

Senate held an electronic vote on April 2 and April 15, 2020 and will be meeting via videoconference on April 21, 2020. This report contains items which are presented to the Board of Governors for its consideration and information.

I. FOR ACTION BY THE BOARD OF GOVERNORS

1. Proposed Revisions to the *Regulations Relating to the Employment of Contract Academic Staff* [D19-46]

Senate reviewed proposed revisions to the *Regulations Relating to the Employment of Contract Academic Staff* (the “Regulations”). Following its review, Senate approved the revisions and recommended them to the Board of Governors for approval.

The Regulations were first approved in May 2010 and last amended in 2018. Through the implementation of the amendments, it became apparent that minor revisions were required to align the Regulations with the needs and interests of the academic community, including academic units and Contract Academic Staff. As such, further revisions are being proposed to ensure alignment.

Be it resolved that the Board of Governors, on the recommendation of Senate, approve the proposed revisions to the Regulations Relating to the Employment of Contract Academic Staff, as set out in Appendix A.

2. Strategic Equity, Diversity & Inclusion (EDI) Plan 2020-2025 [D19-47]

This item will be presented to Senate for endorsement via videoconference on April 21, 2020. Guided by the goal of centralizing EDI within the University’s core activities and the pursuit of its academic mission, the Strategic EDI Plan articulates a series of measures within five principal themes (student experience; research and knowledge; outreach; workforce; and physical space), which map onto the Principal’s Priorities. The Strategic EDI Plan is attached as Appendix B.

Subject to prior endorsement by Senate, be it resolved that the Board of Governors endorse the basic principles and broad outline of the Strategic Equity, Diversity & Inclusion (EDI) Plan 2020-2025 with the understanding that all items emanating from this plan that require academic governance oversight be returned to Senate for appropriate deliberation and action.

II. FOR THE INFORMATION OF THE BOARD OF GOVERNORS

1. Report of the Senate Steering Committee (19-20:07)

Further to the public health emergency in Quebec and in line with the government directives and recommendations concerning social distancing in light of the COVID-19 pandemic, Senate approved, on the recommendation of the Senate Steering Committee, a

plan for the conduct of the Senate Steering Committee and Senate meetings up until the May 2020 meeting of Senate.

2. **Report of the Senate Steering Committee (19-20:08)**

Senate received this report for information. It contained a summary of items received/approved by the Steering Committee on behalf of Senate, including:

- **Report of the Senate Nominating Committee** (D19-40)

On the recommendation of the Senate Nominating Committee, the Steering Committee approved, in the name of Senate, appointments of Senate representatives to committees arising from University regulations.

- **McGill University Staffing Report** (D19-41)

The Steering Committee received this report on behalf of Senate for information. The report provided an accounting of the academic, administrative and support staff of McGill University for the interval between 2015 and 2019. This report was presented to the Human Resources Committee on March 24, 2020 and to the Executive Committee of the Board of Governors on March 26, 2020.

- **Annual Report on Research and Innovation** (D19-42)

The Steering Committee received this report on behalf of Senate for information. The report contained key indicators of McGill's performance in major funding programs and progress in areas related to innovation and partnerships. The Board of Governors will receive this report on April 23, 2020.

- **Annual Report Scholarships and Student Aid** (D19-43)

The Steering Committee received this report on behalf of Senate for information, in accordance with the Terms of Reference of the Committee on Enrolment and Student Affairs. The report contained information regarding awards and financial aid provided to McGill students. More particularly, the report indicated that in 2018-19, the volume of need-based student assistance and undergraduate awards was \$123M, representing an increase of 3.0% since 2017-18 and 76.5% in the past decade.

- **Report of the Joint Senate Steering and Board Executive Committees Meeting** (D19-44)

The Steering Committee received this report on behalf of Senate for information. The report indicated that the topic of the 2020 Joint Board-Senate meeting will focus on "Pandemic Planning and Preparedness: Local Impact of Global Health Crises." The Board of Governors will receive this report on April 23, 2020.

- **Report from the Board of Governors to Senate**

(D19-45)

The Steering Committee received this report on behalf of Senate for information. The report provided a summary of matters reviewed at the February 13, 2020 Board of Governors meeting and the January 14, 2020 and March 26, 2020 Executive Committee of the Board of Governors meetings.

END

April 2020

POLICY NAME	REGULATIONS RELATING TO THE EMPLOYMENT OF CONTRACT ACADEMIC STAFF
Approving Body	Board of Governors
Initial Approval Date	May 25, 2019
Date of last review	February 15, 2018
Date of next review	
Executive Sponsor	Provost and Vice-Principal (Academic)
Related Documents	Note: For regulations on Visiting academic Staff, please see the <i>Regulations Relating to Visiting Academic Appointments</i> .

1. SCOPE

- 1.1 These Regulations set out the general terms of employment by the University of Contract Academic Staff as they relate to their appointment, reappointment, and termination.

2. DEFINITIONS

- 2.1 “Academic Duties” consist of the following activities:
- i. teaching, assessment and supervision of graduate and undergraduate students, the evaluation and marking of student work, and supervision of individual graduate and undergraduate programs;
 - ii. research and other original scholarly activities, and professional activities; and
 - iii. other contributions to the University and external scholarly communities.
- 2.2 “Academic Year” means the period from the 1st of September to the 31st of August next following. An Academic Year is comprised of three semesters: fall, winter and summer.
- 2.3 “Advisor” means a member of the University community who has agreed to act in an advisory capacity to a member of the academic staff. Such individuals act in accordance with these Regulations and are deemed, in so doing, to perform part of their academic duties. They do so without receiving additional remuneration. An advisor shall be accorded full respect by the University’s administrative officers.
- 2.4 “Affiliated Health Institution” means a teaching hospital, non-teaching hospital, health centre, clinic or institute with which the University has concluded a contract of affiliation or a training site approved by the Faculty of Medicine or Dentistry.
- 2.5 “Contract Academic Staff” (CAS) means a member of the academic staff so designated in their Official Letter of Appointment who is not a staff member:

- i. appointed under the Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff;
- ii. appointed under the Regulations Relating to the Employment of Librarian Staff; or
- iii. covered by any collective agreement.

2.5.1 Notwithstanding section 2.5, an Associate Member may be a staff member appointed under Section 2.5 (i) or (iii).

2.6 “Dean” means the Dean of a Faculty, Dean of Continuing Studies, or Dean of the University Libraries. In the case of a Joint Appointment, it includes the Deans of all Faculties to which a CAS member has been appointed in their Official Letter of Appointment.

2.7 “Definite Term Appointment” means an appointment of limited duration, with a fixed end date.

2.8 “Department” means a teaching and research unit within a Faculty, a Faculty without Departments or schools, the School of Continuing Studies, and the University Libraries; or in the case of a Joint Appointment, all Departments to which a staff member is appointed in their Official Letter of Appointment.

2.9 “Departmental Chair” means the Chairs of Departments, Directors of Institutes and Schools and, where appropriate, Deans of Faculties without Departments or Schools; or in the case of Joint Appointments, all relevant Departmental Chairs.

2.10 “Indefinite Term Appointment” means an appointment without a fixed end date.

2.11 “Joint Appointment” means an appointment to more than one Department and/or Faculty, School of Continuing Studies or University Libraries, as indicated in the Official Letter of Appointment.

2.12 “Official Letter of Appointment” (hereafter “OLA”) means the letter of appointment or reappointment issued by the authorized signing officer in accordance with Section 4. The OLA must stipulate that a CAS appointee is not eligible for tenure consideration. The OLA shall further clearly stipulate or confirm any applicable expectations to which the CAS member may be subject regarding applying for, obtaining, or renewing funding, and whether such funding is essential to maintaining the CAS appointment.

2.13 “University Tenure Committee for Recruitment” means the University Tenure Committee for Recruitment provided for in the *Regulation Relating to the Employment of Tenure Track and Tenured Academic Staff*.

