



COVER PAGE:

Artwork

Land Acknowledgement

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

DRAFT FOR CONSULTATION: 17 FEBRUARY 2020

VISION

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

MISSION

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

PRINCIPLES

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

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

Universities across Canada are presently called upon to recognize and address historical and contemporary forces that result in social inequities in postsecondary contexts. Many such forces have their roots in ideologies and practices – such as colonialism, slavery, and patriarchy. Although these ideologies and practices no longer reflect McGill's values, their harmful effects persist. As such, our institutional commitment to equity, diversity, and inclusion (EDI) must acknowledge and seek to address the lasting effects of historic injustices that continue to impede equal opportunities to access, and to succeed within, the McGill community.

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

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

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

5. [Transforming our Campus](#)

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

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

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

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

CONCEPTUAL FRAMEWORK

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

EQUITY

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

DIVERSITY

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

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

INCLUSION

Inclusion refers to the notion of belonging, feeling welcome and valued, having a sense of citizenship. It also speaks to a capacity to engage and succeed in a given institution, program, or setting. Inclusion calls for recognizing, reducing, and removing barriers to participation created by social disadvantage or oppression, and can result in the reimagination of an institution, program, or setting.

The concepts of equity, diversity, and inclusion are far more than rhetoric; they are central to McGill’s academic mission and vision. As the various planning documents, studies, and reports listed in Appendix A show, McGill has been making steady progress to create a University culture that promotes respect for diversity and the equitable inclusion of all community members over the past decade. However, we can do even better. There is still much work to be done, as reflected in our data and in the views expressed across our campus community. This Strategic Plan aspires to unify our efforts and achieve specific EDI goals over the next five years. Moreover, the Plan aims to embed equity, diversity, and inclusion as fundamental to all areas and practices of the University.

STRATEGIC DIRECTIONS

STUDENT EXPERIENCE

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

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

1. Increase the representativeness of the student body

Measures for progress:

- Collect, analyze, and report on demographic data on students to understand the composition of student body. Draw on this data to adapt the Strategic Enrollment Plan to address identified areas of underrepresentation.
- Aim for target set for Indigenous student enrolment set in [Strategic Academic Plan \(SAP\)](#): 1000 University-wide.
- Elaborate and commit to an action plan to address McGill's responsibility to Black students, particularly from North America, with a focus on student recruitment, retention, and success, notably through:
 - increased outreach with Black communities with a view to enhanced student enrolment; and
 - attention and awareness to the particular needs of Black students with respect to student advising and support.¹

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

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

Measures for progress:

- Track and analyze information on student retention and time to graduation using demographic data. Develop and implement plans to address differential outcomes identified through data analysis.
- Develop a survey instrument and survey cycle through which to measure student wellness and students' experiences and perspectives on respect and inclusion. As required, develop plans to address areas of concern identified through this exercise, paying particular attention to student populations who may be especially susceptible to alienation or isolation (e.g., students with disabilities, racialized students, international students).

¹ This goal and measure is inspired by the [Final Report of the Working Group on Principles of Commemoration and Renaming](#) (p. 17) and the [Final Report on Understanding Diversity and Discrimination](#) (p. 13).

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

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

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

Measures for progress:

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

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

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

Measures for progress:

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

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

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

Measures for progress:

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

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

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

RESEARCH AND KNOWLEDGE

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

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

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

1. *Maintain recognition for diverse research ideologies and methodologies, including community-engaged, land-based,² and participatory action research³*

² "Land-based" practices facilitate Indigenous persons' and communities' reconnection with land, identity, and culture while accounting for "the needs, values, teachings, and cultures of Indigenous community members and nations." It calls for creating opportunities for work – whether teaching or research – in Indigenous communities, "with Elders, relatives, and knowledge keepers who can pass down knowledge and culture." See John Hansen, "Cree Elders' Perspectives on Land-Based Education: A Case Study" (2018) 28:1 Brock Education Journal 74. See also Jennifer Redvers, "Land-based Practice for Indigenous Health and Wellness in the Northwest Territories, Yukon, and Nunavut" November 2016, <<http://www.ichr.ca/wp-content/uploads/2016/12/Land-based-Research-Summary-2016.pdf>>.

