

The following items arose from a meeting of the EDIC, held on November 23, 2023.

I. FOR THE INFORMATION OF THE BOARD OF GOVERNORS**1. Update on Resolution concerning Gender-Inclusive Washrooms**

Further to adopting a resolution concerning gender-inclusive washrooms, the Committee received information on initiatives on campus to create gender-inclusive spaces and communication strategies to coordinate messaging about the implementation of gender-inclusive spaces in campus buildings.

2. Proposed Subcommittee Terms of Reference [EDIC23-06]

The Committee received proposed Terms of Reference from the Subcommittee on Women for consideration. The proposed Terms were drafted with reference to the Framework for the development of Subcommittee Terms of Reference. The Committee provided feedback on the terms of reference to the Subcommittee Chair on the understanding that an updated proposal will be submitted for the Committee's consideration at the next meeting.

3. Follow-up on Short-Term Disability Leaves [EDIC23-05]

The Committee received information on data related to mental wellness and medical leaves of University faculty and staff, following a request that was made to receive this information at the last meeting.

4. Subcommittee Activity Reports

The Committee received verbal reports from Subcommittee chairs about the activities of their respective Subcommittees. Chairs from the Subcommittee on Queer People, the Subcommittee on Women, and the Subcommittee on Family Care were present.

The Chair of the Subcommittee on Women highlighted work undertaken to draft terms of reference for the Subcommittee and highlighted that recruitment initiatives were in place to obtain more representation from unrepresented faculties. The Chair of the Subcommittee on Family Care highlighted initiatives undertaken to distribute resources through the Family Care website and to circulate materials and guides to the University community, with the aim of building community awareness. The Chair of the Subcommittee on Family Care spoke about the development of guides and resources for parents of gender free / gender fluid children. The remaining Subcommittees will be asked to provide a report to EDIC at the February meeting.

5. Report of the Office of Indigenous Initiatives [EDIC23-07]

The Committee received a [presentation](#) from the Associate Provost for Indigenous Initiatives, Celeste Pedri-Spade. The Report of the Office of Indigenous Initiatives was a first progress report submitted to the Committee from the Office of Indigenous Initiatives. Professor Pedri-Spade presented highlights from the report, focusing on five key areas: student recruitment and retention, teaching and research, staffing, representation and recognition, and partnerships. Professor Pedri-Spade noted that of the 52 Calls to Action to which the University is committed, the Office of Indigenous Initiatives has initiated and progressed with 19 of the Calls to Action in 2022-2023.

6. Annual Report: Action Plan to Address Anti-Black Racism [EDIC23-08]

The Committee received a presentation (provided in Appendix A) from the Senior Steward, Professor Angela Campbell, Associate Provost (Equity and Academic Policies), on the third Annual Report on the Action Plan to address Anti-Black Racism. Professor Campbell highlighted key elements of the Report, notably initiatives in research and knowledge sharing, human resources, student experiences, community outreach, and representation. Student Outreach and Mentoring as well as the Faculty Mentorship Network and Development Initiatives for Academic Leadership have demonstrated benefits to participants of these programs and support Black students and faculty in career and professional development. The Committee discussed challenges and risk associated with the implementation of the action plan and identified a follow-up item for the next meeting concerning community training and education concerning anti-Black racism.

7. Annual Report on the Strategic EDI Plan [EDIC23-09]

The Committee received a presentation (provided in Appendix B) from the Senior Steward, Professor Angela Campbell, Associate Provost (Equity and Academic Policies), on the third Annual Report on the Strategic EDI Plan. Professor Campbell summarized the five key themes of the Strategic EDI Plan, and presented key initiatives with a focus on the student experience at McGill.

END
December 2023

Commitment

Action

Impact

ACTION PLAN TO ADDRESS ANTI-BLACK RACISM

ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

McGill University is located 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 people whose footsteps have marked this territory on which peoples of the world now gather.

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Message from Angela Campbell
Associate Provost,
Equity & Academic Policies
Report Co-Author

The work that has been undertaken to implement [McGill's Action Plan to Address Anti-Black Racism \("Action Plan"\)](#) has had a profound impact on our University community. Since the Action Plan's adoption three years ago, the lion's share of this work has been led by a team of extraordinary colleagues in the Office of the Provost & Vice-Principal (Academic), the "[Anti-Black Racism \(ABR\) Working Group](#)". Their efforts have been supported by the indefatigable Professor Terri Givens, the Provost's Academic Lead and Advisor on the Action Plan (2020- 2023) and boosted by leaders and colleagues across McGill who have heeded the Action Plan's calls to action through concrete measures that enhance, celebrate, and support Black excellence at McGill. Likewise, the Dr. Kenneth Melville McGill Black Faculty and Staff Caucus has continued to provide an important site of networking and advocacy for Black faculty and staff. What's more, our students – always ahead of the rest of us – have modeled Black talent, leadership, and ambition; groups such as the Black Students' Network and the McGill African Students' Society work tirelessly to uplift Black students and ensure their needs are known and met by the McGill administration.

Alongside my colleagues in the ABR Working Group, I am delighted to present this third annual report of the Action Plan. This report sets out focal points for our work over the reference year, September 2022 to August 2023 inclusive. It demonstrates the progress we are making across the University's core activities to confront anti-Black racism in a way that is meaningful and beneficial to advancing our academic mission. I have, since the Action Plan's inception, been consistently heartened by the way our campus community has worked collaboratively to fulfill the Action Plan's commitments. This momentum is remarkable, and it cannot wane; as my wisest colleagues remind me: this is a marathon, not a sprint. And while we are moving forward, we also face some headwinds and know that resistance to this work must be met with a commitment to persevere and continue engaging in dialogue and action. Work required to confront anti-Black racism is necessarily ongoing and we can expect that it will never truly be "done". Given our accomplishments to-date, I am optimistic that our campus community has the energy, ambition, humility, and determination needed to take up that work with success.



Message from Richmond Yeboah
PhD Candidate,
School of Information Studies
Report Co-Author

Working on these annual reports for three years, I would say that I'm very proud to be a student at one of the few institutions in North America that is committed to supporting Black and racialized students. Thanks to the ABR and Equity teams for being at the forefront of this initiative. However, I'd like to note that anti-Black racism is far from over; it may not be explicit, but it is subtle and systemic, which is just as, if not more, serious. Nevertheless, I would like to take this opportunity to call for more awareness about racism and its effects, including through workshops for students, staff, and faculty on a regular basis. I believe this is a very effective way to raise awareness in the McGill community and drastically confront the ongoing challenges of race-based discrimination.



Message from Terri E. Givens **Provost's Academic Lead** **& Advisor, Action Plan to Address** **Anti-Black Racism**

As we enter the fourth year since the launch of the ABR Strategy, it is important to celebrate the work that has been done by faculty, staff, and students to implement a plan that has led to the accomplishments outlined in this report. In particular, I want to recognize the members of the ABR working group who have been an ongoing source of support for my work and have worked hard to ensure that we are reaching our goals. Along with the Provost's office, this has become a partnership with deans, managers, directors, department chairs, and people working at all levels to ensure that we are creating a welcoming and supportive campus for all.

It is not enough to have a strategy – there also has to be a change in culture. Although this is an ongoing process, I have been impressed with the changes I have seen across campus as new faculty, staff, and students have joined McGill and found pathways to thrive, as we recognize the work and sacrifice of those who blazed the trail over the years. There will always be more work to do, and it is a time to focus on the institutionalization of the strategy. I look forward to continuing the work, in my department, faculty and in the community.



Message from Karen Diop
Associate Director
Black Inclusion, Success, and
Strategic Initiatives

With great enthusiasm and admiration, I continue to witness the relentless commitment of our faculty, staff, and students. My sincere thanks go out to them for what they have already accomplished and what they will do in the future. As a leading academic institution, McGill is mobilizing a wealth of resources to address anti-Black racism in a self-reflective, innovative way, in alignment with pressing issues of long standing that continue to affect all of us. Despite the various challenges we encounter, we are working diligently to create a stronger, more inclusive community that asserts itself through well-informed and courageous leadership. In this time of structural change, the work that has already been accomplished will guide us in a direction where continuous learning, inclusivity, excellence, and humility will prevail.

HOW TO READ THIS REPORT

This report provides an overview of activities undertaken pursuant to Year 3 of the Action Plan, which spans the 2022–2023 academic year (September 2022 to August 2023 inclusive). It reflects the structure of the Action Plan, which is organized along five principal themes: students, research, outreach, workforce, and space. These five priorities also find reflection in the themes around which McGill's [Strategic EDI Plan](#) is organized. The present report focuses on setting out the actions undertaken across our campuses over the past year to continue the complex, extensive work necessary 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 two 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.

This report concludes with some reflections on the areas that will be prioritized for Year 4 of work taken up pursuant to the Action Plan. 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.

Notably, 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.