2.14 All references to the Provost, to Deans and to Departmental Chairs include their authorized delegates.

3. NOTICE

- 3.1 Any notice required to be communicated under these Regulations may be communicated either:
- i. by delivery to the CAS member in person within the University;
 - ii. by registered mail to the CAS member's last address recorded with the University administration; or
 - iii. by e-mail to the CAS member's official University e-mail address using all available means to ensure appropriate acknowledgement of receipt **or other means of electronic notification as available through University systems.**
- 3.2 Any notice sent in accordance with section 3.1 shall be deemed to be received by the CAS member on the earlier of:
- i. the day it was delivered where delivery is to the CAS member in person;
 - ii. the day ~~fourth after mailing where delivery is by the~~ registered mail ~~is signed as received;~~ or
 - iii. the day ~~it was sent by the~~ e-mail **or electronic notification has been confirmed as received.**

4. GENERAL PROVISIONS

- 4.1 "Contract Academic Staff" (or "CAS") are designated in their OLA as being:
- i. Ranked or Unranked;
 - ii. full-time or part-time; and
 - iii. on Definite Term or Indefinite Term appointment.
- 4.2 Contract Academic Staff are not eligible for consideration for tenure. They may apply for tenure track positions that are advertised from time to time at the University, and their applications shall be considered in the same manner as all other applicants.
- 4.3 A **ranked** CAS member appointed full-time may not simultaneously hold another appointment at the University other than academic administrative appointments.
- 4.3.1 Notwithstanding section 4.3, a Ranked CAS member may hold a Joint Appointment or an appointment as Associate Member ~~or Affiliate Member~~ under these Regulations.
- 4.3.2 A Professor of Practice, Academic Associate or Senior Academic Associate can hold another University appointment allowing them to carry out teaching duties subject to any applicable policy, regulation or collective agreement.**
- 4.4 Each Faculty shall establish written criteria for the appointment, reappointment, and promotion of Ranked CAS. These criteria shall be submitted by the Dean and approved by the Provost, or any person delegated by the Provost for that purpose, prior to their being made generally available in writing within the Faculty. The criteria shall provide guidance to Ranked CAS in

anticipation of their meeting the requirements for appointment, reappointment, promotion, and for other performance evaluation purposes.

- 4.5 For all Ranked CAS, the OLA is issued by the Office of the Provost. For all Unranked CAS, the OLA is issued by the Office of the Dean, with a copy to the Provost.

5. RANKED CONTRACT ACADEMIC STAFF

Ranks and Descriptors

- 5.1 Ranked CAS means a CAS member who is appointed in the OLA to one of the following ranks:
- i. Faculty Lecturer or Senior Faculty Lecturer; or
 - ii. Assistant Professor, Associate Professor or Professor (CAS).
- 5.2 Ranked CAS appointed to the rank of Assistant Professor, Associate Professor or Professor, non-tenure track, shall be further designated by one or more appropriate descriptors, placed in parentheses following their rank, as follows:
- i. **(Clinical)**, for appointments that are primarily based on an appointment at an Affiliated Health Institution or where the appointee holds academic duties that involve instruction and training in a clinical setting;
 - ii. **(Professional)**, for appointments that are primarily based on the execution of a profession or professional activities, as appropriate, with external institutions;
 - iii. **(Teaching)**, for appointments that are primarily based in teaching or in leading education initiatives;
 - iv. **(Research)**, for appointments that are primarily based in research;
 - v. **(Academic Administration)** for appointments that are primarily based on academic leadership and administration.
 - vi. **(Post-Retirement)** for nil salary, **Definite Term** Appointments that allow newly-retired academic staff to continue, post-retirement, research activities or graduate supervision in accordance with guidelines set by the Office of Graduate and Postdoctoral Studies. **Ranked appointments with a post-retirement descriptor generally shall not include undergraduate teaching responsibilities.**
- 5.3 Faculty Lecturers **and Senior Faculty Lecturers** may be designated by an appropriate descriptor as set out in section 5.2.

Academic Duties

- 5.4 The designation of Academic Duties of Ranked CAS at the time of appointment shall be the responsibility of the Dean. The Dean shall stipulate two of the three categories of academic duties at the time of appointment and as expectations for reappointment and promotion and for other performance evaluation purposes.
- 5.4.1 Notwithstanding section 5.4, Post-Retirement appointments do not require stipulation of duties and expectations for reappointment. Post-Retirement appointments do not lead to promotion.
- 5.4.2 The assignment of Academic Duties to be carried out by Ranked CAS shall be determined by the Departmental Chair and shall be communicated in writing to the staff member within a reasonable time of the Ranked CAS' appointment.
- 5.5 Ranked CAS shall attend administrative and pedagogical meetings called from time to time by the unit, departmental and faculty level, and shall be available at the University at such times as teaching, research, administrative or such other Academic Duties, including student assessment, counselling and registration, may require.
- 5.6 The Academic Duties of Ranked CAS designated "Clinical" appointed to the Faculties of Medicine or Dentistry who also hold appointment in an Affiliated Health Institution shall, where appropriate, be determined by the Dean taking into consideration the terms of agreements, such as an affiliation agreement, between the University and the Affiliated Health Institution in which they hold their appointment.
- 5.7 Unless otherwise specified in the OLA, Ranked CAS are expected to be engaged in, and available for, their assigned Academic Duties throughout the Academic Year.

Appointment

- 5.8 Ranked CAS shall generally possess the same minimum qualifications as tenure-track academic staff.
- 5.9 The appointment of Ranked CAS shall be made by the Office of the Provost upon the recommendation of the Dean.
- i. Prior to making such recommendation, the Dean shall have consulted an appropriate committee of the Department, chaired by the Departmental Chair.
 - ii. The Departmental Chair shall submit the committee's recommendation together with its reasons in writing to the Dean who, in turn, shall submit her or his recommendation together with reasons in writing to the Provost.
- 5.10 The appointment of a Ranked CAS to a Joint Appointment shall be made by the Office of the Provost upon the recommendation of the relevant Deans following consultation with the Departmental Chairs.

- 5.11 The appointment of Ranked CAS to the rank of Professor shall be made by the Board of Governors upon the recommendation of the Principal who, prior to making the recommendation, shall have consulted the University Tenure Committee for Recruitment. A CAS member so appointed shall be designated in their OLA as Professor (CAS).
- 5.12 A Faculty Lecturer appointed in a single Faculty to teach:
- i. between 9 and 15 credits, or their equivalent as determined by the relevant Faculty, over two (2) consecutive semesters shall be appointed as a part-time Faculty Lecturer;
 - ii. more than 15 credits, or their equivalent as determined by the relevant Faculty, over two (2) consecutive semesters shall be appointed as a full-time Faculty Lecturer.
- 5.13 The appointment of Ranked CAS may be made contingent on their acquiring and/or maintaining:
- i. appropriate professional accreditation;
 - ii. an appointment in an Affiliated Health Institution; or
 - iii. other credentials or qualifications deemed necessary for the appointment.
- 5.14 The appointment and reappointment of Ranked CAS with the descriptor “Clinical” in the Faculties of Medicine shall be further conditional on the staff member holding an official appointment with an Affiliated Health Institution.
- 5.15 In the event that a Ranked CAS fails to meet a condition of appointment provided for in the OLA, the appointment will terminate on the earlier of:
- i. four (4) weeks following loss of the accreditation or loss of their appointment to an Affiliated Health Institution; or
 - ii. the termination date of the appointment.

