



# **McGill University Equity, Diversity & Inclusion (EDI) Strategic Plan (2020-2025)**

**ANNUAL REPORT | YEAR 2: 2021–2022**

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## About the Cover

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

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

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## Acknowledgement of Traditional Territory

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





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## Message from Professor Angela Campbell

### Report Lead and Associate Provost (Equity & Academic Policies)

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*I am delighted, on behalf of the Equity Team in the Office of the Provost to present McGill's Equity, Diversity, and Inclusion Strategic Plan Annual Report for 2021-2022.*

In 2020, following months of consultation with hundreds of McGillians, our University made an institutional commitment to equity, diversity, and inclusion (EDI). The [EDI Strategic Plan 2020-2025](#) centres five themes: (1) Student Experience, (2) Research and Knowledge, (3) Outreach, (4) Workforce, and (5) Physical Space.

Through this Strategic Plan, McGill set out robust and measurable objectives to advance EDI in these areas. The Plan presents a vision for a campus that is ready and willing to identify and dismantle structural barriers to access and success, that understands the importance of equitable representation across all ranks of its workforce and student body, and that pursues its academic mission through processes and decisions that include and reflect the voices and experiences of diverse members of our campus community.

In this second year of the Strategic Plan's implementation, we continued to make important progress in fulfilling the commitments articulated therein. While EDI efforts can be challenging for a range of reasons, the work is also incredibly uplifting, especially when it is carried out within an outstanding team of colleagues and when the slow and steady progress toward transformative institutional change become perceptible. This is, I think, where we are at in our institutional efforts.

I don't think that it will ever be possible for universities to say that their work on EDI is "done". Our endeavours in this realm are necessarily iterative and ongoing. Through our collective efforts, our EDI goals can and will be achieved, while holding fast to McGill's deep commitment to academic excellence.

**Professor Angela Campbell**  
**Report Lead and Associate Provost (Equity & Academic Policies)**



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## Message from Shona Moreau

### Co-Author of the Report and Student in the Faculty of Law

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*Throughout the summer of 2022, McGill community members were consulted to provide an overview of the institution's second-year efforts to achieve the goals of the [Equity, Diversity and Inclusion Strategic Plan 2020-2025](#).*

Comprehensive and open EDI strategies in higher education are long overdue, and the lack of progress in this area is a deal-breaker for many. It is crucial that we must develop meaningful metrics and implement a robust accountability framework based on the accomplishments of McGill's action plans. Since the initial release of the *Equity, Diversity, and Inclusion Strategic Plan 2020–2025*, McGill students, staff, and faculty have been hard at work creating new initiatives and expanding on existing ones.

I believe that in the second year of the Strategic Plan, we have made significant progress in a number of key areas, particularly in terms of accessibility support on campus through the appointment of an Accessibility Advisor and through the [McGill's Action Plan to Address Anti-Black Racism](#), where a large number of committed individuals have assisted in the implementation of key elements, such as the establishment of a dedicated Black Student Space. This report highlights some of McGill's accomplishments as well as areas for future work on equity, diversity, and inclusion issues.

There is still much work to be done to ensure that our efforts are not merely symbolic and have a real impact on the lives of our community members. As members of the McGill University community, we are on a journey to examine ourselves and the work required to ensure that our campus environment is inclusive, diverse, and equitable.

The work continues.

**Shona Moreau**  
Report Co-Author and B.C.L./J.D. Student at the Faculty of Law

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## How to Read this Report

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This annual report is structured in accordance with the EDI Strategic Plan, which tracks the five McGill priorities identified by former Principal and Vice Chancellor Professor Suzanne Fortier: students, research, outreach, workforce, and space.

If one is seeking quantitative evidence of progress, it can be challenging to track outcomes meaningfully in the realm of EDI. Quantitative data in this area provide only limited insight into institutional progress. While data are provided where available, qualitative, narrative, and experiential information are equally important. For this reason, members of the McGill community were consulted during the development of both this annual report and the concurrent annual report for 2021–22 on the [Action Plan to Address Anti-Black Racism](#). We have included throughout these reports quotes from some members of our community that we hope will illustrate what McGill's work in this area means for various stakeholders, from a range of perspectives. In so doing, we do not purport to suggest that the experiences and views conveyed through these reflections are in any way representative of McGill's community as a whole.

Importantly, this report on our EDI Strategic Plan does not provide a comprehensive account of the progress made and initiatives currently underway in relation to the [52 Calls to Action set out in the Report of the Provost's Task Force on Indigenous Studies and Indigenous Education \("Task Force"\)](#). While initiatives related to Indigeneity align with the EDI Strategic Plan, McGill's commitment to Indigenization and reconciliation necessitates a distinct, well-resourced strategy and stream of measures. The [Office of Indigenous Initiatives](#) oversees this work, which is crucial to the institutional identity we seek to establish as we enter our third century. McGill is delighted to welcome, as of Fall 2022, [Professor Celeste Pedri-Spade as McGill's inaugural Associate Provost, Indigenous Initiatives](#), who shall lead McGill's crucial work on reconciliation and responses to the Task Force's 52 Calls to Action.

Lastly, it is essential to note that this report does not include all of the efforts that McGill students and faculty have made over the past year to advance EDI; it would be impossible to do so in a single document. As a result, the annual report is organised thematically to capture key actions taken and to provide examples of accomplishments and their impact to date.



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## Conceptual Framework

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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 meanings may evolve over time.

### **EQUITY**

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

### **DIVERSITY**

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 linked to access and equity require knowledge and understanding of historical and contemporary experiences of oppression and exclusion.

### **INCLUSION**

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.

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## Key EDI Accomplishments 2021-2022

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1. Boosted resources in the [Office for Mediation and Reporting](#) with a view to providing a one-stop site for reporting and responding to incidents of harassment, discrimination, and/or sexual violence and for raising awareness about related policies and procedures. The OMR is staffed by professionals with deep knowledge of trauma-informed responses and related McGill policies and procedures.
2. Successful launch of the [Provost's Faculty Mentorship Network](#) and piloting of the [Development Initiative for Academic Leadership](#).
3. Widening of McGill-centered community groups such as the Black staff employee resource group, the Queer Alumni Association, and expanded cohorts of Indigenous and Black faculty.
4. Continued, successful strategic recruitment efforts aimed at increasing representation of excellent faculty from our most underrepresented groups, notably Black and Indigenous faculty.
5. Creation and development of a new workshop for all McGill researchers entitled: *Putting EDI in Practice: Developing Your EDI Plans for Research Teams*, which will boost the capacity of McGill investigators who must deepen their EDI knowledge and practices in order to be successful in public funding competitions. This workshop complements a range of other [research equity education](#) initiatives.
6. [Expanded curriculum and equity education efforts](#), which includes a wide array of trainings and workshops for faculty and staff that build EDI-centred knowledge and practice. Educational work on EDI has expanded in its breadth, depth, reach, and impact over the reference year, including through engagement with McGill's leadership teams and with Senate-appointed senior advisory committees and academic recruitment committees.
7. Holding cross-campus consultations to initiate the development of an Accessibility Strategy for McGill and the striking of a Working Group that will oversee the development of this Strategy.
8. Establishment of the EDI Leadership Council, uniting EDI leads (e.g., Associate Deans, EDI Directors, and Advisors) from across Faculties within a consortium where initiatives, best practices, challenges, and modes of surmounting obstacles are shared. The Council will also foster skill development among participants.

