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

ANNUAL REPORT | YEAR 1: 2020-2021

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About the Cover

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

Acknowledgement of Traditional Territory

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

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 2020-2021.

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 first annual report presents a promising portrait of McGill's progress towards incorporating EDI considerations in all core university activities. As the report demonstrates, many units at McGill University – for example University Advancement, Enrolment Services, and Indigenous Initiatives – have proudly answered the University's call to action and made definite strides towards ensuring that the riches of McGill University's community are equitably accessible to all.

The last year has been marked by the continuing COVID-19 global pandemic that has had disparate impacts on communities, the international mobilization against anti-Black racism that followed the murder of George Floyd, and the discovery of hundreds of unmarked graves on the grounds of former residential

schools that reminded us of Canada's deeply misguided colonial policies and violent past. These developments reinforce the important and urgent need to acknowledge and seek to address the lasting effects of historic injustices that continue to challenge equal opportunities to access, and success within, higher education, including within the McGill community.

Although it will take several years for McGill to achieve its goals, this first annual report speaks to the widespread institutional support for the values of the Plan, to the prioritization of university resources to address existing gaps, and to the tremendous potential for institutional change that is awakened when McGill's various units and teams collaborate.

I am immensely grateful for the work 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.

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

Message from Niamh Leonard
Co-Author of the Report and Student in the Faculty of Law

Over the last few months, I have interviewed members of the McGill community to present an overview of the work underway to meet the objectives of the Equity, Diversity and Inclusion Strategic Plan 2020-2025.

When the University adopted the plan in 2020, it committed to far-reaching goals to make access to and success within the McGill community more equitable than it historically has been. But strategic plans are just a piece of paper until individuals with decision-making power commit to bringing them to life.

Thankfully, the widespread support for the Plan was evident in each interview. Individuals across Faculties, departments, units, and teams are keenly aware of the need to make structural changes so that McGill University can benefit from the ingenuity of all its community members, and so that the University can foster better relationships with communities outside of the University as well.

The projects described in this report are the first steps in a five-year journey. Although some of the University's goals have already been reached, for example achieving wider representation among research award nominees, others are still underway, for example ensuring better representativeness of the student body.

Most promising in my view, the University has made significant investments to bolster the University's capacity to meet its EDI objectives, notably by hiring new team members who can lead and assist EDI initiatives. These significant investments provide Faculties, departments, units, and teams with increased capacity to make serious headway towards the University's remaining objectives in the years to come.

Details of the progress made on McGill's Action Plan to Address Anti-Black Racism can be found in the Annual Report under that Plan, submitted simultaneously.

Let us celebrate these achievements while recognizing that a long road lies ahead. The work continues!

Niamh Leonard
Report Co-Author and Student in the Faculty of Law

How to Read this Report

This annual report is organized to reflect the structure of the EDI Strategic Plan, which tracks the five priorities that McGill's Principal & Vice Chancellor, Professor Suzanne Fortier, has named for McGill during her leadership: students, research, outreach, workforce, and space.

Tracking outcomes in a report of this type can be challenging if one is looking for quantitative evidence of progress. Given that this report demonstrates work undertaken in the first of a five-year plan, much of what is set out here describes the extensive work that has been undertaken across McGill to build a strong EDI infrastructure for our campuses. These descriptions complement references in the report to data that has been collected and analyzed over the past year vis-à-vis McGill's student body and workforce (see pages 8 and 21) on the student census and employment equity report respectively).

In the world of EDI work, numerical data yields only partial visibility into institutional progress. Equally important is qualitative, narrative, and experiential information. It is for this reason that we consulted members of the McGill community in the development of both this annual report and that submitted concurrently on the Action Plan to Address Anti-Black Racism. We have sought to integrate some perspectives of members of our community by including quotes from them setting out what the University's work in this area has meant for them.

Crucially, this report on our EDI Strategic Plan does not detail in full the progress that has been made, and initiatives currently underway, in connection with the 52 Calls to Action set out in the Report of the Provost's Task Force on Indigenous Studies and Indigenous Education. While initiatives related to Indigeneity clearly dovetail with the EDI Strategic Plan, McGill's commitment to Indigenization and to reconciliation calls for a distinct and substantially resourced strategy and stream of measures. The Office of Indigenous Initiatives ably oversees this work, which is of vital importance to the institutional identity that we seek to forge as we enter our third century.

Finally, it is critical to note that this report does not encompass all of the hard work that McGillians have done to advance EDI over the past year; this would be impossible to capture in a single document. The annual report is thus thematically organized to capture key actions taken and to provide examples that illustrate accomplishments reached to-date and their impact.

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

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

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.

Key EDI Accomplishments 2020-2021

1. Launch of the **Student Census**, which will provide a better understanding of the composition of our student body so that we can identify and adapt McGill's Strategic Enrolment Plan to address identified areas of underrepresentation and assess our efforts to recruit, enroll, and support students from underrepresented groups.