Appointment and Reappointment Terms

- 5.16 With the exception of Ranked CAS who are appointed at the rank of Professor, a Ranked CAS is appointed to an initial term of one, two or three years. Exceptionally, a Ranked CAS may be appointed for less than one year where required to replace temporarily a Ranked CAS appointee.
- 5.17 **With the exception of Post-Retirement Appointments**, Ranked CAS appointed at the rank of Professor shall be appointed for an Indefinite Term.
- 5.18 A Ranked CAS may be reappointed to a Definite Term Appointment of 6 months or more but less than 4 years.
- 5.19 **With the exception of Post-Retirement appointments**, Ranked CAS who have been continuously employed in the same Faculty for six (6) years shall be appointed for an Indefinite Term.

Performance Review

- 5.20 The Departmental Chair shall provide the Ranked CAS, **with the exception of Post-Retirement appointments**, with a written annual review, which shall provide guidance in respect of meeting the requirements for reappointment and promotion.
- 5.21 The Academic Duties of a Ranked CAS, communicated in writing to the staff member and the stipulated expectations for performance, shall form the basis of the annual performance review. **Merit-based salary adjustments for Ranked CAS shall be assessed according to the categories of academic duties assigned to them.**
- 5.21.1 Processes related to Performance Review (Section 5.20 and 5.21) do not apply to Post-Retirement appointments.**

Reappointment

- 5.22 It is the responsibility of Ranked CAS to prepare and pursue their case for reappointment with due diligence. The staff member shall provide the Departmental Chair with the necessary information and documentation (“dossier”) to support their case for reappointment.
- 5.23 A Ranked CAS member’s case for reappointment shall be considered as follows:
- i. first, by an appropriate committee of the Department chaired by the Departmental Chair;
 - ii. second, by the Dean; and
 - iii. third, by the Provost.
- 5.24 The case of a Ranked CAS member who holds a Joint Appointment for reappointment shall be considered as follows:
- i. first, by an appropriate committee which has equal representation from all relevant Departments, the chair of which shall be determined by the CAS member’s Departmental Chairs;
 - ii. second, by the Dean or, where appropriate, the Deans; and
 - iii. third, by the Provost.
- 5.25 The committee, the Dean and the Provost shall each base their respective recommendations on the Ranked CAS member’s performance of their Academic Duties taking into consideration the particular allocation of the candidate’s Academic Duties.
- 5.26 The committee shall submit its recommendation together with its reasons in writing to the Dean who, in turn, shall submit a recommendation together with reasons in writing to the Provost.
- 5.27 In the event that the committee, the Dean or the Provost is tending to a negative recommendation, the Ranked CAS member shall be so advised in writing with reasons by the committee, the Dean and/or the Provost, as appropriate. The Ranked CAS member shall be

provided with the opportunity to address the concerns of the relevant decision-maker, accompanied by an Advisor should the staff member so wish, to address the concerns of the relevant decision-maker.

Promotion of Ranked CAS

5.28 It is the responsibility of Ranked CAS to prepare and pursue their case for promotion with due diligence. The staff member shall provide the Departmental Chair with the necessary information and documentation (“dossier”) to support their case for promotion.

5.28.1 Notwithstanding 5.28, the sections on promotion of Ranked CAS (Sections 5.29 to 5.37) do not apply to Post-Retirement appointments.

Promotion to Senior Faculty Lecturer

5.29 A Faculty Lecturer who has been continuously employed for at least six years as a Faculty Lecturer with the same Department may apply for promotion to the rank of Senior Faculty Lecturer.

5.29.1 A Faculty Lecturer who wishes to apply for promotion to Senior Faculty Lecturer before their sixth year as a Faculty Lecturer may do so on the recommendation of the Departmental Chair.

5.29.2 A staff member promoted to Senior Faculty Lecturer shall be appointed to an Indefinite Term Appointment.

5.29.3 Exceptionally, a Faculty Lecturer or Senior Faculty Lecturer may be promoted to the rank of Assistant Professor (CAS) according to guidelines set by the relevant Faculty.

Promotion of Ranked CAS to Associate Professor

5.30 An Assistant Professor who has been continuously employed for at least six years as Assistant Professor with the same Department may apply for promotion to the rank of Associate Professor. Chairs shall encourage qualified Assistant Professors to apply for promotion in all appropriate cases, notably those who are salaried and hold full-time appointments.

5.30.1 An Assistant Professor who wishes to apply for promotion to the rank of Associate Professor before their sixth year as Assistant Professor may do so on the recommendation of the relevant Departmental Chair.

5.30.2 A staff member promoted to Associate Professor shall be appointed to an Indefinite Term Appointment.

5.30.3 An Assistant Professor being considered for promotion to Associate Professor shall establish a record of superior achievement according to the guidelines set by the relevant Faculty.

Promotion of Ranked CAS to Professor

- 5.31 An Associate Professor who has been continuously employed for at least ten years as Associate Professor with the same Department may apply for promotion to the rank of Professor.
- 5.31.1 An Associate Professor who wishes to apply for promotion before their tenth year as Associate Professor may do so on the recommendation of the relevant Departmental Chair.

Procedures

- 5.32 Ranked CAS member's case for promotion to a rank other than Professor shall be considered as follows:
- i. first, by an appropriate committee of the Department chaired by the Departmental Chair;
 - ii. second, by the Dean; and
 - iii. third, by the Provost.
- 5.33 The case of a Ranked CAS member who holds a Joint Appointment for promotion to a rank other than that of Professor, shall be considered as follows:
- i. first, by an appropriate committee which has equal representation from all relevant Departments, the chair of which shall be determined by the CAS member's Departmental Chairs;
 - ii. second, by the Dean or, where appropriate, the Deans; and
 - iii. third, by the Provost.
- 5.34 The committee shall submit its recommendation, together with its reasons, in writing to the Dean who, in turn, shall submit their recommendation, together with reasons, in writing to the Provost.
- 5.35 In the event that the committee, the Dean or the Provost is tending to a negative recommendation, the Ranked CAS member shall be so advised, with reasons, by the committee, the Dean and/or the Provost, as appropriate, and provided with the opportunity to address, in writing, the concerns of the relevant decision-maker.
- 5.36 A Ranked CAS being considered for promotion to the Ranked CAS appointment of Professor shall be considered in accordance with the process set out in the *University Statutes and Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff* applicable to promotion to the rank of Professor. A CAS member so appointed shall be designated in the University's appointment letter as Professor (CAS), with any appropriate descriptor.
- 5.37 A Ranked CAS being considered for promotion to Professor shall establish:
- i. a record of highly significant contributions in one or more of the areas of:
 - a. research and/or other original scholarly activities as evidenced by international recognition by peers; or

- b. professional and/or clinical innovation that has an influence on the practice of the profession, and that is published, publicized or otherwise recognized in a way that makes possible its evaluation by external peers; or
 - c. sustained creative activity as exemplified by external peer and public recognition, appropriate awards and prizes, invited performances, stagings and exhibitions; and
- ii. a record of:
 - a. superior teaching; or
 - b. superior contributions to the University and scholarly communities.

Termination, Notice and Severance

5.38 The appointment of a Ranked CAS may be terminated at the discretion of the University as follows: -

Notice

- i. For Ranked CAS on a Definite Term Appointment with **one year or less** of continuous employment, by the Dean giving the staff member at least one week written notice prior to the termination date of the Ranked CAS' appointment.
- ii. For Ranked CAS on a Definite Term Appointment with **more than one year but less than three years** of continuous employment, by the Dean giving the staff member prior written notice of **at least 20 weeks** prior to the termination date of the Ranked CAS' appointment.
- iii. For Ranked CAS on a Definite Term Appointment with **more than three years** of continuous employment, **or on an Indefinite Term** appointment, by the Provost by giving the staff member prior written notice of at **least 37 weeks** prior to the termination date of the Ranked CAS' appointment.
- iv. The University may, having reasonable and fair regard for the academic interests of the Ranked CAS, the interests of any students working under the Ranked CAS' supervision, or the interests of the University, decide to pay an indemnity equal to the amount of the requisite period of notice in lieu of such notice. In such cases, the payment of the indemnity is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract.