DETAILED ACTIONS 2022 – 2023



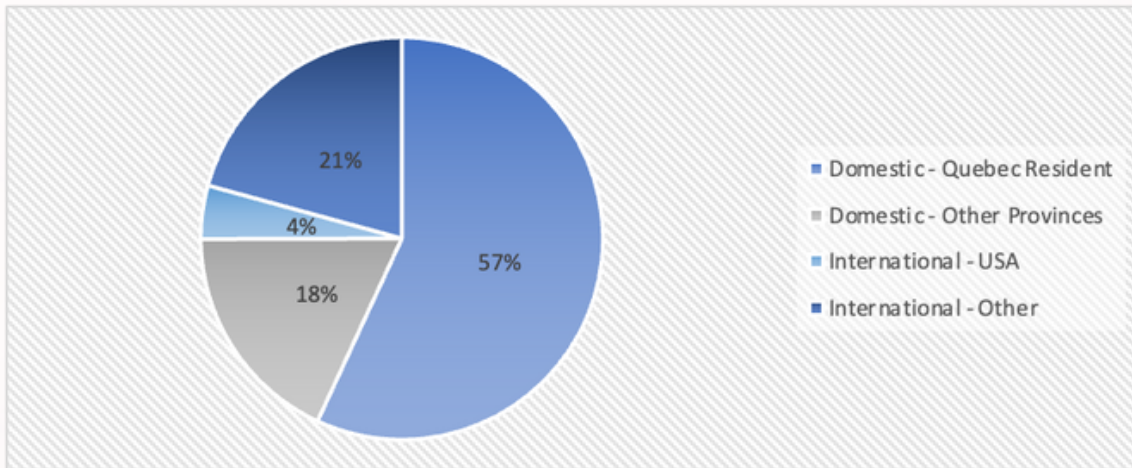
THEME 1: STUDENT EXPERIENCE

Representation

The Action Plan committed to building a student census to collect demographic data in a responsible and ethical manner and use it only for ameliorative purposes. This goal has been reached, with student data collected since 2020. Targets for Black student population are, according to the Action Plan, to be set “with reference to population data for Montreal, Quebec, and Canada.” For each of these three benchmarks, the Black population represents 6.8%, 4%, and 5% respectively.[1]

According to [McGill's student census](#), 4.4% of 22,358 students self-identify as Black. The chart below shows a breakdown of Black student representation by citizenship/residency as of the Winter 2023 term.

Black Students by citizenship/residency



- Note: Response rates are currently heavily skewed towards incoming students.

Fall 2021 saw the launch of the ambitious and innovative [McGill Black Candidate Pathway](#), which was developed via a collaboration among [Dr. Anita Brown-Johnson](#), MDCM'88, PGME'90, 2021 Haile T. Debas Prize laureate, McGill assistant professor and MUHC Chief of Family Medicine, Dr. Victoire Kpadé, MDCM'22, and Dr. Saleem Razack, Professor of Pediatric Critical Care Medicine and former Director of the [Social Accountability and Community Engagement \(SACE\) Office](#).

1] Data derive from Statistics Canada See:
<https://www150.statcan.gc.ca/n1/pub/89-657-x/89-657-x2019002-eng.htm>.

Alongside the new Community of Support program, this initiative seeks to increase Black representation among McGill medical students and, ultimately, among Canadian physicians. In Fall 2022, the McGill community welcomed 24 new students supported by the Community of Support program and the Black Candidate Pathway into its medical program, representing a 400 percent increase compared to previous years, in which fewer than five Black students joined the approximately 200-person newly admitted cohort. A second cohort of the BCP Program was welcomed in August 2023. Other Faculties are contemplating the implementation of similar programs for their admissions.

“The historic recruitment of 21 medical students into the MDCM Class of 2026 and 2 students into the Medicine Preparatory (Med-P) program during the inaugural year of the Black Candidate Pathway (BCP) was matched in the 2022 to 2023 admissions cycle, with 20 Black students enrolling in the MDCM Class of 2027 and 3 students enrolling in the Med-P program this academic year.

In addition, the Faculty of Dental Medicine and Oral Health Sciences implemented the BCP in the past year, in collaboration with the Faculty of Medicine and Health Sciences. Offers are still ongoing, with several students having earned offers of admission to both medical and dental schools.

The enthusiastic response of the local Black community to the call for applications to the BCP suggests that our collective efforts to welcome Black learners into health professional programs at McGill University is being heard.

Given early evidence of robust engagement of the inaugural cohort of medical students admitted through the BCP, ranging from peer mentorship, to community outreach, research and innovation, and leadership initiatives locally and nationally - such as creation of the first McGill Chapter of the Black Medical Students Association of Canada, and leadership of the national association by a member of the inaugural cohort, the BCP initiative is on the road to making a positive difference, inspiring best practices in community engagement and social accountability along the way, while also garnering philanthropic support of Black Alumni role models, such as Cadet Foundation President, Dr. Nicolas Cadet (MDCM'12), together with his wife, Dr. Ji Wei Yang (MDCM'12, MedResident'17) and parents.

Addressing the ripple effects of underrepresentation of Black and other historically marginalized communities in the health professions is critically important to eliminating health disparities. In so doing, McGill is cultivating a more vibrant, productive, and inclusive society for all.

I am grateful for the dedicated, volunteer service of members of the BCP File Review Committee, SACE Office, Community of Support Program, Directors of Admissions in the Schools of Medicine and Dentistry, and McGill University Administration's leadership in the development of the Action Plan to Address Anti-Black Racism, including key and ongoing contributions of the Dr. Kenneth Melville McGill Black Faculty and Staff Caucus.

***Dr. Anita Brown-Johnson, MDCM'88, PGME'90
2021 Haile T. Debas Prize laureate, McGill Assistant Professor,
& MUHC Chief of Family Medicine***

Supports

Over the reference year, in response to the needs and objectives communicated by Black students, McGill welcomed two new mental health professionals, Angela Ahenkorah and Khan Bouba-Dalambaye. Their work is focused on supporting Black students at McGill.



A range of additional initiatives were pursued to ensure strong and focused support for Black students. For example:

- The **Black Student Affairs Liaison (BSAL)** established new supports to facilitate the navigation of student services and academic channels across McGill. The BSAL provides individual consultations and support to students as well as to student associations. In addition, he leads workshops and supports programming initiatives in academic and student-facing administrative units.
- Student Services units developed initiatives earmarked for Black students (e.g., Career and Planning Services, Wellness Hub, Scholarships and Financial Aid).
- Graduate and Postdoctoral Studies developed its **Anti-Black Racism Initiative (ABRI) Recruitment Awards**. This program extends Graduate Excellence Recruitment Awards to Black applicants to McGill's graduate degree programs. Awards are offered in support of the Action Plan, by nomination of their unit, based on self-identification during the admissions process.
- Pursuant to the commitment made under the Action Plan, McGill supported both financially and through advice and administrative support **Black Grad**, **Black History Month**, and Youth Day in 2023.



Students celebrate at Black Grad 2023. Photo credit: Tuza Dulcine

Student Outreach and Mentoring

A major success of the reference year was the growth of [Pick Your Path for Black Youth \(PYP\)](#). This is mentorship program connects Black high school and CEGEP students with Black McGill students and graduates. Last year, 26 students (with their parents' involvement) were paired with 25 McGill mentors. The program hosted five workshops for student participants and eight for their parents. In the result, five of eight eligible black students participants were admitted to McGill. They all named PYP as instrumental to their decision to choose McGill for their university education.



PYP participants and Coordinator at the final diner of the program

First-hand accounts testify to the amazing potential and impact of PYP. Examples of statements from participants below are demonstrative as is [this video](#) that has been prepared for the program.

PYP Participant Testimonials:

Quote 1 (Student):

“I loved the experience to meet someone in the field of interest that I was fascinated by. I developed a sisterhood with my mentor which is a relationship I cherish and will cherish for the rest of my life. It was more than finding a career path but also finding purpose and finding community. I am very grateful to have done this program.” - Aisha Nsiempba

Quote 2 (Parent):

“It was really nice to have personalized answers to our questions regarding Cégep applications. We loved that our daughter got to meet and talk with students that are currently in the program she is interested in. She feels better informed about what to expect when she peruses her post-secondary education. We also really appreciated our mentor, what a great role model!” - Celia Dailey

Quote 3 (Mentor):

“The element that I liked the most about the program was meeting many new people with unique backgrounds and goals. During the program, I had the opportunity to talk to parents, mentors, and mentees, and seeing them succeed and their field and go after their vision was inspiring.” -Anonymous

Also in the reference year, a team from McGill visited Black student unions at Dawson, John Abbott, and Marianopolis Colleges. Each visit involved a panel discussion which gave prospective students the opportunity to ask questions about what it is like to be a Black student at McGill, and general questions about admissions. The goal of these outreach efforts is to promote excellent Black prospective students’ interest in studying at McGill and to let them know that McGill is a place where they belong and can succeed.



A team from McGill visit John Abbott’s Black Students Union for a panel discussion

Raising awareness about anti-Black racism to build a more inclusive community

Equity education is a key mode for promoting cultivating awareness about how discrimination can manifest in our environments, and how it can be prevented and addressed. Over the past reference year, the development of an online learning module on systemic racism was completed and it is anticipated that it will be rolled out to the McGill community in early 2024.

Additionally, various EDI workshops were delivered across the McGill community, including various workshops focused on anti-racism and addressing anti-Black racism. Sessions designed for academic and teaching staff address how racism can impact learning spaces and the role educators can play to establish an anti-racist learning environment. They further demystify the concepts of racism and anti-racism and stress how important instructors are to ensuring that McGill's learning environments are respectful and inclusive even, even when we address sensitive or potentially divisive topics.

