

Memorandum

Office of the Provost and Vice-Principal (Academic)

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TO: Senate

FROM: Angela Campbell, Associate Provost (Policies, Procedures & Equity)

SUBJECT: Report of the Ad Hoc Working Group on Systemic Discrimination

DATE: October 19, 2016

DOCUMENT #: D16-13

ACTION REQUIRED: ☒ INFORMATION ☐ APPROVAL/DECISION

ISSUE As this report was developed under the auspices of a standing committee of Senate and the Board (Joint Board-Senate Committee on Equity), it merits presentation for information before both of these governance bodies.

BACKGROUND & RATIONALE In spring 2015, an ad hoc working group was constituted by then Provost, Professor Masi, to investigate whether systemic discrimination affects Indigenous and racialized minority tenure stream academic staff at McGill in relation to reappointment, promotion and tenure, and the work environment. This working group was constituted under the umbrella of the Joint Board-Senate Committee on Equity and was charged with reporting directly to the Associate Provost (Policies, Procedures & Equity).

PRIOR CONSULTATION Prior to submission before Senate, this report was shared with the Faculty Deans and with the Joint Board-Senate Committee on Equity.

SUSTAINABILITY CONSIDERATIONS N/A

IMPACT OF DECISION AND NEXT STEPS Implementation of recommendations of the Ad Hoc Working Group.

MOTION OR RESOLUTION FOR APPROVAL N/A

APPENDICES Appendix A: Report of the Ad Hoc Working Group on Systemic Discrimination

**JOINT BOARD-SENATE COMMITTEE ON EQUITY
AD HOC WORKING GROUP ON SYSTEMIC DISCRIMINATION (WGSD)**

TENURE-TRACK FACULTY SURVEY REPORT

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APRIL 2016

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1. INTRODUCTION

1.1. Why this review was undertaken

Diversity and difference are central to building an inclusive, well-respected institution of learning and research. Moreover, it is essential that McGill University strive to be a fair and safe institution with regard to race, gender, (dis)ability, sexual difference, and religion. Building such an environment must be at the core of the University's goals to maintain excellence and to strive for success in the 21st century. The centrality of these goals informed former Principal Heather Munroe-Blum's decision to convene a Task Force on Diversity, Excellence and Community Engagement in fall (autumn) 2009. One of the recommendations of the 2009 Task Force was that McGill University "demonstrate a firm commitment to the recruitment, retention and professional development of *diverse* and excellent academic staff, administrative and support staff, and students, placing a strong emphasis on *expanding the candidate pools* and the pipelines of future candidates to accelerate progress in this regard" (emphasis added). Several peer institutions have also seriously engaged with the issues of diversity and inclusiveness recently (e.g. Yale, Brown, Queen's, and Ryerson Universities).

A short while ago, McGill received complaints alleging that a faculty member had experienced racial discrimination. The Joint Board-Senate Committee on Equity (JBSCE), chaired by the Associate Provost, Policies, Procedures and Equity, Professor Lydia White, was asked by the Provost, Professor Anthony Masi, to form an *ad hoc* working group to examine these concerns and to assist the University in gaining a better understanding of the experiences and concerns of racialized minorities as well as other minority or disadvantaged groups. The working group was formed to evaluate the extent to which structural discrimination exists within the University as an institution. The Ad Hoc Working Group on Systemic Discrimination (WGSD) was formally established by the JBSCE on October 2, 2014; its mandate is outlined below. It consisted of five members: four academic members and one staff member from the Social Equity and Diversity Education Office (SEDE).

The WGSD decided on an approach that included informal discussions and interviews, formal interviews, and an online survey targeting all tenure-track and tenured faculty.

The online survey elicited responses from 374 faculty members, resulting in a 22.2% response rate (calculated against a total 1,686 tenure-track/tenured (from now on referred to as tenure-track) academic staff as per June 2015 data compiled by the Social Equity and Diversity Education Office). Women comprise 32.3% of tenure-track faculty at McGill; from this group, 171 women completed the survey, representing 45.7% of the total respondents.

McGill has 173 racialized minority and Indigenous tenure-track faculty members combined, which represents 10.5% of the entire tenure-track faculty base. Within this group, 23 faculty members completed the survey, which represents 6.1% of the total respondents.

In addition to the questionnaire survey, two formal individual interviews were conducted by members of the Working Group, while thirty informal/conversational interviews took place between Working

Group members and faculty (with faculty fully informed that these discussions were geared toward the formation of this report).

1.2. Mandate

The mandate of the Working Group is:

(a) to investigate whether or not systemic discrimination affects Indigenous and racialized tenure-track academic staff at McGill in relation to reappointment, promotion, and tenure and the work environment.

(b) to make recommendations to the Provost and the Associate Provost, Policies, Procedures and Equity based on all findings.

1.3. Membership

Members of the committee were named by the Associate Provost, Policies, Procedures and Equity, in 2014.

- Vrinda Narain (Chair until 1 Sept 2015), Faculty of Law/IGSF
- Patricia Faison Hewlin (Interim Chair from 1 Sept 2015), Faculty of Management
- Sarah Malik, Social Equity and Diversity Education Office (until October 2015)
- Glyne Piggott, Department of Linguistics, Faculty of Arts
- Sarah Turner, Department of Geography, Faculty of Science

The Working Group reports directly to the Associate Provost, Policies, Procedures and Equity.

1.4. Meetings

- Meetings shall be held at the call of the Chair.
- The WG shall meet at least four times a year.
- A quorum for a meeting of the WG is three members.

1.5. Findings

The findings show that, while many tenure-track faculty affirmed during interviews and via the survey that they find McGill a positive and rewarding place to work, a number of concerns were raised over specific incidents and regarding systemic discrimination and institutional barriers. They reveal that elements of McGill's workplace culture, norms, and procedures affect the ability of individuals from particular groups to succeed. We find that racialized minorities experience troubling discrimination and negative treatment. Just as importantly, women report feeling demoralized, undervalued, and isolated,

raising a number of concerns with regard to their full and equal participation in the University and their ability to gain the respect of their peers.

Another critical finding is the general feeling of discomfort expressed by respondents with regard to providing personal information. For example, given that there are very few Indigenous and racialized minorities in tenure-track positions, individual respondents noted that they could be readily identified if they provided their demographic and departmental information. In light of this, the responses as delineated by Indigenous or minority status are likely to provide a modest account of the overall attitudes, perceptions, and behaviours of tenure-track faculty at McGill.

The recommendations provided in Section 5 of this report include institutional reforms and strategic policy initiatives to address the core issues that emerged from our survey and interview data. Inclusion and diversity should be urgent priorities within the University's strategic plan. It is necessary to address barriers to the representation of racialized minorities and women in order to promote and sustain excellence. We do not wish to recommend structural and institutional changes to the University that frame race as a 'problem'.¹

2. PROCESS AND METHODOLOGY

We began by discussing the Working Group's mandate with a wide range of faculty members. In doing so, we began to understand some of the general and specific concerns being raised with regard to systemic discrimination. From the outset, our survey was broader than the focus on experiences of Indigenous and racialized faculty members within our mandate. This was intentional. Our initial discussions and informal interviews quickly revealed that systemic discrimination affecting Indigenous and racialized faculty cannot be divorced from many other forms of systemic discrimination, including those based on gender, (dis)ability, religion, and/or sexual orientation. It became clear that we needed to use an intersectional lens to examine systemic discrimination, as discrimination can occur along multiple axes: for instance, a racialized minority woman may face discrimination due to both her racialized status and her gender. As such, it was important that all faculty members deem this survey relevant to their own experiences at McGill. We therefore included a wide set of questions to capture the experiences of the broader community. In so doing, we found that in addition to Indigenous and racialized minority status, gender emerged as a key concern.