2. Launch of the **Office for Mediation and Reporting (OMR)**, which provides a one-stop site to report equity-related harms related to sexual violence, discrimination, and/or harassment. The launch of the OMR is accompanied by the professionalization of investigative processes under McGill's *Policy on Harassment & Discrimination* in line with investigations that occur pursuant to our *Policy against Sexual Violence*.

3. Presentation of the **Biennial Report on Employment Equity,** which shows continued growth in representation across most underrepresented groups within McGill's workforce.

4. Appointment of the **Senior Research Equity Advisor** to support researchers with integrating EDI principles meaningfully into their research programs and teams.

5. Achievement of all **equity targets set by the Canada Research Chairs Program** last year.

6. Launch of the **Action Plan to Address Anti-Black Racism** committing to actions that will enhance the representation and success of Black students, faculty, and staff.

7. Launch of the **Provost's Faculty Mentorship Network**, to offer mentoring and support opportunities to all tenure-track academic staff

8. Appointment of the **Accessibility Advisor**, to raise disability awareness and to address the needs of faculty and staff living with disabilities.

Detailed Accomplishments

STUDENT EXPERIENCE

1/ Increase the representativeness of the student body

In the last year, McGill Enrolment Services created the position of Business Analyst – Equity, Diversity and Inclusion to lead work on data collection, analysis, tracking, benchmarking and reporting to address areas of underrepresentation. Their approach has included updating the Student Demographic Survey to improve the quality of the data, benchmarking McGill demographic data with other comparable universities, and identifying key performance indicators to measure success of programs and initiatives over time. This position provides precious capacity to identify areas for improvement and implement evidence-based initiatives.

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. Branches has an intersectional approach and works primarily with Indigenous, Black and socio-economically disadvantaged communities through its outreach to high schools and CEGEPs.

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. Preliminary results of the survey are available in a recent report delivered to Senate in May 2021. Data collection is ongoing and preliminary data should be interpreted with caution. New students and undergraduate students are overrepresented in the census population, and data are not representative by Faculty.

McGill's strategic EDI plan has helped catalyze and inform an on-going effort to enhance equity, diversity, and inclusion in the context of the admissions process to our BCL/JD programme. We have drawn on the aspirations and suggested practices set out in the plan to develop and adopt the first significant reforms to our admissions process in a generation. McGill's plan also reinforces the importance of making McGill a more inclusive community for students with disabilities and should provide a new impetus for Faculties and Schools to enhance accessibility and remove barriers to learning for McGill's increasingly diverse student population. I hope that faculty members and administrators across the university will build on this plan to make McGill a more inclusive and equitable community.

Sébastien Jodoin, PhD
Associate Professor, Faculty of Law
Canada Research Chair in Human Rights, Health and the Environment

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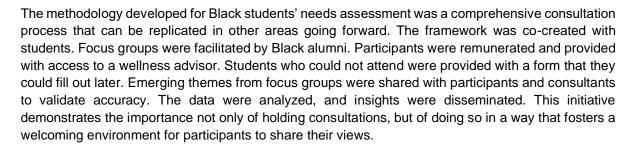## 2/ Promote student wellness, success, and support, especially for those from underrepresented groups

In 2019, McGill received a major gift from the Rossy Family Foundation to create the Rossy Student Wellness Hub. The ambitious $14-million initiative reimagines the way health services are provided, with a newly integrated, campus-wide approach to physical and mental health and wellness, and a greater emphasis on awareness, prevention, and earlier intervention. This approach includes appointing a dedicated local wellness advisor to support students who identify as Black, Indigenous or people of colour (BIPOC), as well as other services to support BIPOC students.

Over the last year, Student Services have increased their capacity to support students from underrepresented groups. The position of Equity, Diversity, and Inclusion Advisor within Student Services was created. Student Services has also hired additional student advisors to add to the representation within the Wellness Hub.

The Hub provides various trainings to its professionals with a focus on trans care and multicultural learning.

Student Services created the Student Services Anti-Black Racism Action Plan, which is organized around four commitments:

1. Assess the needs of Black students.

2. Promote Black student wellness, success, and support in sustainable ways.

3. Raise student awareness about anti-Black discrimination, oppression, and their effects on an ongoing basis.

4. Enhance the capacity of student services staff to create and maintain respectful, accessible, and inclusive student life and learning spaces for Black students.

The methodology developed for Black students' needs assessment was a comprehensive consultation process that can be replicated in other areas going forward. The framework was co-created with students. Focus groups were facilitated by Black alumni. Participants were remunerated and provided with access to a wellness advisor. Students who could not attend were provided with a form that they could fill out later. Emerging themes from focus groups were shared with participants and consultants to validate accuracy. The data were analyzed, and insights were disseminated. This initiative demonstrates the importance not only of holding consultations, but of doing so in a way that fosters a welcoming environment for participants to share their views.

In September 2020, McGill launched the Clear Masks Initiative, making clear masks available to faculty as a way of ensuring students with auditory or learning disabilities could understand in class in the context of the mandatory procedural masks policy instituted to protect the McGill community during the COVID-19 pandemic.