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## Detailed Accomplishments

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### STUDENT EXPERIENCE

#### 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. Branches is situated within [Enrolment Services](#) and works to break down barriers and co-create academic and mentorship programming focused on motivating and empowering youth to pursue higher education. Some notable programs in the reference year 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; the [Explore McGill](#) event, which hosted over 70 students from three high schools and two CEGEPs this year; and the [Homework Zone](#), which recently celebrated its tenth anniversary, connecting over 1200 McGill student volunteers with over 1500 youth in elementary and high school.

[Enrolment Services](#) 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 May 2021, a [report](#) presented to the Senate includes the preliminary survey results. Data collection is ongoing, and preliminary findings must be interpreted with caution. New students and undergraduate students are disproportionately represented in the census population, and Faculty data are not representative. In the fall, the new Student Census report will include some options to view data intersectionally. This work is accompanied by efforts to boost data collection, analysis, tracking, benchmarking, and reporting to address areas of underrepresentation.

Beginning in 2022, the [Law Faculty's Admissions Office](#) will offer an optional category for [Indigenous BCL/JD applicants](#). Indigenous peoples face unique obstacles in relation to legal education; the historical and structural effects of colonialism have led to the criminalization and mass incarceration of Indigenous peoples, the suppression of their legal traditions, and the severing of their ties to Indigenous communities and culture. A holistic evaluation of applications from Indigenous applicants requires familiarity with their communities, legal traditions, and cultures; applicants will be evaluated by a knowledgeable and diverse panel. This optional category will help the Faculty provide additional services and initiatives to support the academic success and development of Indigenous students.

The Faculty of Medicine and Health Science's [Social Accountability and Community Engagement \(SACE\)](#) and [Undergraduate Medical Admissions](#) offices launched the [Community of Support \(CoS\)](#) Program and the [McGill Black Candidate Pathway Program](#) in 2021. The program welcomed 23 excellent and highly qualified new Black students in Fall 2022. This is approximately 10% of the incoming class, an increase from the prior average of 2%. Created with the support of the [McGill Sustainability Projects Fund](#), the CoS offers mentorship to prospective Black candidates and fosters a safe, welcoming, and inclusive environment to support future physicians from underrepresented groups. This initiative, which is to the credit of the leadership and vision of Dr. Anita Brown-Johnson, is part of [FMHS' Action Plan to Address Anti-Black Racism](#).

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

Student Services increased its capacity to support students from underrepresented groups notably through the appointment of an [EDI Advisor](#) and Local Wellness Advisors specialising in the needs of Black, Indigenous, and Person of Color (BIPOC) students and SLGBTQIA+ students. Student Services also developed an inclusive protocol for communications. Student services also developed its own [Anti-Black Racism Action Plan](#).

Following consultation with students, faculty, and staff, Student Services adopted recommendations focusing on student wellness and inclusion, including revised training for its Student Mentoring Program that integrates principles from McGill's Strategic EDI Plan and commitments to reconciliation.

The Equity Team initiated discussions regarding the creation of [McGill's first Accessibility Strategy](#). A Working Group composed of students, faculty, and staff with disabilities, as well as university administrators in areas such as Student Services and Human Resources, will oversee the Strategy's development.

[Tutorial Services](#) has partnered with the Mastercard Foundation to provide subsidized tutoring to program participants. Students may receive up to two hours of weekly tutoring per course.

[Fitness Access McGill](#) is a program that supports McGill students and staff with physical disabilities, chronic illness, or other impairments that limit access to physical activity opportunities. The program represents a collaboration between [McGill Athletics & Recreation](#) and the [Department of Kinesiology & Physical Education](#), along with the [Office for Students with Disabilities](#) and the [Accessibility Advisor](#).

For several years, McGill has organised complementary commencement celebrations for members of underrepresented groups. The annual recognises the achievements and contributions of 2SLGBTQIA+ students. [Black Grad](#) similarly recognises and celebrates the achievements and excellence of McGill's Black students.

## 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](#). They are dedicated to fostering inclusive classrooms and supporting instructors from underrepresented groups. TLS organized workshops throughout the year to support the growth of their teams' competencies, centering equity. Facilitators have been trained to use an equity-centered and decolonizing lens when delivering their workshops.

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. It also offers these workshops in settings dedicated to student groups — such as TAs, SSMU Executives, and Floor Fellows — with the goal of instilling EDI practices within student bodies at McGill.

Our Shared Spaces launched [Being Black @ McGill](#), a five-part series designed to create a safe

environment where Black students at McGill discuss their experiences. The project was expanded in collaboration with Concordia's Black Perspectives Office by co-hosting "Being Black in Montreal," a three-day event centred on Black student experiences in post-secondary institutions in Montreal.

Launched in 2019, *It Takes All of Us (ITAOU)* is McGill's first community-wide online training programme addressing sexual violence and consent. It is mandatory for all University community members. The module was reviewed over the reference year based on community feedback and the revised module will launch in 2022–23. An online module on systemic racism also is forthcoming.

The Office for Mediation and Reporting (OMR) and the Office for Sexual Violence Response, Support, and Education (OSVRSE) held over fifteen educational sessions for the McGill community. Several of these sessions focused on student audiences exclusively, including sessions for Residence Floor Fellows and Hub Peer Supporters. Such sessions will be offered on an annual basis.