While awareness-raising efforts are necessary year-round, [Black History Month \(BHM\)](#), celebrated at McGill each February since 2017, offers a chance for concentrated activities that celebrate Black excellence at McGill and beyond. BHM 2023 kicked off with a keynote address by [Dr. Rinaldo Walcott](#), Professor and the Carl V. Granger Chair in Africana and American Studies at the University of Buffalo (SUNY). Examples of other events included a conversation on Blackness and Disability with [Dr. Sami Schalk](#), a roundtable discussion hosted by the McGill Institute for the Study of Canada entitled Anti-racism in Canada and Beyond, and an address by UCLA professor and author [Dr. Kyle T. Mays](#) entitled Reparations, Landback, and the Possibilities of Kinship as Solidarity.



*Professor Rinaldo Walcott delivers the 2023 Black History Month Opening Ceremony Keynote.
Photo credit: Guillaume Cossette*

THEME 2: RESEARCH & 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.

Our University has been a member of the [Universities Studying Slavery \(USS\) Network](#) since 2020. Karen Diop, Associate Director at McGill for Black Inclusion, Success, and Strategic Initiatives attended the 2022 USS Conference, At this place: History, Race, and a way forward, hosted by the University of North Carolina at Chapel Hill. Participation in USS events provides an opportunity for working with and learning from academic institutions who are studying their respective institutional relationships to the Transatlantic slave trade. Further, these networks promote the awareness and advancement of campus efforts to enhance equity and inclusion for Black students. The 2023 USS Conference will be held in Halifax, and McGill again will be represented.

McGill's **Visiting Fellows-in-Residence on Black Life and History Program** was established in the reference year. Thanks to terrific collaborations with McGill academic colleagues, two outstanding scholars have accepted our invitation to join McGill as the inaugural fellows. They will be welcomed in Winter 2024 within the Faculties of Education and of Medicine and Health Sciences and will carry out and share their scholarship through lectures and workshops.

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.

With a view to strengthening and expanding the Program, feedback was gathered from the African Studies Students' Association (ASSA) and the new leadership of McGill's African Studies Students Society (ASSA), as well as [Professor Khalid Medani](#), Chair of the African Studies Program Committee. The expansion of this Program is enabled by the appointment of new scholars at McGill with expertise in the study of Africa and the African diaspora. This has also permitted growth in course offerings in the Program cross-listed across other units. The Program further convenes a popular speakers' series co-sponsored with various departments. Going forward, initiatives will be implemented to devise ways to expand African Studies at McGill and to continue boosting awareness about and interest in the program. To this end, the Program's [website](#) was redesigned to represent the vibrancy and richness of this Program and its contributions to academic life at McGill.

Working alongside [Charles Drew Fellow, Asia Blackman](#), McGill's ABR Working Group launched the inaugural **Montreal Black Research Networking** event which united Black researchers, faculty, and graduate students from across the city. More than 75 participants attended. Due to the success of this initiative, it will be held once more in Fall 2023, centring the theme, Black Community Care.

McGill was a [proud gold sponsor](#) of the Canadian Black Scientists Network (CBSN) of the 2023 national conference for Black Excellence in Science, Technology, Engineering, Mathematics and Medicine/Health ([BE-STEMM 2023](#)). [Dr. Loydie Majewska](#) (Professor, Faculty of Medicine and Health Sciences) is a member of the conference's organizing committee. Dr. Gilda Barabino, President of the American Association for the Advancement of Science, was the keynote speaker delivering her address to Black professionals and trainees, which included McGill colleagues and students.

Highlights of the Attendee Experience

- I appreciated the use of concurrent sessions to display diverse research topics and themes.
- Inspiring talks by many excellent researchers
- Hearing the personal journeys of the speakers.
- The ease of access to all the workshops and the science fair.
- I love everything about the conference!
- Seeing and listening to the diverse speakers and rich discussions
- Seeing the scope of work being done by Black scientists
- I enjoyed the variety of keynote speakers and how easy it was to navigate the conference. I also appreciated the ability to access content on demand.
- Hearing from (and seeing) so many brilliant Black experts.
- The openness, welcomeness and quality of the conference and Speakers
- The variety of panelist and topics

Attendee Experiences: BE-STEMM 2023

In response to their immense contributions to society, [Alan Emetage](#) and [Christiane Taubira](#) were honored with an **honorary doctorate** in the Fall 2022 and Spring 2023 convocations respectively. Dr Emetage is a Bajan-Canadian computer scientist who developed the first version of “Archie”, which is considered the world’s first ever internet search engine. Dr. Taubira is the former Justice Minister of France, a fierce and tireless champion of human rights, and one of the most outspoken and progressive voices in the history of the French legislature.



As McGill marked its bicentenary, the **McGill Third Century (M3C) Postdoctoral Research Fellowship** was established to highlight the University's commitment to shining a light on previously understudied but critical areas of research that advance social progress. The program further seeks to promote emerging scholars from underrepresented groups. The reference year marked the Program's inaugural year, during which three fellows were welcomed: Dr. Jayne Malenfant (Integrated Studies in Education), Dr. Tanya Mathews, (School of Communication Sciences and Disorders), and Dr. Milka Nyariro (Sociology). In August 2023, the Program welcomed a new M3C Fellow, Dr. Amber Rose Johnson (English). In the 2023-24 academic year, McGill will host a symposium featuring the research and accomplishments of McGill's M3C Fellows.



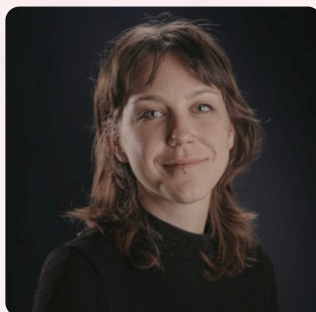
Amber Rose Johnson:
Department of English
CM3C Postdoctoral Fellow
2023-24



Milka Nyariro:
Department of Family Medicine
CM3C Postdoctoral Fellow
2022-23



*Being an M3C fellow has afforded me the opportunity to build partnerships with community organizations that focus on underserved communities in Montreal. Through these partnerships, I am able to reach parents and educators to share my research on the cultural and linguistic differences in emergent literacy practices in the Black community. - **Dr. Tanya Mathews, School of Communication Sciences and Disorders, M3C Postdoctoral Fellow 2022-23***



*The M3C program has given me an opportunity to dig deep into research that is important to my community. I have been provided with mentorship, including important peer mentorship with the other M3C Fellows. This has been a unique space to focus on building a strong base for my academic trajectory that would otherwise have been very difficult to find. This program has allowed me to undertake important research led by myself and others with lived experience of homelessness, to produce a number of academic articles, international and pan-Canadian conference presentations, and secure project funding for community organizations that I do research with. This time has been invaluable for me to show up as a researcher in solidarity with those I am working with toward housing justice. - **Dr. Jayne Malenfant, Integrated Studies in Education M3C Postdoctoral Fellow 2022-23***

THEME 3: OUTREACH

McGill's [Dr. Charles R. Drew Graduate Fellowships](#) launched its second year, welcoming Art History and Communications Studies student, **Shania Johnson**. The program also recruited two new Drew Fellows, who will join McGill as of Fall 2023: **Odufa Emike Kadiri** will begin graduate studies in Information Studies, and **Roenika Wiggins** will commence graduate studies in Air & Space Law.

The Drew Fellowships were launched in 2021 in honour of one of our university's most illustrious alumni. Dr. Charles R. Drew, MDCM'33, (1904–1950) was an American surgeon and scientist who earned the title "Father of Blood Banking" for his trailblazing work on the long-term preservation of blood plasma. These fellowships in his name aim to support exceptional graduate students, with preference for those who completed undergraduate studies at an HBCU (historically black college or university). The fellowships further seek to promote at McGill the values that Dr. Drew espoused and reflected throughout his lifetime: academic excellence, perseverance in the face of adversity, leadership, and a commitment to justice.

Over the reference year, McGill alumni and donors around the world continued to devote their time, energy, and support to initiatives that support McGill's Black students, faculty members, and graduates. McGill relied on alumni outreach and engagement channels



"I recently completed the first year of my Master's program in Art History, where I have developed my research questions concerning the representation of race in Byzantine visual culture.

*The Charles Drew fellowship has supported my McGill experience tremendously, and I am beyond grateful for the continued support as I complete my final year." - **Shania Johnson***

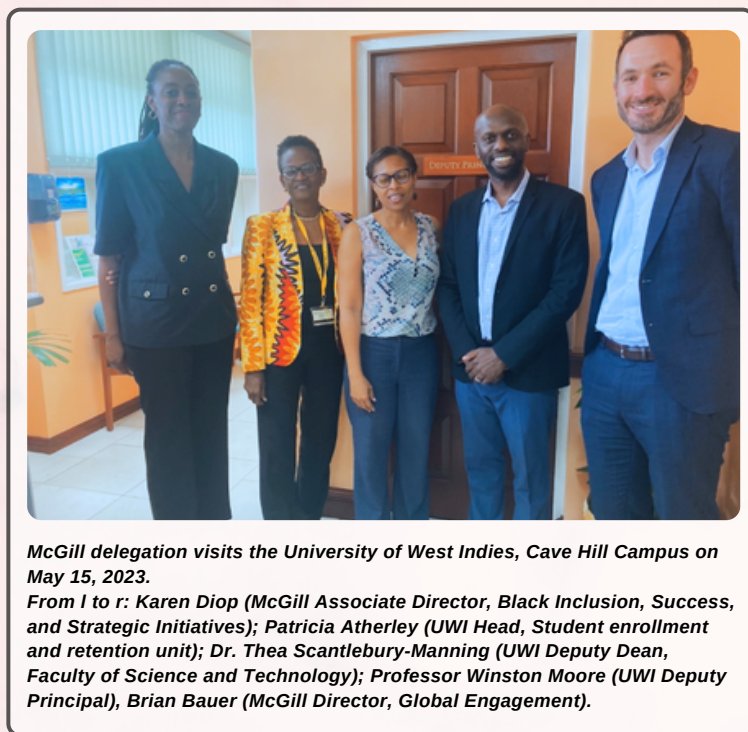
to celebrate McGill's Black community and spotlight the University's overall commitment to acknowledging and addressing anti-Black racism. The following are examples of initiatives rendered possible through donor support, which are tied to the Action Plan:

- The creation of new awards in support of Black undergraduate and graduate students across various Faculties.
- New opportunities for Black students through the [Pick Your Path for Black Youth](#) program.
- The [McGill Dental Inclusion Program \(MDIP\)](#).
- The Black Law Student Association Outreach Project.
- The Department of Physics' BIPOC Summer Research Experience.