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.

Finally, for several years now, McGill has organized complementary graduation ceremonies for members of underrepresented groups. McGill University's annual lavender celebration event, titled the Launch of the Rainbow, honours the achievements and contributions of McGill University's 2SLGBTQIA+ students. Similarly, the Black Grad celebrates the achievements and excellence of McGill's Black students.

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

The Equity team delivers a number of equity-related workshops for staff. It Takes All of Us, McGill's first community-wide online training program, addresses sexual violence and consent, and is mandatory for all members of the University community. The University is currently developing a second online module on systemic racism, which will address the following topics: (a) understanding and addressing systemic underrepresentation and its impact on University life, (b) equity in hiring, promotion, and research award nomination and selection, and (c) building and maintaining inclusive learning and research environments. Although the launch of this training module was delayed by the pandemic, it is expected to be rolled out in early 2022.

Student Services launched Being Black @ McGill, a five-part workshop series designed to create a safe environment where Black students at McGill can discuss their experiences.

Our Shared Spaces, a Teaching and Learning Services Initiative, is an educational workshop series that creates spaces in which students are empowered to foster inclusive and equitable living and learning environments on campus. By holding space for respectful dialogue, Our Shared Spaces supports student development and affirms the plurality of student experiences of campus life.

The Max Bell School of Public Policy at McGill University has innovatively translated into action the key strategic directions highlighted in McGill's Strategic Equity Diversity and Inclusion (EDI) plan in order to address broad structural and systemic challenges related to racism and discrimination in learning environments. Max Bell has thought outside of the box to achieve equitable outcomes, celebrate differences, and promote wellness for students through initiatives such as the EDI Standing Committee, The Equalizer podcast, and the First Responders Program. Such initiatives are steps in the right direction so that students from all backgrounds, including racialized students like myself, can achieve their potential and realize their goals.

Nayantara Sudhakar
MPP Candidate '21, Max Bell School of Public Policy

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-related workshops to staff and faculty. These workshops have been in high-demand over the reference year, demonstrating the widespread interest for training regarding equity-related topics.

Workshops for Staff:

- 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
- Working in Diverse Teams
- Managing Challenging Conversations in the Workplace

Workshops for Faculty:

- Accessible by Design: Access in the Classroom
- Managing Challenging Conversations in the Classroom
- Gender Diversity and Inclusive Language: Creating space for 2SLGBTQIA+ communities in the classroom
- Anti-Racism in Teaching Practice
- Inclusive Facilitation Workshop

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

McGill's *Policy on Harassment & Discrimination* was significantly revised in 2021 to professionalize the investigative and mediation processes launched in connection with this Policy and to allow for reports to be filed confidentially, by third parties, or – in some cases – following a student's graduation. While adherence to procedural fairness remains of paramount importance, the revised Policy seeks to clarify and facilitate resolution processes for equity-related complaints, insofar as possible.

The Office of Mediation and Reporting (OMR) was launched for the community in the spring of 2021. The OMR is responsible for receiving and responding to formal reports of discrimination, harassment, and sexual violence against members of the University community. The OMR offers confidential consultations to all members of the University community (students, staff, and faculty) to provide information on reporting processes as well as relevant University resources, support services, and
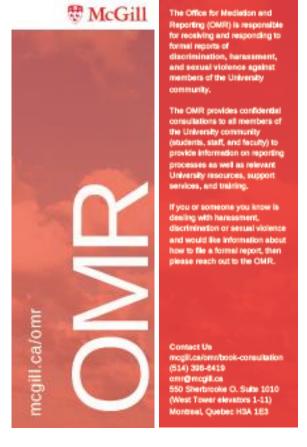
training. Although complaints previously had to be filed within 12-months of the incident, this timeline has been extended to 24-months. Furthermore, former students can now submit reports as long as they do so within the 24-month time limit.

The OMR also recently hired its first full-time internal investigator, who adds significant capacity for ongoing investigations. The number of harassment and discrimination complaints has increased, which was expected given that the process is now better advertised and known within the campus community. The rate of report-filing remains similar to what it was previously: 10% of those who contact the office opt to file a complaint.

The Office of 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. Pursuant to McGill's *Policy against Sexual Violence*, there is no time limit for filing a report, but the incident must have happened within a university context. The respondent must have been a McGill member at the time of incident and of filing. Formal reports of sexual violence decreased over this past year.

These new streamlined processes ensure that EDI concerns and complaints are addressed promptly and effectively.

McGill

The Office for Mediation and Reporting (OMR) is responsible for receiving and responding to formal reports of discrimination, harassment, and sexual violence against members of the University community.

The OMR provides confidential consultations to all members of the University community (students, staff, and faculty) to provide information on reporting processes as well as relevant University resources, support services, and training.

If you or someone you know is dealing with harassment, discrimination or sexual violence and would like information about how to file a formal report, then please reach out to the OMR.