All survey questions were taken from established measures published in academic journals. We drew on five key literatures to develop our survey, namely those regarding systemic discrimination, racism, commitment to organizations, emotional exhaustion, and psychological safety (see footnotes throughout for references to specific literature). We also included questions from the diversity and

¹ Iverson, S. 2007. Camouflaging Power and Privilege: A Critical Race Analysis of University Diversity Policies. *Educational Administration Quarterly* 43: 586–611; Delgado Bernal, D. & O. Villalpando. 2002. An apartheid of knowledge in academia: The struggle over the "legitimate" knowledge of faculty of color. *Equity and Excellence in Education* 35(2): 169–180.

inclusion study conducted at Queen's University for the Queen's Senate Educational Equity Committee and Professor Suzanne Fortier, then Vice Principal Academic at Queen's.²

After a review of the draft survey by Anne-Marie Durocher and Isabelle Carreau in the Office of Planning and Institutional Analysis (PIA) and translation into French, Provost Anthony Masi circulated a web link to the survey via email to all tenure-track and tenured faculty (including librarians) at both campuses on May 19, 2015 (see Appendix 1 for a copy of the email; Appendix 2 for a copy of the survey).

2.1. Quantitative Analysis

This report provides results from faculty responses for each survey question. T-test analyses were run to determine whether or not there were significant differences ($p < .05$) in responses according to Indigenous and racialized minority status as one group. In cases of significant differences, we provide separate results for those who indicated that they defined themselves as an Indigenous person or racialized minority. We also provide separate results for significant between-gender differences (men versus women).

Please note that, although this report provides separate statistically significant findings, the discomfort with sharing demographic information and the small sample size of responses associated with faculty identifying themselves as racialized minorities or Indigenous people are important considerations when evaluating and interpreting the results. Indeed, it is imperative to continue efforts to ensure that the University captures a wide perspective of the general experiences of tenure-track faculty, particularly among faculty within these demographic groups. Such efforts must be made in a manner that encourages faculty to report their experiences and concerns without fear of reprisal.

2.2. Qualitative Analysis

The qualitative data were initially analyzed by two Working Group members. A series of codes (descriptive and analytic) were developed from the responses received and continuously cross-checked by the two members in an iterative fashion. A codebook was developed and codes were regularly reviewed critically to minimize overlap with new codes, with sub-codes developed as necessary. These codes were later grouped under a series of relevant themes.³

Concurrent with the survey and analysis, over 30 informal and two formal interviews were completed with faculty. To maintain a trustworthy and friendly environment, neither tape recordings nor handwritten notes were taken during these interviews. For the formal interviews, notes were made soon after the interviews and Working Group members developed summary reports collectively to ensure important comments were not forgotten. The identities of formal interviewees were shared

² Henry, F. 2004. *Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University. Report on the 2003, Understanding the Experiences of Visible Minority and Aboriginal Faculty Members at Queen's University, for the Queen's Senate Educational Equity Committee and Suzanne Fortier, Vice Principal Academic.*
<http://www.queensu.ca/provost/sites/webpublish.queensu.ca.provwww/files/files/SystemicRacism.pdf>.

³ For more on the basics of qualitative coding, see Cope, M. 2010. Coding Qualitative Data, in I. Hay (ed.) *Qualitative Methods in Human Geography*. Oxford: Oxford University Press, pp. 281–294.

among Working Group members, but those of informal interviewees were not shared beyond gender and racialized minority or Indigenous status.

3. RESULTS

3.1. Background statistics regarding respondents

The gender composition of those responding was fairly equal, and it was not surprising to discover that more than half of the respondents were between 35 and 55 years of age. There was a fairly even spread of length of time at McGill, with the percentages from different faculties also fairly consistent with regards to total numbers in each. Only 2.4% of respondents reported a disability of which both faculty and students were aware, while 4% self-identified as openly (out) LGBTQ-identifying to both faculty and students. It should be noted that several respondents expressed concerns regarding the protection of their anonymity, and thus some elected not to offer background information.

Totals may not always equal 100% due to rounding and/or cases in which more than one category was applicable to an individual (e.g., ethnicity and race or faculty affiliation). Demographic categories were developed based upon Canadian census reports.

Gender	Female	45.7%
	Male	44.4%
	Other	1.6%
	No answer	8.3%

Age	25-34	5.6%
	35-44	29.1%
	45-54	27.5%
	55-64	19.0%
	Over 65	11.0%
	No answer	7.8%

Faculty	Agricultural and Environmental Sciences	2.7%
	Arts	18.4%
	Dentistry	1.6%
	Education	3.5%
	Engineering	6.7%
	Law	2.7%
	Libraries	3.5%
	Management	6.1%
	Medicine	17.4%
	Music	2.1%
	Religious Studies	0.8%
	Science	21.4%
	Prefer not to say	6.7%
	No answer	13.3%

Rank	Assistant Professor, pre-renewal	9.1%
	Assistant Professor, post-renewal	8.3%
	Associate Professor	44.7%
	Full Professor	27.0%
	Other*	3.2%
	No answer	7.8%

*Responses in the “Other” category included Academic Associate, Assistant Librarian, Librarian, Dean, “Prefer not to Say”, and “This section asks too detailed information if you want people to respond honestly”.

Time at McGill	Less than 1 year	2.1%
	1-5 years	16.3%
	6-10 years	21.1%
	11-15 years	20.6%
	Over 15 years	32.6%
	No answer	7.2%

Have a disability?	Yes, faculty and students are aware	2.4%
	Yes, faculty are aware, but not students	1.1%
	Yes, but no one at McGill is aware, or only my closest colleagues are aware	4.8%
	No	84.0%
	No answer	7.8%

LGBTQ	Yes, faculty and students are aware	4.0%
	Yes, faculty are aware, but not students	0.3%
	Yes, but no one at McGill is aware, or only my closest colleagues are aware	2.4%
	No	84.8%
	No answer	8.6%

As illustrated below, the percentages associated with non-white categories are very low in comparison to the percentage associated with the category “White” (75.1%). Notably, in this section of the survey, respondents indicated their discomfort in the “Other” box, with comments such as: “*prefer not to say*”, “*I refuse to provide this information*”, “*I am not comfortable identifying*”, “*for some options, selecting gives identity away*”. Thus, it is highly likely there is a higher proportion of non-white faculty who completed the survey than what is reflected in this report.

Ethnicity*	Arab	0.5%
	Black	0.3%
	Chinese	2.7%
	Indigenous (e.g., North American Indian, Métis, Inuit)	0.5%
	Japanese	0.7%
	Latin American	2.4%
	Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)	0.3%
	South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	4.8%
	West Asian (e.g. Iranian, Afghan, etc.)	0.5%
	White	75.1%
	Other (please specify)	5.1%
	No answer	16.8%

**In this section, respondents had the ability to identify more than one category.*

Indigenous person or racialized minority?	Yes	6.1%
	No	85.6%
	No answer	8.3%

3.2. Sense of commitment to McGill⁴

Table 1 shows how the general population of respondents indicated their level of commitment towards McGill. As demonstrated by the bar graphs (Figures 1–3), our analysis reveals a significant difference in responses to certain questions by faculty of Indigenous and racialized minority status, and women (Table 1, shaded rows). The results indicate that Indigenous people and racialized minorities as well as women are less likely to feel that the problems faced by McGill are also their problems; Indigenous and racialized minorities are also less likely to be happy to work at McGill until they retire compared to non-minority faculty members.