The **McGill Black Alumni Association (MBAA)** remained vibrant and active in 2022-23, holding three events for Black students and alumni. These included an event focused on career networking and job search strategies, a Black History Month discussion with author Perry C. Douglas (BA'91), as well as a Homecoming event, “Blackness and belonging”. In total, the events gathered over 550 participants.

In response to the Action Plan, an Advisory and Accountability Panel on Black Student Life (“Panel”) completed its mandate to advise University leadership on key areas affecting Black students at McGill. The Panel was chaired by McGill’s Associate Director, Black Inclusion, Success, and Strategic Initiatives and Black Student Affairs Liaison, and included membership from the McGill and Montreal Black communities. Throughout the reference year, the university worked to implement the recommendations arising from the Panel’s report, all of which have been accepted. The Panel’s final report can be accessed [here](#).

The **McGill Black Mentorship Program (MBMP)** continued its critical work. This initiative, launched in 2021, is led 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). It provides Black students with the opportunity to explore their academic, personal, and professional goals with guidance and support from Black alumni, faculty, and staff who share their experiences and knowledge. In all, the MBMP has matched 132 mentees with 120 mentors.



Outreach to **prospective partner institutions** of higher education institutions was a highlight of work under the Action Plan’s auspices carried out in the reference year. In May 2023, a delegation traveled to Barbados to visit the **University of the West Indies (UWI)** – with whom McGill has a Memorandum of Understanding (MOU) – to explore pathways for collaboration between our institutions. The visit was extraordinary and fruitful. Follow-up visits and meetings are planned to explore faculty exchange opportunities, student internship placements, and welcoming UWI representatives at McGill’s Celebration of Black History Month in February 2024.

In addition, a delegation from the McGill's School of Social Work travelled in March 2023 to **Howard University**. There, the delegation met with the Dean and colleagues from Howard's Faculty of Social Work. Potential sites of collaboration were identified, the first of which is the organization of a conference planned for 2024 entitled: Transnational Perspectives on Social Work: Canada and the US. We anticipate that this will establish an impetus for consolidating future partnerships.



Howard University Gallery of Art, March 2023.

From left to right.

Meirong Liu, Associate Professor and Director of Research, Community, Administration & Policy Practice, Social Work (Howard University)

Karen Diop, Associate Director, Black Inclusion, Success, and Strategic Initiatives (McGill University)

Robert Cosby, Assistant Dean of Administration, Office of the Dean, Social Work, (Howard University)

Nicole Ives, Director, School of Social Work (McGill University)

Syndie David, Assistant Professor, School of Social Work (McGill University)

Phylcia Rashad, Dean, Office of the Dean, College of Fine Arts (Howard University)

Sandra Edmonds Crewe, Dean, School of Social Work (Howard University)

Cudore L. Snell, Professor, School of Social Work/Office of the Provost (Howard University).

Credit: Karen Diop

THEME 4: WORKFORCE

Academic Staff

A core commitment of the Action Plan was to increase substantially the representation of Black academic staff. At the time of the Action Plan's development, there were 14 tenure-track or tenured Black academic staff at McGill. The Action Plan committed to **targets of 40 and 85 Black tenure-track or tenured professors by 2025 and 2032 respectively.**

In the reference year, McGill continued its strategic recruitment and retention efforts to appoint excellent Black scholars and to support their professional flourishing. **There are now 39 Black tenure track or tenured professors at McGill. This is in addition to 31 ranked Contract Academic Staff (CAS) who are Black.** These colleagues, who bring exceptional talent to McGill, have been recruited from and appointed to a multitude of disciplines and Faculties. A number of them have been nominated to and selected for prestigious awards such as CRCs, James McGill Professorships, and William Dawson Awards.

The [Dr. Kenneth Melville McGill Black Faculty and Staff Caucus \("Caucus"\)](#) played a key role in the success of these recruitment and retention efforts. Caucus members who were appointed as provostial delegates for the searches tied to the Action Plan made crucial contributions that deserve recognition and gratitude:

Professors Anita Brown-Johnson, Philip Howard, Nicole Ives, Loydie Majewska, and Fackson Mwale.

Support for Black faculty occurs through initiatives that centre networking, mentoring, and professional development opportunities. University-wide mentorship and professional development initiatives ([Provost's Faculty Mentorship Network](#), [First Manuscript Project](#), and the [Development Initiative for Academic Leadership](#)) were put in place or grown over the reference year. These efforts are shown to have a disproportionate benefit for faculty from underrepresented groups, including Black faculty.

Administrative and Support Staff

The **representation of Black administrative and support staff in the MPEX/EXEC categories grew from 4.1% to 4.4%** in the reference year. 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.

Our Human Resources staffing professionals have all participated in learning workshops on equity in hiring and the Action Plan. McGill's supervisors also participate in growing numbers in equity education workshops related to anti-racism and microaggressions.

In 2022, the Internal Internship Pilot Program (IIP) was initiated in response to the following action item in the Action Plan: "Work to increase the representation of, and career opportunities for, Black administrative and support staff." In its pilot iteration, eight Black staff were paired with six hosts, allowing staff members to shadow their host and gain unique professional opportunities. Participants deemed the pilot a success and the program has now become a permanent initiative entitled the [Professional Exchange Program \(PEP\)](#).

THEME 5: PHYSICAL SPACE

Increasing Representation across Campus Physical Spaces

With a view to expanding the representativeness of iconography and imagery across McGill, discussions began during the reference year to form the terms of reference for a committee that will be charged with expanding opportunities and criteria for the naming of University assets. Its mandate will align with the 2017 [Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#), the 2018 [Final Report of the Principal's Task Force on Respect and Inclusion in Campus Life](#), the 2018 [Final Report of the Working Group on Principles of Commemoration and Renaming](#), the 2020 [Strategic EDI Plan](#), and the 2020 [Action Plan to Address Anti-Black Racism](#), each of which acknowledges the importance of inclusive

Black Student Space

After redecorating and organising this space, it officially opened for student use. The ABR Working Group organised a launch welcoming Black students to the space, and the reception was wonderful. Students across McGill are now free to drop in and use this space reserved for them, to rest or catch up on work between courses, or to network and socialize.

use of space and the power of physical representation. The Working Group will be initiated in 2023-24.

Bellairs Research Institute

A McGill delegation traveled to Barbados in May 2023 as part of the existing MoU between McGill and the University of the West Indies. The occasion afforded an opportunity for the McGill team to visit our Bellairs site and drop in on the Applied Tropical Ecology course. The visit has also prompted explorations of potential collaborative opportunities to celebrate Bellairs' forthcoming 70th anniversary in 2024. Such celebrations could link McGill's important work rooted in the Faculty of Science occurring at Bellairs with the University's partnership with UWI and with McGill's ongoing work to address anti-Black racism. These discussions are ongoing.





LOOKING AHEAD

We are delighted about the important progress that has been made over Year 3 of the Action Plan. As we have said since the inception of this Action Plan, our work to address anti-Black racism will always be iterative and ongoing. While we ought to take stock of gains we have made, we must also look ahead to the work that remains to confront anti-Black racism with courage and conviction.

The reference year covered by this report saw the groundwork laid for further efforts that will deepen and expand in the year to come. Notably, in Year 4, we anticipate that the following areas will constitute our points of focus:

1. Sustaining and supporting the work of the ABR Working Group, notably to strengthen student-facing supports herein.
2. Developing opportunities to support and facilitate the professional growth and advancement of Black faculty and staff at McGill.
3. Sustaining recruitment efforts to ensure equitable Black faculty and staff representation as set by the targets in the Action Plan.
4. Expanding activities within the framework of McGill's partnership with the University of the West Indies (UWI).
5. Welcoming and celebrating the accomplishments and contributions of McGill's inaugural Provostial Visiting Fellows-in-Residence on Black Life and History.
6. Developing McGill's partnership with Howard University.

Please be on the lookout for invitations to share your voices and views on these efforts over the months ahead.

The final word of this report is dedicated to recognizing those who have been working to address anti-Black racism at McGill not just since Action Plan's inception, but for decades and generations. Your work is a credit to McGill and it permits our ongoing efforts to make our campuses more equitable and inclusive for all.



Student
Experience

Research &
Knowledge

Outreach

Workforce

Physical
Space

ANNUAL REPORT

YEAR 3: 2022-23

MCGILL UNIVERSITY
EQUITY, DIVERSITY & INCLUSION (EDI)
STRATEGIC PLAN (2020-2025)



ACKNOWLEDGEMENT

TRADITIONAL TERRITORY

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.

