now being hosted by Organizational Development.

4.2/ ENHANCE AND COMMUNICATE RESOURCES AVAILABLE TO SUPPORT EMPLOYEES WITH DISABILITIES

The Accessibility Advisor within the equity team in the Office of the Provost and Executive Vice-President (Academic) continued to play a key role in advancing work on the commitment to enhance resources available to support employees with disabilities. Her work focused on capacity building through education and advising, strategic development, and efforts to strengthen and bring together disability communities at McGill.

Key accomplishments include:

- Updated and delivered workshops and supplemental materials for faculty and staff on *Accessibility in the Classroom*, *Onboarding Employees with Disabilities*, *Accommodating Employees with Disabilities*, and *Disclosing a Disability* and developed and delivered new material in both workshop and seminar form on *Embracing Neurodiversity in the Workplace*.
- Managed the Central Accommodations Fund which offers financial support for expenses associated with workplace accommodations for faculty and staff
- Co-supported the management and development of content for the HR Community of Practice.
- Continued development of the McGill Accessibility Strategy (MAS), which will go to the entire McGill community for consultation in Fall 2024 and for review and approval of our governance channels in Winter 2025.

4 WORKFORCE

4.3/ ADDRESS EDI GAPS AMONG TENURE-STREAM ACADEMIC STAFF THROUGH ACTIVE RECRUITMENT, RETENTION, AND PROMOTION STRATEGIES

The McGill leadership team, and all academic search committee and Advisory committee members receive training about McGill's employment equity context and commitments, while also offering strategies and skills for recruiting a diverse and excellent pool of candidates. Equity sessions at McGill are also focused on raising awareness about practices that can help ensure a substantively fair and inclusive search process. A few important measures include:

- Academic search committees must confirm that their shortlist includes one member of a designated group
- Ongoing multi-year, interdisciplinary strategic hiring initiatives in Indigenous Studies and Black and Africana Studies
- Mentorship opportunities at the junior and mid-career levels, including: A successful and well-used central mentorship network for junior faculty (Provost's Faculty Mentorship Network); and a program for mid-career academics interested in leadership (Development Initiative for Academic Leadership; the Demystifying Central Academic Leadership program launched in 2023)

From April 2024 Employment Equity data, a few key areas of progress and areas where more focused work is needed:

- 28 per cent of faculty who are tenured full professors are women, exceeding the target of 25 per cent set for 2022 in the Strategic Academic Plan.
- The Provost's 2017 Task Force on Indigenous Studies and Indigenous Education set a target of appointing 35 Indigenous tenure-track or tenured professors by 2032. As of April 2024, there were 21 Indigenous tenure track or tenured professors.
- The 2020 Action Plan to Address Anti-Black Racism set a target of 40 Black tenure-track or tenured professors by 2025, and 85 by 2032. As of April 2024, there were 42 Black tenure track or tenured professors.

- The proportion of racialized persons in the tenure stream professoriate has increased from 16% to 22% between 2018 and 2024.
- The proportion of persons with disabilities in the tenure stream professoriate has decreased from 6% to 5%. This is cause for concern and will require focus and energy in the years ahead to set us on a better path. To this end, the draft McGill Accessibility Strategy proposes a target of 7.5% representation by 2029.
- The proportion of persons who are 2SLGBTQ+ in the tenure stream professoriate has increased from 5% to 8% between 2018 and 2024.

4.4/ RECOGNIZE DIVERSE FAMILY FORMS IN UNIVERSITY POLICIES AND PROCEDURES

UPDATE POLICY FOR CHILD-CARE TRAVEL EXPENSES

A Financial Services review of guidelines for reimbursement of child-care expenses for work-related travel led to a revision of McGill's guidelines for eligible expenses, expanding allowable expenses (see section PR7.11).

4.5/ ENSURE UNIVERSITY POLICIES ESTABLISH PROMPT, EFFECTIVE, AND CONFIDENTIAL CHANNELS TO ADDRESS EDI CONCERNS AND COMPLAINTS

Sections 1.3 and 1.5 of the Student Experience section of this report speak to the important resources and energy being applied toward McGill's Office for Mediation and Reporting (OMR) and Office for Sexual Violence Response, Support and Education (OSVRSE), both of which serve all members of the McGill community, including our academic and administrative workforce.

4 WORKFORCE

4.6/ PROMOTE RESPECTFUL, ACCESSIBLE, AND INCLUSIVE WORK ENVIRONMENTS

ACADEMIC LEADERSHIP FORUM ADDRESSES KEY EQUITY TOPICS

The Academic Leadership Forum (ALF) is a series of professional development sessions for academic administrators, including Deans, Vice-Deans, Associate and Assistant Deans, Department Chairs, and Directors of centres and institutes. The ALF aligns with McGill's key priorities and enables ongoing conversation about best practices and institutional management. In addition to considering equity transversally in the design of all sessions, specific topics covered during the reference period included **Supporting our Campus During the Ongoing Crisis in the Middle East**, **Supporting Colleagues Experiencing Grief**, and information on the new policy on Indigenous Citizenship/Membership.

TRAINING ON ANTISEMITISM AND ISLAMOPHOBIA

During the reference period, training was offered for Deans, Department Chairs, Managers and HR Advisors on meaningful inclusion for religious minority communities and the duty to accommodate to ensure an inclusive climate for all faculty, staff, and students.

EQUITY EDUCATION PROGRAMMING

As part of Equity Education programming, the Equity Team in the Provost's Office delivers workshops based on areas of interest and relevancy for employees across our campuses. Workshops are primarily delivered online but there has been an increase in in-person sessions which has enhanced engagement and relationship building. Workshop themes include but are not limited to: *Navigating Microaggressions in the Classroom*, *Gender Diversity and Inclusive Language in the Workplace*, and *Anti-Racism in the Workplace*.

During the reference period, the Equity Team reached over 1800 McGill participants through 47 workshops offered as part of the Team's regular programming and 58 made-to-measure workshops for individual Departments and Units.

These workshops are:

- designed for three different streams of learners: Staff, Faculty and Staff/Faculty;
- part of a regularly scheduled program open to the entire McGill community of staff and faculty;
- scheduled in collaboration with Organizational Development and the My Healthy Workplace initiative (for Staff workshops);
- designed based on EDI topics relevant to university community; and
- adapted based on feedback from participants

5 PHYSICAL SPACE

5.1/ REFLECT DIVERSE IDENTITIES WITHIN MCGILL'S HISTORIC AND CONTEMPORARY COMMUNITIES IN CAMPUS ICONOGRAPHY, SIGNAGE, CEREMONIES, AND NAMING

McGill University's Office of Indigenous Initiatives (OII), McGill Libraries and McGill Visual Arts Collection (VAC) collaborated during the reference period to plan programming for Indigenous Awareness weeks 2024 that highlighted recent scholarship on Indigenous Art.

The McGill Visual Arts Collection presented a three-part exhibition in the heart of the McLennan Library lobby that offered a snapshot of activities relating to Indigenous Art in three actions; **bead, paint and carve**.

While the University has been collecting art for over 200 years, more recently the focus has been to offer an art collection that is as diverse as the McGill community that it serves. With the help of generous donors and engaged Faculties and Units who share this vision, the VAC has expanded to include over 170 artworks by Indigenous artists.

5.2/ ENHANCE ACCESSIBILITY OF BUILDINGS, PATHWAYS, AND OTHER PHYSICAL SPACES

UNIVERSAL ACCESS CAPITAL PROJECTS FUND

Our campus' physical layout presents significant challenges for those with mobility limitations. Many of our buildings are dated and renovating them to render them more physically accessible can be prohibitively expensive. Our learning and research spaces are spread across two main campuses, with our downtown campus located on an impressive slope, often riddled with physical barriers and detours in place due to needed construction projects. All these hurdles become exponentially more difficult during our long winters, when grounds are covered by ice and snow.

A Universal Access Capital Projects fund is dedicated to projects that are designed to improve accessibility at McGill. Since 2010, over \$10 million has been allocated from the accessibility funds to 38 projects that have or seek to enhance the physical accessibility of McGill's campuses. During this same period, a significant number of additional efforts, funded via separate channels, further contributed to the improvement of the physical accessibility of McGill's campuses, through the application of McGill's enhanced Design Standard for accessibility, which was adopted in 2019 and will be updated in the 2024-2025 Academic Year.

5 PHYSICAL SPACE

5.3/ CREATE DEDICATED SPACES FOR MCGILL COMMUNITY MEMBERS' SPIRITUAL, SOCIAL, AND WELLNESS NEEDS

BLACK STUDENT SPACE

During the reference period, the Black Student Affairs Liaison continued to support Black Student Associations' advocacy efforts and collaborate on programming in the Black Student Space, located in the Ferrier Building on the downtown campus.



Student group members using the Black Student Space, Ferrier Building, McGill University

Student clubs such as the Black Students Network (BSN) and National Society for Black Engineers (NSBE) held their weekly meetings in the space and hosted cultural events including trivia and movie nights, and painting and poetry workshops. The Black 2 School Annual Welcome BBQ and information session was held in the Space to give Black students an opportunity to get accustomed to the room and feel a sense of belonging as they begin their academic journey at McGill.

In both Fall and Winter terms, the Wellness Hub teamed up with the Black Student Affairs Liaison to host a series of wellness events that included opportunities for the students to meet the Black Student LWAs and counsellor as well as relax before finals and midterms. The space also serves as a study lounge, a place to gather for food, as well as a recording studio for student podcasts. Smaller offices within the space that can be reserved for small group meetings, and there is a library filled with books from Black community and McGill faculty authors.

5.4/ ENHANCE INDIGENOUS PRESENCE IN PUBLIC SPACES AS WELL AS THE AVAILABILITY OF CULTURAL AND LIVING SPACES FOR INDIGENOUS STUDENTS, FACULTY, AND STAFF

With the appointment of the Associate Provost, Indigenous Initiatives, in 2022, McGill's Office of Indigenous Initiatives (OII) has, in a short period, advanced McGill's work dramatically in responding to the 52 Calls to Action of in the 2017 Report on Indigenous Studies and Indigenous initiatives. The OII's website [tracks ongoing progress](#) on the work it has done to respond to Call to Action #26 (Indigeneity and Public Spaces at McGill).



McGill

Office of the Provost and
Executive Vice-President,
Academic

COMMITMENT

ACTION

IMPACT

ACTION PLAN TO ADDRESS ANTI-BLACK RACISM

ANNUAL REPORT / YEAR 4 2023-24

ACTION PLAN TO ADDRESS ANTI-BLACK RACISM / ANNUAL REPORT

YEAR 4 / 2023-24

HOW TO READ THIS REPORT3

BACKGROUND AND CONTEXT3

STUDENT EXPERIENCE4

RESEARCH & KNOWLEDGE 8

OUTREACH12

WORKFORCE14

PHYSICAL SPACE16

HOW TO READ THIS REPORT

This report provides an overview of activities undertaken pursuant to Year 4 of the Action Plan, which spans the 2023–2024 academic year (September 2023 to August 2024 inclusive). It reflects the structure of the Action Plan, which is organized along five principal themes: students, research, outreach, workforce, and space. The report focuses on setting out the actions undertaken across our campuses over the past year to continue the necessary and extensive work required for our community to develop a strong understanding of, and meaningfully address, anti-Black racism.