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OMR

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. The Indigenous Studies and Community Engagement Initiative team, for example, is currently working on developing an Indigenous Research Protocol and linking it to an Indigenous Community Engagement Protocol. Such a protocol would establish explicit requirements for McGill researchers (including faculty, postdoctoral fellows, students at the undergraduate and graduate levels, and research associates and assistants) who take up work that engages with Indigenous peoples, communities, histories, or knowledges.

Different research methods are also incorporated into the University's class offering. For example, students in the Indigenous studies program can take a class on land-based pedagogy.

Other related objectives are still in progress. These include adapting research expectations for scholars who do research in community, formalizing OCAP principles in community research, and rethinking the traditional tripartite academic role of teaching, research, and service to better reflect Indigenous approaches to scholarship.

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

McGill uses a 'preference within equivalency' selection process to achieve an equitable representation of individuals from underrepresented groups among chairholders and recipients of awards. This process starts by assessing the merit of candidates according to certain categories (e.g., 90%-100% excellent category, 80-90% very good category). Merit is assessed according to equivalency class, not numerically. If two candidates are within the same equivalency class, the applicant from the designated underrepresented category is selected. This approach to hiring is increasingly applied, normalized, and integrated as part of University-wide employment equity practices, and has been extended to faculty research nomination and selection processes.

The University has reviewed the process through which candidates are nominated for the Canada Research Chair (CRC) program. The 2020 CRC EDI Progress Report on McGill's CRC EDI Action Plan indicates that McGill met all of its targets for the four federally designated groups among the current Chairholders, though there remains room for improvement as the CRC program has revised its equity targets to be more representative of the Canadian population. This will be an ongoing process over the next eight years.

Moreover, 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).

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 the Senior Research Equity Advisor (SREA). The Senior Research Equity Advisor provides ongoing training and advisory support to research teams across the University about how to apply equity in their research projects, including research content and design, methodology, HQP training, and knowledge dissemination. There has been an increase in the number of requests for support from the SREA over the past year, demonstrating 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.

A number of research initiatives currently focus on equity. The Consortium on Analytics for Data-Driven Decision-Making (CAnD3), funded through a SSHRC Partnership grant, imparts to graduate students in population research a suite of skills to enable them to better support data-driven decision making. The partnership is committed to increasing the representation of typically underrepresented groups in the area of data science (e.g., women and racialized persons). Its non-academic partners have noted their enthusiastic support for the greater diversity that is evident in the CAnD3 fellows they have interacted with.

The CAnD3 training program (funded through a SSHRC partnership grant) program imparts to graduate students in population research a suite of skills to enable them to better support data-driven decision making. Our partnership is committed to increasing the representation of typically under-represented groups in the area of data science (e.g. women and racialized persons), and our non-academic partners have already explicitly noted their enthusiastic support for the greater diversity that is evident in the CAnD3 fellows they have interacted with. We solicited advice from the Senior Research Equity Advisor because we wanted to discuss how we could convey the efforts we've made (and the successes we had!) in this area, while being respectful of our stakeholders' privacy. We received nuanced, thoughtful and actionable advice that we now seek to implement in our reporting activities.

Professor Amélie Quesnel-Vallée
Canada Research Chair in Policies and Health Inequalities
Director, McGill Observatory on Health and Social Services Reforms
Faculties of Arts and of Medicine and Health Sciences

In September 2016, the federal government made an unparalleled investment in research and innovation, announcing $84 million in funding over seven years for McGill's Healthy Brains for Healthy

Lives initiative (HBHL) as part of the Canada First Research Excellence Fund (CFREF) program. The HBHL Equity, Diversity and Inclusion (EDI) Action Plan aims to facilitate a world-leading neuroscience research and training environment at McGill. In February 2020, the research initiative sent out a climate survey to HBHL participants to assess the research climate and identify barriers to inclusive, accessible, and harassment-free environments. The survey's result revealed that:

- 11% of respondents who do not identify in any equity group reported experiencing harassment within the McGill environment, and <10% reported experiencing discrimination;

- 30% of individuals who identify as a woman and 16% of individuals who identify as a racialized person or member of visible minority reporting experiencing harassment; and

- 33% of individuals who identify as a person of minority sexual orientation or gender identity (LGBTQI2S+), 25% of individuals who identify as a woman, and 19% of individuals who identify as a racialized person or member of visible minority reported experiencing discrimination.

To address these results, HBHL implemented an Event Code of Conduct that all participants of HBHL activities must agree to follow. HBHL is also working on online resources, including EDI best practices in supervision and event organization, to help encourage more inclusive environments throughout the McGill neuroscience community.

The HBHL provides a powerful example of the ways in which McGill research initiatives are including EDI considerations as part of research environments and in the lifecycle of research teams and their projects.

Likewise, the Canada Excellence Research Chair in Genomic Medicine has launched the CERC-EDI in Action Team to embed EDI in the CERC Program, committed to embedding equity through all aspects of its ambitious research program.