Table 1: Sense of commitment to McGill, all respondents. Shaded questions revealed significant differences in responses by gender and/or minority status.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	No response
3.2.1) I feel a strong sense of belonging to McGill.	5.9%	2.9%	7.5%	2.9%	25.4%	54.5%	0.8%
3.2.2) I am proud to tell others that I work for McGill.	2.4%	1.9%	3.2%	1.6%	18.7%	71.2%	1.1%
3.2.3) I really feel that any problems faced by McGill are also my problems	6.1%	5.9%	13.6%	4.0%	28.3%	41.2%	0.8%
3.2.4) I would be happy to work at McGill until I retire.	5.1%	5.9%	6.7%	2.1%	23.8%	55.1%	1.3%
3.2.5) I will probably leave McGill for reasons other than retirement within the next year or so.	47.9%	15.2%	19.0%	1.1%	9.4%	4.8%	2.7%

⁴ Source of survey question: Allen, N. J. & J. P. Meyer. 1996. Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior* 49: 252–276.

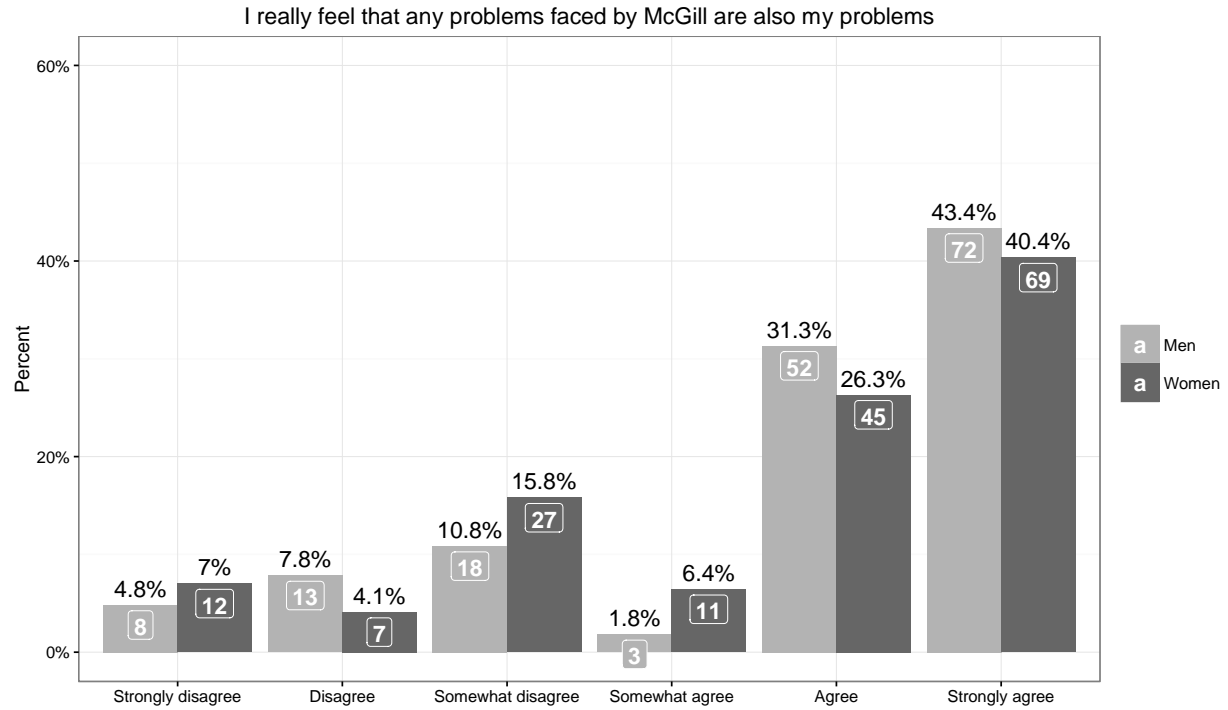


Figure 1: Question 3.2.3 by gender.

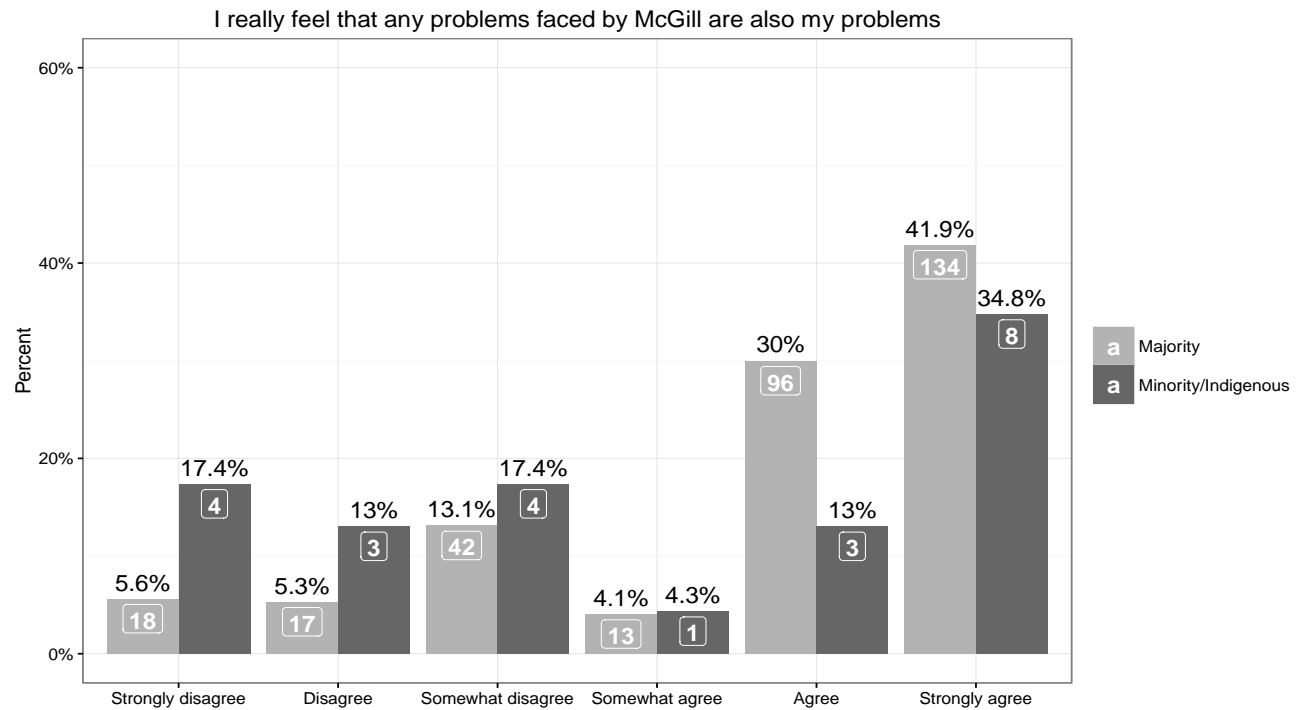


Figure 2: Question 3.2.3 by self-identification as Indigenous or racialized minority.