This report seeks to document as fully as possible recent progress on the Action Plan's implementation. Quantitative data are provided where available. The balance of the information is descriptive. While it would be impossible to chronicle each measure taken up in the reference year to advance the Action Plan's commitments, what is set out here seeks to exemplify the nature and scope of achievements realized. Updates from the first three years of the Action Plan's implementation can be found on the ABR Working Group's website.

It is important to realize that this Report sets out work that, while tied directly to the Action Plan, has connections to efforts and initiatives that fall within other equity-related programs at McGill. In this regard, advancements made pursuant to: McGill's EDI Strategic Plan, the 52 Calls to Action in the Report of the Task Force on Indigenous Studies and Indigenous Education, and the Initiative against Islamophobia and Antisemitism are noteworthy. Progress in regard to each of these initiatives is set out in companion reports simultaneously presented to the University's governance bodies and community.

Thank you for reading.

BACKGROUND AND CONTEXT

While this Action Plan is anchored to McGill's overarching EDI commitments, notably as set out in its Strategic EDI Plan, it is also distinct in its rationale and aspirations. Particularly, the Action Plan seeks to initiate a process of acknowledgement of our university's historic connections to the transatlantic slave trade and its enduring legacies. The trade in African persons between Europe and the Americas lasted for more than 400 years. It resulted in the enslavement of 10 to 12 million persons of African descent and cost millions of others their lives. Slavery in the Americas reached into all institutions established during colonial settlement, including Canadian universities.

The legacies of transatlantic slavery find reflection in ongoing racial subordination and systemic anti-Blackness as witnessed through persistent pejorative stereotypes about African and Black persons, as well as their underrepresentation in the workforce, in leadership positions, and in higher education across the country.

As McGill embarks on its third century as a world-class institution of higher education, it has both the responsibility and the opportunity to address these barriers that have deprived Black persons of full access to opportunities – or that have limited their capacity to flourish – on our campuses. This work will allow us to do better in our express commitment, set out within our university's mission, to the principles of equity and inclusiveness. It is against this background and within this context that work under the Action Plan is taken up at McGill.

COMMITMENT
ACTION
IMPACT

THEME 1/

STUDENT EXPERIENCE

BENCHMARKING REPRESENTATION OF BLACK STUDENTS AT MCGILL

The Student Census was launched in Fall 2020 and acts as a data collection initiative in line with McGill's Equity, Diversity and Inclusion Strategic Plan 2020-2025, the Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education, and McGill's Action Plan to Address Anti-Black Racism 2020-2025. The response rate in the Winter 2024 term rose to 85.1% from 66.9% from the previous year.

This data is used to better understand McGill's student body so as to better meet student needs. It also serves to inform strategic enrollment planning to address underrepresentation. A report on the Student Census is tabled at Senate every two years with the next report expected in Spring 2025.

The Action Plan committed to understand and analyze the student demographic landscape with reference to population data, using as comparators Black population levels in Montreal, Quebec, and Canada, where Black communities represent 6.8%, 4%, and 4.3% of the total population, respectively.

According to the census, 4.6% of McGill's 28,844 students self-identify as Black. The chart below shows a breakdown of Black student representation by citizenship/residency as of the Winter 2024 term.

Students	Grand Total	Domestic	Domestic - Quebec Resident	International
Black (e.g. African, American, Canadian, Caribbean)	4.6% 1,219	4.9% 904	5.4% 681	4.1% 315

STUDENT WELLNESS HUB CONTINUES EFFORTS TO ENHANCE SERVICES FOR BLACK STUDENTS

During the reference period, the Student Wellness Hub (Hub) strived to improve services offered to Black students via initiatives to expand and strengthen targeted support services. The Hub continued its practice of working closely with student groups to gather and respond to student perspectives which in turn inform and improve the Hub's approach.

More than 60% of the Hub's funding envelope for professional development for the reference period was dedicated to training aimed at improving clinical capacity to support students from underrepresented groups, including trans and nonbinary students, Black students, and racialized students.

The Hub conducted a wide, multi-stakeholder consultation with Black and racialized students to identify ways to best serve this student community. Students expressed a need for:

- Opportunities to deepen personal identity-based exploration as related to mental health;
- Support for managing mental health-related challenges connected to belonging and the feeling of otherness, and for support that included non-western methodologies
- Access to mental health support from racialized and Black staff at the Student Wellness Hub with specialized expertise in racialized identities;
- Trauma-informed care; and
- Support after mental health critical incidences.

In response to the consultations, the Hub established a new counselling position for Black students that was filled in March 2024. The incumbent is working closely with others in the Hub, including the Local Wellness Advisor for BIPOC students, to respond to the expressed needs.

The Hub collects users' demographic data on a voluntary basis to ensure that they are serving the entire McGill community, with a particular focus on services for students who typically face barriers to mental health care. An analysis for the reference period shows that students using the Hub are largely reflective of the broader McGill community, with a year-over-year increase in the number of BIPOC students accessing services.

"Angela is a mental health clinician with an extensive background in the public health system and the local community service centres. As the Local Wellness Advisor supporting Black students, she connects them to appropriate resources, provides psychoeducational and skills-based workshops, outreach and wellness promotion, as well as individual 1 on-1 appointments. This role is fundamental in promoting holistic-centered care of Black students throughout their academic journey at McGill and contributes to a healthier general student population."

THEME 1/

STUDENT EXPERIENCE



During the 2023-2024 year Local Wellness Advisors specialized in services for BI&POC, Black, and 2SLGBTQIA+ students conducted a total of 463 individual appointments with 215 unique students and reached over 2500 students in workshops and outreach. This represents a doubling in access and participation compared to the previous year.

BLACK STUDENT AFFAIRS LIAISON SUPPORTING BLACK STUDENTS

Antoine-Samuel Mauffette-Alavo is the Black Student Affairs Liaison at McGill. He is responsible for connecting with and supporting Black students at both the graduate and undergraduate levels, to ensure that their needs and interests are communicated effectively to the University and addressed in an effective manner.

In 2023-2024, the Black Student Affairs Liaison continued to support Black student associations advocacy efforts and collaborate on programming, notably in the Black student space on campus. He also worked with the SSMU Black Student Commissioner to support the creation of new Black student associations and offered an innovative student initiative support system through which student associations could directly appeal for financial support for their associations' workshops, events and community initiatives.

Seven different student associations benefited from the Black Student Initiative funding to organize impactful events throughout the year. One example is the National Society of Black Engineers (NSBE)'s trip to their 50th Annual Convention in Atlanta, Georgia, USA.

Along with the support of the Faculty of Engineering through Faculty allocations for spending tied to the Action Plan to address Anti-Black Racism, the Black Student Initiative fund supported the attendance of fourteen Black engineering students at the NSBE Annual Convention in Atlanta, Georgia. Over the four-day conference, students participated in numerous workshops hosted by businesses, corporations, and individuals. The conference also featured extensive networking opportunities during a career fair featuring over 400 exhibitors. Additionally, important decision-making meetings were held within the senate body and

by each region. Outside the official conference agenda and activities, the McGill group explored downtown Atlanta and connected with other Canadian NSBE chapters during an organized dinner.

BLACK GRAD GALA

On May 1, 2024, McGill University's 6th annual Black Grad Gala, hosted by the Black Students' Network, honoured the Class of 2024's Black graduates. Approximately 50 graduates from various faculties were celebrated on stage, each receiving Kente stoles in recognition of their achievements. Notable speakers included Associate Professor Momar Ndao and Black Grad Valedictorian Yasmine Elmi, a McCall MacBain Scholar in the Faculty of Science and incoming McGill medical student. Alongside musical performances and awards, McGill's first Black Dean of the Desautels Faculty of Management, Yolande E. Chan, congratulated the graduates and delivered a powerful message of empowerment and leadership, urging them to drive positive change.



Black Grad Valedictorian Yasmine Elmi, a McCall MacBain Scholar in the Faculty of Science and incoming McGill medical student.

THEME 1/

STUDENT EXPERIENCE

OUTREACH AND MENTORSHIP WITH BLACK CEGEP STUDENTS

Pick Your Path for Black Youth (PYP) is a mentorship program connecting Black CEGEP students with Black McGill students and graduates. Now in its third year, the program built on the efforts and lessons learned over previous years to run a successful program during the reference period. The 2023-2024 cohort of PYP launched in October, gaining widespread attention and garnering a high volume of applications, which allowed the program lead to easily fill the 26 available spots.



Student taking part in an Pick Your Path (PYP) outreach and student leadership event.

The program collaborated with external partners including the Black student unions at John Abbott, Marianopolis, and Dawson, as well as Ahuntsic College. Internal McGill partners included the Faculty of Law L.E.X. (Law-Éducation-Connexion) Outreach Program and the Black Law Students' Association of McGill.

Participants were able to connect one-on-one with their McGill mentors throughout the program to share knowledge, experiences, and concerns. Mentees worked with their mentors on a final project which they presented during the program wrap-up session, some



Students taking part in an Pick Your Path (PYP) outreach and student leadership event.

of which are available to view online. Parents were also involved and engaged in a reflection session on their aspirations for their children, which also gave them the chance to connect with other parents.

Through the PYP Black Youth, Black CEGEP students were able to see McGill as a place that is just as accessible for them as anyone else:

« Merci beaucoup à toute l'équipe de PYP, c'est la première fois que je fais quelque chose d'aussi intéressant et amusant sans me sentir stressé ou forcé. Vous avez vraiment su me mettre à l'aise et ça m'a fait plaisir de voir que beaucoup d'autre gens de ma communauté avait le même vécu, les mêmes ambitions et le plus important ; qu'ils ont réussi à atteindre ces ambitions !! »

“Pick Your Path motivated me to push myself further in my studies. It showed me my dream career paths were attainable if I continued to push myself in my studies and excel both in school and my extra-curriculars. It also provided me with a sense of Black belonging that has been neglected since my arrival in Montreal.”

Continuing to build on its success, PYP demonstrated the program's ability to change how McGill is perceived amongst Black youth. It made McGill more approachable and introduced the students to a more positive image of the institution. The program continued to strengthen the relationship between McGill and the Black communities of Montreal.

SUCCESSFUL BLACK PATHWAYS PROGRAM IN MEDICINE

The McGill Black Candidate Pathway and Community of Support initiative, launched in 2021 to increase Black representation among medical students at McGill and continues to be successful in substantially increasing the number of Black Medical students at McGill. This application stream is open to Quebec Resident Med-P (CEGEP level) and Quebec Resident MDCM (University level) candidates who self-identify as Black. During the reference period, 20 Black students enrolled in the MDCM Class and 3 in the Med-P Program. There robust support and growing community for the students, including via the first McGill Chapter of the Black Medical Students Association of Canada.