As a physician scientist, I'm privileged to hold the Canada Excellence Research Chair (CERC) in Genomic Medicine, a strategic program for McGill dedicated to support the discovery of innovative therapeutics through the use of human genomics. Adherence to the highest standards in EDI is essential to deliver our mission, and to ensure equitable access and benefit from genomic medicine for diverse populations. To ensure optimal adherence to these principles, we have established the CERC-EDI in Action Team, which is tasked with embedding the 5 axes of the McGill EDI Strategic Plan into the CERC Program. We anticipate that, with the support of this Team, the CERC program will significantly contribute to the realization of McGill ambitious EDI objectives.

Vincent Mooser, MD
Canada Excellence Research Chair in Genomic Medicine

Director Québec COVID-19 Biobank
Faculty of Medicine & Health Sciences

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

There are a number of Indigenous-led and Indigenous-partnered research projects happening at McGill. These projects touch on various areas, like language revitalization, historical investigations into McGill and Canada's past, and the revitalization of Indigenous law. Specific 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 Canadian Institutes of Health Research's (CIHR) Institute to Dr. Treena Wasontí:io Delormier 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 Janine Metallic, Assistant Professor in McGill's Department of Integrated Studies in Education.

- The Centre for Indigenous Conservation and Development Alternatives (CICADA) is a multidisciplinary research centre that targets the conceptual and practical potential of Indigenous peoples' collective 'life projects' to generate innovative regimes of environmental protection and alternative visions of development. Their research spans the global context.

- The Indigenous Studies and Community Engagement Initiative (ISCEI) is an initiative that supports the implementation of the Provost's Task Force on Indigenous Studies and Indigenous Education (2017). Housed in the Faculty of Arts, but with a mandate that spans the larger University, it is funded by a grant from the Andrew W. Mellon Foundation. ISCEI provides financial support and infrastructure for a range of activities meant to enhance the experiences of Indigenous students, faculty, and staff, and to embed Indigeneity in the life of the University's campuses. Among other efforts, ISCEI is contributing to creating a Major and Honours program in Indigenous Studies at the University.

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

McGill has appointed two Provostial Research Scholars in Institutional Histories, Slavery and Colonialism whose research projects will contribute to developing a fuller study of McGill's past.

- Melissa N. Shaw completed her PhD in History at Queen's University. She will conduct archival work to assess how Blackness, Indigeneity, and whiteness informed McGill's development from the 1800s into the twentieth century. As a scholar of Black Canadian history, Shaw is deeply concerned with the role of historical contingency when dealing with weaponized racial identities.

- Joana Joachim earned her PhD in the Department of Art History and Communication Studies and the Institute for Gender, Sexuality and Feminist Studies at McGill University. Joachim will begin a

project to better understand the lives led by the women enslaved in the James McGill household, an approach she hopes will deepen our knowledge of how Canadian slavery and Black-Indigenous relationships can serve towards anti-racist and decolonial work in contemporary society.

The Bellairs Research Institute, a McGill University 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 has been established for this purpose.

McGill has joined the Universities Studying Slavery (USS) consortium. The USS consortium, created and led by the University of Virginia, represents a multi-institutional collaboration. It describes its mandate 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 Givens has been appointed as the Provost's Academic Lead and Advisor (PALA) on McGill's Action Plan to Address Anti-Black Racism (AP-ABR). Givens has assumed a wide range of responsibilities, including:

■ Overseeing McGill's efforts to reach tenure-track and tenured Black faculty targets by stated milestone dates.

■ Serving as the McGill point person to the Universities Studying Slavery Consortium.

■ Overseeing the implementation 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 has been created and provides equity resources and information regarding equity education. The Equity Team also has a regularly updated blog.

The McGill Reporter regularly publishes articles about EDI initiatives at McGill. Examples of articles in the reference year include:

- Equity, Diversity and Inclusion Win Big – November 6, 2020
- Celebrating Accessibility Milestones – December 3, 2020
- Latest Biennial Report on Employment Equity Now Available – May 26, 2021

The Equity Team just created a new position for an Advisor: EDI Communications that will lead EDI outreach and communications at McGill. This position will bring increased visibility to the University's ongoing EDI initiatives.

Commemorative days, months, and weeks tied to recognizing diverse communities, identities, and histories – including those marked by the United Nations – are increasingly being commemorated and must be ramped up. This will enhance considerably our efforts to honour and celebrate the multiple and diverse communities on our campuses, with a view to boosting overarching sentiments of inclusion and belonging at the University.

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

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 and provides Black students the opportunity to explore their academic, personal, and professional goals with the guidance of Black mentors who share their experiences, knowledge, and advice. The Program, which runs for eight months, pairs undergraduate and graduate students with an alumni, faculty, or staff mentor. The pilot phase resulted in just over 100 matches. A second round will be launched in January 2022.

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 to pursue graduate work at McGill. Howard University graduate Asia Blackman is the inaugural recipient and begins her Masters in Epidemiology at McGill in Fall 2021.