Student
Experience

Research &
Knowledge

Outreach

Workforce

Physical
Space

WORDS TO THE COMMUNITY



MESSAGE FROM PROFESSOR ANGELA CAMPBELL REPORT LEAD AND ASSOCIATE PROVOST (EQUITY & ACADEMIC POLICIES)

It is with great pleasure that I present McGill's Equity, Diversity and Inclusion Strategic Plan Annual Report 2022-2023.

In 2020, after months of consultation with hundreds of McGillians, the University made an institutional commitment to equity, diversity, and inclusion (EDI). The [Equity, Diversity and Inclusion \(EDI\) Strategic Plan 2020-2025](#), first of its kind, was centred on five key themes:

1. Student Experience
2. Research and Knowledge
3. Outreach
4. Workforce
5. Physical Space

This third annual report presents an overview of the ongoing, critical work of building a university community that centres the value of inclusive excellence. It demonstrates a growing understanding of and commitment to EDI across our campuses, resulting in substantive efforts that boost representation and build a climate where all feel that they belong and can flourish. It is heartening to see the progress McGill has made in regard to EDI since this Strategic Plan's inception three years ago. What has impressed me most is the McGill community's willingness to infuse EDI principles into the core activities of our mission: teaching, research, and community engagement. This is so important, since it ensures that our EDI efforts go beyond words and result in real, concrete benefits that advance equitable outcomes.

There is, of course, still much more work to do; indeed, the work of equity will forever be ongoing. McGill must be willing to carry out this work with humility and perseverance. I believe that we are up to this task.

I am immensely grateful for the engagement of all students, faculty, staff, and alumni who have contributed to the initiatives detailed in this report. This progress would not be possible without your hard work and dedication.

Student
Experience

Research &
Knowledge

Outreach

Workforce

Physical
Space

WORDS TO THE COMMUNITY



MESSAGE FROM SHONA MOREAU CO-AUTHOR OF THE REPORT AND STUDENT IN THE FACULTY OF LAW

Over the summer, extensive consultations were conducted with members of the McGill community, providing a comprehensive overview of the institution's ongoing endeavors to achieve the objectives set forth in the [Equity, Diversity and Inclusion Strategic Plan 2020-2025](#).

Since the initial launch of the plan, the collective efforts of McGill's students, staff, and faculty have been unwavering as they have dedicated themselves to developing new initiatives and building upon existing ones.

A notable highlight lies in the significant progress made on [McGill's first Accessibility Strategy](#), and the public consultation for this strategy will be shared at the beginning of the semester.

Throughout the third year of implementation, substantial strides have been made in various critical areas, particularly in enhancing mediation and reporting discrimination and sexual assault on campus. Nevertheless, we acknowledge that much more remains to be accomplished. As members of the McGill University community, we are committed to introspection and are undertaking a profound assessment of the work necessary to cultivate an inclusive, diverse, and equitable campus environment.

Mere declarations of our commitment to diversity are insufficient. True progress lies in actively listening to all the voices at the table and diligently implementing our ideas. The journey continues.

Student
Experience

Research &
Knowledge

Outreach

Workforce

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Space

THE REPORT

HOW TO READ THIS REPORT

This annual report is organized in accordance with the EDI Strategic Plan, aligning with the five prioritized areas outlined by former Principal and Vice Chancellor, Professor Suzanne Fortier, namely students, research, outreach, workforce, and space.

This report focuses on the achievements of Year 3 a comprehensive five-year plan. The Annual Reports on the EDI Strategic Plan from the past two years can be found on the Equity Team's website. The achievements highlighted here are those that exemplify the nature of the work being undertaken across our campuses to advance the commitments set out in the EDI Strategic Plan and thus do not purport to comprehensively list every EDI-related measure or activity carried out McGill-wide. Indeed, while this report focuses primarily on initiatives undertaken from within central University offices, it is critical to note that the Faculties and individual units are themselves undertaking some important heavy lifting to learn about and apply meaningfully – through teaching, research, and governance activities – EDI in order to ensure that their working and learning spaces are both rigorous and inclusive.

This Annual Report must be read alongside two other key documents in order to gain a fulsome picture of the work McGill has undertaken over the last year in connection with advancing equity and inclusion on our campuses. First, the 2022-23 Annual Report of the Office of Indigenous Initiatives (OII) offers a comprehensive picture of the crucial work led by that office in addressing the [52 Calls to Action set out in the Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#). Second, McGill's efforts to combat the distinct challenge of anti-Black racism are set out in the third Annual Report on our [Action Plan to Address Anti-Black Racism](#). All three reports are presented to our highest governance bodies (Senate and Board) altogether so as to offer a holistic view of our commitments and our work.

Last but far from least, the work of our students deserves mention here. While student associations are distinct legal entities from McGill University, the work that they do advancing EDI merits recognition. McGill is so fortunate to be the academic home of thousands of stellar students, who are also acutely aware of the role that public institutions can play in advancing social equity. Our students and student associations play 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.

Student
Experience

Research &
Knowledge

Outreach

Workforce

Physical
Space

THE REPORT

CONCEPTUAL FRAMEWORK

The words “equity”, “diversity”, and “inclusion” have become widespread in recent years, but their meaning is not always clear. The definitions that follow are those adopted in the EDI Strategic Plan at this moment at McGill, recognizing 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 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 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

Research &
Knowledge

Outreach

Workforce

Physical
Space

STUDENT EXPERIENCE

Student
Experience

Research &
Knowledge

Outreach

Workforce

Physical
Space



Students celebrate at Black Grad 2023
Credit: Tuza Dulcine

1. Increase the Representativeness of the Student Body:

Branches, McGill's community outreach program, collaboratively develops programming to establish and fortify relationships with communities that are underrepresented in post-secondary education. They work within **Enrolment Services** to break down barriers and co-create academic and mentorship programming that is focused on motivating and empowering youth to pursue higher learning. Some notable programs include the **Pick Your Path Program**, which now has multiple versions, each tailored to a specific target audience, such as Indigenous, Black, and First Generation Low-Income youth, which the version for Black students has recently been featured on **CBC News**. There is also the IMPRESS (The Indigenous Mentorship and Paid Research Experience for Summer Students) which supports transitions to, and within, university for Indigenous undergraduate students in its first year has had 14 participants more than expected and was featured in the **News**.

Enrolment Services has also launched the Student Census to respond to the call for demographic data in the University's EDI Strategic Plan 2020-2025 and the Action Plan to Address Anti-Black Racism 2020-2025. In April 2023, a biennial data report presented to the Senate includes the survey results with a 66.9% response rate. There has been the launch of Student Census data request process for internal operational purposes with EDI objectives open to faculties, administrative units, and student leaders. Additionally, a new website page was launched with FAQ and point of contact for ongoing student census activities.

As of September 2022, the Law Faculty's Admissions Office offers an optional category for Indigenous BCL/JD applicants. Indigenous peoples face unique obstacles with respect to legal education and the law, as recognised by this category. The historical and structural effects of colonialism have led to the criminalization and mass incarceration of Indigenous people, the suppression of their legal traditions, and the severing of their ties to Indigenous communities and culture. The holistic evaluation of applications from Indigenous applicants requires familiarity with their communities, legal traditions, and cultures; applicants are evaluated by a knowledgeable and diverse panel. Finally, this optional category helps the Faculty provide additional services and initiatives to ensure the academic success and development of Indigenous students.

E-IDEA (Engineering Inclusivity, Diversity, and Equity Advancement) successfully concluded its Youth Action & Outreach pilot project, marking the final year of this initiative. The primary objective of this project was to establish connections between McGill students and youth from underrepresented communities, specifically those belonging to Indigenous, racialized, and low-income backgrounds. The program aimed to involve youth in practical STEM applications, promote project-based learning, and nurture their leadership skills. A crucial long-term goal was to establish accessible pathways to pursue higher education in STEM fields. Throughout the 2022-2023 academic year, the McGill student team, in collaboration with the Kahnawake Youth Center and Beurling Academy, successfully led 14 workshops. Insights gained from this pilot project played a pivotal role in developing a comprehensive, multi-phase strategy for community engagement within the Faculty of Engineering. Subsequent funding has been secured to commence the implementation of this strategy in the upcoming 2023-2024 academic year, leading to the establishment of the new E-IDEA Community Engagement Program.

2. Promote Student Wellness

Student Services have increased their capacity to support students and has been committed in doing work around data collection and analysis around student wellness. Firstly, a Campus-wide Student Survey has been conducted, with the Assessment and Evaluation department working closely alongside the Equity Office to develop and implement the [Student Campus Climate and Experience Survey](#). Additionally, during the late 2022 and early 2023 period, benchmark surveys (i.e., [National College Health Assessment](#) and [Canadian Campus Well-being Surveys](#)) were carried out in collaboration with the Student Wellness Hub; data analyses are currently underway. Statistical modeling techniques will be employed to disaggregate the findings based on different student populations (e.g., Black, Indigenous, and First-generation students). Data collected from these surveys will be integral to comprehending the student experience in relation to the EDI plan.