*I feel very grateful to support equity-centered engagements on our campus, through my work. At Teaching and Learning Services (TLS) we have been dialoguing with students and faculty around their conceptions of equitable and antiracist classroom environments. There is much more to hear and even more to do. To that end, the leadership team at TLS drafted new strategic priorities, earlier this year. We have committed to promoting a more inclusive campus through the work that we all do. My vision for the future is to highlight and affirm the uncelebrated work being done to make our classrooms (and campuses) more socially sustainable and to demonstrate to connections between sustainability, and equity, diversity, inclusion, and accessibility.*



**Charlene Lewis-Sutherland** (she/they)  
Senior Advisor: Equity and Anti-Racism Teaching and Learning  
Teaching and Learning Services  
McGill University

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## **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 in the Office of the Provost delivers multiple [equity-related workshops to staff and faculty](#). The high demand for these workshops demonstrates the widespread interest in equity-related training topics.

### [Workshops for Staff:](#)

- Accommodating Employees with Disabilities
- Accessibility, COVID-19, and Returning to Campus
- Accommodating Employees with Disabilities



- Equity Education for Student Affairs Professionals
- Equitable Hiring and Promotion
- Gender Diversity and Inclusive Language
- Harassment, Discrimination and Sexual Violence: McGill Policies, Reporting and Support
- Microaggressions in the Workplace
- Managing Challenging Conversations in the Workplace
- EDI Pilot Program: Anti-racism learning Pathway

#### Workshops for Faculty:

- Accessible by Design: Access in the Classroom
- Accessible by Design: Access in a Field Course
- Challenging Equity, Diversity, and Inclusion (EDI) Conversations
- Gender Diversity and Inclusive Language: Creating space for 2SLGBTQIA+ communities
- Anti-Racism in Teaching Practice
- Inclusive Facilitation Workshop
- Equity in the Academic Search Process
- EDI in Research and Grant Proposals
- Putting EDI in Practice: Developing Your EDI Plans for Research Teams
- Mentoring Relationships with a Focus on Equity
- Engaging with EDI Skepticism and Resistance
- Harassment, Discrimination, and Sexual Violence: McGill Policies, Reporting and Support

Teaching and Learning Services (TLS) has also strengthened its support of instructional staff who wish to increase their knowledge of equity-centered pedagogy:

- [Attending to microaggressions](#) before, during, and after they occur and [Dealing with Microaggressions in the Classroom](#), a workshop for BIPOC students and their allies on navigating microaggressions in the classroom.
- TLS also hosts a facilitated discussion series entitled: *Fostering equitable and inclusive learning environments*

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

The [Office for Mediation and Reporting](#) (OMR) was founded in Spring 2021. The OMR is responsible for receiving and responding to formal complaints of harassment, discrimination, and/or sexual violence against members of the University community. The OMR also offers confidential consultations to all members of the University community (students, staff, and faculty) who may be considering reporting in order to provide information on reporting processes, relevant University resources, support services, and training.

In addition to offering confidential consultations and investigative and mediation processes in 2021–22, the OMR provided training workshops for McGill students, staff, and faculty as well as more targeted training for Academic Leadership members, Human Resources, and Security Services. In addition, the OMR participated in broad University-wide working groups that regularly review the Policy on Harassment and Discrimination and Policy against Sexual Violence to ensure that they are in line with provincial legislation and are responsive to the needs of the University community. The OMR co-chaired a University-wide committee with the goal of ensuring that McGill's Policy against Sexual Violence is properly and effectively implemented.

The [Policy on Harassment and Discrimination](#) at McGill University was significantly revised in 2021 to professionalise the investigative and mediation processes launched in connection with this Policy and to allow reports to be filed confidentially, by third parties, with a more extended timeline or, in some cases, after a student's graduation. While procedural fairness remains of the utmost importance, the revised Policy seeks to clarify and simplify resolution processes for equity-related complaints as much as possible.

The OMR has hired two full-time Harassment and Discrimination Officers in order to professionalise the investigation and mediation processes through McGill's *Policy on Harassment and Discrimination*. Investigations through McGill's *Policy against Sexual Violence* continue to be led by external Special Investigators. The OMR is committed to trauma-informed processes and was part of the University working group that reviewed McGill's *Policy against Sexual Violence* during this time period, with a view to ensuring that it is responsive to the needs of the University community, offers trauma-informed processes, and is in line with provincial legislation. A revised Policy against Sexual Violence will be adopted in early Fall 2022.

The [Office for Sexual Violence Response, Support, and Education](#) (OSVRSE) provides confidential, non-judgmental, and non-directional support to those who have been impacted by sexual or gender-based violence. This one-stop hub for sexual violence provides comprehensive support to its users.

These newly streamlined procedures ensure that EDI-related conflicts and complaints are resolved as promptly and effectively as possible.



## RESEARCH AND KNOWLEDGE

### 1/ Maintain recognition for diverse research ideologies and methodologies, including community-engaged, land-based, and participatory action research

McGill has been working to ensure that diverse research ideologies and methodologies are recognized and valued. The [Digital Research Services Hub](#) (DRS) within the Office of the Vice-Principal, Research and Innovation (VPRI), for example, organised two training events on "The First Nations Principles of OCAP®" with the First Nations Information Governance Centre (FNIGC) 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.](#)"<sup>1</sup> DRS continues to collaborate with FNIGC and other local and regional Indigenous organizations to offer research data management trainings and to promote distinction-based approaches for research involving Indigenous data.

Different research methods are also incorporated into the University's course offerings. For example, students in the Indigenous Studies Program can take a class on [land-based pedagogy](#) or follow [field courses in Indigenous communities](#).

[Other related objectives](#) are still in progress. Such measures include adapting research expectations for scholars who conduct community-engaged and land-based research.

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

McGill employs a 'preference within equivalency' selection process to boost the representation of equity-seeking groups chairholders and award recipients. 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 least represented designated group is selected. This hiring method is becoming more prevalent, normalised, and incorporated into University-wide employment equity practises, and it has been extended to research award nomination and selection procedures.

The University has reviewed the nomination process for the Canada Research Chair (CRC) programme. According to the 2020 CRC EDI Progress Report on McGill's CRC EDI Action Plan, McGill meets or surpasses its current EDI targets. Yet the CRC program's equity targets have been revised to be more representative of the Canadian population, with targets increasing periodically until 2029. This will require ongoing attention and energy over the coming years.

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<sup>1</sup> OCAP® is a registered trademark of the First Nations Information Governance Centre (FNIGC). See <https://fnigc.ca/ocap-training/>.

During the reference year, more than 250 McGill researchers attended EDI research sessions and workshops. The University has implemented mandatory EDI training for all research award selection committees (e.g., James McGill and William Dawson, Stacey Fellowship Memorial by NSERC, Canada Research Chairs).