Development of new alumni communities are underway – including the McGill Queer Alumni Association; the McGill African Alumni Network in support of the MCF Scholars and Transitions Program; and the McGill Indigenous Alumni Association – each in collaboration with their respective communities. All three alumni associations are expected to be launched by Fall 2021 – Winter 2022.

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

The University continues to deepen its relationships with community organizations in all areas of its activities, from student recruitment to staff recruitment, to research initiatives. This section provides examples of community partnerships.

- Branches' community-based projects are co-created through sustained relationships with First Nations, Inuit and Métis youth, families, schools, and organization.

- 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 has been developed through consultation and collaboration with Indigenous communities in Quebec, leaders of successful Indigenous Health programs at other Canadian universities, and other McGill departments and programs.

McGill also partnered with DAWN Canada and the Simone de Beauvoir Institute for 2020's Queer History Month.

Numerous community organizations partnered in McGill's Black History Month that was co-organized by the Office of the Provost and Vice-Principal (Academic), the Black Students' Network of McGill (BSN), and the McGill African Students' Society (MASS). Community partners included Montréal en Action, Desmond Cole, and many more.

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.

4/ Deepen community collaborations in connection with academic program development

Strong examples of partnerships within academic programs are emerging across our campus.

Within the **Faculty of Education**, the Office of First Nations and Inuit Education (OFNIE) has continued to deepen its community partnerships with Indigenous education authorities across Quebec while forging new relationships. While COVID-19 introduced a number of disruptions to its community-based teacher education and professional development programs, particularly for those communities without access to high-speed internet, the pandemic created a number of opportunities for innovation and flexible course delivery.

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), OFNIE has developed a new community-based Master's in Arts, Education and Society program with the Directorate. Like its other programs, the new MA in Listuguj will be entirely community-based with curriculum being co-delivered with LETED and LETED's Council of Mig'maq Educators. Over 15 students have been accepted into the program, which is slated to begin Winter 2022. 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 restarts 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 will start 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, who shared with the community the history, culture, and stories of the Indigenous Peoples of Canada.

Further, the McGill Community for Lifelong Learners (MCLL) is collaborating with Yellow Door on a community engagement project that will enable the residents of Habitation Durocher to join the MCLL Lecture Series remotely. MCLL livestreams weekly lectures and volunteer staff help the residents join the session. MCLL lecturers welcome the participants and make sure they feel part of the community.

Also within SCS, 2021 saw the third edition of the PowerSkills virtual career summit, *Lives Transformed: our post-pandemic era*. This initiative was born in 2020 as a response to the unique career challenges resulting from the devastating effects of COVID-19 on the global economy. In an effort to provide SCS students and the larger community with relevant and timely inspiration, motivation, guidance, and career and personal wellness tips, SCS' Career Advising and Transition Services (CATS) developed a comprehensive virtual career summit, with a goal of democratizing education and information. It is open and accessible to local and global communities.

Within the **Faculty of Medicine and Health Sciences**, the Indigenous Health Professions Program, notably through its outreach initiatives, works in partnership with Indigenous communities to engage Indigenous students, parents, educators, guidance counsellors and others. A cornerstone program within the IHPP is the Eagle Spirit Sciences Futures, which adopts an Indigenous perspective and land-based curriculum to impart science to young learners.

WORKFORCE

1/ Increase the representativeness of the workforce

McGill successfully reported to the *Commission des droits de la personne et des droits de la jeunesse (CDPDJ)* in Fall 2020 pursuant to the *Act Respecting Equal Access to Employment in Public Bodies*. The workforce analysis revealed that increased efforts are especially required to hire and retain racialized persons/visible minorities, particularly within the "professional" category that includes M-(Management) level staff and academic staff.

The 2021 Biennial Report on Employment Equity reflects toward meeting EDI targets among tenure-track faculty and staff. Data demonstrate that the University has met, or is close to meeting, the EDI targets set by the 2017-2022 Strategic Academic Plan in relation to faculty representation.

For the first time in Fall 2021, the University will set Faculty-level targets for increasing representation of groups protected by employment equity legislation and the McGill Employment Equity Policy.

The Employment Equity Community of Practice for HR Professionals hosts monthly sessions to discuss effective strategies for supporting McGill's Employment Equity Policy.

Similarly, the HR Working Group to Address Anti-Black Racism works towards addressing the workforce objectives of the Anti-Black Racism Action Plan. The 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.

In addition, all Deans and Chairs, all members of senior leadership advisory committees, and all academic search committees have been trained on employment equity, unconscious bias, and effective strategies for recruiting diverse, excellent candidate pools.

The equity team also offers a number of workshops on a range of topics, including accommodating employees with disabilities, managing challenging conversations in the workplace, gender diversity and inclusive language, working in diverse teams, mentoring relationships with a focus on equity, applying EDI lens to the research team, and equity first responders. The feedback about these workshops is overwhelmingly positive.

As a result of the Anti-Black Racism Action Plan (ABRAP), the position of Program Manager: Anti-Black Racism Action Plan was created in 2021. This position oversees the fulfilment of all commitments set out in the ABRAP, including the workforce commitments to increase representation, career opportunities, and support of Black academic and administrative and support staff.