During the Fall 2022 and Winter 2023 periods, student, faculty, and staff consultations were conducted to support the selection process for the Local Wellness Advisor (LWA) role(s) dedicated to assisting Black and BIPOC (Black, Indigenous, and People of Color) students. The primary objective of these consultations was to gather valuable input for the hiring process and to identify the most effective types and topics for programming to address the mental health and well-being needs of Black students, both present and future. Participants were provided with various avenues to share their feedback. This collaborative effort involved the Equity Office, Indigenous Initiatives, the Student Wellness Hub (Student Services), and the Office of the Deputy Provost, Student Life and Learning.

Throughout the academic year 2022-2023, a dedicated team comprising members from the Office of the Provost and Vice-Principal (Academic) and the Strategy, Assessment, and Evaluation Office in Student Services collaborated to develop and customize a survey instrument that would effectively capture the student experience at McGill University. The objective was to identify a robust tool capable of gathering comprehensive insights into various aspects of student life on campus. Specifically, the survey aimed to gather data on student wellness, as well as students' perceptions and experiences related to respect and inclusion. The survey is designed to understand the experiences of students from different demographic groups. It was subject to feedback from student leaders and other key stakeholders across campus before being launched in March 2023. The survey has now closed, and the data are being interpreted. They will be shared with the McGill community in AY23-24.

For several years, McGill has organised complimentary commencement ceremonies for members of underrepresented groups. The annual Lavender Grad Celebration at McGill University recognises the achievements and contributions of 2SLGBTQIA+ students. Black Grad similarly recognises and celebrates the achievements and excellence of McGill's Black students.



2SLGBTQIA+ students celebrating at Lavender Grad 2023
Credit:Owen Egan

Fitness Access McGill is a program that helps and supports McGill students and staff with physical disabilities, chronic illness, or other impairments access physical activity opportunities. Fitness Access McGill is a collaboration between McGill Athletics & Recreation and the Department of Kinesiology & Physical Education, along with the Office for Students with Disabilities and the Office of the Provost, Accessibility Advisor.

Student Experience

Research & Knowledge

Outreach

Workforce

Physical Space

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

Teaching and Learning Services (TLS) have set strategic priorities for the next three years and made a public commitment to integrating equity into all aspects of TLS operations, through their updated vision, mission and principles. The implementation of this commitment are showcased in the Annual Report to Senate on Policy against Sexual Violence, Annual Report to Senate on Policy on Harassment and Discrimination and the Biennial Report to Senate on Employment Equity. TLS is dedicated to fostering inclusive classrooms and assisting teachers with marginalized identities. In accordance with this, TLS organized a number of workshops throughout the academic year to support the growth of their various teams' competencies, centered on equity. By offering their student facilitators training around McGill's 52 Calls to Action, the Student Learning and Development team has also committed to becoming more conscious of inequities on and off campus. Facilitators have been trained to use an equity-centered and decolonial lens when delivering their workshops to over 4000 student participants from various McGill faculties.

TLS also houses Our Shared Spaces, which offers equity workshops to all McGill students with the aim of supporting student development and affirming the diversity of student experiences in campus life. Throughout the year, Our Shared Spaces hosts workshops on anti-oppression, anti-racism, accessibility and disability, gender, and sexuality, such as Frosh coordinators, Floor Fellows, Branches' tutors, Education Undergraduate Society, and McGill Summer Academy coordinators, play an active and authoritative role in promoting equity, anti-oppression, and social justice. Working alongside the Equity Team, they ensured alignment between staff, Faculty, and student discussions by integrating staff- and Faculty-facing content into student-facing content provided by Our Shared Spaces (OSS).

Launched in 2019, It Takes All of Us is McGill's first community-wide online training programme under the Sexual Violence Education Program that addresses sexual violence and consent and is mandatory for all University community members. 2021 saw the hiring of a new full-time permanent position, a program officer, to oversee It Takes All of Us and future initiatives under the Sexual Violence Education Program. In 2022-2023, the program was revised and relaunched based on feedback received from the community on its first iteration.

The Office for Mediation and Reporting (OMR) and OSVRSE held over fifteen sessions for the McGill community to provide information about McGill's Policy on Harassment and Discrimination and Policy against Sexual Violence; how to formally report harassment, discrimination, and sexual violence at McGill; how to respond to disclosures of sexual violence; and available support resources at McGill, with a focus on the services that OSVRSE offers to all members of the University. Several of these sessions focused exclusively on student audiences, including sessions for Residence Floor Fellows and Hub Peer Supporters, and such sessions will be offered on an annual basis.

In addition, in 2022, targeted workshops were developed and delivered to groups outside of the OSVRSE who are likely to receive information about sexual violence allegations (e.g., student advisors, staff in student housing, security services, and human resource advisors). These workshops will cover topics such as identifying and understanding sexual violence and its impacts, trauma-informed responses to disclosures, and effectively and responsibly responding to potential incidents of sexual violence.

Students play a key role in campus events that commemorate key dates over the year that celebrate diverse identities and lived experiences, and which 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), National Day of Remembrance and Action on Violence against Women (December 6).

Judith Nemes Black, a child survivor of the Holocaust, addressed members of the McGill and wider Jewish communities of Montreal at a moving ceremony that honoured victims of the Holocaust. This event marked McGill's inaugural commemoration of International Holocaust Remembrance Day (27 January), and was responded to an important commitment made under McGill's Initiative against Islamophobia and Antisemitism.
Credit: Owen Egan



Members of the McGill community take part in the annual ceremony of remembrance honouring the victims of the 29 January 2017 attack at the Centre culturel islamique de Québec. This year's ceremony included a remembrance event that brought together members of the McGill community and wider Muslim communities of Montreal, and a laying of flowers at the tree on lower campus that was planted to remember the victims.
Credit: Owen Egan

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

The Equity team delivers multiple equity workshops that have been the subject of increasing demand and interest from across our campuses.

In total, the Equity Team reached over 3,400 McGill participants through 69 workshops offered in the Team's [regular programming](#) and 66 made-to-measure workshops for individual teams 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 their My Healthy Workplace initiative (for Staff workshops);
- designed based on EDI topics most relevant to university community; and
- adapted based on feedback from participants.

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

McGill has been working actively, notably through the OMR, to ensure that our policies on harassment, discrimination, and sexual violence are well known and understood across campus. More work can be done to communicate about these policies and to help community members feel safe when accessing them.

In Fall 2022, the Policy against Sexual Violence was amended to strengthen and clarify procedures and to specify that a survivor may access information about disciplinary outcomes with following investigations that have led to a finding of sexual violence. This is in line with the Act to modernize legislative provisions as regards the protection of personal information, SQ 2021, c 25, amending Section 4 of the Act to prevent and fight sexual violence in higher education institutions, CQLR c P-22.1).

RESEARCH AND KNOWLEDGE

Student Experience

Research & Knowledge

Outreach

Workforce

Physical Space

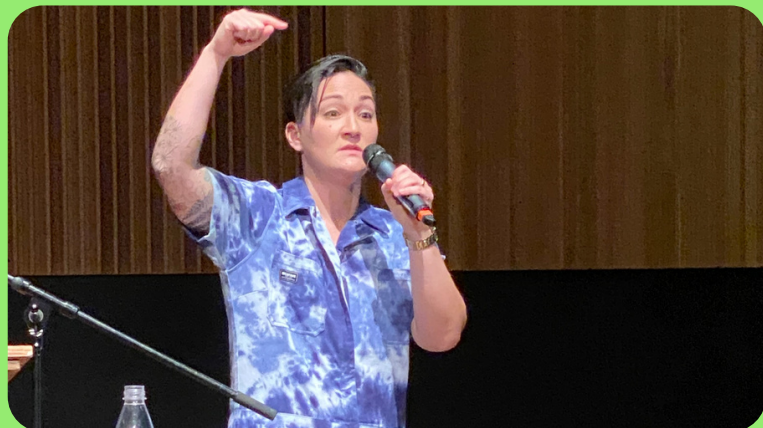
1. Diverse Research Methodologies:

McGill has been working to ensure that diverse research ideologies and methodologies are recognized. The [Digital Research Services Hub](#) (DRS) within the Office of the Vice-Principal - Research and Innovation (VPRI), for example, organised a webinar on "Indigenous Data Management and Research Protocols". Based on the importance of First Nations data sovereignty and the principles of [OCAP®](#)" this event, carried out in partnership with the First Nations Information Governance Centre (FNIGC) was hosted in an effort to promote community awareness of the First Nations principles of ownership, control, access, and possession (OCAP®). ["OCAP® asserts that First Nations alone have control over data collection processes in their communities, and that they own and control how this information can be stored, interpreted, used, or shared"](#) Notably, Patricia Montambault from CSSSPNQL (Quebec and Labrador regional partner) presented excellent resources available to researchers to conduct research in a Quebec First Nations context. Wahéhshon Shiann Whitebean from KEC introduced a new Research Policy and Code of Ethics in the Kanien'kehá:ka (Mohawk) territory of Kahnawà:ke. The Kahnawà:ke Education Center's Research Policy & Code of Ethics provides a model for Indigenous community-based education research, grounded in Haudenosaunee worldview. This webinar created a direct communication channel between researchers and the respective First Nations organizations to connect with each other and learn about values, principles, approaches, and research methods within a First Nations context.

The appointment of Professor Geraldine King, Senior Advisor, Indigenous Curriculum and Pedagogy with the Office of Indigenous Initiatives, brings a source of deep knowledge about land-based teaching. Professor King's work will be crucial to building capacity for land-based education that is respectful of relations with Indigenous communities, peoples, knowledges, and epistemologies.