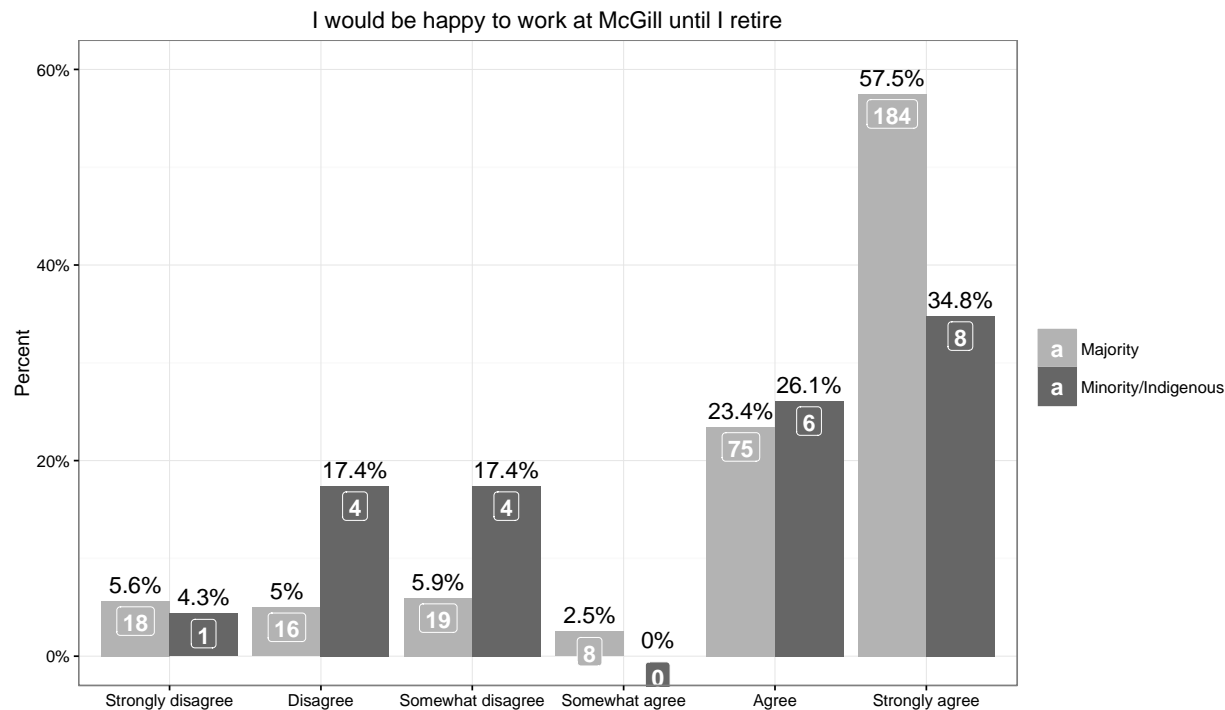


Figure 3: Question 3.2.4 by self-identification as Indigenous or racialized minority.

3.3. General feelings about working at McGill⁵

Respondents were asked how often in the past six months they had felt emotionally drained from working at McGill, felt fatigued when faced with another day at McGill, and felt frustrated by things going on at McGill (Table 2). The results show that the general feelings about working at McGill are not positive. Most respondents (67.1%) feel emotionally drained sometimes or more often than that, and do not look forward to coming to work. Over 75% of respondents feel frustrated by things going on at the University. Moreover, the results show significant differences in responses between women and men (Table 2, shaded rows); Figures 4, 5, and 6 reveal these differences sharply. Figure 4 shows that while more men than women state that they are never or almost never emotionally drained from working at McGill, the ratios are dramatically reversed among those who feel emotionally drained from their work experience, with more women than men feeling drained most or all the time. Likewise, in Figure 5, we see that those who never or almost never feel fatigue in facing their working day are predominately men, while those who feel fatigue are predominantly women. As shown in Figure 6, men predominate among the respondents who express the least frustration about things at McGill, while women predominate among those who feel frustrated most or all the time.

⁵ Source of survey question: Maslach, C. & S. E. Jackson. 1986. *Maslach Burnout Inventory Manual (2nd ed.)*. Palo Alto: Consulting Psychologists Press.

Table 2: General feelings about working at McGill, all respondents. All three questions (shaded) revealed significant differences in responses by gender.

	Never	Almost never	Rarely	Some-times	Often	Most of the time	All of the time	No response
3.3.1) I have felt emotionally drained from working at McGill.	5.1%	10.2%	14.2%	34.4%	20.4%	7.8%	4.8%	3.0%
3.3.2) I have felt fatigued when I get up in the morning and have to face another day at McGill.	11.0%	16.8%	19.5%	27.0%	13.4%	5.1%	3.7%	3.5%
3.3.3) I have felt frustrated by things going on at McGill.	0.5%	4.5%	6.4%	39.6%	28.3%	8.8%	8.0%	3.7%

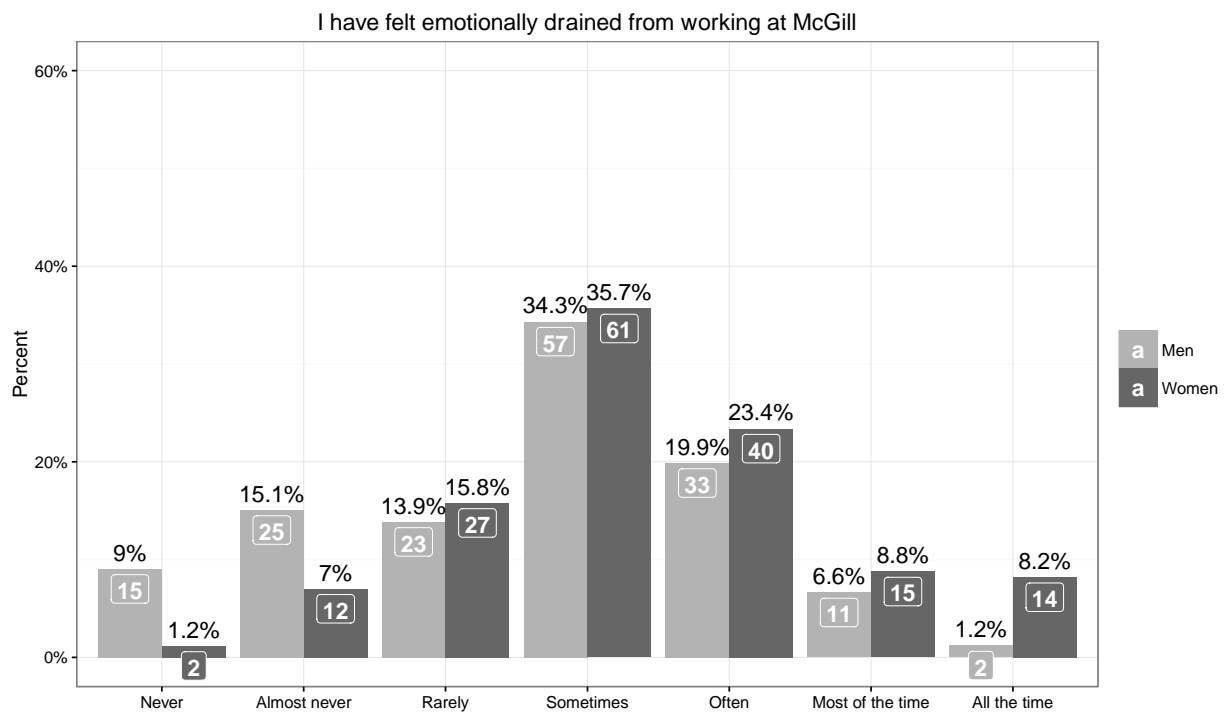


Figure 4: Question 3.3.1 by gender.