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*As students who are promoting equity, diversity, and inclusion in our own student body, we are happy to see McGill committing to EDI. Its thanks to many hard-working faculty, staff, and students that we see positive change in our community. McGill still has a lot of work to do to facilitate change and create equitable spaces for all.*

**Kayla Paulini** (she/her) & **Anshul Sinha** (he/him)

Recipients of the McGill Award for Equity and Community Building (2022)

PhD Candidates, Department of Microbiology and Immunology

McGill University

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### **3/ Establish and maintain equitable, accessible, and inclusive research environments**

To prioritize EDI in research and knowledge production and dissemination, McGill created the position of Senior Research Equity Advisor (SREA). The [Senior Research Equity Advisor](#) provides ongoing training and advisory support to investigators and research teams about how to apply equity in their research projects, including research content and design, methodology, HQP training, and knowledge dissemination. Increased requests for support from the SREA over the reference year demonstrate an increased awareness of the supports available for equity-related research questions, as well as a need and an appetite for including equity considerations in research grants and projects.

The [EDI-in-Action Committee of CERC in Genomic Medicine](#) developed and prepared a “best practices for inclusive HQP training environment” document, which shall be available for all members of the McGill community. This EDI Committee provides an outstanding model of applied EDI for current and future research teams at McGill that benefit from large-scale funding.

### **4/ Ensure Indigenous-led and Indigenous-partnered research respects and benefits Indigenous peoples and communities**

A number of [Indigenous-led and Indigenous-partnered research projects](#) are underway at McGill. These projects focus on areas such as language revitalization, historical research into McGill and Canadian history, and Indigenous legal traditions. Examples include:

- The [Network Environment for Indigenous Health Research \(NEIHR\)](#) establishes a network of centres focused on capacity development, research, and knowledge translation centred on Indigenous peoples. The program is supported by a \$3.5 million operating grant from the Canadian Institutes of Health

Research's (CIHR) Institute to [Professor Treena Wasontfio Delormier](#) (Nominated Principal Applicant) of McGill University's [School of Human Nutrition](#).

- The Research and Indigenous Scholarship in Education project brings together Indigenous scholars who are closely connected with their communities and committed to decolonizing and Indigenizing education research. This group is led by [Professor Janine Metallic](#), Assistant Professor in McGill's [Department of Integrated Studies in Education](#).
- Professor Aaron Mills was commissioned by the First Nations and Family Advocate Office (the Assembly of Manitoba Chiefs' child welfare branch) to draft a child welfare template law from which the AMC's 63 First Nations could create their own child welfare laws based solely on Anishinaabe law. The project was completed with support from a team of knowledgeable elders essential to the undertaking.
- [Professor Treena Wasontfio Delormier](#) is the Scientific Director of the Kahnawake Schools Diabetes Prevention Program (KSDPP), situated in the Kahnawake Mohawk community. This collaboration between McGill University, Queen's University, and the University of Montreal spans 28 years. Professor Delormier is also the principal investigator for the Food, Nutrition, Environment, and Health for First Nations Children and Youth project's community engagement component (FEHNCY). The findings of the study will inform government policy and community programme recommendations for enhancing the health of First Nations children.
- [Professor Noelani Arista](#) (Kanakanaka Maoli) is the Director of the [Indigenous Studies Program](#), which is in the process of exploring its transformation into an Institute.
- The [Indigenous Studies and Community Engagement Initiative \(ISCEI\)](#) supports the implementation of the [Provost's Task Force on Indigenous Studies and Indigenous Education](#) (2017). It is funded by the Andrew W. Mellon Foundation and is housed within the Faculty of Arts, with a mission that spans the entire university.

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

McGill appointed two [Provostial Research Scholars in Institutional Histories, Slavery, and Colonialism](#) whose research projects are complete and will contribute to developing a fuller study of McGill's past, including McGill's connections to the transatlantic slave trade. [Dr. Melissa N. Shaw](#) and [Dr. Joana Joachim](#) were each recruited to tenure-track appointments during the reference year. Further information about Dr. Shaw's and Dr. Joachim's critical research is set out in the Annual Report on the Action Plan to Address Anti-Black Racism for 2021–22, which accompanies the present report.

The [Bellairs Research Institute](#), a McGill facility located in Holetown, Barbados, is a research hub for researchers with academic interests in tropical terrestrial and marine environments. McGill is considering how to evolve its use of the research facility to acknowledge colonial ties and create stronger links with the local community. A working group is being established for this purpose.

McGill is part of the [Universities Studying Slavery \(USS\) consortium](#). The USS consortium, created and led by the University of Virginia, represents a multi-institutional collaboration. Its mandate is expressed as follows: "The [USS] consortium represents a multi-institutional collaboration focused in sharing best practices and guiding principles about truth-telling projects addressing human bondage and racism in institutional histories. Member schools are all committed to research, acknowledgment,



and atonement regarding institutional ties to the slave trade, to enslavement on campus or abroad, and to enduring racism in school history and practice.” Professor Terri E. Givens, the [Provost’s Academic Lead and Advisor](#) (PALA) for McGill’s Action Plan to Combat Anti-Black Racism (AP-ABR), is McGill’s liaison to the USS consortium.

Professor Givens continues to hold key responsibilities tied to the AP-ABR, such as:

- Overseeing McGill’s efforts to reach tenure-track and tenured Black faculty targets by stated milestone dates.
- Serving as McGill’s liaison to the Universities Studying Slavery Consortium and [supporting related initiatives](#).
- Oversight of the Provostial Visiting Fellowship-in-Residence on Black Life and History program.
- Mentoring Black faculty at all ranks.
- Advising academic leaders (Deans, Chairs, Directors, Associate Deans) about the distinct needs and experiences of Black faculty and measures that create and maintain an equitable and inclusive environment for BIPOC faculty.

## OUTREACH

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

The [Equity website](#) provides equity resources and information regarding equity education.



The [McGill Reporter](#) regularly publishes articles about EDI initiatives at McGill and key EDI-related commemorations and days of remembrance. Examples include:

- [Anti-Racism work more important than ever](#) – May 26, 2022
- [McGill’s EDI champions feted in style – and in person](#) – May 19, 2022
- [Meet McGill’s new Accessibility Advisor](#) – March 24, 2022

McGill recognizes a growing number of commemorative days, months, and weeks tied to honouring diverse identities, experiences, and histories within our campus and wider communities.

See, for example:

- [We Must Always Remember](#) – November 30, 2021
- [Commemorating the Transgender Day of Remembrance](#) – November 17, 2021
- [Experts: International Day for Persons with Disabilities](#) – December 3, 2021

- [Ceremony Marks Fifth Anniversary of Quebec City Mosque Shooting](#) – February 1, 2022

In Winter 2022, the Equity Team held facilitated sessions with student associations that work with and advocate for students from underrepresented groups. These sessions provided an opportunity to hear students' perspectives on whether and how the Strategic EDI Plan advances the interests of students from underrepresented groups and how it be more effective in this regard. These sessions provided critical insights for the Equity Team that have helped shape future outreach, communication, and educational activities.