Severance

- v. Severance for full-time or part-time Ranked CAS on a Definite Term Appointment of more than one year, or on an Indefinite Term appointment, shall be equal to one month of salary for each year of continuous service as a Ranked CAS prior to the date of termination of the Ranked CAS' appointment, up to a maximum payment of 24 months. The payment of the severance is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract

5.38.1 In the event that notice of termination is not given as prescribed in sections 5.38(ii) or 5.38(iii) the Ranked CAS member's appointment shall be extended for one (1) year and shall terminate without further notice.

- 5.39 Ranked CAS who were faculty lecturers or ranked part-time academic staff employed on or before May 31, 1994 and who thereafter become entitled to severance pay shall be entitled to one month's salary for each year of service, up to a maximum payment of 30 months. All other Ranked CAS who were faculty lecturers or ranked part-time academic staff appointed on or after June 1, 1994 are subject to Section 5.38.
- 5.40 Where a CAS appointment of is terminated under Sections 5.38(ii) or (iii), or Section 5.39, reasons for the termination shall be given.

Payment of Severance

- 5.41 Where severance is owed, it shall be paid following termination of employment with the University.
- 5.42 Where severance is owed, it shall be calculated on the staff member's average annual University salary (without stipends or awards) attributable to their CAS appointment, earned in the last three years of employment
- 5.43 A staff member paid severance may not be rehired by the University during the period covered by severance.
- 5.44 The provisions on termination and severance do not apply to Ranked CAS:
- i. on nil salary appointments;
 - ii. paid by stipend;
 - iii. on Definite Term Appointment of less than one year;
 - iv. whose OLA states that the Definite Term appointment is not subject to renewal;
 - v. whose appointment terminates due to the failure to obtain, or maintain, the conditions stipulated in the OLA;
 - vi. whose appointment is terminated for non-performance of academic duties; or
 - vii. whose appointment is terminated for disciplinary reasons.

6. UNRANKED CONTRACT ACADEMIC STAFF

General Provisions

- 6.1 Unranked CAS consists of those persons who are so designated in their OLA.
- 6.2 Unranked CAS member is appointed to one of the following unranked academic classifications, which shall be specified in the appointee's OLA:
- i. **Adjunct Professor**, who is a person employed by or associated with a university other than McGill, a government, industry, or a profession, whose professional qualifications and/or experience allow him/her to participate in the teaching and/or research activities of the Department or Faculty to which he or she is appointed;

- ii. **Professor of Practice**, who is a professional, business, industry or government leader who has made major contributions to their field or discipline who is engaged primarily in ~~academic activities teaching and research~~ related to the appointee's practice, methods and values of the appointee's field, discipline or vocation in the Department or Faculty to which they are appointed;
- iii. **Associate Member**, who is a person holding an appointment within the University and who is appointed as an Associate Member to participate in the academic activities of another unit of the University;
- iv. **Affiliate Member**, who is a person holding an appointment external to the University and who is appointed as an Affiliate Member to participate in the academic activities of a unit of the University;
- v. **Academic Associate** or **Senior Academic Associate**, who is a person who has obtained a doctorate or equivalent in a relevant discipline and is appointed in their professional capacity to support the academic unit to which they are appointed and who engages in ~~teaching, research and/or other~~ academic activities within that unit.

6.3 Unranked CAS members shall further be designated as full-time or part-time in their OLA.

Academic Duties

- 6.4 Unranked CAS shall participate in the academic activities of the academic units to which they are appointed.
- 6.5 The allocation of Academic Duties and other responsibilities shall be determined by the Departmental Chair in consultation with the Dean and staff member, and shall be communicated in writing to the staff member.
- 6.6 Assigned academic duties shall serve as the basis for expectations for the appointment, reappointment and performance evaluation of Unranked CAS.
- 6.7 Unranked CAS are expected to be engaged during the Academic Year in their assigned Academic Duties, and to be available at the University at such times as their duties may require.
- 6.8 Unranked CAS shall comply with applicable University regulations and policies governing the responsibilities of members of the academic staff.

Appointments

- 6.9 The appointment of Unranked CAS shall be made by the Dean upon the written recommendation of the Departmental Chair who shall provide reasons for the recommendation. Appointments shall be made in accordance with these Regulations.

- 6.10 Unranked CAS shall initially be appointed for a Definite Term Appointment of not more than three years.
- 6.11 The appointment of Unranked CAS may be made contingent on acquiring and/or maintaining:
- i. appropriate professional accreditation;
 - ii. an appointment in an Affiliated Health Institution; or
 - iii. other credentials or qualifications deemed necessary for the appointment.
- 6.12 In the event that the Unranked CAS fails to acquire or maintain a condition of the appointment, the appointment will terminate, without notice or compensation, on the earlier of either:
- i. four weeks following loss of the accreditation or loss of their appointment to an Affiliated Health Institution; or
 - ii. the normal termination date of their appointment.

Reappointment

- 6.13 Adjunct Professors, Professors of Practice, Associate Members and Affiliate Members may be reappointed for additional Definite Term Appointments of not more than three years at a time.
- 6.14 An Academic Associate or Senior Academic Associate may be reappointed for an additional Definite Term Appointment of not more than three years. However, an Academic Associate or Senior Academic Associate who is continuously employed for six years shall be recommended for reappointment for an Indefinite Term.
- 6.15 The conditions for reappointment of Unranked CAS shall be determined by the Departmental Chair in accordance with these Regulations.
- 6.16 Recommendations for the reappointment of Unranked CAS shall be submitted, with reasons, by the Department Chair to the Dean, who shall make decisions as to reappointment.

Performance Review

- 6.17 The Departmental Chair shall provide Unranked CAS who are not nil salary with annual written performance review.

Termination and Notice – Adjunct Professors, Professors of Practice, Associate Members and Affiliate Members

- 6.18 The appointment of Adjunct Professors, Professors of Practice, Associate Members or Affiliate Members may be terminated at the discretion of the University as follows:

Notice

- i. For a staff member on a Definite Term Appointment of **one year or less** of continuous employment, by the Dean giving the staff member prior written notice of at least one week prior to the termination date of the staff member's appointment.
- ii. For a staff member on a Definite Term Appointment of **more than one year, but less than three years** of continuous employment, by the Dean giving the staff member prior written notice of at least four weeks prior to the termination date of the staff member's appointment.
- iii. For a staff member with **three or more years** of continuous employment, by the Dean giving the staff member prior written notice of at least eight weeks prior to the termination date of the staff member's appointment.
- iv. The University may, having reasonable and fair regard for the academic interests of the staff member, the interests of any students working under the staff member's supervision, or the interests of the University, decide to pay an indemnity equal to the amount of the requisite period of notice in lieu of such notice. In such cases, the payment of the indemnity is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract.

The appointment shall then terminate without further notice or compensation.

- 6.19 The provisions on termination do not apply to Adjunct Professors, Professors of Practice, Associate Members or Affiliate Members:
- i. on nil salary appointments;
 - ii. paid by stipend
 - iii. on Definite Term Appointment of less than one year;
 - iv. whose OLA states that their Definite Term Appointment is not subject to renewal;
 - v. whose appointment terminates due to the failure to obtain, or maintain, the conditions stipulated in the OLA;
 - vi. whose appointment is terminated for non-performance of academic duties; or
 - vii. whose appointment is terminated for disciplinary reasons.