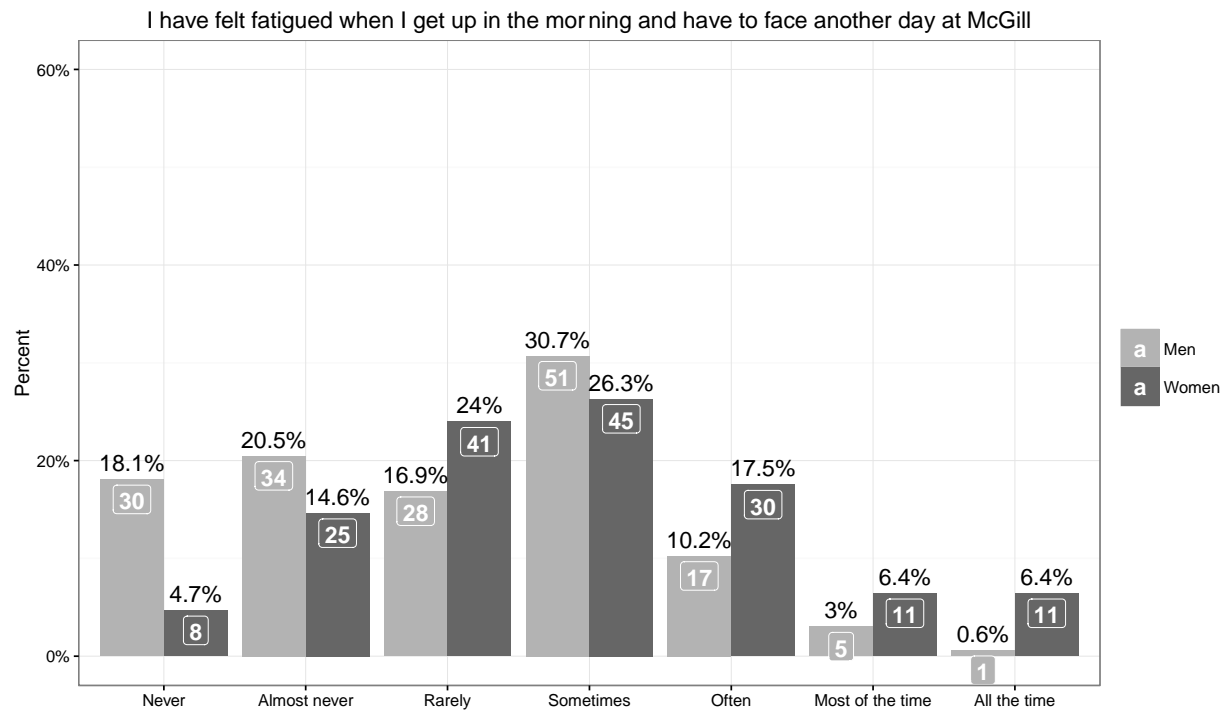


Figure 5: Question 3.3.2 by gender.

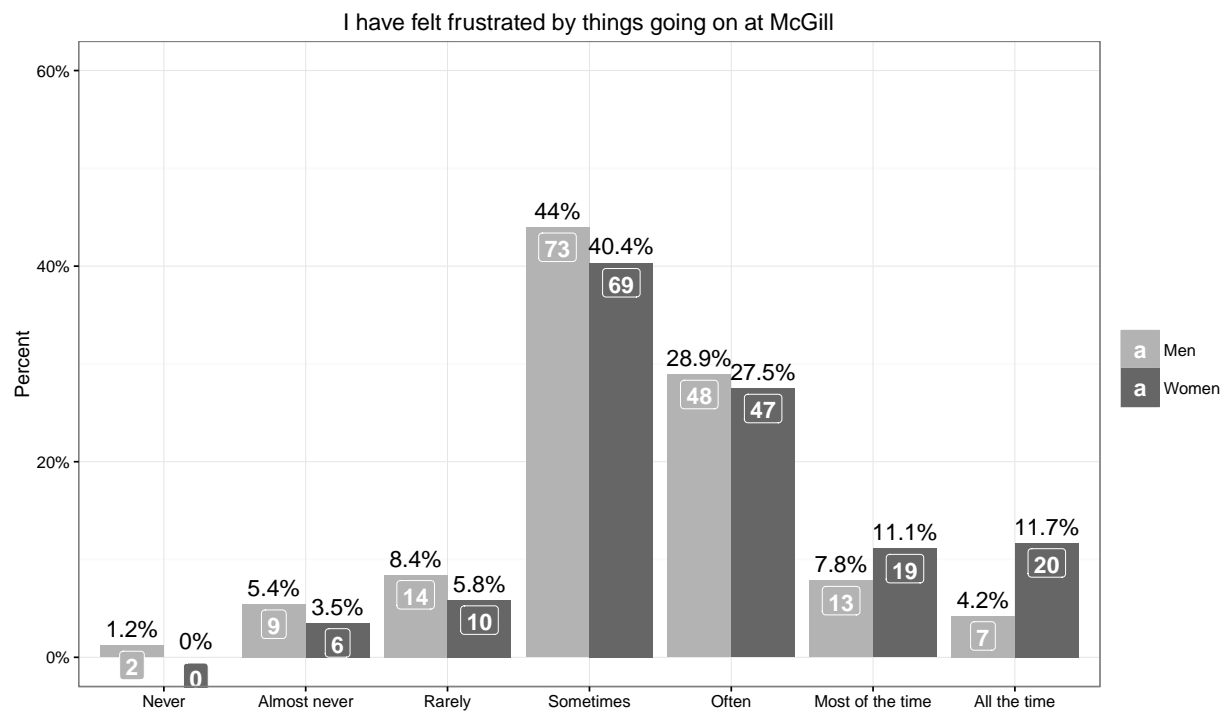


Figure 6: Question 3.3.3 by gender.

3.4. Comfort with being able to express views and knowing one is respected and valued⁶

Six fairly broad questions were asked covering a range of situations and experiences in relation to faculty members' comfort with raising problems and the degree to which they feel their opinions are valued and respected (Table 3). Regarding Question 3.4.1, more than one third (35.1%) of respondents said they do not feel comfortable raising problems and tough issues at McGill. For Questions 3.4.2–6, half (51%) or more respondents reported feeling quite comfortable with their ability to express their views, and with the respect and value they are accorded. However, a significant minority feel otherwise regarding Question 3.4.3, with one third (32.6%) noting that they do not feel they have any influence over decision-making in their Department or Faculty. Finally, it is of great concern to note that over a third (35%) of respondents to Question 3.4.6 believe that their efforts might be deliberately undermined by colleagues.

Table 3: Feelings of comfort and value at McGill, all respondents. Shaded questions revealed significant differences in responses by gender.