THEME 1/

STUDENT EXPERIENCE

COMMEMORATIVE EVENTS FOR BLACK HISTORY MONTH, QUEER HISTORY MONTH

The 2024 Black History Month (BHM) Opening Ceremony featured a performance by the [Montreal Steppers](#), a local collective, followed by a talkback panel discussion moderated by Wellysanè Minyangadou Ngokobi with panelists Professor Alex Blue V, Professor Angélique Willkie, and Kayin Queeley.

The 2024 BHM Keynote Lecture featured Professor Melanie J. Newton, Associate Professor of History at the University of Toronto who delivered a lecture titled, *This Mess of a Colonial Legacy”: Revolutionary Relationalities, Arrivant Statehood and Afro-Indigenous Futures* to a packed room.

The Equity Team in the Office of the Provost’s office organized the annual **McGill Black Community Gathering** in collaboration with the Black Students’ Network of McGill (BSN), the McGill African Students Society (MASS), and the Students’ Society of McGill University (SSMU). The event was an opportunity for Black students, staff, and faculty members to connect, celebrate, and create community over lunch.

The theme of **Queer History Month 2023** was “Other Worlds.” The **keynote event** featured **multi award-winning author and artist Nalo Hopkinson**, Jamaican-born Canadian, and recipient of the Science Fiction Writers of America’s prestigious Damon Knight Memorial “Grand Master” Award for a lifetime of achievements in writing, mentorship, and teaching. Hopkinson also offered a creative writing workshop to a packed room of more than thirty mostly-student participants.

SYSTEMIC RACISM ONLINE MODULE

The [Building Equitable Spaces Together \(BEST\)](#) module on understanding and addressing systemic racism is one way of providing wide access to knowledge to inform and inspire the progress and change we hope to see. As part of ongoing institutional equity education efforts, this module is designed to help McGill community members better understand and address systemic racism. It is animated by commitments made in McGill’s Strategic EDI Plan 2020-2025, Action Plan to Address Anti-Black Racism

2020-2025, and calls to action articulated in the Task Force on Indigenous Studies and Indigenous Education.

The module explores three principal topics:

- the meaning and cause of systemic racism;
- how systemic racism can arise in a university setting; and
- what we each can do to prevent and address systemic racism.

The module’s development is complete. While the module is not mandatory, completing it is encouraged.

TLS CONTINUED TO INTEGRATE ANTI-RACISM AND EDI INTO ITS REGULAR OFFERINGS FOR INSTRUCTORS

During the reference period, [Teaching and Learning Services \(TLS\)](#) continued to integrate equity and anti-racism into all aspects of its operations, as articulated through their updated vision, mission and principles. TLS is dedicated to fostering inclusive learning environments and offering pedagogical support for instructors with identities that have been marginalized. In accordance with this, TLS organized workshops and activities throughout the academic year to support learning for instructors across campus.

TLS offered sessions on [Fostering Equitable and Inclusive Learning Environments](#) including the “Change One Thing” and “Taking Action Amidst Uncertainty” workshops and a “Building Anti-racist Pedagogical Resources into Your Teaching” workshop. TLS also supported “Tea with Geraldine,” one-on-one online conversations with Professor Geraldine King – Senior Advisor, Indigenous Curriculum and Pedagogy, which provided an opportunity for instructors to discuss their questions and ideas about decolonizing or Indigenizing their courses. As well, TLS launched a “[Fostering Equitable and Inclusive Classroom Discussions](#)” Faculty Learning Community that included two five-session cohorts during the reference period (downtown in Fall 2023, and at Mac Campus in Winter 2024), reaching over 30 participants across eight faculties/units.

THEME 2/

RESEARCH AND KNOWLEDGE

THROUGHOUT THE REFERENCE YEAR, MCGILL PURSUED A RANGE OF ACTIVITIES FOCUSED ON ADVANCING KNOWLEDGE OF BLACK HISTORIES AND EXPERIENCES AND PROMOTING BLACK EXCELLENCE IN RESEARCH.

PROVOSTIAL VISITING FELLOW-IN-RESIDENCE ON BLACK LIFE AND HISTORY

The Provostial Visiting Follow-in-Residence on Black Life and History is an initiative designed to welcome to McGill leading Black scholars whose research focuses on Black life and the Black experience, whether historically or in contemporary society. Fellows from any discipline are welcomed within the Faculty most closely related to their discipline and give a keynote lecture during their visits. Throughout the month of March 2024, McGill hosted its inaugural Fellows, Professor Dennis Pérez Chacon and Professor Samaila Suleiman.



Provostial Visiting Fellows-in-Residence on Black Life and History, Professor Dennis Pérez Chacon (left) and Professor Samaila Suleiman (right).

Prof Pérez's candidacy as a Fellow-in-Residence was put forth by Professor Mabel Carabali, an Assistant Professor in the Department of Epidemiology, Biostatistics, & Occupational Health and recently named Canada Research Chair holder in Methods to Address Health Inequalities. During Prof. Pérez's visit, she presented a keynote lecture in collaboration with the School of Population and Global Health that examined challenges, opportunities, and advances on health inequalities research, sharing examples on prevention and control of infectious diseases, notably Dengue, Tuberculosis, HIV/AIDS, and SARS-CoV-2/COVID-19.

Professor Suleiman visit was organized in collaboration with Prof R. Nanre Nafziger of the Department of Integrated Studies in Education (DISE), and during his visit, Prof. Suleiman co-led a seminar on the politics of archives in Nigeria and other parts of the African continent as well as offering a keynote lecture entitled: "The Politics of Erasure: Dissident Memories and the Struggle for Historical Justice in Nigeria."

ANNUAL SPECTOR LECTURE FEATURING PROF CHRISTINA SHARPE

The annual Spector Lecture is the most prestigious scholarly lecture hosted by the Department of English. In March 2024, the Spector Lecture was given by Professor **Christina Sharpe**, one of the leading voices and most eloquent writers in the converging fields of Black studies, art history, critical theory, and cultural studies. It was co-sponsored by Professor Alex Blue in the Department of Art History and Communication Studies.

Christina Sharpe is a writer, Professor, and Tier 1 Canada Research Chair in Black Studies in the Humanities at York University in Toronto. She is also a Senior Research Associate at the Centre for the Study of Race, Gender & Class (RGC), at the University of Johannesburg. Sharpe is the author of *Monstrous Intimacies: Making Post-Slavery Subjects* (2010), and *In the Wake: On Blackness and Being* (2016)—named by the Guardian (UK) and The Walrus as one of the best books of 2016 and a nonfiction finalist for the Hurston/Wright Legacy Award. Her third book, *Ordinary Notes* (2023) was a Finalist for the National Book Critics Circle Award in Nonfiction. *Ordinary Notes* won the Hilary Weston Writer's Trust Prize in Nonfiction. It was also named a Best Book of the Year by: *The New York Times*, *The Atlantic*, *The New Yorker*, *The Globe and Mail*, *The Toronto Star*, NPR, *New York Magazine*, and *Granta*, among others.

Other activities related to the talk included a seminar for graduate students and faculty, and a reading group hosted by Prof Amber Rose Johnson on Christina Sharpe's *Ordinary Notes*.

You can read more about Christina Sharpe's influence on a generation of thinkers here.



THEME 2/

RESEARCH AND KNOWLEDGE

AFRICAN STUDIES PROGRAM CONTINUED TO STRENGTHEN AND EXPAND

Under the leadership of Chair of the African Studies Program Committee, Prof. Khalid Medani, the program continues to gain strength via the appointment of new scholars at McGill with related expertise, which has allowed for growth in course offerings. Established in 1969, the African Studies Program at McGill was the first of its kind in Canada. The Program offers courses across the disciplines leading to a Minor and Major Concentration and a Joint Honors Program, allowing students many exciting opportunities to explore a wide range of political, historical, social, economic, and environmental issues pertaining to Africa. The underlying conception of the African Studies Program emanates from the basic premise that African Studies is a foundational field of study and a global intellectual enterprise, rather than one constrained by territorial boundaries.

Africa in the World: Past, Present, and Future
Panel hosted by the African studies program

April 24th
4-6 pm - Leacock 232

→ [RSVP HERE](#) ←

Panelists
Panel moderated by Prof. Khalid Medani and Prof. Terri Givens

Charles Peterson, Associate Professor of Africana Studies, Chair of Africana Studies Oberlin College

Meredith Gadsby, Associate Professor of Africana Studies and Comparative American Studies Oberlin College

Amzat Boukari-Yabara, Panafrikanist Historian, Writer, Consultant and Activist

McGill

Black Student Space - Africa in the World- Past Present and Future.

College, Professor Meredith Gadsby, Associate Professor of Africana Studies and Comparative American Studies, President Association of Caribbean Women Writers and Scholars, Oberlin College as well as Amzat Boukari Yabara francophone Pan Africanist Historian and Writer.

In April of the reference year, the African studies program continued to host its popular speakers series, including a panel, titled *Africa in the World: Past, Present, and Future*, moderated by Prof. Medani, and Prof. Terri Givens. The panel welcomed McGill Professor Charles Peterson, Associate Professor of Africana Studies and Chair of Africana Studies, Oberlin

The panel discussed the future of Africa, Africans, and African diaspora studies within the prism of Pan-Africanism: past, present, and future. The ways in which the study of the continent fits in this Pan-Africanist enterprise from the perspective of their respective fields and explore how the field may be meaningfully integrated as part of global efforts at decolonizing the academy within the context of rapidly changing intellectual, political, and social dynamics impacting Africans and Afro-descendant communities representing, *Africa in the World*.

HISTORICAL APPROACHES TO BLACK STUDIES PANEL

Featuring three scholars from diverse disciplinary backgrounds, the McGill Institute for the Study of Canada hosted a panel discussion that explored perspectives and approaches to Black Studies with a particular emphasis on its uniqueness in the Canadian context. The roundtable was followed by a Q&A and a reception. The panel include Sarah Riley Case (Assistant Professor in the Faculty of Law) and Wendell Nii Laryea Adjete (Assistant Professor in the Department of History and Classical Studies), and was moderated by David Austin (Lecturer in the McGill Institute for the Study of Canada).

UNIVERSITIES STUDYING SLAVERY (USS) CONSORTIUM 2023 CONFERENCE

McGill has been part of the Universities Studying Slavery (USS) consortium since 2020. This network provides access to important initiatives, information, and opportunities in which McGill community members can take part. In the Fall of the reference year, Prof. Melissa N. Shaw, Assistant Professor, Department of History and Classical Studies, attended the USS Conference hosted by Dalhousie University and the University of King's College, titled "Slavery, Reparations and Education: African Nova Scotia, Canada and Beyond". The event discussed ways research communities and academic institutions can help inform and create new possibilities for the Black community, by viewing history with a sense of ethics, and civic understanding.