## **2/ Develop mentoring, networking, and advancement opportunities for students and staff from Underrepresented groups**

University Advancement (UA), together with a wide community of dedicated and committed donors and alumni around the globe, worked assiduously to support EDI at McGill. The following contributions are illustrative:

- [Audrea Golding Black Student Leadership Award](#), established in 2021 and awarded to two graduating students in 2021 and 2022, was created by a gift from alumna Audrea Golding with strong leadership by the Joint Board-Senate Subcommittee for Racialized and Ethnic Persons.
- [Cadet Foundation Award](#), a bursary established in 2022 by alumnus Nicolas Cadet, matched by the Chancellor's Third Century Challenge Fund and awarded for the first time in 2022.
- The [RAFAH bursary](#), created by alumnus Chafik Hamad in 2022, and matched by the Chancellor's Third Century Challenge Fund, is aimed at "students who face systemic barriers to post-secondary education, including refugees and displaced peoples."
- Support for a new Institute for Indigenous Research and Knowledges (IIRK) via a gift from the Rimer Family will support an [Indigenous Language Reclamation and Revitalization Lab](#).
- Alumna Martine Turcotte established a [full-ticket bursary](#) and support program for students who live, or had lived, within Quebec's youth-in-care system.
- A gift from Scotiabank's ScotiaRISE platform to the [School of Continuing Studies' Experiential Empowerment & Development \(SEED\) Initiative](#) – the largest gift ever to SCS – will work to remove financial obstacles that can prevent newcomers and members of historically marginalized groups from participating in career enhancing professional development.
- UA has and continues to seek donor support for McGill's [Branches](#) office, which works to enhance and provide higher education outreach to young people in communities that have faced barriers to education.
- Resulting from a partnership between the [McGill Alumni Association \(MAA\)](#), [McGill Black Alumni Association \(MBAA\)](#), and [McGill's Joint Board-Senate Subcommittee on Racialized and Ethnic Persons](#), the [McGill Black Mentorship Program](#) was launched in January 2021. This program provides Black students with the opportunity to explore their academic, personal, financial, and

professional goals with guidance from Black mentors who share their experiences, knowledge, and advice.

- The [Dr. Charles R. Drew Graduate Fellowships](#) were launched in June 2021. Named in honour of McGill alumnus Dr. Charles R. Drew, the “Father of Blood Banking,” these fellowships support graduates of Historically Black Colleges and Universities pursuing graduate work at McGill. The 2022 Drew Fellowship was awarded to Shania Johnson (MA, Art History).
- Launched in 2021 in support of the MasterCard Foundation Scholars and Transitions Program, members of the **McGill African Network** have been participating in career panels and lectures to open doors to MCF Scholars to diverse career opportunities.
- The **McGill Queer Alumni Association** launched in the Fall of 2021. The group held events engaging with attendees in Montreal and Toronto, including the McGill Lavender Grad Celebration in June 2022. It will also lead Return of the Rainbow, which is a fixture of Homecoming Celebration Weekend.
- Steps were taken to create the **McGill Indigenous Alumni Association**. A survey was conducted to gather feedback on the Association’s mandate, strategic direction, and activities. A virtual meet and greet event was held in Winter 2022 to report on survey findings and seek volunteers.
- The **Inclusive Communications Project** reviews UA’s data collection practices to ensure inclusive interactions with McGill students, alumni, parents, and friends. Collection and recording of preferred names, pronouns and expanding prefix options reflect some of the changes proposed by this project, which align with campus efforts in this area.

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*As a visible minority, an immigrant, and a STEM researcher in health sciences, I believe that EDI is an indispensable element of making the research ecosystem and healthcare service more equitable and accessible for our students, faculty members and patients. Since 2018, I have had the privilege to chair the Widening Participation Committee (WPC) with the mission of recruiting under-represented populations (Black, Indigenous, low SES etc.) in the health professional programs at McGill. We have developed various outreach programs such as online modules, e-mentorship, and summer camps to deliver the WPC's mandate. Given this role, I am able to closely witness an enormous growth of support from McGill to drive EDI events and programs across campus. On top of that, I, myself, also joined the Provost's Mentorship Program as a mentee and also a mentor in the past two years. Such Program is key to the growth of my career profession. The effort from McGill on EDI is clearly seen and I look forward to doing my part of supporting such visionary EDI mission of McGill.*

**Professor Nicole Li-Jessen**

Canada Research Chair in Personalized Medicine of Upper Airway Health and Diseases  
Chair, Widening Participation Committee  
Faculty of Medicine and Health Sciences

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### 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. This section provides illustrations of recently developed or expanded community partnerships.

- [Branches' community-based projects](#) are co-created through sustained relationships with First Nations, Inuit, and Métis youth, families, schools, and organizations. This year, Branches worked with partners across McGill to launch the [Indigenous Mentorship and Paid Research Experience for Summer Students \(IMPRESS\)](#). The IMPRESS program offers Indigenous undergraduate students from post-secondary institutions in Quebec a unique experiential learning opportunity to conduct research with a McGill professor or to work on a project at one of the university's units. Over the course of eight weeks in the summer, students spend 15 hours per week in a research setting, and five hours per week taking part in complementary sessions. These sessions include professional development workshops, leadership training, and social and cultural activities. Each participating student is paired with a graduate student mentor who offers support and guidance throughout their experience. To date, interest in the program has surpassed expectations. The anticipated cohort for Year 1 of the program was six students, with an increase to 12 in Year 2. A total of 18 eligible candidates applied to the program, 14 of whom participated. This includes 10 students from McGill and four from Concordia. These 14 students will take part in a range of projects across the university, including at the library, in Law, Education, Arts, and STEM. Six of this year's IMPRESS projects address Indigenous-themed topics.
- The [Office of First Nations and Inuit Education](#) 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 Kanehsatà: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.
- The [Indigenous Health Professions Program](#) was developed in consultation and collaboration with Indigenous communities in Quebec, leaders of successful Indigenous Health programs at other Canadian universities, and other McGill departments and programs. [GAIHN](#) also collaborates with the Indigenous Health Professions Program (IHPP) to promote diversity in the student body including running a nursing-focused simulation session at the annual Eagle Spirit Science Futures Camp. During the Eagle Spirit Camp student facilitators assist youth in learning nursing skills such as assessments, taking blood pressure, drawing blood, listening to heart and lung sounds and testing reflexes. This pipeline program is a key strategy for attracting more Indigenous students to the health professions.
- The theme of [McGill's 2021 Queer History Month](#) (QHM) was "Coming Together." The Subcommittee on Queer People organised the "Return of the Rainbow", which opened QHM. Throughout the month, the Office of the Provost & Vice-Principal (Academic) organised numerous events, including the keynote address "Diversifying Entomology" led by Professor Jessica Ware of Rutgers University.
- [Black History Month](#) was organised by the Office of the Provost and Vice-Principal (Academic) in partnership with the Faculty of Science with support from various partners including the Black Students' Network.
- The Working Group to Address Anti-Black Racism launched its [website](#) as well as a community newsletter distributed to more than 25 community organisations. It also holds regular meetings

with community organisations and participates in community initiatives and events (e.g., [Groupe 3737](#)).