Other related objectives

are still in progress. Such measures include adapting research expectations for scholars who conduct community-based research and rethinking the traditional three-part academic role of teaching, research, and service to better reflect Indigenous approaches to scholarship.



Queer, trans non-binary, interdisciplinary creator-performer Teiya Kasahara 笠原貞野 delivered the keynote address at the Opening Ceremony of Queer History Month at McGill in October 2022. Credit: Guillaume Cossette

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

Through a range of efforts, including the employment of a 'preference within equivalency' selection process,[1] equity workshops for committees appointed to oversee and nominate research chairs and awards, and encouraging Deans and chairs to encourage all talented faculty to put themselves forward for such honours, McGill has met or surpassed all EDI targets set by the Canada Research Chairs Program.

Protected Group (federal Employment Equity Act)	CRC T1 Target (Dec 22)	CRC T1 Actual (Dec 22)	CRC T2 Target (Dec 22)	CRC T1 Actual (Dec 22)
Woman and gender minorities	33%	36.4%	33%	48.2%
Person with a disability	4.5%*	3.9%*	4.5%	6.4%
Indigenous person	1.5%*	1.3%*	1.5%	2.7%
Racialized person/visible minority	16%	19.5%	16%	30%

**Targets have been met per confirmation from the CRC Program in March 2023, despite percentages that appear here, as nominated CRC candidates currently under review are counted toward targets.*

Much 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. 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)	Distinguished James McGill Professor	James McGill Professor	William Dawson Scholars
Woman	24.5%	26.6%	38.1%
Person with a disability	0.0%	7.8%	3.2%
Indigenous person	0.0%	0.0%	0.0%
Racialized person/visible minority	15.1%	12.5%	14.3%
Ethnic minority	18.9%	9.4%	12.7%
Sexual orientation/gender identity minority	3.8%	6.3%	1.6%

[1] This process begins by evaluating the merit of candidates according to specific categories (e.g., 90%-100% excellent, 80%-90% very good). Class equivalency, not numerical value, determines merit. When two candidates have the same equivalency class, the candidate from the designated underrepresented group is selected.

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

McGill's [Senior Research Equity Advisor \(SREA\)](#) provides ongoing training and advisory support to principal investigators and research teams across the University about how to apply equity in research projects. The SREA and her team lead workshops that demonstrates how EDI is and can be fundamental to effective research content and design, methodology, HQP training, and knowledge dissemination. 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 [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.

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

In 2022, McGill strengthened its commitment to Truth and Reconciliation, as reflected in its 52 Calls to Action, through the appointment of Professor Celeste Pedri-Spade as McGill's inaugural Associate Provost (Indigenous Initiatives). Professor Pedri-Spade leads McGill's Office of Indigenous Initiatives (OII), which includes the [First Peoples' House](#), and oversees the University's commitments to truth and reconciliation by championing the [implementation of McGill's 52 Calls to Action](#).

Throughout 2022-23, the University advanced significantly in its efforts to recruit Indigenous academic staff. At this time, there are 34 Indigenous academic staff (21 tenure stream and 13 ranked CAS). The growth in the Indigenous academic complement at McGill will ensure that research that engages Indigenous peoples and communities is increasingly led by Indigenous scholars. Moreover, growing capacity within the Office of Indigenous Initiatives will ensure that all research led with and within Indigenous communities follows [First Nation OCAP Principles](#) and foregrounds the needs and benefits of those communities



Lingheng He speaking at event for Asian Heritage Month 2023
Credit: Andrea Clegg

Student Experience

Research & Knowledge

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

McGill is 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 2023, Karen Diop, Program Manager on the Action Plan attended the 2023 USS Conference at the University of North Carolina at Chapel Hill, titled "At this place: History, Race, and a Way Forward". This gathering offered the opportunity to learn from other institutions and share tools and resources to advance and explore the ways that academic institutions and members of the Black community are partnering to create more inclusive campuses.

Outreach

Workforce

Physical Space

OUTREACH

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

McGill University has made significant strides in developing effective communications to promote equity. The [Equity website](#) provides equity resources and information regarding equity education.

[Regular features](#) about Equity, Diversity, and Inclusion (EDI) are published in McGill University's publications, including What's New and Reporter. This work is critical for keeping the McGill community apprised of developments that advance EDI on our campuses.

To further demonstrate their dedication to recognizing experiences that have been socially marginalized, McGill University has ramped up its efforts to commemorate days and events that promote awareness and combat discrimination. These important observances, such as the annual [memorial ceremony for the victims of the 2017 attack at the Centre Cultural Islamique de Québec](#), [International Holocaust Remembrance Day](#), [National Day for Truth and Reconciliation](#), [International Day against Homophobia, Transphobia, Biphobia](#), and the [International Day of Persons with Disabilities](#) strengthen efforts to recognize historic wrongs and strive to do better at preventing all forms of equity-based violence and discrimination on our campuses and beyond.

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

The [Provost's Faculty Mentorship Network](#) was launched in late summer 2021 to offer invaluable guidance and support to pre-tenured professors. Mentors within this network are exceptional teachers and researchers who possess leadership experience at McGill. All pre-tenured faculty members are eligible to participate in this mentorship program. In the 2021-22 program, we had 31 mentors and 54 mentees actively involved. In 2022-23, the program was expanded by welcoming 12 new mentors and 24 new mentees.

Over the reference year, a new initiative entitled the [Development Initiative for Academic Leadership \(DIAL\)](#) was launched as a pilot program. The DIAL brings together a small group (e.g., 10-15) of mid-career colleagues who have demonstrated leadership promise and interest. They work with one another, and with senior leaders at McGill, to deepen their understanding and proficiencies in relation to academic leadership. DIAL mentees receive intensive leadership training and shadow an established academic leader at McGill (e.g., a Dean or a Chair) over a nine-month period. Given the success of the pilot, a scaled-up DIAL program will begin in 2023-24.

The [Pick Your Path for Black Youth \(PYP\)](#) works to improve access for Black students to McGill and to higher education more generally. In its second year (2022-23), the program garnered significant interest, receiving 80 applications from youth and nearly 50 from potential mentors among students and alumni. The program accommodated 75-80 participants this year, including students from various CEGEP and high schools across Montreal. Notably, [Dr. Anita Brown Johnson](#), MDCM'88, PGME'90, 2021 Haile T. Debas Prize laureate, McGill assistant professor and MUHC Chief of Family Medicine, co-founder of the innovative [McGill Black Candidate Pathway](#) has led various EDI initiatives impacting broadly diverse communities. This includes leadership of the [Committee for Action on Inclusion, Diversity and Equity \(C-AIDE\)](#) at the MUHC, serving as Co-chair, together with Ms. Seeta Ramdass, Associate Director of the SACE Office, and through collaboration on the [Indigenous Health Centre of Tiohtià:ke \(IHCT\)](#) initiative, which recently opened the first holistic, walk-in/urgent care community clinic in Montreal catering to urban Indigenous populations.



Students from the group Promoting Opportunities for Women in Engineering (POWE) place white roses to honour the victims of the 14 women who lost their lives at the attack at École Polytechnique on 6 December 1989. Each year, McGill commemorates the National Day of Remembrance and Action on Violence Against Women on this date through a community-wide ceremony. AnnaMaria Zubieta is placing a white rose.

Credit: Owen Egan

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

The University continues to strengthen its relationships with community organisations across all aspects of its operations, including student recruitment, staff recruitment, and research endeavours. The following initiatives exemplify these efforts.

- The [Office of First Nations and Inuit Education](#) (OFNIE) works in partnership with First Nations and Inuit education authorities throughout Quebec – such as Kativik Ilisarniliriniq (KI), the Cree School Board, the Kahnawà:ke and Kanehsà:tà:ke Education Centres, and the Central Quebec School Board on behalf of the Naskapis of Kawawachikamach – to deliver community-based teacher education programs and professional development.
- Queer History Month (QHM) was launched with an opening ceremony that featured a keynote address by opera singer, Teiya Kasahara. As in past years, the celebrations also included the Return of the Rainbow homecoming event.
- Also, with a view to promoting 2SLGBTQ+ pride, the Equity Team co-sponsored [OutLoud Symposium](#) and organized a dance performance with [Dr. Natharki Nataraj](#) in June 2023.

[McGill's Anti-Black Racism Working Group](#) engages continuously in a variety of activities with the Black community on and off campus. Our newsletter goes out to Black community organizations in Montreal to provide updates on our activities and initiatives. As an example, The Black Student Affairs Liaison and the Black Community Outreach Associate are respectively in conversation with Black community organizations across the city.

4. Deepen community collaborations in connection with academic program development

McGill University's [Indigenous Field Studies](#) (IDFC 500) program completed its 13th year with a multidisciplinary team of esteemed instructors. This year, the program spent six days in Kanesatake for a field week.

The [Indigenous Health Professions Program](#) within the [Faculty of Medicine and Health Sciences](#) strives to establish meaningful and effective connections with the numerous communities it serves, especially through outreach initiatives. This includes both internal and external interactions with Indigenous members of the McGill community and Indigenous communities and organisations across Turtle Island.

The Centre for Human Rights and Legal Pluralism continued offered experiential learning opportunities that allowed for deep collaborations with community-based organizations, notably through its [Human Rights Internship Program](#). Student participants work in settings that promote increased and equitable access to justice in community settings such as the [Mohawk Nation at Akwesasne](#) and the [Black Youth Justice Program](#).