THEME 2/

RESEARCH AND KNOWLEDGE

THREE PREEMINENT BLACK SCHOLARS AMONG RECIPIENTS OF HONORARY DOCTORATES

As part of Spring 2024 Convocation, McGill conferred honorary degrees upon three preeminent Black scholars who are leaders in their respective fields and who have made extraordinary contributions to society.

FREDERIC BERTLEY

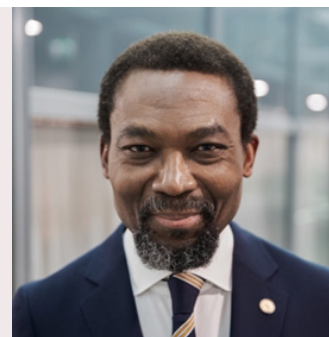
**Doctor of Science, honoris causa (D.Sc.)
Faculty of Science**

Born in Montreal, from a family of numerous McGill graduates, “Dr. B.” earned a B.Sc. in Physiology and Mathematics, and a PhD in Immunology from McGill. For the past eight years, Bertley has served as the President and CEO of the Center of Science and Industry (COSI). Under Bertley’s leadership, COSI has gained national prominence as one of the top science museums in the U.S., boasting the largest science outreach program in North America. A staunch advocate for innovation and critical thinking, Bertley is committed to democratizing access to STEM subjects and works toward this goal through a variety of cutting-edge initiatives, outreach efforts, and widespread participation. He strives to make science accessible and engaging for people of all ages and backgrounds.



CHILE EBOE-OSUJI **Doctor of Laws, honoris causa (LL.D.) Faculty of Law**

Judge Chile Eboe-Osuji is a prominent figure in international law, renowned for his contributions to the field of human rights and international criminal justice. Born in Nigeria, Eboe-Osuji has distinguished himself as a legal scholar, advocate, and jurist. He served as a judge at the International Criminal Court (ICC), where he made significant strides in prosecuting individuals for crimes against humanity, genocide, and war crimes. He also served as ICC president, prioritizing the impartial application of international law. Beyond his judicial duties, Eboe-Osuji is a respected author and lecturer, sharing his expertise on international law and human rights with audiences worldwide. His legacy continues to inspire future generations of legal professionals dedicated to upholding the principles of justice and the rule of law.



CARL JAMES

**Doctor of Letters, honoris causa (D.Litt.)
Faculty of Education**

Carl James is a distinguished scholar and advocate for equity and diversity in education and society. Coming to Canada from the Caribbean in the early 1970s, he has dedicated his career to researching and addressing issues of race, immigration, and education. The Jean Augustine Chair in Education, Community and Diaspora, at York University, James is a former founding Director of the York Centre for Education and Community. He also served as the Senior Advisor on Equity and Representation in York’s Office of the Vice-President of Equity, People and Culture; and presently serves as the Equity Advisor to the Dean in the Faculty of Education. James is renowned for his groundbreaking body of research in Black education in Canada, and in multicultural and anti-racist education worldwide.



THEME 2/

RESEARCH AND KNOWLEDGE

MCGILL THIRD CENTURY FELLOWS

The McGill Third Century (M3C) Postdoctoral Fellowship program supports the recruitment of emerging scholars from underrepresented groups who are conducting research directly in connection with addressing structural and direct racism and other forms of oppression in institutional contexts.



M3C Fellows

On 23 October 2023 McGill hosted a symposium showcasing the research and accomplishments of its M3C Fellows: Dr. Amber-Rose Johnson, Dr. Jayne Malenfant, Dr. Milka Nyariro, and Dr. Tanya Matthews. The symposium also featured a panel discussion with the scholars, moderated by Prof. Melissa N. Shaw, titled 'Early Career Scholar Experiences: Opportunities for Growth within Liminal Space'. The event offered a valuable space to learn from the M3C Fellows' expertise and experiences, connect with other scholars in attendance, and to explore opportunities for potential collaborations.

The M3C Postdoctoral Fellowship program has been renewed this year and an open call to recruit new scholars was launched in summer 2024.

BE-STEMM 2024 SPONSORSHIP

Once again during the reference period, McGill was a sponsor of the National Research Conference for Black Excellence in Science, Technology, Engineering, Mathematics & Medicine/Health (BE-STEMM 2024, July 30th - August 1st, 2024) and offered administrative support for the hosting organization, the [Canadian](#)

[Black Scientists Network/Réseau Canadian des Scientifiques Noirs \(CBSN/RCSN\)](#). The CBSN, which was founded in 2020 is the only national, multidisciplinary network of Black Canadians in STEM. The CBSN/RCSN has swiftly grown into the sole national organization devoted to enhancing the inclusion and success of Black Canadians in STEM. The CBSN membership has steadily increased, boasting over 700 professionals and trainees across all STEM disciplines.

BE-STEMM 2024 took place from July 30th to August 1st, 2024 at the University of Ottawa, and in a hybrid format to continue to maximize reach and inclusivity. Similar to previous BE-STEMM conferences, the conference showcased the work of established and emerging Black Canadian Scientists in a wide array of STEM fields and career paths.

RECOGNIZING COMMUNITY-ENGAGED AND LAND-BASED RESEARCH EXCELLENCE IN MERIT, TENURE, AND PROMOTION

During Fall 2023, then- Associate Provost (Equity and Academic Policies) Angela Campbell and MAUT consulted with colleagues across McGill to review and revise a document on [Examples of the Range of Research Accomplishments, Recognition, and Impacts Valued at McGill](#) originally developed in 2016 with a view to widen the imagination of those in positions of evaluating academic performance of scholars university-wide, and to encourage researchers to feel at ease listing in their research dossiers for tenure and promotion, and in their annual reports, research that might be viewed as non-traditional/"unorthodox".

During the revision process, effort was made to ensure it reflected and integrated community-engaged and land-based research and knowledge production and dissemination. Feedback was particularly sought from members of academic staff from very underrepresented groups, including Black and Indigenous faculty.

The revised document was finalized in January 2024 and was then disseminated widely, with a view in particular to reach tenure committees, Chairs, Directors and Deans.

SUCCESSFUL FUNDRAISING TO SUPPORT BLACK STUDENTS

One of McGill's commitments in the Action Plan to Address Anti-Black Racism was for University Advancement to work with McGill's alumni and donor communities to increase scholarships and student aid opportunities to enhance supports for Black students – at the undergraduate, Master's and doctoral levels. In FY24, 31 donors contributed more than \$750,000 towards initiatives supporting Black students at the undergraduate and graduate levels.

GPS offered Graduate Excellence Recruitment Awards to Black applicants offered admission to our graduate degree programs. These awards are offered in support of McGill's Action Plan to Address Anti-Black Racism by nomination of a student's unit, based on self-identification during the admissions process. During the reference period, 47 awards were granted including 15 at the doctoral level and 32 at the Master's level.

ALUMNI ENGAGEMENT

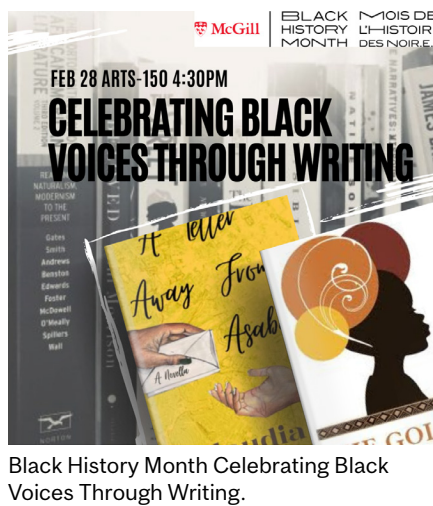
MCGILL BLACK MENTORSHIP PROGRAM (MBMP)

A 4-month initiative by the McGill Black Alumni Association (MBAA), in partnership with the McGill Alumni Association (MAA), and McGill's Subcommittee on Racialized and Ethnic Persons (SCREP) provided Black students with the opportunity to explore their academic, personal, and professional goals with the guidance and support of Black alumni, faculty and staff, who shared their experiences and knowledge.

- 122 mentorship pairings over the winter semester from a wide range of Faculties and disciplines
- 92% of participants said the program met or exceeded their expectations
- 88% of mentees said the program contributed overall to their academic/professional growth
- 80% of mentees said they plan to continue the mentorship relationship with their mentor

MCGILL BLACK ALUMNI ASSOCIATION (MBAA) ACTIVITIES

Thanks to funding support from the Equity Office at McGill, the MBAA held six events throughout the year that engaged Black students. Featuring alumni and business leaders, these events focused on professional development, networking, and community connections. In total, the events garnered 537 participants.



Black History Month Celebrating Black Voices Through Writing.

For Black History Month, McGill University's McGill Black Alumni Association (MBAA) supported the event Celebrating Black Voices Through Writing, bringing together a variety of Black actors and voices from the McGill community. To encourage professional development and community dialogue, they put together a panel of authors, editors and journalists to speak on the channels and pathways used by Black creatives to have their voices heard through various print mediums.

MAA STUDENT SPONSORSHIP PROGRAM FOR STUDENT ENGAGEMENT INITIATIVES:

The McGill Alumni Association (MAA) annually provides financial support to student groups for events, special projects, and initiatives which do not receive University funding and that promote outside-the-classroom student experiences. Eligible projects can receive support ranging from \$250-\$750.

CROWDFUNDING SUPPORT FOR EQUITY SEEKING STUDENT & FACULTY INITIATIVES:

Crowdfunding at McGill provides the opportunity for student and faculty-led initiatives to raise funds for their cause. This year, funds were raised for the Black Law Student Association of McGill (BLSAM) Outreach Project, which aims to increase the visibility of Black and racialized students in the faculty and provide its members with the necessary tools to achieve the best law school experience and overall success.

FACULTY-LEVEL INITIATIVES OFFER STUDENT'S EXPERIENTIAL LEARNING OPPORTUNITIES

A fund earmarked to support Faculty-level initiatives tied to supporting the objectives outlined in the Action Plan allowed the Faculties of Arts and the Faculty of Science to create experiential learning and professional development opportunities for Black students in their programs. Working in partnership with the Black Student Affairs Liaison, they offered internship opportunities to the Black student community.

In the summer 2024, 12 black students interned for international organizations like the Centre for Democratic Development (CDD) in Ghana, United Nations agency UNHCR in Montreal and Ottawa as well as local community NGOs in Montreal (DESTA) and Toronto (The Bentway), many of which are recipients of the ABR Plan Internship Award.

An additional 4 Black students benefited from the Arts Undergraduate Research Internship Award (ARIA) and spent their summer working with McGill professors in the Faculty of Arts. Other Black students secured lab research internship opportunities in Biology and Neuroscience (IBRO).