- The [L.E.X. \(Law-Éducation-Connexion\) Program](#) in the [Faculty of Law](#) pairs small groups of law students with Montréal-area youth to provide information on legal rights and issues as well as to create pathways to post-secondary education and legal studies. This year also marked the inaugural [Frederick Phillips Summer Program](#), created to introduce Black youth in Montreal, both in high school and in CEGEP, to various aspects of legal education and legal systems through interactive activities, field trips, and lectures.

#### **4/ Deepen community collaborations in connection with academic program development**

Strong examples of partnerships within academic programs continue to be enhanced or have emerged across our campus.

The [Indigenous Studies and Community Engagement Initiative](#) (ISCEI) aims to support the growth and development of [Indigenous language programming](#), partnerships with local Indigenous communities (e.g., Elder-in-Residence and Artist-in-Residence programmes), and working with and supporting Indigenous students. The Indigenous Studies Program is exploring its movement to an [Institute for Indigenous Research and Knowledges](#) (IIRK).

After having graduated its first “fully in-community” B.Ed FNIS cohort in Listuguj in partnership with the Listuguj Education, Training, and Employment Directorate (LETED), the [Office of First Nations and Inuit Education \(OFNIE\)](#) has developed a new community-based Master’s in Arts, Education and Society program with LETED. Like its other programs, the new MA in Listuguj will be entirely community-based, with its curriculum co-delivered with LETED and LETED’s Council of Mig’maq Educators. OFNIE is also proud to have launched a new part-time Certificate in Education for First Nations and Inuit in the Naskapi Community of Kawawachikamach. This new program reignites the Faculty of Education’s longstanding partnership with the Naskapi Education Council, which will be co-delivering the program in partnership with OFNIE. The program began in Fall 2021.

The [School of Continuing Studies](#) (SCS) launched, through the Indigenous Relations Initiative, a [National Indigenous History Month](#) event series. This year, the series included talks and presentations from Indigenous speakers, educators, scholars, and professionals from across the country.

The [McGill Community for Lifelong Learners](#) (MCLL) is collaborating with Yellow Door on a community engagement project that will allow Habitation Durocher residents to participate remotely in the MCLL Lecture Series, which is livestreamed weekly.

In 2021, SCS hosted the third edition of the [PowerSkills](#) virtual career summit, entitled *Lives Transformed: Our post-pandemic era*. This initiative was established in 2020 in response to the unique career challenges posed by the devastating effects of COVID-19 on the global economy. SCS’ [Career Advising and Transition Services \(CATS\)](#) developed a comprehensive virtual career summit with the aim of democratising education and information in order to provide SCS students and the larger community with timely and relevant inspiration, motivation, guidance, and career and personal wellness tips. It is accessible to both local and global communities.



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. [Eagle Spirit Sciences Futures](#) is a pillar programme of the IHPP that uses an Indigenous lens and land-based curriculum to educate young students in science.



# WORKFORCE

## 1/ Increase the representativeness of the workforce

The [2021 Biennial Report on Employment Equity](#) indicates that McGill is progressing toward its goal of meeting or surpassing employment equity targets as set by external public benchmarks.

McGill's workforce equity data also demonstrate that the University has met, or is close to meeting, EDI targets set by the 2017–2022 [Strategic Academic Plan in relation to faculty representation](#).

The Equity Team in the Office of the Provost will submit its next employment equity report to Senate and the Board in May 2023.

Beginning in Fall 2021, the University set Faculty-level targets for increasing the representation of groups protected by employment equity legislation and the [McGill Employment Equity Policy](#). All Faculty Deans met with the Associate Provost (Equity & Academic Policies) and Director of EDI to set equity targets for their faculty members.

The [Employment Equity Community of Practice for HR Professionals](#) hosted monthly sessions to discuss effective strategies for supporting McGill's Employment Equity Policy, notably through effective and equitable hiring and retention protocols and practices.

Similarly, the HR Working Group to Address Anti-Black Racism works to address the Workforce objectives of the Anti-Black Racism Action Plan. This Working Group has four subgroups: (1) Onboarding, Support and Mentorship, (2) Outreach and Recruitment, (3) Promotion, Career Development, and Retention, and (4) Training for Leaders and HR.

Deans and Chairs, members of senior leadership advisory committees, and academic search committee members received training in areas such as: inclusive leadership, employment equity, unconscious bias, and effective strategies for recruiting diverse, excellent candidate pools.

The Equity Team continues to offer workshops on a range of topics, including accommodating employees with disabilities, managing difficult workplace conversations, gender diversity and inclusive language, working in diverse teams, mentoring relationships with an emphasis on equity, applying an EDI lens to research programs and HQP training, and understanding McGill's EDI policy commitments. The feedback on these workshops is overwhelmingly positive.

The [Program Manager: Anti-Black Racism Action Plan](#) monitors progress on all commitments in the Action Plan to Address Anti-Black Racism, including those related to McGill's workforce. The Program Manager works with other members of the ABR Working Group to support staff education on anti-Black racism and community-building among Black staff.

The Dr. Kenneth Melville McGill Black Faculty and Staff Caucus also strives to cultivate a nurturing working environment that promotes the success of Black faculty and staff.