Termination, Notice and Severance – Academic Associates

- 6.20 The appointment of an Academic Associate may be terminated at the discretion of the University as follows:

Notice

- i. For an Academic Associate on a Definite Term Appointment of **one year or less** of continuous employment, by the Dean giving the staff member at least one week written notice prior to the termination date of the Ranked CAS' appointment.
- ii. For an Academic Associate on a Definite Term Appointment of **more than one year, but less than 3 years** of continuous employment, by the Dean giving the Academic Associate prior written notice of **at least 13 weeks** prior to the termination date of the Academic Associate's appointment.
- iii. For an Academic Associate on a Definite Term appointment with **more than three years** of continuous employment, or for an Academic Associate on an **Indefinite Term**

- Appointment**, by the Dean giving the staff member prior written notice of **at least 26 weeks** prior to the termination date of the Academic Associate's appointment.
- iv. The University may, having reasonable and fair regard for the academic interests of the Academic Associate, the interests of any students working under the Academic Associate's supervision, or the interests of the University, decide to pay an indemnity equal to the amount of the requisite period of notice in lieu of such notice. In such cases, the payment of the indemnity is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract.

Severance

- v. Severance for a full-time or part time Academic Associate appointment of **more than one year, or on an Indefinite Term** appointment, shall be equal to **one month salary for each year of continuous service** as an Academic Associate prior to the date of termination of the Academic Associate's appointment, to a **maximum payment of 12 months**. The payment of the severance is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract
- 6.21 Where the appointment of an Academic Associate is terminated under Section 6.20 (ii) or (iii), reasons for the termination shall be given.
 - 6.22 Where severance is owed, it shall be paid following termination of employment with the University.
 - 6.23 Where severance is owed, it shall be calculated on the staff member's average annual University salary (without stipends or awards) attributable to their CAS appointment, earned in the last three years of employment.
 - 6.24 A staff member paid severance may not be rehired by the University during the period covered by severance.
 - 6.25 The provisions on termination and severance do not apply to an Academic Associate:
 - i. on nil salary appointments;
 - ii. paid by stipend;
 - iii. on a Definite Term appointment of less than one year;
 - iv. whose OLA states that the Definite Term Appointment is not subject to renewal;
 - v. whose appointment terminates due to the failure to obtain or maintain, the conditions stipulated in the OLA;
 - vi. whose appointment is terminated for non-performance of academic duties; or
 - vii. whose appointment is terminated for disciplinary reasons.



McGILL UNIVERSITY EQUITY, DIVERSITY & INCLUSION (EDI) STRATEGIC PLAN 2020-2025¹

ABOUT THE COVER

The Plan's cover is the creation of Olivia Ma, McGill law student, artist, poet, and member of McGill's Women of Colour Collective. Olivia Ma writes under the name *Danji*. Her artwork commissioned for McGill's 2020 Strategic EDI Plan is accompanied by the following poem:

You dream big and so do I,
Dreams so far and wide,
We don't know how or where to go.
But they dream too and theirs comes true
So why not me, and why not you.
So, my friend, give me a hand,
Help me, as I help you.
Perhaps, one day,
we'll look back and just laugh.
Knowing that all you needed
was me
And all I needed
was you.
-- Danji

ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinaabeg nations. McGill honours, recognizes, and respects these nations as the traditional stewards of the lands and waters on which we meet today.

¹ This Strategic EDI Plan was developed by the equity team in the Office of the Provost & Vice-Principal (Academic). Our sincere thanks go to the many students, faculty, and staff across McGill who devoted time and energy to sharing their thoughts, insights, and feedback on earlier iterations of this Plan throughout the 2019-2020 academic year.

VISION

McGill University is a world-class institution of higher education and research. Our University recognizes that excellence in teaching and scholarship requires the convergence and collaboration of individuals of diverse identities, experiences, and ideas. Equally important, McGill values respectful and inclusive learning and work environments, which seek to identify and challenge historic and systemic barriers to full participation in university life and to foster discovery, advancement, and accomplishment, all of which benefit our University and society more broadly. McGill is committed to these values in the pursuit of all aspects of its academic mission. This commitment finds expression in McGill's [Mission Statement and Principles](#):

MISSION

The mission of McGill University is the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.

PRINCIPLES

In fulfilling its mission, McGill University embraces the principles of academic freedom, integrity, responsibility, equity, and inclusiveness.

Each member of the University community – whether student, faculty, or academic support staff – is united by this statement of Mission and Principles. While there is much that we all share, it is crucial to acknowledge our varied levels of advantage, privilege, and opportunity. These variances can affect our ability to access all that McGill offers, and flourish in our campus settings.

Universities across Canada are presently called upon to recognize and address historical and contemporary forces that result in social inequities in postsecondary contexts. Many such forces have their roots in ideologies and practices – such as colonialism, slavery, and patriarchy. Although these ideologies and practices no longer reflect McGill's values, their harmful effects persist. As such, our institutional commitment to equity, diversity, and inclusion (EDI) must acknowledge and seek to address the lasting effects of historic injustices that continue to challenge equal opportunities to access, and to succeed within, the McGill community. Our EDI commitments must also be inspired by the recognition that excellence is fostered by bringing together individuals and groups of diverse experiences, identities, and ideas.

This Strategic EDI Plan for McGill seeks to act on this commitment through the articulation of specific goals, and measures for their achievement, over the next five years. Over this period, McGill will embed EDI in all core areas of the University, drawing on multiple strategic University-level documents initiated by McGill's Principal and Provost over the last decade (Appendix A).

Inspired by the transversal character and importance of EDI across the University, this Strategic EDI Plan maps its objectives onto the five priority areas that McGill's Principal & Vice-Chancellor, Professor Suzanne Fortier, has identified for our campus community:

1. [The McGill Commitment](#)
2. [Unleashing our Full Research Potential](#)
3. [Enhancing our Community Partnerships](#)

4. [My Healthy Workplace](#)
5. [Transforming our Campus](#)

This EDI Strategic Plan is thus organized according to the following five corresponding themes:

1. Student experience
2. Research and knowledge
3. Outreach
4. Workforce
5. Physical Space

For each theme, the Plan sets out goals, measures, and modes of oversight. In so doing, it references and builds on existing McGill priorities, plans, and reports that embed EDI goals. Over the life of this Plan (2020-2025), McGill commits to ongoing public reporting on our progress with respect to the measures set out herein, and to creating opportunities for feedback from our community members, through multiple formats, on EDI work at McGill.

Prior to setting out the Plan's specific aspirations and measures for assessing progress, an understanding of key terminology is in order.

CONCEPTUAL FRAMEWORK

The words “equity”, “diversity”, and “inclusion” have gained traction in recent years, but their meaning is not always clear. A shared understanding of these terms will facilitate productive conversations on EDI as we move forward with this Strategic Plan. The definitions that follow are those adopted at this moment at McGill, recognizing that there are other possible meanings given to these terms within other communities and settings and that their meaning may evolve over time.

EQUITY

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. This requires recognizing and addressing barriers to opportunities for all to thrive in our University environment.

DIVERSITY

Diversity describes the presence of difference 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 linked to access and equity require knowledge and understanding of historical and contemporary experiences of oppression and exclusion.

Diversity should be understood as uniting rather than dividing. The term calls upon us to appreciate both differences and interconnectedness, and to recognize and respond to systemic and institutionalized discrimination.

INCLUSION

Inclusion refers to the notion of belonging, feeling welcome and valued, 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 reimagination 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 the various planning documents, studies, and reports listed in Appendix A show, McGill has been making steady progress to create a University culture that promotes respect for diversity and the equitable inclusion of all community members over the past decade. However, we can do even better. There is still much work to be done, as reflected in our data and in the views expressed across our campus community. This Strategic Plan aspires to unify our efforts and achieve specific EDI goals over the next five years. Moreover, the Plan aims to embed equity, diversity, and inclusion as fundamental to all areas and practices of the University.

STRATEGIC DIRECTIONS

STUDENT EXPERIENCE

[The McGill Commitment](#) is premised on a recognition of the diversity within the University's student body, resulting from its vibrant international character as well as McGill's location within a cosmopolitan centre. Core to the Commitment is bolstering and celebrating student diversity, striving to provide equitable support and access to opportunities, and promoting a respectful and inclusive learning experience for all students. Beyond the Commitment, a range of initiatives can help facilitate access to the University for students from underrepresented social groups while striving to ensure that student life and learning at McGill are characterized by openness and acceptance.