	Strongly disagree	Disagree	Some-what disagree	Neutral	Some-what agree	Agree	Strongly agree	No response
3.4.1) I feel comfortable raising problems and tough issues at McGill.	7.5%	11.8%	15.8%	13.6%	19.3%	20.9%	7.5%	3.7%
3.4.2) I am able to express my views in my area/department/faculty.	7.0%	7.2%	12.8%	6.7%	21.4%	25.4%	15.8%	3.7%
3.4.3) I feel I have influence over decisions in my area/department/faculty.	11.0%	12.0%	9.6%	12.6%	22.7%	18.7%	9.6%	3.7%
3.4.4) At McGill, my knowledge and work are valued.	5.9%	8.0%	7.0%	11.2%	21.9%	30.7%	11.5%	3.7%
3.4.5) At McGill, my colleagues treat me with respect.	1.1%	4.5%	7.5%	9.9%	13.4%	38.8%	21.1%	3.7%
3.4.6) No one in my area/department/faculty would deliberately act in a way that undermines my efforts.	10.4%	10.2%	14.4%	10.2%	13.9%	26.2%	11.0%	3.7%

⁶ Source of survey questions: Edmondson, A. 1999. Psychological safety and learning behavior in work teams. *Administrative Science Quarterly* 44(2): 350–383.

Gender differences emerge in the responses to these questions (Table 3, shaded rows; Figures 7–11). For example, Figure 7 shows that more men than women agree or strongly agree that they feel comfortable raising tough issues, while more women disagree with such an assertion. According to Figure 8, men are more likely than women to agree or strongly agree that they have influence over decision-making, while women are more likely to disagree or strongly disagree. While a majority of respondents think that their knowledge and work are valued and that they are respected, Figures 9 and 10 show that men are more likely than women to strongly agree with these judgements. Finally, more men than women agree or strongly agree that a colleague would not deliberately undermine their efforts, and more women disagree (Figure 11).

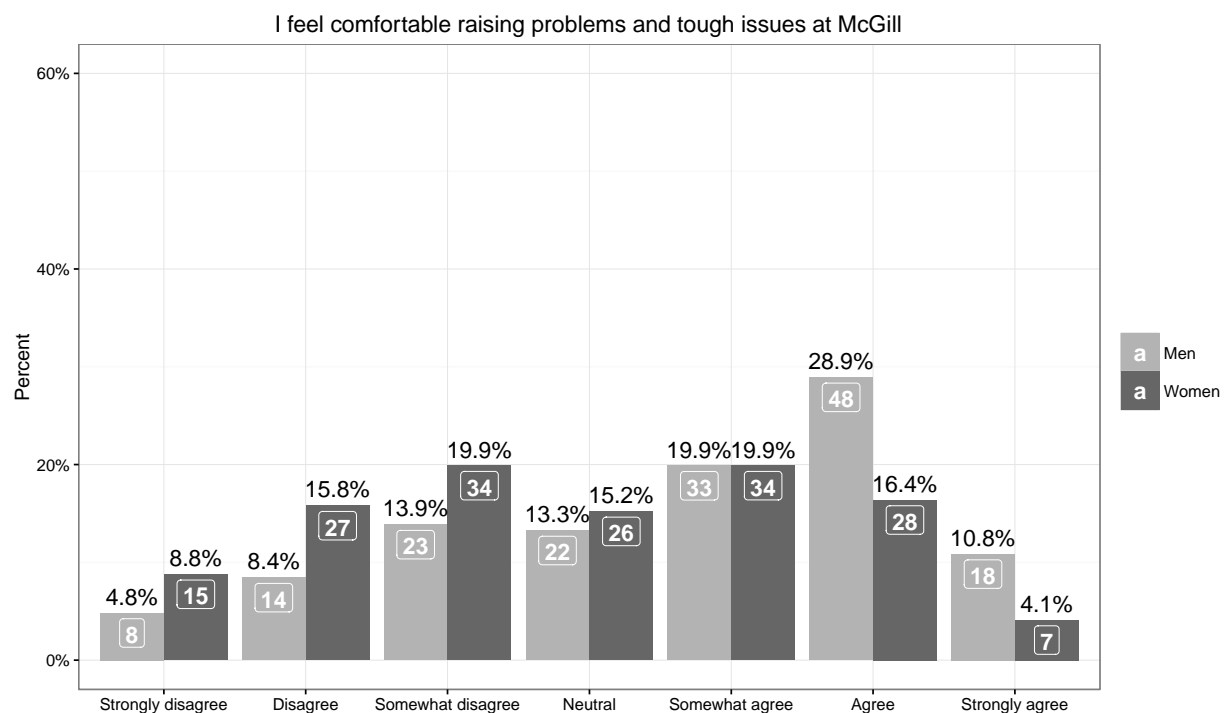


Figure 7: Question 3.4.1 by gender.

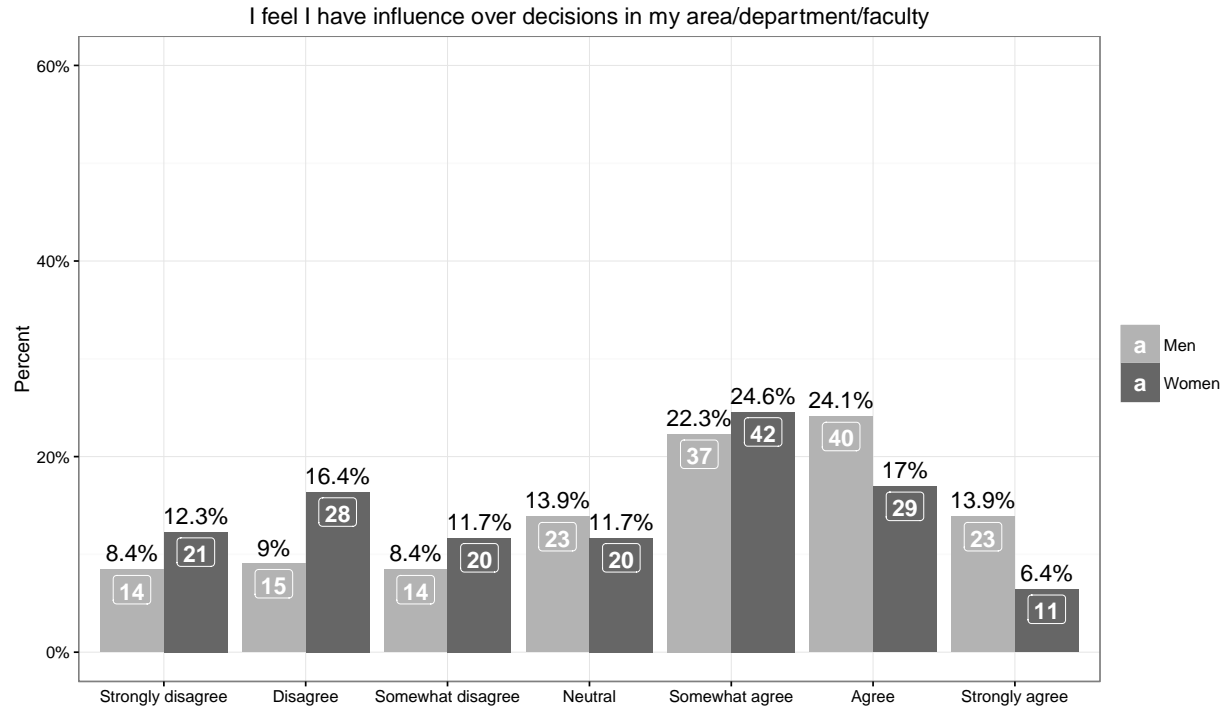


Figure 8: Question 3.4.3 by gender.