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*As an engineer who led EDI initiatives alongside my graduate research, I was reluctant to consider EDI Officer-type positions because they are too often performative and poorly supported by organizations. However, I was impressed with the Faculty of Engineering's genuine commitment to advancing their EDI strategic priorities at all levels, as well as their enthusiastic support of my vision and direction. Comprehensive and transparent EDI strategies are long overdue in higher education, and lack of progress in this area has quickly become a deal-breaker for our biggest stakeholders—our students. Building on what we've accomplished through McGill's action plans, it's critical that we develop meaningful metrics and implement a robust accountability framework. This is key in building trust with communities and credibility of our leadership.*

**Nia Fernandez, PhD**

Manager, E-IDEA (Engineering Inclusivity, Diversity, and Equity Advancement)  
Office of the Dean,  
Faculty of Engineering

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## **2/ Enhance and communicate resources available to support employees with disabilities**

The [Accessibility Advisor](#) in the Equity Team is responsible for [workshops](#) and [capacity building, community outreach, supporting working groups, and various other initiatives](#). During the reference year, the Accessibility Advisor also received over eighty requests for advice and support on disability disclosure, assistance with workplace accommodations, requests for clear masks, and policy advice.

Examples of the Accessibility Advisor's contributions over the reference year include the following:

- Developing an Accessibility Roadshow with TLS for faculty
- Contributing to presentations with Digital Communications
- Collaborating on the Interactive Accessibility Network to integrate accessibility data to the McGill Campus Map
- Participating in the Web Accessibility Advisory Committee
- Participating in the Human Resources & Equity Committee
- Participating in the McGill Third Century (M3C) Postdoctoral Research Fellowships Evaluation Committee
- Advising the Employment Equity Community of Practice
- Advising colleagues on accessibility matters
- Advising the [UACP Working Group](#) and guidance on numerous McGill construction and renovation projects.

Members of the Equity Team began discussions with the McGill community about the creation of an [Accessibility Strategy](#). A Working Group to develop this strategy, comprised of students, faculty, and staff with disabilities, as well as leaders across McGill charged with portfolios that overlap with matters of design and accessibility, will launch in Fall 2022.

The Provost and Vice-Principal Academic established a [Central Accommodations Fund](#) to cover expenses associated with workplace accommodations for faculty and staff. This Fund saw an increase in requests over the reference year, suggesting greater awareness of its existence. Communications about the Fund will be expanded over the year ahead.

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

The [2021 Biennial Report on Employment Equity](#) demonstrates some areas of progress:

- 26.8 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, 16 professors self-identify as Indigenous, up from seven in the report filed two years prior.
- 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 31 professors self-identify as Black.
- The proportion of racialized individuals hired on the tenure-track increased from 32% in 2018–19 to 37% in 2020–21. Representation of persons with disabilities and Indigenous persons increased slightly. Ongoing efforts to increase the representativeness of these groups remains a priority.

While there is ongoing progress, persistent representation gaps call for proactive efforts to develop excellent, diverse candidate pools in all recruitment initiatives.

The Equity Team struck an EDI Leadership Council composed of Faculty EDI leads across McGill. Council gatherings offer participants the chance to discuss obstacles, accomplishments, and lessons learned. The Council also affords a site for developing collaborative projects across the University.

A working group on Teaching Evaluations at McGill (TEaM) has been formed to study how we can more effectively evaluate teaching to ensure equity in assessing academic performance. A survey on experiences in relation to student evaluations of teaching was launched in the summer of 2022 and issued to all McGill faculty and instructors. Data will be collected and analyzed in 2022-23 with a view to determining whether and how to evolve current policy and practice in this area.

Understanding the significance of mentorship to an inclusive climate and the academic flourishing, McGill launched the [Provost's Faculty Mentorship Network \(PFMN\)](#), providing the opportunity for pre-tenure faculty to be mentored by outstanding teachers and researchers. The PFMN is an excellent resource for guidance and assistance. It has received excellent feedback to-date.

In 2022, a PFMN spinoff was launched to support midcareer faculty interested in leadership opportunities. The [Development Initiative for Academic Leadership \(DIAL\)](#) is a pilot project that includes a small cohort (12 colleagues). Each is paired with a senior academic leader whom they will shadow over the year. Participants also will take part in monthly leadership development workshops.

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*I am grateful for being matched with a mentor who is not only an established scholar but also a racialized woman who understands the obstacles that minority members of faculty face. In addition, my mentor is engaged with the university's diversity initiatives and has an expansive knowledge of institutional practices at McGill*

#### **Mentee**

Provost's Faculty Mentorship Network  
McGill University

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## 4/ Recognize diverse family forms in University Policies and Procedures

Initial discussions were held to explore the application of McGill's parental leave policies to staff who create their families through surrogacy, assisted reproduction, and/or adoption. Institutional work is needed to review policies with a view to upholding equity for staff (both academic and administrative) whose families do not mirror traditional models.

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

McGill's [Office for Mediation and Reporting](#) (OMR) and [Office for Sexual Violence Response, Support and Education](#) (OSVRSE), described in the Student Engagement section above, are open to faculty and staff. These resources have been strengthened over the reference year.

Throughout the reference year, the *Policy against Sexual Violence* also was revised pursuant to a triannual review that engaged stakeholders from across the campus. The Policy retains its commitment to procedural fairness while ensuring survivor-centred and trauma-informed processes and resources.

## 6/ Promote respectful, accessible, and inclusive work environments

Staff, faculty, and academic leaders received training on such topics as Accommodating Employees with Disabilities; Anti-Racism in the Workplace; Gender Diversity and Inclusive Language; Microaggressions in the Workplace; Mentoring Relationships with a Focus on Equity; and, beginning in August 2022, Microinterventions: Managing Challenging EDI Moments in the Workplace.

Special sessions were held for leadership on topics such as Preventing and Responding to Sexual Violence, Inclusive Leadership, and Understanding and Addressing Bullying and Intimidation.

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*We are delighted to be co-Chairing the Joint Board-Senate Equity, Diversity, and Inclusion (EDI) Committee. The renewal of this Committee signals the University's commitment to involve the highest levels of governance in reviewing progress and holding the University accountable on EDI—ensuring that statements and plans are followed by actions. We will work to build trust with diverse members of the McGill community, through regular dialogue, and by promoting platforms for them to have their voices heard and incorporated into decision making. EDI is an essential component of McGill's vision of excellence; we all benefit and are enriched when we provide equal opportunities for every member of the McGill community to fully participate in all aspects of University life, and to thrive personally and intellectually.*

**Inez Jabalpurwala & Professor Robert Leckey,**  
Member of the Board of Governors & Dean of the Faculty of Law Co-Chairs,  
McGill Joint Board-Senate EDI Committee

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## PHYSICAL SPACE

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

The [McGill Visual Arts Collection](#) (VAC) has created “curated spaces” across McGill's campuses, highlighting works by artists of diverse identities. The VAC has made a [map of Indigenous art on public display](#) at the University. There have also been a number of mindfully inclusive art installations, such as the May 2022 installation of a work by Caroline Monnet in the Faculty of Law.