In support of these aspirations, this EDI Strategic Plan sets the following goals:

1. Increase the representativeness of the student body

Measures for progress:

- Collect, analyze, and report on demographic student data, while maintaining strict confidentiality of personal information, to understand the composition of student body. Draw on this data to adapt the Strategic Enrollment Plan to address identified areas of underrepresentation.
- Aim for target set for Indigenous student enrolment set in [Strategic Academic Plan \(SAP\)](#): 1000 University-wide.
- Drawing on research examining McGill's historic ties to slavery and colonialism (see point #5 under "Research and Knowledge" below), elaborate and commit to an action plan to address McGill's commitment to Black students, particularly from North America, with a focus on recruitment, retention, and success, notably through:
 - increased outreach with Black communities with a view to enhanced student enrolment; and
 - attention and awareness to the particular needs of Black students with respect to student advising and support.²

Reporting on progress will occur through the Annual Report to Senate on Enrolment and Strategic Enrolment Management. Responsibility lies with the Deputy Provost (Student Life & Learning) (DP-SLL) and the Associate Provost (Equity & Academic Policies) (AP-EAP).

2. Promote student wellness, success, and support, especially for those from underrepresented groups

Measures for progress:

- Track and analyze information on student retention, graduation rates, and time to graduation using demographic data. Develop and implement plans to address differential outcomes identified through data analysis with a view to identifying and reducing barriers to student success and wellness.
- Develop a survey instrument and survey cycle through which to measure student wellness and students' experiences and perspectives on respect and inclusion. As required, develop plans to address areas of concern identified through this exercise, paying particular attention to student populations who may be especially susceptible to

² This goal and measure is inspired by the [Final Report of the Working Group on Principles of Commemoration and Renaming](#) (p. 17) and the [Final Report on Understanding Diversity and Discrimination](#) (p. 13).

alienation, isolation, or harassment (e.g., students with disabilities, racialized students, international students, LGBTQ2I+ students).

- Build capacity of student wellness staff to address the concerns and needs of those who self-identify as members of underrepresented groups and work to enhance the representativeness of this staff.
- Meet target for increasing student aid set in [SAP](#): 30% of total net tuition revenues.
- Create and support opportunities for students from underrepresented groups to come together in shared social and networking spaces.
- Review McGill policies that establish accommodations for students with disabilities and observing holy days to ensure, insofar as possible, equity in academic assessments.
- Increase food options on campus that promote the University's commitment to sustainability while also recognizing the diversity of McGill's student body and the religious dietary observances of some members of the University community.

Reporting on progress will occur through the Annual Report to Senate of the Committee on Student Services and the Annual Report to Senate on Scholarships and Student Aid. Responsibility lies with the DP-SLL and AP-EAP.

3. Raise student awareness about discrimination, oppression, and their effects

Measures for progress:

- Develop equity education modules delivered via multiple formats (e.g., in-person, online, podcasts) drawing, where appropriate, on existing programs in Student Services and Teaching and Learning Services.

Reporting on progress will occur through the Annual Report to Senate of the Committee on Student Life and Learning. Responsibility lies with the DP-SLL.

4. Enhance capacity of teaching staff and Student Services to create and maintain respectful, accessible, and inclusive student life and learning settings

Measures for progress:

- Develop and deliver modules, in consultation with student groups and associations, on topics such as equity, implicit bias, cultural safety, accessibility and universal design to support teaching and front-line Student Services staff. Undertake ongoing assessments to ensure the effectiveness of this training.
- Develop training and supports for teaching staff, particularly those who engage with difficult and sensitive topics in the classroom, on balancing our commitments to freedom of expression, academic freedom, respect and inclusion. Undertake ongoing assessments to ensure the effectiveness of these measures.
- Support the development of staff and faculty capacity to be effective "first responders" to students who disclose experiences related, for example, to mental health challenges, sexual violence, and discrimination.
- Promote the adoption of universal design for learning practices in program structures, course materials, pedagogical approaches, and academic assessments to reduce the demand and need for accommodations and enhance the educational experience of all students.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the DP-SLL and AP-EAP.

5. **Ensure University policies establish prompt, effective, and confidential channels to address EDI concerns and complaints**

Measures for progress:

- Analyze reporting rates under:
 - Policy on Harassment & Discrimination Prohibited by Law; and
 - Policy against Sexual Violence.

- Obtain and analyze feedback on experiences of reporting from various sources to evaluate perceptions within the campus community of reporting processes and resources, including:
 - Senior Equity & Inclusion Advisor
 - Office for Sexual Violence Response, Support & Education
 - Ombudsperson
 - Dean of Students and Dean of Graduate and Postdoctoral Studies
 - Student associations
 - Special Investigator (Sexual Violence)

- Raise awareness, through multiple communication platforms, about relevant University reporting channels and resources.

Reporting on progress will occur through the Annual Report to Senate on the Policy on Harassment & Discrimination Prohibited by Law and the Annual Report to Senate on the Policy against Sexual Violence. Responsibility lies with the AP-EAP.

RESEARCH AND KNOWLEDGE

McGill researchers are internationally renowned leaders and innovators within their respective disciplines. Our University values scholarship both for the inherent value of advancing knowledge and for the benefits yielded by its application in a range of settings. To this end, local and global partnerships, with actors in private, public, and community sectors, further McGill's priority of [Unleashing McGill's Full Research Potential](#). The importance of such partnerships is explored further under theme 3 (Outreach) of this Plan.

McGill's [Strategic Research Plan](#) articulates multiple commitments and aspirations connected to EDI, recognizing that the potential for discovery and ground-breaking work is heightened when scholars enjoy freedom of inquiry in inclusive research communities marked by pluralism in terms of experience, identity, and ideology. Excellence is furthered by ensuring equity of opportunity in research, notably in connection with funding, prizes, awards, mentorship, and graduate and postdoctoral training.

In light of the importance of EDI in this priority area, McGill will create the new position of Senior Research Equity Advisor (SREA). The SREA is a senior level advisor responsible for guiding and supporting the implementation of McGill's EDI initiatives in research and innovation and the broader goal of maintaining excellence in an increasingly competitive and challenging global research environment. Specific EDI objectives for McGill in connection with research include:

1. **Maintain recognition for diverse research ideologies and methodologies, including community-engaged, land-based,³ and participatory action research⁴**

Measures for progress:

- Deliver training to academic leaders and members of the research community on EDI in connection with research activities.
- Ensure academic leaders and members of the research community understand time and other resource implications for non-traditional research (e.g., community-engaged, land-based, participatory action).
- Review nominations for research prizes and awards to ensure nominations include fair representation of researchers whose work has clear connections to EDI.
- Uphold commitments articulated in McGill's [CRC EDI Action Plan](#)
- Profile diversity of research activities through McGill channels (e.g., homepage, What's New/Reporter).

Reporting on progress will occur through:

- Annual Report to Senate on Research and Innovation
 - McGill Annual Report to the Tri-Council Institutional Programs Secretariat (TIPS)
 - CRC EDI Action Plan Annual Report
- Responsibility lies with the Vice-Principal (Research & Innovation) (VP-RI) and the AP-EAP.

2. **Strive for equitable representation of individuals from underrepresented groups among chairholders and recipients of awards**

Measures for progress:

- Review nominations for research prizes and awards to ensure nominations include fair representation of researchers from underrepresented groups.
- Meet and surpass CRC targets set for McGill by the TIPS.
- Determine, based on our demographics, what equitable representation should be among our internal awards (James McGill, William Dawson) and endowed chairs, and work to meet these targets.
- Implement measures to prefer candidates from underrepresented groups, where equivalent, in nomination and selection processes.
- Ensure diversity in membership of nomination and selection committees and panels.
- Deliver EDI training to all nomination and selection committee and panel members with a view to increasing the diversity of nominee pools for research awards.