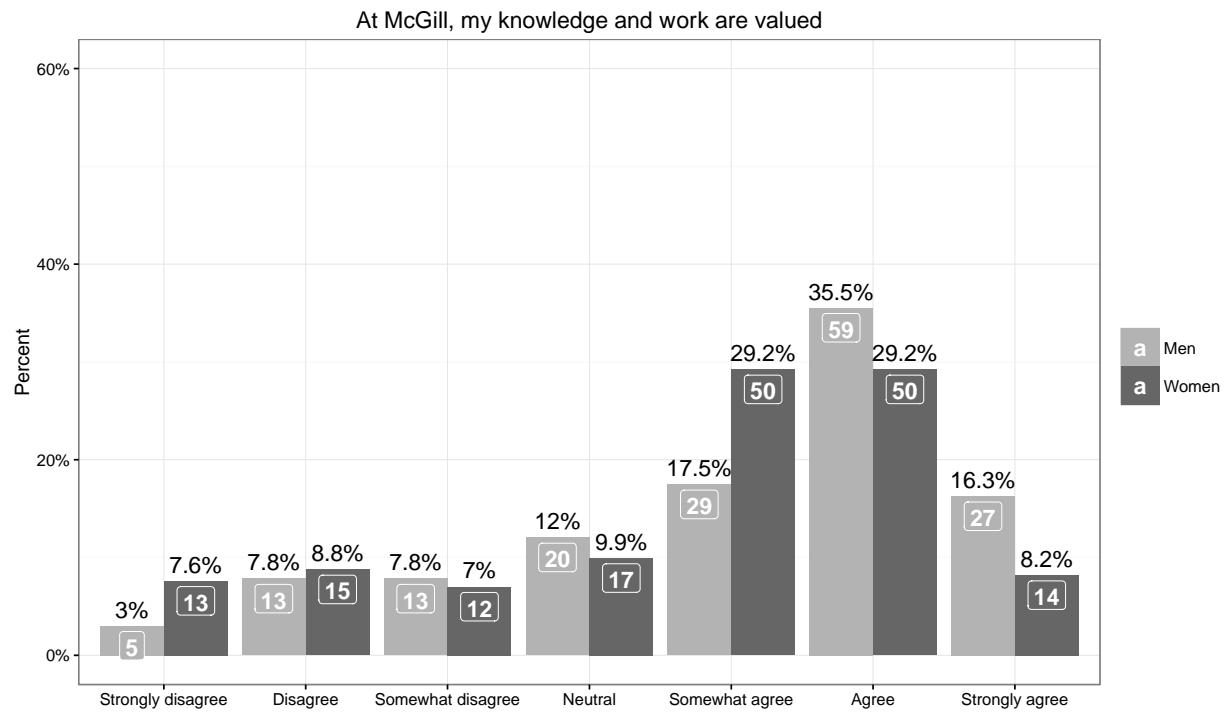


Figure 9: Question 3.4.4 by gender.

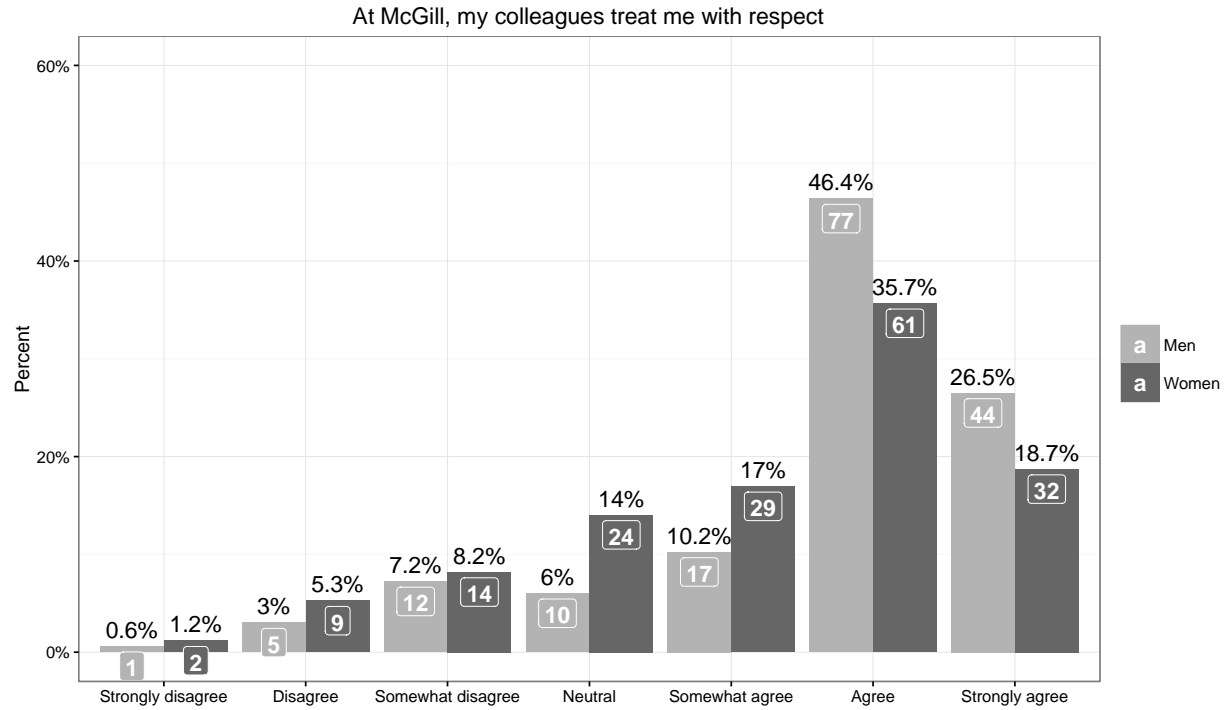


Figure 10: Question 3.4.5 by gender.