The [Visible Storage Gallery](#) in the McLennan Library brings together works that represent a cross-section of holdings in Canadian, Indigenous, and international art, both historical and contemporary.

In honour of McGill's bicentennial, the VAC was asked to create videos about the institution's artistic and cultural history. In [Texture, Rhythm, Rhyme: 200 Years of McGill's Contribution to Arts & Culture in Montreal](#), VAC made a concerted effort to highlight the narratives of individuals from underrepresented groups at McGill. The videos include the stories of individuals such as Violet States Grant and Daisy Peterson Sweeney in Music and Robert Houle in Art Education.

VAC's internship program for undergraduate and graduate students is an integral part of its campus operations. In selecting interns, the VAC ensures equitable representation, aware that numerous VAC alumni have gone on to graduate school and/or obtained positions in cultural institutions. In this way, the internship program contributes to enhancing diversity in the visual arts field.

### 2/ Enhance accessibility of buildings, pathways, and other physical spaces

As a university with many historic buildings, in a city with four seasons, with its campuses spread a distance apart (one of which is on a hill), McGill's physical landscape and infrastructure presents sizable physical accessibility challenges.

In 2020, McGill created the [Accessibility Advisor](#) position, which guides, supports, and implements McGill's EDI initiatives in relation to disability and accessibility. The Accessibility Advisor [promotes 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.

The [Universal Access Capital Projects Working Group](#) oversees the approval and execution of capital projects that enhance campus accessibility. Universal design principles guide projects and render McGill buildings and properties more accessible to McGill community members and visitors. Approved projects have included modernizing elevators and installing lifts, rails, ramps, and automatic door openers at various buildings on campus.

The [Geographic Information Centre](#), the [McGill Office for Students with Disabilities](#), the [Campus Planning and Development Office](#), and the [McGill Equity Team](#) collaborated to develop and launch the [Interactive Accessibility Map](#). In addition to serving as the official McGill map, the Map provides accessible navigation options and information on building accessibility. The Map provides options for unassisted walking, assisted walking, manual wheelchair, assisted wheelchair, and motorised

wheelchair. In addition to avoiding stairs and construction, the user can also view nighttime routes. Over the coming year, the creation of interactive accessibility maps of campus building interiors will be explored.

### **3/ Create dedicated spaces for McGill community members' spiritual, social, and wellness needs**

Six new [designated 'quiet spaces'](#) opened in the Fall of 2021. These spaces, located on both the Downtown and Macdonald campuses, are available to students to practice spirituality or reflect and recharge between classes.

The 2022 Report of the Initiative against Islamophobia and Antisemitism ([IAIAS](#)) recommended that additional reflective spaces be identified. This report also recommended clearer access to Halal and Kosher options in McGill Dining Halls and Food Services locations. Both recommendations were accepted by the Provost and will be implemented in 2022–23.

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

The 2017 [Provost's Task Force on Indigenous Studies and Indigenous Education](#) ("Task Force") includes a series of calls to action that seek to reflect the representation of Indigenous presence throughout our campuses' physical spaces.

The New Vic construction project invited Indigenous artists to submit proposals for Indigenous-themed public artwork, resulting in at least one permanent installation on the project site. Some classrooms will be designed in collaboration with Indigenous community representatives with the goal of creating spaces for Indigenous faculty, staff, students, and guests to carry out cultural practices and ceremonies. Two additional spaces under consideration include an Indigenous healing garden and an outdoor Indigenous gathering space.

The Faculty of Engineering launched [Projections: Kwe](#), the inaugural digital exhibit in the *Projections* series. The exhibit features 30 works from a variety of First Nations, Inuit, and Métis communities, curated by the Engineering Undergraduate Society's Indigenous Inclusion Committee (IIC) from McGill's VAC. Located in the lobby of the McConnell Engineering Building, *Projections: Kwe* is open to the public and runs over one year. The Faculty of Engineering also has installed two permanent artworks by Benjamin Chee,

[Ajuinnata at McGill](#) was planned with a view to its opening in September 2022. This campus-wide celebration of Inuit excellence in a variety of disciplines features prominent Inuit voices from fields such as politics, healthcare, arts, and leadership.

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## Looking Ahead

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Thank you for reading this first annual report on the activities carried out at McGill in the second year of our university's EDI Strategic Plan 2020-2025.

As stated in the closing remarks of last year's annual report, our community can take pride in its collective response to the call to advance EDI on multiple fronts. At the same time, we must acknowledge with humility and determination the heavy lifting that lies ahead for us as we commit to persevering in this work over the years to come.

As we look ahead to Year 3 of the EDI Strategic Plan's implementation, we will continue work on the activities described herein while focusing on the following priority areas:

1. In line with recommendations set by the [Initiative Against Islamophobia and Antisemitism](#), the University will appoint a **Jewish Student Affairs Liaison** and a **Muslim Student Affairs Liaison** to work within Student Services with a view to boosting support for our Muslim and Jewish students.
2. In view of the appointment of McGill's first Associate Provost, Indigenous Initiatives, the Equity Team will work in **close alignment with the Office of Indigenous Initiatives** and will continue **proximate collaborations with the Anti-Black Racism Working Group** to ensure seamless communication, build synergies in overlapping areas of activity, and strengthen joint initiatives.
3. Through a newly established working group that will begin its work in the Fall Term, McGill will develop an **Accessibility Strategy** that should include measurable, ambitious, and feasible goals that will enhance accessibility for students, faculty, and staff at McGill.
4. Existing **mentorship** initiatives will be sustained with new expansions that seek to support our most underrepresented groups.
5. An **EDI in Research** website will be established to scale up support for investigators who must build EDI knowledge and capacity with a view to effectuating excellent scholarship and remaining competitive in applications to public funding agencies.
6. The **OMR** will sustain and expand its capacity to respond to disclosures and reports and to raise awareness with a view to prevention of harassment, discrimination, and sexual violence.
7. Senate will examine, through an Open Discussion in Fall 2022, the **meaning of academic excellence and academic duties** at McGill to assess whether and how these square with scholarly work that is community-facing and/or land-based. The discussion also ought to explore the disproportionate and often invisible service work undertaken by members of underrepresented groups. This should prompt a wider and more sustained conversation about merit, tenure, and promotion – and its intersections with EDI – at McGill.

As we have done in the past, as we move into Year 3 of the implementation of McGill's EDI Strategic Plan, we will engage through multiple platforms to solicit feedback and ideas about areas where more work, or more effective work, is needed to advance equity. Please be on the lookout for invitations to share your voices and views on this front.

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.