Reporting on progress will occur through:

- Biennial Report to Senate on Employment Equity
- McGill Annual Report to the Tri-Council Institutional Programs Secretariat

³ "Land-based" practices facilitate Indigenous persons' and communities' reconnection with land, identity, and culture while accounting for "the needs, values, teachings, and cultures of Indigenous community members and nations." It calls for creating opportunities for work – whether teaching or research – in Indigenous communities, "with Elders, relatives, and knowledge keepers who can pass down knowledge and culture." See John Hansen, "Cree Elders' Perspectives on Land-Based Education: A Case Study" (2018) 28:1 Brock Education Journal 74. See also Jennifer Redvers, "Land-based Practice for Indigenous Health and Wellness in the Northwest Territories, Yukon, and Nunavut" November 2016, <http://www.ichr.ca/wp-content/uploads/2016/12/Land-based-Research-Summary_2016.pdf>.

⁴ "Participatory action" research seeks to engage the "subject" of a study as participants in the design, conducting, and analysis of a project with a view to ensuring that the work is both democratic in its planning and execution and that it results in meaningful results that will be of particular benefit to the populations in question. See Hal A. Lawson et al, eds, *Participatory Action Research* (OUP, 2015).

- CRC [EDI Action Plan](#)
Responsibility lies with the AP-EAP.

3. Establish and maintain equitable, accessible and inclusive research environments

Measures for progress:

- Develop and share EDI best practices for researchers, related, for example, to training, mentorship, research environment, accessibility, and accommodations.
- Provide support for researchers to integrate strong EDI plans within research and training programs. Assess on an ongoing basis to ensure effectiveness.

Reporting on progress will occur through McGill's equity website (www.mcgill.ca/equity) that will share best practices. Responsibility lies with the AP-EAP.

4. Ensure Indigenous-Led and Indigenous-Partnered research respects and benefits Indigenous peoples and communities

Measures for progress:

- Develop and implement procedures in keeping with OCAP (Ownership, Control, Access, and Possession) Principles, as outlined in the [Provost's Task Force on Indigenous Studies and Indigenous Education](#).
- Develop and implement opportunities to support Indigenous-led research strategies and initiatives by researchers.

Reporting on progress will occur through the Annual Report to Senate on Research and Innovation. Responsibility lies with the VP-RI, AP-EAP, and Special Advisor, Indigenous Initiatives.

5. Lead research initiatives to enhance knowledge of, and to address equitably, McGill's connections to slavery and colonialism

Measures for progress:

- Fund research and supported led by qualified experts on McGill's historic connections, both direct and indirect, to transatlantic slavery and to colonialism and its impact on Indigenous communities.
- Draw on the results of this research to publicly acknowledge and address McGill's connections to slavery and colonialism, notably through initiatives that will support the presence and success of Black and Indigenous students and faculty at McGill.

Reporting on progress will occur through various modes, including but not limited to the publication of the University-supported research described here, and through the Annual Report of the Joint Board-Senate Committee on Equity.

OUTREACH

Teaching and research at McGill benefit from myriad partnerships with communities in Montréal and Québec, as well as across Canada and the rest of the world. McGill's EDI goals are strengthened by outreach and engagement with these communities and collaborations with a range of organizations in the public, private, and community sectors. Notably, through community engagement, we are able to provide our students with critical experiential learning opportunities. These engagements are also key to the pursuit of socially-engaged research and

innovation that advances knowledge in relation to some of the core challenges of our time. Finally, our partnerships and outreach efforts telegraph McGill's openness to welcoming all current and prospective students and staff members, regardless of social group membership or identity.

1. Develop effective communications about EDI challenges, initiatives, and celebrations at McGill

Measures for progress:

- Create and maintain a website for McGill EDI
- Publish regular EDI features in What's New/Reporter
- Strive to ensure accessibility of all McGill communications and virtual spaces
- Engage with external media to profile EDI initiatives
- Commemorate, in a way that engages all Faculties and units of the University, internationally-recognized dates of particular relevance to equity-seeking groups: e.g., International Day for the Elimination of Racial Discrimination (21 March) International Day Against Homophobia, Transphobia, and Biphobia (17 May), International Day of Persons with Disabilities (3 December).

Reporting on progress will occur through regular, public communications about EDI work at McGill. Responsibility lies with the AP-EAP and the Vice-Principal (Communications and External Relations) (VP-CER).

2. Develop mentoring, networking, and advancement opportunities for students and staff from underrepresented groups

Measures for progress:

- Create alumni mentorship network for all students that recognizes and accounts for the experiences, needs, and interests of students from underrepresented groups.
- Develop opportunities for students and staff from underrepresented groups to convene, share experiences, and explore career opportunities and pathways.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP in collaboration with University Advancement and the DP-SLL.

3. Deepen community collaborations in connection with University commemorations and celebrations

Measures for progress:

- Develop partnerships, co-sponsorships, and opportunities for representation and engagement of various communities in events such as Black History Month, Indigenous Awareness Weeks, Queer History Month.
- Evaluate success of collaborations by consulting with community partners, and key campus stakeholders, e.g., equity education advisors, student equity commissioners, Joint Board-Senate Committee on Equity.
- Bridge connections with local communities beyond the University through: outreach, featuring members' expertise and knowledge in McGill events, and supporting local, community-based vendors.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee. Responsibility lies with the AP-EAP in collaboration with the VP-CER.

4. Deepen community collaborations in connection with academic program development

Measures for progress:

- Consult local communities, particularly those underserved by higher education institutions, to discern local needs with respect to knowledge production and capacity development.
- Continue working to design and deliver academic programs aligned with McGill's academic mission and priorities that aim to serve these communities through local capacity-building, knowledge dissemination, and skills development.

Reporting on progress will occur through the Annual Report to Senate of the Academic Policies Committee.

WORKFORCE

Core to McGill's priorities is a focus on building the capacity of all staff. McGill's commitment – articulated through its [My Healthy Workplace](#) strategy – seeks to establish a working environment in which employees "collaborate to use a continual improvement process to protect and promote the health, safety and well-being of employees and the sustainability of the workplace." Further, McGill's [Employment Equity Policy](#) calls for the development and application of equitable practices in the hiring, promotion, and retention of all staff. As such, the University commits to proactive recruitment measures for hiring efforts in relation to all staff groups.

Moreover, all members of the McGill community are entitled to healthy, safe, and inclusive work and learning environments. Pursuant to the University's [Policy on Harassment and Discrimination Prohibited by Law](#) and [Policy against Sexual Violence](#) each of us has a right to learn and work in environments free from harassment, sexual violence, and prohibited-ground discrimination.

While these commitments focus on the University's workforce, healthy, respectful, and inclusive working conditions will also enhance learning environments for students, who engage actively with our staff and who are themselves often also McGill employees.

In support of these aspirations, this EDI Strategic Plan commits to the following goals:

1. Increase the representativeness of the workforce

Measures for progress:

- Continue to collect, track and analyze data through McGill's [Employment Equity Survey](#) while maintaining strict confidentiality of personal information.
- Implement corrective measures to address underrepresentation.
- Train Deans, Chairs, academic staff, and administrative and support staff on employment equity principles, policies, and practices using multiple formats. Assess these training activities in an ongoing fashion to ensure their effectiveness.

Reporting on progress will occur through the Biennial Report to Senate on Employment Equity. Responsibility lies with the AP-EAP with input from Human Resources.

2. Enhance and communicate resources available to support employees with disabilities

Measures for progress:

- Develop and maintain a resource guide aimed at decreasing barriers and increasing satisfaction and retention of staff with disabilities.
- Create a specific position tied to the promotion of accessibility for all staff.

Reporting on progress will occur through the Biennial Report to Senate on Employment Equity. Responsibility lies with the AP-EAP with input from Human Resources.