The Schulich School of Music used a portion of their Faculty funding to welcome choir director, songwriter and educator Karen Burke for a special public workshop as part of its Gospel Festival. The event kicked off Black History Month and brought together all Schulich choirs. It was also open to the entire Montreal community.



THEME 4/

WORKFORCE

BLACK ACADEMIC STAFF

A core commitment of the Action Plan was to increase substantially the representation of Black academic staff. In 2020, at the time of the Action Plan's development, there were 14 Black faculty in the tenure stream at McGill. The Action Plan committed to targets of 40 and 85 Black tenure-track faculty by 2025 and 2032 respectively.

Through the reference year, McGill continued its multi-year strategic recruitment and retention efforts to appoint excellent Black faculty to support their professional flourishing. There are now 48 Black tenure track or tenured Black faculty at McGill. This cohort of exceptional scholars are appointed across disciplines and Faculties. A number of them have received prestigious awards including Canada Research Chairs (both Tier 1 and Tier 2), Membership in the Order of Canada, Honorary Doctorates, and the Meritorious Service Decoration. Their presence greatly enriches the scholarly community at McGill.

PROVOSTIAL DELEGATE NETWORK EXPANDED TO INCLUDE MENTORSHIP

Recognizing that recruitment alone is not enough, McGill acknowledges the imperative of mentorship, support, and networking initiatives to foster an environment in which Black faculty can thrive. As such, a cohort of Black Provostial Delegates, also part of the Dr. Kenneth Melville Black Faculty and Staff Caucus, have agreed to play a key role in this regard. These distinguished and experienced faculty members actively support the recruitment and retention of Black faculty at McGill and are available to support and provide guidance to newly recruited Black faculty members.

Provostial delegates during the reference period included:

Dr. Anita Brown-Johnson (lead Provostial delegate) is the Chief of Family Medicine and Director, Secondary Care Division, MUHC, an Assistant Professor of Family Medicine, and an Associate Member in the Division of Geriatrics and Faculty of Dental Medicine.

Dr. Loydie Jerome-Majewska is a Professor in the Department of Pediatrics, and associated member of the Departments of Human Genetics and Anatomy and Cell biology at McGill University.

Dr. Nicole Lamb Ives is a Professor and Director of the School of Social Work at McGill University. Dr. Ives' research areas include refugee and immigrant issues, and Indigenous social work education and Indigenous social and educational policies.

Dr. Fackson Mwale PhD, FIOR is Professor of Surgery and Graduate Program Director of Experimental Surgery. Dr. Mwale has been the Co-Director of the Orthopaedic Research Laboratory at Lady Davis Research Institute (McGill University affiliate) since 2000.

Provostial Delegates are members of the University-wide Provost's Faculty Mentorship Network, and are invited to join the Provost when he hosts period meetings and social events to welcome and confer with new Black Faculty. Future aspirations include co-hosting events with the Dr. Kenneth Melville Black Faculty and Staff caucus.

COHORT OF TALENTED BLACK ADMINISTRATIVE STAFF CONTINUE TO EXPAND

The representation of Black administrative and support staff in the MPEX/EXEC categories grew from 4.1% to 4.4% during the reference period. This progress is important, given that the Action Plan sets a target of 5% representation of Black M-level and executive staff by 2025. To support continued growth, the University's position postings are sent to targeted Black community associations; since July 2022, a total of 453 applicants, 11 of whom were eventually hired, indicated in their applications that they applied to a position that they had become aware of through our Black community association partners.

THEME 4/

WORKFORCE

THE PROFESSIONAL EXCHANGE PROGRAM (PEP) SUPPORTS BLACK STAFF EXPERIENTIAL LEARNING

The Professional Exchange Program (PEP) was designed in response to the Action Plan to Address Anti-Black Racism (ABR) with the goal of increasing the representation of, and career opportunities for, Black administrative and support staff.



PEP 1 – 2023-2024 Closing Ceremony Professional Exchange Program (PEP).

PEP seeks to address the inequities and employment barriers that Black-identifying employees at McGill may experience. Giving them greater exposure to areas of professional interest and guiding them in their future career development at the University. It does this notably by fostering better and stronger connections and providing access to coaching and experiential learning opportunities from McGill professionals.



PEP 2 – 2023-2024 Closing Ceremony Professional Exchange Program (PEP).

In the reference year, the second edition of the Professional Exchange Program (PEP) was launched to support the career development of Black-identifying MPEX employees. In its first edition, six Black-identifying MPEX employees participated in the pilot. In 2023-2024, PEP was able to offer 12 professional exchange opportunities, all taking place between September 21st, 2023 and March 21st, 2024.

A third iteration of The Professional Exchange Program (PEP) launched in September 2024.

BLACK EMPLOYEE RESOURCE GROUP CREATES COMMUNITY

An Employee Resource Group, or ERG, is an employee-led group whose membership makeup is based on a shared identity and/or experience of employees belonging to communities that have been historically marginalized and continue to face systemic barriers in the workplace. ERGs are a way for employees to foster community, to build professional networks, and to share experiences and offer mutual support in relation to the workplace. McGill's Black ERG is one of three ERGs currently active at McGill (Disabled ERG and Queer ERG being the other two). The Black ERG held several meetings and events each semester over the reference period, and maintained an active online group presence.

MCGILL LAUDED AS ONE OF CANADA'S TOP DIVERSITY EMPLOYERS

McGill was named one of the nation's top diversity employers for its exceptional workplace diversity and inclusiveness programs. The annual Canada's Best Diversity Employers list was announced on March 5, by Mediacorp Canada Inc. The list recognizes employers across Canada that have exceptional workplace diversity and inclusiveness programs. McGill's Action Plan to Address Anti-Black Racism was one of the initiatives cited.

THEME 5/

PHYSICAL SPACE

BLACK STUDENT SPACE BECOMES GATHERING PLACE

During the reference period, the [Black Student Affairs Liaison](#) continued to support Black Student Associations' advocacy efforts and collaborate on programming in the Black Student Space, located in the Ferrier Building on the downtown campus.

Student clubs such as the Black Students Network (BSN) and National Society for Black Engineers (NSBE) held their weekly meetings in the space and hosted cultural events including trivia and movie nights, and painting and poetry workshops. The Black 2 School Annual Welcome BBQ and information session was held in the Space to give Black students an opportunity to get accustomed to the room and feel a sense of belonging as they begin their academic journey at McGill.

In both Fall and Winter terms, the Wellness Hub teamed up with the Black Student Affairs Liaison to host a series of wellness events that included opportunities for the students to meet the Black Student LWAs and counsellor as well as relax before finals and midterms. The space also serves as a

study lounge, a place to gather for food, as well as a recording studio for student podcasts. Smaller offices within the space that can be reserved for small group meetings, and there is a library filled with books from Black community and McGill faculty authors.

MCGILL LIBRARIES SUBJECT GUIDES ON BLACK AND AFRICAN STUDIES, ANTI-BLACK RACISM

In response to the Provost's Anti-Black Racism Action Plan, the McGill Library decided to highlight resources from the collections and community-created resources in an Anti-Black Racism Resource Guide. They believe reading is a fundamental starting point to learning about Black History and Life in Canada, and one of many steps in contributing to dismantling Anti-Black Racism. Their curated list of resources is intended to help readers begin their learning journey.

Librarians also maintain important research guides on [Black Canadian Studies](#) and [African Studies](#).

COMMITMENT
ACTION
IMPACT

2023 – 2024

Annual *Progress* Report



Land Acknowledgement

McGill University is on land which long served as a site of meeting and exchange amongst **Indigenous peoples**, including the **Haudenosaunee** and **Anishinaabeg nations**. We acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory on which peoples of the world now gather.



Table of Contents

05

Message from the
Associate Provost,
(Indigenous Initiatives)
Celeste Pedri-Spade

06

Message from the
Provost and Executive
Vice-President (Academic)
Christopher Manfredi

07

Implementing the
52 Calls to Action

11

Office of Indigenous
Initiatives Strategic Hub

12

Indigenous
Student Success

13

First Peoples' House
(FPH)

15

Indigenous Physical
Representation

16

Celebrating Indigenous
Excellence & Knowledge
Across Campus

19

Accountability to
Indigenous Communities

20

Indigenous
Advisory Council

21

Indigenous Inclusion
at McGill University



PHOTO: OWEN EGAN



PHOTO: OWEN EGAN



Message from the Associate Provost (Indigenous Initiatives), Celeste Pedri-Spade

It is with great pride that I reflect on the numerous “firsts” we have collectively achieved during the 2023-2024 academic year. For the first time, McGill’s senior academic leadership group was welcomed to Kahnawake, where they participated in a day of learning and reflection within the Mohawk Trail Longhouse. We also became the first university in Quebec to cover the cost of tuition for Indigenous students from many local and proximate Indigenous communities. Additionally, Indigenous faculty members were welcomed into areas of the university that had never before included Indigenous perspectives.

These milestones are a testament to the hard work and deep commitment of many individuals who support Indigenous learners, teachers, and community members, despite the challenges that come with change.

As we approach the 10th anniversary of the 94 calls to action put forward by Canada’s Truth and Reconciliation Commission, led by the late Murray Sinclair-baa, who journeyed on to the spirit world this past year, I invite all McGillians to reflect on how our work extends from decades of advocacy and labor spearheaded by those who endured unthinkable harms as children in the name of education—Indian Residential School (IRS) Survivors. While we have made great strides, we still have far to go.

In closing, I welcome everyone to reflect upon and honor the IRS Survivors who made Truth and Reconciliation possible through their courage and their stories. The activities outlined in the following report are grounded in our institutional responsibility to address the legacy of Indian education in Canada and how the IRS experience continues to reverberate across this generation of learners and their families.

Celeste Pedri-Spade

*Associate Provost (Indigenous Initiatives)
McGill University*



Message from the Provost and Executive Vice-President (Academic), Christopher Manfredi

Seven years ago, the Provost's Task Force on Indigenous Studies and Indigenous Education issued 52 Calls to Action that have challenged us to rise to the imperative of reconciliation and challenged us to imagine our university in new ways. In the 2023-2024 academic year, we have, together, advanced approximately 30 of our Calls, evidencing our continued commitments to truth and reconciliation across our campus community. In the academic year 2023-24, we took two important steps forward with the adoption by the University Senate and Board of Governors of the Policy on Indigenous Citizenship and Membership Validation, and with the launch of our Tuition Initiative for Indigenous Students.

Our progress to date is the result of the hard work and commitment of Indigenous and non-Indigenous people across the University. In particular, I want to recognize all of the team members within the Office of Indigenous Initiatives, whose leadership in many respects has made these achievements possible. Likewise, we must thank the many Indigenous communities' members, leaders, Elders and Faithkeepers for their generous and essential participation in our efforts to learn and to bring Indigeneity to McGill.

There is still much more to do, and I look forward to achieving these goals together.