Increased capacity to support staff education on anti-Black racism and community-building among Black staff has been made possible by the creation of the role of Senior Advisor: Anti-Racism and Equity Education in January 2021. This position's mandate includes leading consultations with racialized, especially Black, faculty and staff, supporting the retention of racialized and Black faculty and staff through community events and anti-racism trainings, and creating and maintaining strong community relations.

Additionally, the Dr. Kenneth Melville McGill Black Faculty and Staff Caucus does extensive work to cultivate a nurturing learning and working environment for Black faculty and staff. The Caucus endeavors to:

- cultivate a nurturing learning and working environment for Black faculty and staff (and, by extension, Black students);

- advocate on behalf of Black faculty and staff on matters of recruitment, retention, advancement, as well as curricular offering;

- participate in consultations on matters related to the experiences of Black faculty and staff at McGill;

- celebrate Black faculty and staff, and Black communities beyond McGill in Montréal, Quebec, and Canada—embracing the origins, richness, complexity, diversity, and unboundedness of Black experience and people of African descent;

- initiate and sustain outreach to Black students, Black alumni, other members of the McGill Black community, including Black communities in Montreal and beyond, and other Black faculty and staff caucuses in the academy; and

- work in solidarity with the Indigenous Faculty and Staff Caucus, and the caucuses of other historically marginalized communities at McGill.

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

The position of Accessibility Advisor was created in January 2020, as one of the Equity Advisors working within the Equity, Diversity & Inclusion team. The Accessibility Advisor is responsible for workshops and capacity building, community outreach, supporting working groups, and other initiatives.

The Advisor delivers trainings to teaching and administrative staff to foster an inclusive environment for employees with disabilities.

For Teaching Staff

- Accessible by Design: Accessibility in the Classroom

- Inclusive Facilitation

- Managing Challenging Conversations in the Classroom

- Accessible by Design: Accessibility in Field Courses

- Disability and Inclusive Teaching Practices (through TLS)

- Teaching staff Becoming an Inclusive TA (through TLS)

For Administrative Staff

- Managing Challenging Conversations in the Workplace

- Microaggressions (with other equity advisors)

- Equity Team Roadshow

- Info session on the Equity Team presented last summer to units (admin and academic) across campus. Reached almost 300 people.

- Equity Education for Student Affairs Professionals (3 Part series)

- Website Accessibility (collaboration with IT and Web Services)

- Inclusive Leadership (with OSD)

- Planning Accessible Events (with OSD)

- Accessibility, COVID-19 and the Return to Campus (with OSD)

- Accommodating employees with disabilities (through OD)

- Accessible Facilitation (online)

A Central Accommodations Fund has been established by the University to streamline and standardize the process for financing workplace accommodations, in order to meet its obligations as an employer under the *Québec Charter of Human Rights and Freedoms*.

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 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. The Employment Equity Report records 15 Indigenous professors, 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. 18 tenure-track licenses have been issued since December 2020 as part of a multi-year interdisciplinary initiative designed to strengthen and support research innovation and excellence in African and Black Studies at McGill, while simultaneously addressing the underrepresentation of Black faculty in the tenure stream.

- 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 faculty increased slightly. Further increasing the representativeness of these groups remains a priority.

While the data reflect some positive movement, representation gaps persist and call for tackling systemic barriers to employment equity, This calls for proactive efforts to develop excellent, diverse candidate pools in all recruitment efforts, while also setting and striving to meet targets to increase representation.

Employment equity also calls attention to retaining members of our workforce of all identities and experiences. To support retention and flourishing of faculty, the Provost's Faculty Mentorship Network was launched in summer 2021. It offers all pre-tenure faculty an opportunity to receive mentorship

from outstanding teachers and researchers who have experience as institutional leaders at McGill. The Mentorship Network is an important source of guidance and support.

As an immigrant, racialized person, and a global health researcher, I am convinced that our ability to remain a top-ranked, international university depends on how we ensure equity, diversity and inclusion in academia. Over the past few years, I have served in various roles (e.g. search committee chair, member of the University Standing Internal Review Committee) that have allowed me to see McGill's EDI plan in action, including the efforts to recruit Indigenous and Black faculty members. I can see that we are making a serious effort, and tracking progress. I am sure the outcomes will not only enrich our university, but also help build a fairer society.

Madhukar Pai, MD, PHD
Professor of Epidemiology, Biostatistics and Occupational Health
Canada Research Chair in Translational Epidemiology & Global Health
Associate Director of the McGill International TB Centre

4/ Recognize diverse family forms in University Policies and Procedures

This work is not yet underway, initial explorations will begin in 2021-2022. However, there are discrete initiatives in place to support faculty with dependent care in specific faculties.

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

The work of the Office of Mediation and Reporting (OMR) and of the Office of Sexual Violence Response, Support and Education (OSVRSE), described in the Student Engagement section above, are also available to faculty and staff.