³ "Participatory action" research seeks to engage the "subject" of a study as participants in the design, conducting, and analysis of a project with a view to ensuring that the work is both democratic in its planning and execution and that it results in meaningful results

Measures for progress:

- Deliver training to academic leaders and members of the research community on EDI in connection with research activities.
- Review nominations for research prizes and awards to ensure nominations include fair representation of researchers whose work has clear connections to EDI.
- Uphold commitments articulated in McGill's CRC EDI Action Plan
- Profile diversity of research activities through McGill channels (e.g., homepage, What's New/Reporter).

Reporting on progress will occur through:

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

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

Measures for progress:

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

Reporting on progress will occur through:

- Biennial Report to Senate on Employment Equity
 - McGill Annual Report to the Tri-Council Institutional Programs Secretariat
 - CRC EDI Action Plan
- Responsibility lies with the AP-EAP.

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

Measures for progress:

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

that will be of particular benefit to the populations in question. See Hal A. Lawson et al, eds, *Participatory Action Research* (OUP, 2015).

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

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

Measures for progress:

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

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

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

Measures for progress:

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

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

OUTREACH

Teaching and research at McGill benefit from myriad partnerships with communities in Montréal and Québec, as well as across Canada and the rest of the world. McGill's EDI goals are strengthened by outreach and engagement with these communities and collaborations with a range of organizations in the public, private, and community sectors. Notably, through community engagement, we are able to provide our students with critical experiential learning opportunities. These engagements are also key to the pursuit of socially-engaged research and innovation that advances knowledge in relation to some of the core challenges of our time. Finally, our partnerships and outreach efforts telegraph McGill's openness to welcoming all current and prospective students and staff members, regardless of social group membership or identity.

1. Develop effective communications about McGill EDI initiatives and to celebrate EDI

Measures for progress:

- Create and maintain a website for McGill EDI
- Publish regular EDI features in What's New/Reporter
- Strive to ensure accessibility of all McGill communications and virtual spaces

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- Engage with external media to profile EDI initiatives
- Commemorate, in a way that engages all Faculties and units of the University, internationally-recognized dates of particular relevance to equity-seeking groups: e.g., International Day for the Elimination of Racial Discrimination (21 March) International Day Against Homophobia, Transphobia, and Biphobia (17 May), International Day of Persons with Disabilities (3 December).

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

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

Measures for progress:

- Create alumni mentorship network for students from underrepresented groups.
- Develop opportunities for students and staff from underrepresented groups to convene, share experiences, and explore career opportunities and pathways.

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

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

Measures for progress:

- Develop partnerships, co-sponsorships, and opportunities for representation and engagement of various communities in events such as Black History Month, Indigenous Awareness Weeks, Queer History Month.
- Evaluate success of collaborations by consulting with community partners, and key campus stakeholders, e.g., equity education advisors, student equity commissioners, Joint Board-Senate Committee on Equity.

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

4. Deepen community collaborations in connection with academic program development

Measures for progress:

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

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

WORKFORCE

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

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

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

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

1. Increase the representativeness of the workforce

Measures for progress:

- Continue to track and analyze data through McGill's [Employment Equity Survey](#).
- Implement corrective measures to address underrepresentation.
- Train academic and administrative and support staff on employment equity principles, policies, and practices via in-person and online modules and assess training activities in an ongoing fashion to ensure effectiveness.

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

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

Measures for progress:

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

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

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

Measures for progress:

- Surpass target set by [SAP](#): 20% representation of the following federally-designated equity groups: Indigenous persons, racialized persons, and/or persons with disabilities.
- Undertake measures to promote recruitment, hiring and retention of faculty from the most underrepresented groups among tenure track academic staff (persons who are Indigenous, Black, and/or living with a disability).

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- Surpass target set by [SAP](#): 25% women full professor by 2022.
- Strive to meet target set by [Provost's Task Force on Indigenous Studies and Indigenous Education](#): 35 professors over 15 years.
- As student demographic data become available, examine how teaching staff and student populations compare, understanding the importance for many students of seeing themselves reflected in McGill's community of instructors and supervisors.
- Create mentorship network for junior professors.
- Create opportunities for faculty from underrepresented groups to come together in shared social and networking spaces (e.g., welcome ceremony for new Indigenous professors).

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

4. Recognize diverse family forms in University Policies and Procedures

Measures for progress:

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

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

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

Measures for progress:

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

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

6. Promote respectful, accessible, and inclusive work environments

Measures for progress:

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

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

PHYSICAL SPACE

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

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

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

Measures for progress:

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

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

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

Measures for progress:

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

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

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

Measures for progress:

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

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

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

Measures for progress:

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

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

CONCLUSION

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

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

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