Christopher Manfredi

*Provost and Executive Vice-President (Academic)
McGill University*



Office of Indigenous Initiatives

The Office of Indigenous Initiatives is the central hub for Indigenous strategies and initiatives at McGill University.

As the institutional steward of McGill's pathway towards reconciliation, the Office of Indigenous Initiatives (OII) plays a multi-layered role by working to embed Indigeneity in all facets of university life. It also works to strengthen awareness and alignment of various Indigenous initiatives across the university, support Indigenous student and faculty success, and support the implementation of McGill's 52 Calls to Action on Indigenous Studies and Indigenous Education.



Office of Indigenous Initiatives Background

Implementing the 52 Calls to Action

In partnership with academic and administrative units across McGill, the Office of Indigenous Initiatives is pleased to highlight progress towards advancing its **52 Calls to Action** during the 2023-2024 academic year. **It Takes All of Us!**

While the majority of this report focusses on the actions that the OII has led to meet the Calls to Action, it is important to highlight the efforts of faculties and units who have undertaken their own strategies for reconciliation. OII is pleased to provide a supportive role to many of these activities spearheaded by our institutional partners. The following section highlights institutional advancements grouped according to McGill's Call To Action Plan's five categories including Student Recruitment; Physical Representation; Academic Programs; Research and Academics; and Building Capacity.

#1-17 | Student Recruitment

McGill remains committed to advancing in its Calls focused on creating an inclusive and supportive environment for Indigenous students. Increasing Indigenous students' access to education is a key part of reconciliation, and **Calls to Action 1-17** emphasize the importance of student recruitment and enrolment, outreach initiatives, financial aid, and student support on campus.

Efforts include adapting academic programs - such as the Bachelor of Social Work - to meet the unique needs of Indigenous communities, hiring new faculty members, and admitting Indigenous students to various programs. Financial support initiatives, such as fellowships, provide substantial aid to doctoral students, enabling them to explore diverse research areas.

Some faculties, such as the Desautels Faculty of Management, have completed reconciliation action plans focused on the recruitment and retention of Indigenous teaching staff and established connections with organizations to recruit Indigenous students (**Calls 3 and 4**). Partnerships with other educational institutions support Indigenous law students, while community engagement programs provide hands-on activities and foster strong relationships with university initiatives and clubs (**Call 5**).

Further initiatives include discussions to replicate fellowship programs for Indigenous students, the continuation of student coordinator roles for Indigenous initiatives, and various student support activities, such as sponsoring conference attendance and hosting recruitment sessions (**Calls 12 and 14**). Plans are also underway to develop mentorship programs tailored to Indigenous students and to survey Indigenous topics in the curriculum.

#18-28 | Physical Representation

The Arthur Currie Memorial Gymnasium will house Onkwanaktí:io (Our Nice Inclusive Space), an indoor Indigenous research space showcasing murals, sports memorabilia, and cultural artifacts, creating a space that honors Indigenous heritage.

On the Macdonald Campus, the CINE Skén:nen Project is underway, aiming to create a three-season outdoor space for learning, gatherings, and community events. Community consultations provide insights on the design, ensuring the space meets the needs and preferences of the Indigenous community.

The Libraries are planning to install trilingual “welcome” signs in English, French, and Kainek’keha (**Call 26**). The Faculty of Engineering’s E-IDEA initiative is forming a Working Group on Accessibility and Inclusion in Engineering Physical Spaces, focusing on artwork, welcomed messages, signage, and accessible information. Lastly, under **Call 27**, the Faculty of Arts IAM has created a “home-away-from-home” student space and is developing an outdoor space to support learning and cultural programming.

Under **Call 25**, the Indigenous Studies and Community Engagement Initiative’s (ISCEI) Artist-in-Residence Program hosted Indigenous artists in Fall 2023, while the Writer-in-Residence Program welcomed Indigenous writers in Winter 2024. Additionally, to address **Call 27**, the Faculty of Law is creating an Indigenous Learning Space that incorporates Indigenous art, flexible seating, natural materials, and acoustical considerations, fostering a culturally rich environment.

In addition to the physical representation projects, McGill has made significant strides in addressing other Calls to Action in this category. For instance, to address **Call 19**, a Land Acknowledgement workshop in the Desautels Faculty of Management been drafted for faculty and staff in collaboration with the OII.

#29-39 | Academic Programs

McGill is actively working to Indigenize curricula across faculties, developing both on-campus and in-community course offerings. This commitment is reflected in the University's efforts to integrate Indigenous perspectives and knowledge into various academic programs, as outlined in **Calls to Action 29-39**.

Under **Call 31**, Indigenous music is being incorporated into courses such as Cosmologies and Ojibwe Song and Drum. **Call 32** highlights the strengthening of Indigenous Studies through the creation of an academic home and the development of new programs, alongside hosting notable speakers. **Call 34** focuses on the development of a graduate program in Indigenous Language Revitalization, welcoming new students and introducing supporting courses. **Call 39** includes the creation of Art History courses with Indigenous content and the development of special topic seminars and courses in collaboration with Indigenous leaders and teaching staff.

#40-47 | Research and Academics

McGill is committed to advancing reconciliation through research and academic initiatives, as outlined in **Calls to Action 40-47**. These calls emphasize the importance of developing research partnerships with Indigenous communities and recruiting, recognizing, and supporting Indigenous faculty members.

Efforts include grant applications in the Schulich School of Music focused on community engagement as a transformative pedagogical practice and the adaptation of academic programs to meet the unique needs of Indigenous communities in the Bachelor of Social Work (**Calls 41 and 42**). Collaborations between students and Indigenous communities enhance cultural exchange and learning, while the recruitment of new Indigenous faculty and staff strengthens the academic complement.

Additionally, special topics courses in faculties such as the Desautels Faculty of Management and Indigenous Awareness Weeks events that highlight Indigenous knowledge and contributions are being developed, further integrating these perspectives into the academic environment, which seek to address **Calls 44 and 46**.

#45 | Equitable Recruitment

On October 23, 2023, an event hosted by OII marked a significant milestone in McGill's commitment to Indigenous representation, celebrating the addition of 11 new Indigenous faculty and staff members.

The gathering highlighted the diverse expertise and perspectives these scholars bring to various faculties, including the Faculty of Medicine and Health Sciences, the Schulich School of Music, the Faculty of Education, and the School of Continuing Studies. Their arrivals strengthen McGill's capacity for Indigenous-led teaching, research, and community engagement. This growth in Indigenous representation reflects the university's ongoing commitment to creating an inclusive academic environment and building meaningful relationships with Indigenous communities.

#48-52 | Building Capacity

McGill is committed to building capacity and fostering an inclusive environment, as outlined in **Calls to Action 50-52**. These calls emphasize the importance of increasing access to information and resources, improving literacy, and developing best practices for supporting Indigenous staff and faculty.

Efforts include the establishment of committees and initiatives to address Indigenous needs, such as the McGill Libraries Indigenous Initiatives Standing Committee and panel discussions with community-based advocates. Plans to enhance access to information and resources are being developed in collaboration with OII and Libraries, focusing on certification and building relationships with Indigenous organizations and communities.



PHOTO: OWEN EGAN

The Office of Indigenous Initiatives Strategic Hub

The Office of Indigenous Initiatives serves as a strategic hub, coordinating and leading institutional-wide responses to the Calls to Action. While individual faculties and units report on their specific implementation of Calls to Action, this section highlights OII's unique role in providing central leadership, infrastructure, and expertise across key portfolios. Our work spans Indigenous space and presence, educational leadership, partnerships with Indigenous nations, and institutional accountability. This comprehensive approach, which seeks to support and amplify work being done across units and faculties, ensures cohesive progress and sustainable transformation across the institution.

Advancing Indigenous Student Success at McGill

Indigenous Citizenship/Membership Validation Policy for Student-Related Opportunities

Under the leadership of the Associate Director Indigenous Student Success (AD-ISS), OII advanced in its efforts towards a more equitable and sustainable approach to validating student claims to Indigenous membership/citizenship.

In October 2023, OII began meeting with students and community partners via input and feedback sessions to gather perspectives aimed at strengthening a draft document that outlined key aspects of validation. Between October and December, five sessions in open group format were held. In January and February 2024, two additional open format sessions took place. Throughout this process, individual sessions were provided to students who wished to share their input confidentially. OII also met with an in-community cohort of Indigenous students, as well as members of the Kativik Ilisarniliriniq's Teacher Training unit for feedback on the draft policy. In addition to input and feedback sessions for students in the Winter 2024 semester, OII met with representatives from Admissions, as well as Indigenous faculty and staff to hear their perspectives on how this draft policy would affect access to certain programs.

With the summer break arriving, student input and feedback sessions in group format will resume in Fall 2024.

Indigenous Tuition Initiative

Based on commitments outlined in [Call 13](#), OII launched phase one of McGill's Indigenous Tuition Initiative. Phase one was designed with the recognition that McGill sits on specific Indigenous lands and has left a historical, political, and

cultural imprint that has impacted local/proximate Haudenosaunee communities. To recognize and honor long-standing relationships with Indigenous communities, though they are not proximate, the initiative includes 15 community groups engaged in educational partnerships with McGill through the Office of First Nations and Inuit Education (OFNIE), the School of Continuing Studies (SCS), and the School of Social Work (SW). These students often embark on their educational journey while remaining rooted in their communities and are important members of the McGill Indigenous community.

Phase one will be implemented in Fall 2024 and includes approximately half of all McGill Indigenous learners. Advancement of the McGill Indigenous Tuition Initiative, towards the goal of including all Indigenous students, will continue in the next academic years.

Call to Action 15 - Mentoring

In Winter 2023, OII's Associate Director-Indigenous Student Success (AD-ISS), with the support and partnership of University Advancement (UA) representatives, commenced the process of developing the McGill Indigenous Alumni Association (MIAA), signaling an important step in connecting Indigenous professionals with Indigenous students at the university. The first inaugural event was held on May 31, 2023, at McGill's Faculty Club with new graduates, alumni and staff coming together to network. The event facilitated connections between past alumni and new graduates, a key step in the development of a core leadership team of alumni to lead the future MIAA. Attendees also had the chance to learn Haudenosaunee social dancing, which took place on McTavish Street outside the Faculty Club. The development of this initiative is ongoing, with more events planned for the near future.

First Peoples' House

Call to Action 12 - Wrap Around Support Service

First Peoples' House (FPH) is the branch of the OII that provides a home-away-from-home for Indigenous students pursuing post-secondary education. As a diverse team, FPH staff provide academic and cultural support, and community building opportunities, as well as other resources to ensure Indigenous students succeed and thrive at McGill. In Fall 2023, FPH welcomed a new Administrative Supervisor who is tasked with overseeing staff and the day-to-day operations of FPH.