3. Address EDI gaps among tenure-stream academic staff through active recruitment, retention, and promotion strategies

Measures for progress:

- Surpass target set by [SAP](#): 20% representation of the following federally-designated equity groups: Indigenous persons, racialized persons, and/or persons with disabilities.
- Undertake measures to promote recruitment, hiring and retention of faculty from the most underrepresented groups among tenure track academic staff (persons who are Indigenous, Black, and/or living with a disability).
- Surpass target set by [SAP](#): 25% women full professor by 2022.
- Strive to meet target set by [Provost's Task Force on Indigenous Studies and Indigenous Education](#): 35 professors over 15 years.
- As student demographic data become available, examine how teaching staff and student populations compare, understanding the importance for many students of seeing themselves reflected in McGill's community of instructors and supervisors.
- Create a mentorship network for junior professors.
- Create opportunities for faculty from underrepresented groups to come together in shared social and networking spaces (e.g., welcome ceremony for new Indigenous professors).
- Explore opportunities to develop leadership fora for women and/or members of underrepresented groups to encourage and build capacity for assuming senior leadership roles at McGill.

Reporting on progress will occur through the Biennial Report to Senate on Employment Equity. Responsibility lies with the AP-EAP.

4. Recognize diverse family forms in University Policies and Procedures

Measures for progress:

- Review, with an eye to EDI, the following University policies:
 - Regulations on Maternity Leave, Parental Leave and Extended Parental Leave for Members of Academic Staff
 - Parental leaves policy for non-unionized non-academic staff
 - Allowable expenses from University funding related to dependant care

Reporting on progress will occur through a Report to Senate on the review of these policies and on any revisions deemed appropriate.

5. Ensure University Policies establish prompt, effective, and confidential channels to address EDI concerns and complaints

Measures for progress:

- Analyze reporting rates under:

- Policy on Harassment & Discrimination Prohibited by Law; and
- Policy against Sexual Violence
- Obtain and analyze feedback on experiences of reporting from various sources to evaluate perceptions within the campus community of reporting processes and resources, including:
 - Senior Equity & Inclusion Advisor
 - Office for Sexual Violence Response, Support & Education
 - Human Resources Advisors
 - Employee associations and unions
 - Special Investigator (Sexual Violence)
- Raise awareness, through multiple communication platforms, about relevant University reporting channels and resources.

Reporting on progress will occur through the Annual Report to Senate on the Policy on Harassment & Discrimination Prohibited by Law and the Annual Report to Senate on the Policy against Sexual Violence. Responsibility lies with the AP-EAP and Human Resources.

6. Promote respectful, accessible, and inclusive work environments

Measures for progress:

- Develop and deliver equity, cultural safety, and accessibility/universal design modules for staff, and assess effectiveness of this training through feedback from participants, HR Advisors, and academic leaders.
- Develop a survey instrument and survey cycle through which to measure employee experience and assessment of respect and inclusion in the workplace. As required, develop plans to address outcomes of concern that are identified through this exercise.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP in collaboration with Human Resources.

PHYSICAL SPACE

Thoughtfully designed physical space is essential to the advancement of McGill's academic mission. Likewise, the University's EDI commitments cannot be achieved without considering whether and how access is facilitated, and diversity is reflected, across our campuses. More precisely, we risk alienating those who do not see themselves represented in our physical spaces, including their design or layout, or in the iconography or nomenclature assigned to them.

These themes are addressed at length in the [Final Report of the Provost's Working Group on Principles of Commemoration and Renaming](#). Space was also one of five themes taken up in the [Final Report of the Principal's Task Force on Respect and Inclusion in Campus Life](#). Key recommendations connected to space also appear in the [Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#). Each of these documents articulate recommendations that should guide decisions about physical space, including those that will be made as the University advances toward the implementation of its [Master Plan](#). Building on these recommendations, this Strategic Plan sets the following EDI goals:

1. Reflect diverse identities within McGill's historic and contemporary communities in campus iconography, signage, ceremonies, and naming

Measures for progress:

- Strive to represent diverse identities as new naming opportunities arise.
- Represent diverse identities as new artwork is commissioned and showcased at the University, particularly during and following the University's Bicentennial celebrations.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP in collaboration with University Advancement and the Visual Arts Collection.

2. Enhance accessibility of buildings, pathways, and other physical spaces

Measures for progress:

- Design, implement and maintain an Interactive Accessible Network (IAN) Map establishing wayfinding for all individuals regardless of capacities vis-à-vis physical mobility.
- Increase project activity within the Universal Access Capital Projects Working Group.
- Ensure and maintain compliance with building codes and regulations intended to enhance accessibility.
- Increase accessible entrances in campus buildings (per Campus Master Plan).
- Develop accessibility standards for built facilities.

Reporting on progress will occur through the Annual Report to Senate on Physical Development. Responsibility lies with the AP-EAP and Campus Planning and Development.

3. Create dedicated spaces for McGill community members' spiritual, social, and wellness needs

Measures for progress:

- Designate accessible non-denominational contemplative space for individual or group meditation, counseling, spiritual needs, and/or other activities promoting mental and emotional wellness.
- Assess whether existing spaces meet current needs through engagement and consultation with the Wellness Hub, the McGill Office for Religious and Spiritual Life, Equity Education Advisors, and student associations.

Reporting on progress will occur through the Annual Report to Senate and Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP and the DP-SLL.

4. Enhance Indigenous presence in public spaces, as well as the availability of cultural and living spaces for Indigenous students, faculty, and staff

Measures for progress:

- Advance the general goals, orientations, and principles related to Indigenous representation embedded within the Board-approved Master Plan.
- Define a global space strategy for all Indigenous needs, including academic, communal, study, and cultural functions.

Reporting on progress will occur through reporting on Master Plan to Senate and the Board of Governors. Responsibility lies with Campus Planning and Development and the Special Advisor on Indigenous Initiatives.

CONCLUSION

This Strategic Plan provides a foundation for advancing EDI initiatives already underway at McGill, while also creating a platform for new opportunities that will deepen our understanding of, and commitment to, EDI as a campus community over the next five years. This Plan embeds EDI as a shared responsibility across multiple University offices and stakeholders, thereby communicating the centrality of EDI throughout the University. Notably, while the Plan situates EDI as a responsibility that rests primarily with the Associate Provost (Equity & Academic Policies), it identifies multiple sites of accountability for EDI outcomes. In so doing, the Plan sets clear goals and measures, transparently identifying where responsibility for results lies and what modes will be used to share information about the University's progress in this domain. Finally, McGill's EDI Strategic Plan is anchored to the five priority areas identified by McGill's Principal & Vice-Chancellor, Professor Suzanne Fortier. As such, it will guide decisions about our core activities as a University, serving to enhance McGill's EDI commitments and outcomes while simultaneously advancing excellence in the pursuit of our University's academic mission.

APPENDIX A – University Reports Articulating EDI Commitments (Listed Chronologically)

- 2005 [Policy on Harassment and Discrimination Prohibited By Law](#)
- 2005 [Policy Concerning the Rights of Students with Disabilities](#)
- 2007 [Employment Equity Policy](#)
- 2008 [McGill University Physical Master Plan: Planning and Design Principles](#)
- 2011 [Principal's Task Force on Diversity, Excellence, and Community — Engagement](#)
- 2016 [Report of the Ad Hoc Working Group on Systemic Discrimination](#)
- 2016 [Policy against Sexual Violence](#)
- 2017 [Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#)
- 2017 [Strategic Academic Plan 2017-2022](#)
- 2018 [Report of the Principal's Task Force on Respect and Inclusion in Campus Life](#)
- 2018 [Report of the Working Group on Principles of Renaming and Commemoration](#)
- 2019 [McGill Strategic Research Plan](#)
- 2019 [Master Plan](#)
- 2019 [McGill CRC Equity, Diversity, and Inclusion Action Plan](#)