6/ Promote respectful, accessible, and inclusive work environments

As indicated, the Equity team delivers a number of workshops to staff. Several of these workshops seek to foster a more inclusive work environment, including 'Accommodating Employees with Disabilities', 'Gender Diversity and Inclusive Language', "McGill's Commitment to Respect and Inclusion", and 'Working in Diverse Teams'.

Training on what makes an inclusive and warm climate for faculty, staff, and students is being developed for University leaders, and was offered for the first time in August 2021.

Furthermore, McGill conducted a qualitative survey of all faculty in Winter/Spring 2021. The results of this survey will be analyzed to inform further educational efforts.

Increased capacity to support staff education on anti-Black racism and community-building among Black staff is made possible with the creation of the role of Senior Advisor: Anti-Racism and Equity Education in January 2021. The position's mandate includes leading consultations with racialized, and especially Black, faculty and staff, supporting the retention of racialized and Black faculty and staff through community events and anti-racism trainings, and creating and maintaining community outreach.

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 has created "curated spaces" across the McGill campuses that highlight art by diverse artists on an ongoing basis. The Visual Arts Collection has also made a map of Indigenous art on public display at the University.

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. The Gallery has been popular among visitors, both from McGill and the broader Montréal community.

Despite these developments, the McGill Visual Arts Collection acknowledges the inadequate representation of Black artists in the collection. Increasing the representation of art by Indigenous artists and other artists of colour continues to be a priority.

Progress has also been made regarding the naming at McGill. In April 2019, the men's Varsity team was renamed to the Redbirds, given the pejorative connotation of the team's previous name.

The Visual Arts Collection has also removed the statue of James McGill for repair. Discussions about McGill's historic record will determine whether the statue is returned to its prior place or moved elsewhere.

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

Physical barriers are only one piece of the puzzle when it comes to accessibility at McGill. Nevertheless, McGill's physical campus presents significant barriers to access as buildings range in their age and their compliance with current accessibility standards. Being a campus with many heritage buildings, situated on a hill, and in a city that experiences four seasons, there are sizable challenges to physical accessibility.

In 2020, McGill created the Accessibility Advisor position, which guides, supports, and implements McGill's EDI initiatives, particularly 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 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. The Map provides accessible navigation options and building accessibility information while serving as the official McGill map. The Map allows the user to select a pedestrian mode: options include unaided walking, aided walking, manual wheelchair, assisted wheelchair, and motorized wheelchair. The user can also choose to avoid stairs, avoid construction, or show night routes.

The Universal Access Capital Projects Working Group oversees the approval and execution of capital projects that enhance campus accessibility. These projects are inspired by universal design principles and render McGill buildings and properties more accessible to McGill community members and visitors. The Working Group's budget has been increased from $400,000/year to $1 million/year. Approved projects have ranged from modernizing the elevators in the McIntyre Building to installing automatic door openers at various locations on campus, to enhancing accessibility to the First Peoples' House.

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

Six new designated 'quiet spaces' have been identified on campus and will be launched in the Fall of 2021. These spaces will be available for students to practice spirituality or reflect and recharge between classes. These spaces are located on both the Downtown and Macdonald campuses.

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

In 2017, McGill University's Provost Task Force on Indigenous Studies and Indigenous Education developed a series of Calls to Action deemed essential to McGill's project of recognition and reconciliation with Indigenous peoples. The Indigenous Initiatives website provides a helpful tracker as to the University's level of completion regarding each call to action.

A number of these calls to action have to do with the physical representation of Indigenous peoples on campus. There are some areas of progress. For example, the walls of the ground floor of New Chancellor Day Hall are adorned with exclusively Indigenous art. The Master Plan, created by the Campus Planning Development Office, acknowledged the importance of, and identified locations for, public Indigenous art on campus.

Objectives that have yet to be achieved include: (1) doubling the amount of space available for Indigenous initiatives in alignment with the goal of doubling the Indigenous student presence at McGill, and (2) enlarging and improving living spaces. This objective would include the creation of a home for the Indigenous Studies Program through the Mellon Grant as well as an expanded and reimagined First Peoples' House that addresses cultural, social and service needs of the community. These projects would include spaces for an elder-, artist-, and writer-in-residence.

Looking Ahead

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

We ought to be proud of the way that the McGill community has taken to heart our shared responsibilities to advance EDI within our university. At the same time, we must acknowledge with humility and determination the heavy lifting that lies ahead for us as we continue this work in the years to come.

As we look to Year 2 of the EDI Strategic Plan's implementation, we will continue work on the activities described herein. We also turn our minds to areas that have yet to attract the institutional attention that they deserve. Key among these is work in connection with accessibility and identifying and responding in a more robust way to the needs of persons with disabilities. Thus, a Year 2 priority will be to identify and pursue strategic objectives that will make McGill a more accessible, welcoming university for students, faculty, and staff living with disabilities.

In our second year of implementing McGill's EDI Strategic Plan, we will engage through multiple platforms with the McGill community 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.