Summary of Key First Peoples' House Activities:

Academic Support and Orientation

Every Fall, FPH hosts the Indigenous Student Orientation. This series of events provides key information to incoming and returning students on relevant services, and Indigenous student-focused sectors within the university. Financial aid and funding opportunities, information on how to access support with Elders, and key FPH services are promoted. Additionally, the Indigenous Student Associate provides tips on how to navigate services across the University and leads walking tours with students and parents on occasion. Culminating in the Indigenous Welcome Ceremony, an event where students meet one

another and are welcomed by an Indigenous Elder through cultural protocols, this week-long orientation provides support with the transition into university and student life. FPH also organizes weekly access to a writing support liaison who provides tips on writing at a university level, available to on-campus and off-campus learners.

Promoting Transmission of Traditional Knowledge and Skills

FPH worked with local artists to promote knowledge transmission. This year, MC Snow provided weekly in-person sessions to teach students how to make moccasins. FPH also recruited Cheyanne Doxtador, an Ohsweken based artist, to provide beadwork teachings to students online. Working with Tribal Spirit Music, FPH organized for Eliane Kistabish to offer a workshop on hand drum making where students constructed their own hand drums made with traditional deer hide. FPH also organized a soapstone carving session with artist and soapstone carver Saali Kuata. The session provided information on the basics of soapstone carving and helped students along to finishing a project within the 2-hour workshop.

Social and Community-Building Activities

All of the social outings for students are organized by the Indigenous Student Associate. This year, students participated in an outdoor trek and feasted on delicious maple syrup infused foods. The Indigenous Student Associate is also a talented chef, preparing weekly soup and bannock lunches and a bi-annual seasonal feast at FPH before winter holiday and spring break. For fun, FPH also organized a bowling outing and axe throwing outing to encourage students to meet one another and take a break from academics.



First Peoples' House

Recognizing Indigenous Excellence

FPH organizes the Indigenous Graduation Ceremony, which takes place online and brings together students who are graduating, their families and support people. The online graduation ceremony recognizes the achievements of students, including off-campus learners. To bring this event to fruition, FPH organized meetings with McGill administration, recruited elders to partake in the event and provided students with a ceremonial graduation stole created by local Indigenous artist Tammy Beauvais. FPH also prepared gifts for graduating students.



Supporting Other McGill Initiatives and Students

FPH supports the work of the Indigenous Mentorship and Paid Research Experience for Summer Students (IMPRESS), a summer program that pairs undergraduate Indigenous students from across the country with McGill professors and graduate students to gain hands-on research experience, build their professional skillsets, and find an Indigenous community on campus. The collaborative initiative is run by Branches, McGill's community outreach program in Enrolment Services, and is partnered with FPH; and Healthy Brains, Healthy Lives (HBHL) within the office of the VP Research and Innovation. FPH

assists in the opening and closing ceremonies, hosting lunches for students, facilitating beading activities, and participation at the IMPRESS research presentation day. In November 2023, IMPRESS won the Principal's Award for Administrative & Support Staff in the Team category, which included the Indigenous Student Associate at FPH, and the AD-ISS (OII). FPH also supported off-campus learners by hosting lunches and meet and greets with the School of Continuing Studies and Office of First Nations of Inuit Education students, to facilitate on-campus connections. This past year, FPH hosted students from the Cree Nation of Eastmain, and the Kativik School Board.

McGill Pow Wow

Each year the First Peoples' House coordinates the McGill Annual Pow Wow, which takes place every September on the downtown campus' lower field.

Since 2001, the Pow Wow, which has grown to be the largest on-campus Indigenous event, brings together the campus community, Montreal urban Indigenous, and Indigenous on-reserve communities for a day of cultural sharing and celebration of Indigenous pride and excellence. The day consists of dancing, drumming, singing and special exhibitions of important activities in Indigenous communities. It is an opportunity for new Indigenous students, staff, and faculty to forge connections with the Indigenous community on campus. For the non-Indigenous community at McGill, this event promotes awareness and understanding of Indigenous cultures and traditions. This event also renews relationships between McGill and Indigenous businesses and artists, who join the event to sell their work and renew connections. Community organizations providing services to Indigenous people in Montreal, including students, also participate in this event.

Indigenous Physical Representation

The Indigenous Physical Representation Projects at McGill University are a crucial step towards addressing McGill's history and making the campus a welcoming space for Indigenous students, faculty, staff, and community members. These projects, carried out in collaboration with the Office of Indigenous Initiatives, align with **Calls to Action 18-28**, which emphasize the importance of Indigenous cultural, learning and living spaces.



The Y-intersection on the downtown campus is currently under construction and will include Indigenous artwork in its remodelling. This year, through an extensive two-year external engagement process involving local Indigenous cultural advisors, faithkeepers and artists from five local/regional Indigenous Nations, including community members of Kahnawake, Kanesatake, and Akwesasne, OII collaborated on the design/art plans for a major art installation that will be integrated into the Y-intersection redesign. Based on original concepts developed by Akwesasne-based cultural artist, Phillip White-Cree, and through consultation with Elders/Faithkeepers and members of McGill's internal Indigenous community, Haudenosaunee graphic design artist, Alanah Astehtsi' Otsistóhkwa? Jewell (Oneida of the Thames/Wolf Clan) was selected to bring forward the designs. OII looks forward to seeing this artistic vision come to life in 2025.

With respect to **Call 27**, collaboration between the OII and the Fire Prevention Office featured the development of Smudging guidelines for downtown and MacDonald campus buildings. This step allows for faculty and staff to engage in Smudging ceremonies throughout the year, further integrating traditional practices into curriculum and teaching. The guidelines include commonly used medicines and informative steps on carrying out the ceremony safely and respectfully and are expected to be widely communicated in Spring 2025.



Celebrating Indigenous Excellence & Knowledge Across Campus

PHOTO: OWEN EGAN

Indigenous Curriculum & Pedagogy

With respect to **Call to Action 39** – Indigenous Curriculum Development, in 2024 the Senior Advisor, Indigenous Curriculum and Pedagogy engaged in numerous activities and initiatives that integrate and honour Indigenous content in faculties across McGill. Throughout 2024, considerable work has been completed and relationships extended across the university under the umbrella of Indigenous curriculum development and pedagogical transformation.

Work is well underway with respect to advising faculty/instructors on appropriate and equitable integration of Indigenous content and pedagogy/methodologies in teaching. In May 2024, in collaboration with Teaching and Learning Services, OII's Senior Advisor started offering one-on-one virtual sessions entitled *Tea with Geraldine*. These sessions offered an opportunity for faculty and instructors to connect with OII to ask specific questions

about their course content and development. In total, OII's Senior Advisor met with more than a dozen faculty members from various units including law, Occupational Therapy, Nursing, Medicine, Psychology and others. Advice was offered with respect to assignment, guest speakers, course content and Indigenous resources. These sessions will resume in Fall 2025.

In the capacity of institutional advisement for Indigenous content creation, OII's Senior Advisor was a panellist in an EDI workshop on digital and web communications with the goal of to offer insights and to present on Indigenous digital bundles and equitable practices in web spaces. OII also collaborated with the Indigenous Health Professionals Program regarding formal exam questions for medical students and associated guidebooks to assist in Indigenizing assessments Faculty. Following a successful Indigenization workshop for Web Services, in late summer, OII's Senior Advisor developed and delivered a virtual workshop for the Future Student Unit (Enrolment Services). Each year, OII's Senior Advisor partners with the IMPRESS Program (Branches, Enrolment Services) to develop and deliver two workshops. The first is offered to the programs' faculty mentors and focussed on Indigenous cultural competency and safety in the classroom. The second is offered to participants of the program and focussed on Indigenous research methodologies and Indigenizing the research process.

In 2024, planning was underway with respect to workshops and opportunities for faculty Deans, Chairs and Associate Deans to meet McGill reconciliation efforts. Specifically, **Call to Action 39** states:

The Task Force calls upon Faculties and Schools to heed this call to action from the TRC by presenting plans to the Provost in the academic year 2017-2018 and following, which will set out how Indigenous content will be introduced into their curriculum and programs.

As such, planning has been underway in partnership with the Associate Provost, Teaching & Academic Programs to offer workshops in the following areas: demystifying decolonial education and building faculty-specific reconciliation action plans. The workshops will take place in Fall of 2025.

As a part of reconciliatory efforts in the form of physical representation and symbolic recognition, in 2024 OII's Senior Advisor met with leaders within Digital Communications to offer insights into developing common look and feel, policy direction and web templates to implement Land Acknowledgments across McGill and affiliated web sites. As well, as a member of the OII team, the Senior Advisor lead the development of Land Acknowledgement resource materials and workshops. The latter was done in conjunction with TLS and Fire Prevention Services.

As a part of Indigenizing curriculum, in their capacity as an Assistant Professor in the Faculty of Education, OII's Senior Advisor co-instructed two master's level land-based courses offered through the teacher education program, with one of the courses taking place in Listiguj, Quebec. As service to the Indigenous language revitalization and land-based learning in curriculum, in 2024 OII's Senior Advisor presented at numerous land-based learning and language conferences and learned practices from across universities and K-12 schools across Canada.

Indigenous Awareness Week 2023



Events

In response to **Call 50** (Communication and Awareness Building), the OII has collaborated on various event throughout the year to prioritise Indigenous voices and share Indigenous culture with the broader McGill community.

Organized by the OII in Fall 2023, McGill's 12th annual Indigenous Awareness Weeks featured 18 events celebrating Indigenous knowledge and culture. Author Waubgeshig Rice opened the two-week program, which included cultural workshops by Anishinaabe educator Anthony "AJ" Esquega on traditional practices and the inaugural First Peoples Post-Secondary Storytelling Exchange examining Inuit self-determination in education.



PHOTO : OWEN EGAN

The program featured academic discussions including Dr. Taiaiake Alfred's book "It's All About the Land" with distinguished guest Dr. Pam Palmater, research presentations by Indigenous graduate students, and a panel on Indigenous health and education. Professor Natasha MacDonald delivered a keynote on academia-life integration, complemented by an Indigenous comedy showcase featuring established performers.

Orange Shirt Day and National Day for Truth and Reconciliation Commemoration

Several significant events marked the National Day for Truth and Reconciliation on September 30, 2023. The 2nd annual Orange Shirt Day Lecture featured Anne Panasuk and Françoise Ruperthouse addressing the complexities of Indigenous experiences in healthcare institutions. The Faculty of Education developed interactive sessions with special remarks from Elder Ka'nahsohon Kevin Deer. Dr. Sarah Pash delivered a keynote address at the McGill Outreach Symposium, while the SeeChange Initiative hosted a panel on decolonizing healthcare through Inuit-led solutions with Naomi Tatty, Beatrice Deer, Samir Shaheen-Hussain, and Rachel Kiddell-Monroe. Dr. Beverly Jacobs provided a powerful closing keynote address for the Day.

The Indigenous Awareness Weeks concluded with two signature events: the 22nd annual Pow Wow celebrating Indigenous vendors and artists, and the 2nd annual Legacy Game honoring lacrosse's Indigenous origins, featuring cultural advisor Mike Kanentakeron Mitchell.