McGill Visit to the University of the West Indies (UWI), Cave Hill Campus, Barbados. From l to r: Prof. Simon Anderson, liaison of the Centre for Reparations Research; Director, Chronic Disease Research Centre of CAIHR; Professor of Population Health Sciences, Faculty of Medical Sciences, (UWI (Cave Hill Campus)); Karen Diop, Associate Director, Black Inclusion, Success, and Strategic Initiatives (McGill); Brian Bauer, Director, Global Engagement (McGill).
Credit: Karen Diop

WORKFORCE

1. Increase the representativeness of the workforce

In an ongoing effort to enhance inclusivity and diversity within the institution, significant measures have been taken to increase representation across various leadership and academic positions. All Deans, Chairs, senior leadership advisory committee members, and academic search committee members have participated in workshops on employment equity, unconscious bias, and effective strategies for recruiting diverse and outstanding candidates.

The University has met all staff diversity targets set by the [Strategic Academic Plan](#). The [2023 Employment Equity Report](#) demonstrates the progress McGill is making in increasing representation of equity-deserving groups across sectors and ranks in our workforce. That said, ongoing work is necessary to ensure that this progress is maintained and accelerated until there is equitable representation across ranks and areas

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

McGill's first [Accessibility Advisor](#) was appointed in January 2020. The incumbent is responsible for [workshops](#) and [capacity building, community outreach, supporting working groups, and other initiatives](#). The Accessibility Advisor works assiduously to promote accessibility across campuses and is a lead on the forthcoming [McGill Accessibility Strategy \(MAS\)](#). The MAS is being developed by a [working group](#) comprised of representatives from units across McGill as well as of staff, students and faculty representatives serving in their individual capacity, with an emphasis on ensuring a significant representation of persons with disabilities within the membership. The working group met monthly over 2022-23, leading to a draft of the plan will be brought to the wider McGill community for review in 2023-24.

McGill's [Central Accommodations Fund](#), established to offer financial support for expenses associated with workplace accommodations for faculty and staff, is increasingly used by members of the McGill workforce and by HR advisors. This is a critical resource, supporting the purchase of specialized furniture and equipment for persons with disabilities.



Credit: Allan McInnis

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

The [2021 Biennial Report on Employment Equity](#) demonstrates key areas of progress and areas where more focused work is needed:

- 27 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. Currently there are 23 Indigenous tenure track or tenured professors and 13 ranked CAS who are Indigenous.
- 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. Currently there are 39 Black tenure track or tenured professors and 31 ranked CAS who are Black.
- The proportion of racialized persons in the tenure stream professoriate has increased from 16% to 20% between 2018 and 2023.
- The proportion of persons with disabilities in the tenure stream professoriate has in face 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.
- The proportion of persons who are 2SLGBTQ+ in the tenure stream professoriate has increased from 5% to 6% between 2018 and 2023. This is also an area that requires attention.

The 2023 [employment equity report](#) provides data demonstrating good progress across all employee groups McGill-wide.

Beyond representation, ensuring inclusion requires a healthy working environment where people feel valued and where they see themselves as having equitable opportunities for advancement and promotion through the ranks. To this end, several initiatives were created or enhanced in the reference year such as: the [Provost's Faculty Mentorship Network](#), the [Development Initiative for Academic Leadership](#), and the [Professional Exchange Program](#).

4. Recognize diverse family forms in University Policies and Procedures

Financial Services has revised its Procedures for Travel and Other Expenses to allow for reimbursement for a wider range of child and dependent care costs when a staff member travels for university purposes.

MUNASA's policy on parental leave was amended to standardize benefits for adoption and paternity leave, resolving potential inequities with respect to family status or filiation. Under the revised policy, both paternity and adoption leave will qualify for five weeks of indemnities at 95% of the employee's regular salary (QPIP + McGill contribution).

A review of the Regulations on Maternity Leave, Parental Leave, and Extended Parental Leave for Members of the Academic Staff is in order.

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

Part (3) of the Student Experience section above speaks to the important increases in 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 members of our academic and administrative workforce.

6. Promote respectful, accessible, and inclusive work environments

The Equity Team lead workshops and individual and focus group consultations for all members of McGill's employee community, with a specific focus on academic and administrative leadership. For details about the nature and reach of such work, please see: Section 1(4) under the heading "Student Experience".

PHYSICAL SPACE

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

Ajuuinnata at McGill, held over September and October 2022, celebrated Inuit excellence. Twelve events united a wide range of Inuit leaders, including artists, politicians, chefs, business leaders, filmmakers, and climate-change advocates at McGill events. Sessions include a panel on Inuit self-governance, a sealskin crafting workshop, a discussion on Inuit health and wellness, and a demonstration of traditional Inuit games. The celebration was initiated by a ceremony that centred a vernissage of the exhibit.

A working group will be struck in 2023-24 to expand opportunities and criteria for the naming of University assets. Its mandate will align with the 2017 Final Report of the Provost’s Task Force on Indigenous Studies and Indigenous Education, the 2018 Final Report of the Principal’s Task Force on Respect and Inclusion in Campus Life, the 2018 Final Report of the Working Group on Principles of Commemoration and Renaming, the 2020 Strategic EDI Plan, and the 2020 Action Plan to Address Anti-Black Racism, each of which acknowledges the importance of inclusive use of space and the power of physical representation (and the alienation engendered by its absence) for the University community of the twenty-first century.



Credit: Owen Egan

Student Experience

Research & Knowledge

Outreach

Workforce

Physical Space

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

McGill's physical layout can present accessibility barriers to persons with disabilities. Ongoing work is being undertaken to reduce or remove these barriers.

The Accessibility Advisor **promotes, in an ongoing way, campus accessibility and advises members of the McGill community** – including Deans, Chairs, HR advisors and staff with disabilities – on issues related to disability, accessibility, and universal design. Some highlights of this work include:

- Conducted updated workshops for faculty and staff, focusing on important topics such as Accessibility in the Classroom and Accommodating Employees with Disabilities.
- Created new workshop material, including a session on Onboarding Employees with Disabilities and a customized workshop on Disclosing a Disability.
- Explored and researched various subjects to develop training materials, notably including training sessions on disclosure, and hiring and supporting employees with autism spectrum disorder.
- Collaboration with the Digital Communications team to deliver workshops and presentations.
- Engagement with the HR Community of Practice.

The **Universal Access Capital Projects Working Group** oversees the approval and execution of capital projects that enhance campus accessibility. Over the reference year, capital projects to enhance universal accessibility were approved and/or undertaken in the following campuses buildings: Arts, Wirth Music, McConnell Engineering, Macdonald Engineering, Leacock, 3661 Peel, Strathcona Music, Thomson House, Redpath Museum, Brown Student Services.

In addition to physical accessibility, steps were also undertaken to improve social inclusion through capital projects. This includes a project to carry out an audit of washrooms across campus to ensure a sufficient distribution of gender-inclusive washrooms, carried out in consultation with the Joint Board-Senate EDI Committee's Subcommittee on Queer People.

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

Since the submission of the Report of the [Initiative against Islamophobia and Antisemitism \(IAIAS\)](#), work has been ongoing to ensure proper signage for McGill's six [designated 'quiet spaces'](#) and to identify other sites that could be used for reflection and spiritual purposes.

Also, in line with the IAIAS, as of Fall 2022, McGill has increased access to and the availability of kosher and halal food options on campus.

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 September 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 2023 annual report sets out in detail the work it has done to respond to Call to Action [#26](#) (Indigeneity and Public Spaces at McGill), the OII supported various ongoing projects aimed at advancing Indigenous physical representation at McGill.



Inuk Elder, Reepa Evic-Carleton and Aneeka Marie Anderson at a cultural event.
Credit: Owen Egan

LOOKING AHEAD

Thank you for reading this third annual report on the activities carried out at McGill over the reference year 2022-23 in relation to our university's [EDI Strategic Plan 2020-2025](#).

As has been said before, McGill ought to be proud of the way that our community is taking to heart its responsibilities to advance EDI. At the same time, it remains imperative to recognize that this work is ongoing and will only be effective if we undertake it in a spirit of openness, humility, and perseverance.

As we look to Year 4 of the EDI Strategic Plan's implementation, the following activities will be prioritized:

- Sustaining progress achieved to-date in the implementation of this Strategic Plan, notably in relation to the goal of equitable representation in our student, faculty, and staff populations.
- Supporting members of the University community who are from underrepresented groups with a view to removing barriers that would hinder their flourishing at McGill.
- Developing solid connections and collaborations between the EDI and Indigenous Initiatives through work that nourishes both teams, their work, and their key stakeholders.
- Deepening awareness of and capacity to implement strong EDI principles among our community of principal investigators, given the enhanced importance of EDI in key public research funding programs.
- Consulting with the McGill community and putting into place a robust Accessibility Strategy for McGill University aimed at improving access to and support within our campus community for persons with disabilities.

The success of McGill's work on EDI depends on the quality of engagement from stakeholders across our campuses. Over the coming year, please be on the lookout for events, workshops, focus groups, and consultations tied to the promotion of equity, diversity, and inclusion at McGill. Your participation is critical to ensuring that EDI initiatives reflect the voices and views of our campus community.

Finally, thank you for the work that you do, whether you are a student, faculty, staff, or alumni member of our university community, to contribute to the shared, crucial work of advancing EDI at McGill.

Student
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Space