In Winter 2024, OII's second Indigenous Winter Speaker Series showcased Mi'kmaq musician Emma Stevens as well as Dr. Niiyokamigaabaw Deondre



Smiles' research on Indigenous geographies, and a special Pi Day presentation by Dr. Edward Doolittle, including a panel of Indigenous STEM students sharing their experiences.

In addition to all of the events organized throughout the year, the OII reached substantial subscribers through its regular newsletters, sharing updates on Indigenous programs, events, and opportunities across McGill. The team maintains an active web presence, regularly updating its site with news features, scholar profiles, and resources to keep the university community informed and engaged.

Accountability to Indigenous Communities

In line with these efforts, in spring 2024, McGill introduced a new policy intended to validate claims of Indigenous citizenship or membership for individuals being considered for designated Indigenous employment opportunities. Developed by the Office of Indigenous Initiatives, this policy ensures the integrity of employment opportunities designated for First Nations, Inuit, and Métis peoples. The policy provides a framework for validating claims of Indigenous membership or citizenship, to preserve our commitments to reconciliation and Indigenous communities. This initiative reflects McGill's dedication to truth and reconciliation, preserving the integrity of designated spaces and opportunities for Indigenous individuals.

In November 2023, a pivotal, and inaugural, meeting between McGill leadership and Kahnawà:ke Mohawk community members and leaders marked a key milestone in the institution's accountability to Indigenous communities. Led by McGill Provost and Executive Vice-President (Academic) and the Associate Provost (Indigenous Initiatives), the delegation included senior academic leaders such as Deans,

alongside other faculty leadership. Hosted in the Haudenosaunee Mohawk Trail Longhouse, this gathering brought together perspectives from scholars, Elders, and community leaders, including historic representation from Grand Chief Kahsennenhawe Sky-Deer, the first woman to hold this position. The dialogue exposed critical gaps in higher education accessibility while mapping out concrete solutions, from in-community teaching approaches to dedicated scholarship funding for Haudenosaunee students. Community experts, including Bethany Douglas from the Kahnawà:ke Education Centre and Elder Joe Deom, highlighted persistent systemic barriers facing Mohawk youth in Quebec's education system. In response, McGill outlined specific commitments: developing an Indigenous Advisory Committee, crafting a new Indigenous Membership Policy, and embedding Indigenous knowledge across curricula. These actions align with McGill's 52 Calls to Action, while responding to immediate community priorities around language preservation, educational sovereignty, and improved pathways to post-secondary success.



Indigenous Advisory Council



Call to Action 51 (Establishing and Strengthening Partnerships) calls upon McGill to create a formal Indigenous Advisory Council whose composition includes community leaders and stakeholders at McGill, and action which is fundamental to recentring the significance of relationship-building with Indigenous communities as respected partners in our efforts aimed at Indigenousization and decolonization. Since the spring of 2023, the OII has engaged First Peoples Group, an Indigenous-owned firm that specializes in relationship-building with Indigenous peoples and OII's Senior Advisor, Taiaiake Alfred, to lead

the development of this initiative. A steering committee to guide the work on this initiative, made up of McGill stakeholders and Indigenous community representatives, has been formed and has overseen the conduct of consultation sessions and on-going dialogue on priorities for the Council with students, staff and faculty. A draft Terms of Reference for the Council has been developed and is currently being circulated for discussion and stakeholder input. It is anticipated that the Terms of Reference will be finalized in Spring 2025 and that the Council will be formed and functioning soon afterwards.

Indigenous Inclusion at McGill University

During the 2023-2024 academic year, the Office of Indigenous Initiatives worked collaboratively with its internal partners who are spearheading distinct initiatives aimed at supporting Indigenous student academic success. We are pleased to highlight the activities of these important initiatives, which are funded through the Québec Ministry of Education's program support for Indigenous peoples grant. The following report outlines key successes in Indigenous curriculum development (STEM); Indigenous student outreach and recruitment; Indigenous community-based program development.

Indigenous Relations Initiative, School of Continuing Studies

The *Certificate in STEM Foundations* program was launched in the fall of 2023 with two cohorts from two Indigenous communities, Oujé-Bougoumou Cree Nation and Cree Nation of Chisasibi in collaboration with the Chisasibi Eeyou Resource and Research Institute. The following courses have been delivered:

- CSCI 040 Basic Concepts in Mathematics and Science
- CSCI 041 Essential Communication Skills for STEM
- CMSC 000 Foundations in Mathematics
- CMSC 003 Foundations in Logarithms, Trigonometry and Introduction to Calculus
- CSCI 030 Fundamentals of Physics – Mechanics
- CSCI 031 Fundamentals of Physics – Waves and Optics

The first cohort welcomed nine students from Oujé-Bougoumou Cree Nation and the second received a further 12 students from Chisasibi, the latter of which has completed six of the requisite ten courses in fulfillment of the certificate.

The Indigenous Mentorship and Paid Research Experience (IMPRESS)

In its third year, McGill University's IMPRESS program has experienced remarkable developments, reflecting its increasing importance in supporting Indigenous undergraduate students. From its inception, IMPRESS has been deeply rooted in the University's commitment to Indigenous education and research, aligning with the Calls to Action outlined in The Provost's Task Force.

The program has evolved into a multifaceted endeavor, offering Indigenous students invaluable opportunities to engage in hands-on research, receive comprehensive career readiness training, and forge meaningful connections within the university community. IMPRESS represents a holistic approach to supporting Indigenous students' academic and personal development, providing a foundation for success both during and after their undergraduate studies.

In its third year, IMPRESS expanded its reach and impact, welcoming 12 Indigenous undergraduate participants into its fold. This growth is indicative of the program's increasing recognition and relevance among Indigenous students seeking to enrich their educational experiences.

Furthermore, the inclusion of seven students funded through Healthy Brains, Healthy Lives for a total of 19 students, demonstrates IMPRESS's ability to foster interdisciplinary collaboration and engage with diverse research areas.

The program's emphasis on mentorship remains a cornerstone of its success, with 16 mentors, the majority of whom identify as Indigenous, providing guidance and support to participants. This strong mentorship network not only enhances the academic and professional development of students but also contributes to building a sense of community and belonging within the program.

The introduction of 12 workshops reflects IMPRESS's commitment to offering comprehensive professional development opportunities. By exploring the possibility of student-led workshops, the program seeks to empower participants to take an active role in shaping their learning experiences, fostering peer-to-peer knowledge exchange and skill development.

The implementation of "Research Day" marks a significant milestone for IMPRESS, providing a platform for participants to showcase their research projects and share their experiences with program partners, professors, mentors, and peers. This event serves as a celebration of students' achievements and a testament to the program's impact in nurturing the next generation of Indigenous scholars and researchers. This past year a poster session was held and included participation of parents, professors and community members.

Pick Your Path (PYP), Undergraduate

Pick Your Path, Undergraduate (PYP-U) is a comprehensive learning experience designed specifically for Indigenous undergraduate students enrolled at McGill University. Comprised of four modules, this program offers a combination of sessions that are both educational and career oriented, supporting Indigenous students exploring potential pathways for their future.

During the 2023-2024 academic year, the PYP-U program engaged six Indigenous undergraduate students over a five-month period. Students accessed an enriching learning experience comprised of four distinct modules: leadership, academic pathways, professional pathways, and career management. The program held six workshops and a practical component of either having a coffee chat with a professional or auditing a graduate lecture. To foster guided introspection of these collective experiences, students were tasked with developing an individual vision board that brought together their ideas, goals and hopes for the future, based on our work throughout the program. These projects were showcased and presented at the end of the session, promoting reflection and growth.

PYP-U functions as a complementary program to the IMPRESS program. For the five former IMPRESS participants, PYP-U served as a seamless continuation of their academic undergraduate trajectory, offering valuable insights and guidance for their ongoing development. PYP-U also serves as a potential pathway into IMPRESS, enabling participants to further enhance their knowledge and skills through hands-on research experiences.



PHOTO: MCGILL REPORTER

Fourth-Year Indigenous Field Experience

Under the leadership of the Faculty of Education's Internship and Student Affairs (ISA) office, the Office of First Nations and Inuit Education (OFNIE) significantly increased placements of McGill teacher education students in various Indigenous communities. This reporting period, the initiative was extended to Indigenous McGill students in their own communities, enhancing their instructional capacity and providing immersive teaching experiences with mentorship from Indigenous educators. Feedback was overwhelmingly positive, highlighting strong support from Indigenous partners.

Several participants are expected to take teaching positions at their host school boards,

demonstrating the program's success in addressing teacher shortages in Indigenous schools. Those seeking employment elsewhere will bring valuable experience to their future classrooms, contributing to intercultural understanding and reconciliation. Increased interest in the program is attributed to reduced travel concerns and improved program delivery and administration.

A site visit to Mistissini, Eeyou-Eenou Istchee, helped the ISA office understand student needs and learning opportunities, strengthening relationships with the Cree School Board. These visits reflect deepening university-community partnerships and organizational efficiency at McGill. The program's success in recruiting skilled educators and building strong partnerships positions it for continued growth and impact, provided sufficient funding.

Bachelor of Social Work (BSW) degree delivered in Nunavik

In 2021, McGill partnered with the Nunavik Regional Board of Health and Social Service (NRBHSS) to deliver a Bachelor of Social Work degree in Nunavik, (BSW-N). This is the first post-secondary degree program offered in Nunavik tailored specifically to Inuit contexts and offered entirely in community. Fall 2023 marked the launch of the BSW-N with three courses being offered during the first academic year. Currently, there are two students registered in BSW Program. It should be noted that while the number of students appears low, there are only two Inuit BSW holders in all of Nunavik (one who received hers in 1996 and the other in 2010). This means that McGill's efforts to date will produce a 100% increase in Inuit Nunavik BSW holders.

A significant pedagogical approach in the BSW program has been a co-teaching model where Inuit and non-Inuit teachers collaborate on nearly all courses. Instructional responsibilities are shared by the co-teachers, who integrate their areas of expertise to maximize students' learning.

Co-teachers are partners in engaging, supporting and improving the educational outcomes of students. This approach is essential to creating an Inuit-tailored BSW that responds effectively to Inuit community needs and is delivered in a culturally responsive and responsible way.

Another core tenet of the program is a focus on relationality. Prioritizing social connectedness can contribute to proactively addressing challenges that arise with program delivery and focusing on the objectives of strengthening/repairing relationships between the profession of social work and communities as well as between communities and the University. The BSW Nunavik team continues to collaborate with current partners, such as the NRBHSS, Isuarsivik Regional Recovery Centre and Kativik Ilisarniliriniq, and is establishing new partnerships that will enhance and facilitate the delivery of the Bachelor of Social Work program in Nunavik. Nurturing deep relationships between all the members participating in BSW-N will contribute to better informed course tailoring and delivery.



McGill