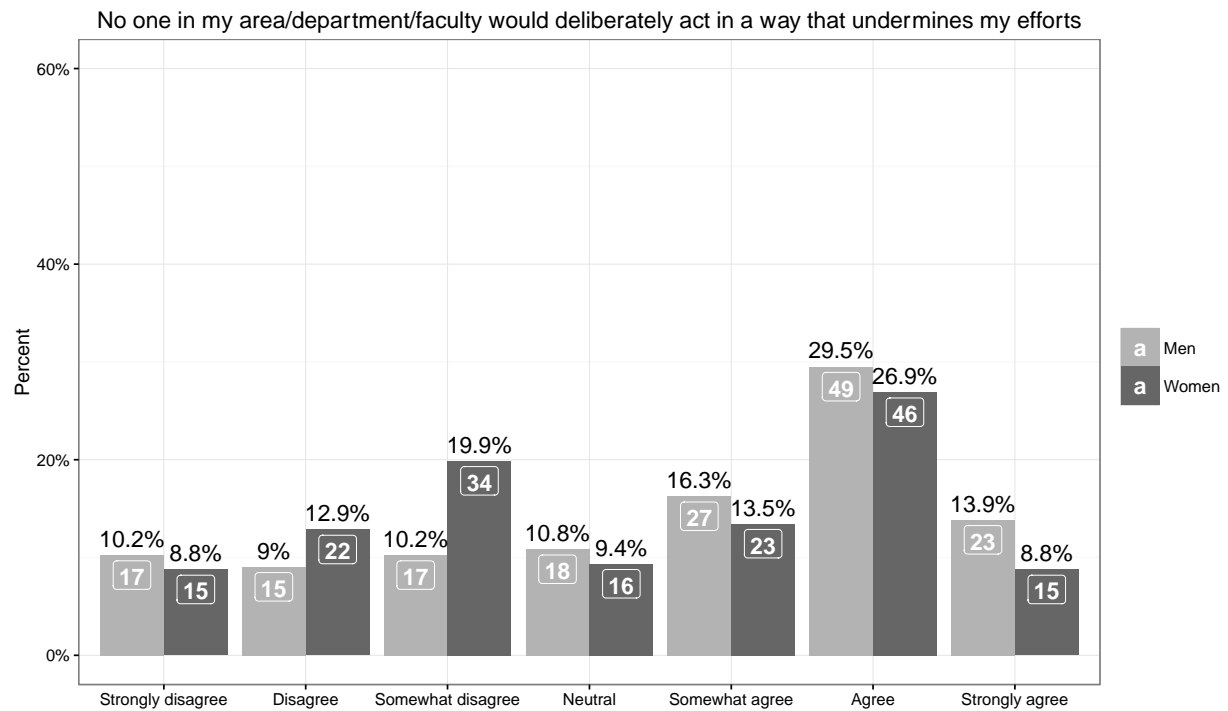


Figure 11: Question 3.4.6 by gender.

3.5. Career guidance and psycho-social support obtained at McGill⁷

This section includes questions asked to ascertain the degree to which faculty members feel supported as scholars, teachers, and/or colleagues, and what shape mentoring has taken if any was received. The results reveal a significant divergence of opinion on the issue of career guidance and psycho-social support at McGill (Table 4, shaded row; Figure 12). With respect to career guidance, a majority of respondents expressed satisfaction with the feedback they receive about their performance (Question 3.5.1: 38.2% somewhat; 30% to a great/very great extent), but it is still important to note that 27% reported receiving little support or feedback. Even greater differences emerge in the responses to the remaining 5 questions in this set. While nearly a third (31.3%) noted that they have received opportunities to advance their careers a great extent (Question 3.5.2), this is countered by a strong minority (34.3%) who reject that view. Just over half of respondents (53.5%) feel that faculty are not given adequate specific strategies for advancing. In terms of psycho-social support, a plurality (48.4%) also feels that there is very little social interaction between senior and junior faculty (Question 3.5.5).

Gender differences also emerge in the responses to this set of questions. For example, men are more likely to agree that they have received support and feedback about how they are performing their duties, while women are more likely to consider levels of support and feedback inadequate (Figure 12).

Table 4: General feelings about working at McGill, all respondents. Shaded questions revealed significant differences in responses by gender.

	To very little extent	To little extent	To some extent	To great extent	To very great extent	No response
3.5.1) I have received support and feedback regarding my performance as a scholar, teacher, and colleague.	9.6%	17.9%	38.2%	22.5%	7.5%	4.3%
3.5.2) I have been given opportunities (beyond departmental committee assignments) that have increased my contact with people who may judge my potential for future advancement.	15.0%	19.3%	29.7%	20.9%	10.4%	4.8%
3.5.3) I have been given specific strategies for advancing at McGill.	27.0%	26.5%	27.0%	11.2%	3.5%	4.8%
3.5.4) I have received mentoring and support that provide a safe space for me to talk openly about concerns related to advancement (e.g., reappointment, tenure, promotion, etc.).	23.8%	22.5%	25.7%	16.3%	7.2%	4.5%

⁷ Source of survey questions: Brown, B. P., A. R. Zablah & D. N. Bellenger. 2008. The role of mentoring in promoting organizational commitment among black managers: An evaluation of the indirect effects of racial similarity and shared racial perspectives. *Journal of Business Research* 61(7): 732–738.

Table 4 (continued): General feelings about working at McGill, all respondents. Shaded questions revealed significant differences in responses by gender.

	To very little extent	To little extent	To some extent	To great extent	To very great extent	No response
3.5.5) Senior faculty and others in influential positions have invited me to join them socially outside of work.	29.1%	19.3%	27.3%	14.4%	5.3%	4.5%

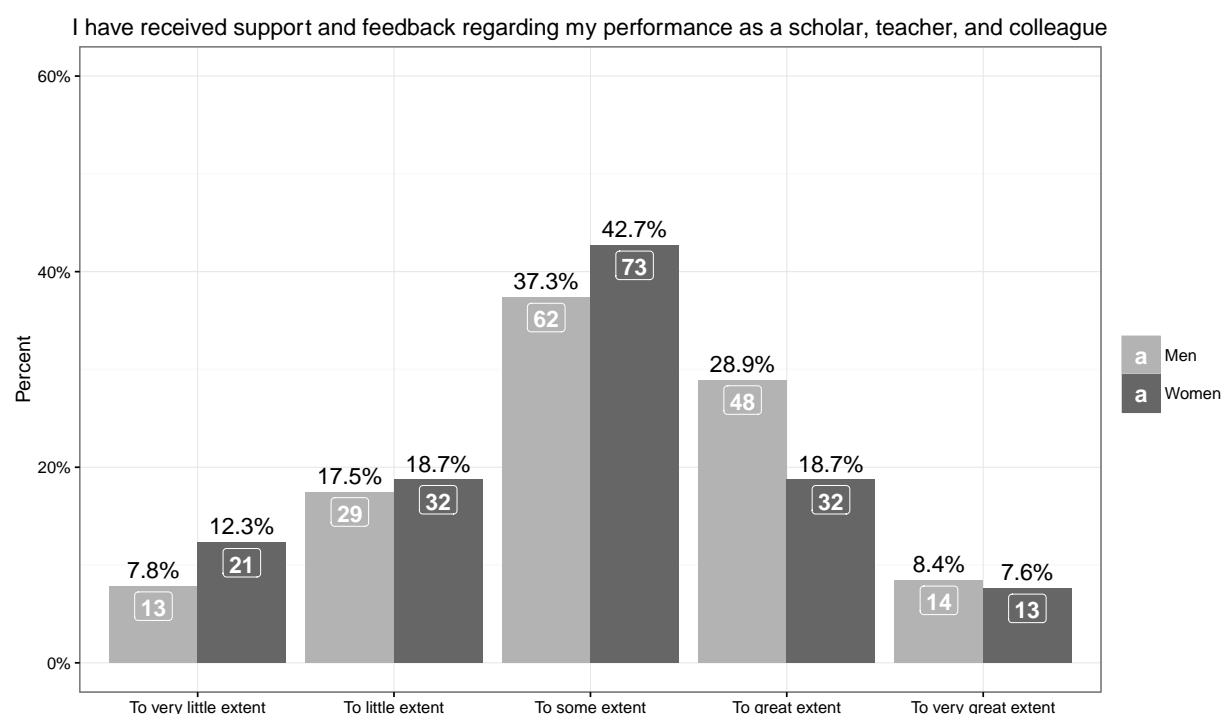


Figure 12: Question 3.5.1 by gender.

3.6. How demographic characteristics, attitudes, and perspectives of faculty members affect their treatment, particularly during the renewal/tenure/promotion processes⁸

We asked questions here that measure the degree to which respondents think racialized minority status, Indigenous status, religion, gender, sexual orientation, or disability impact whether one is considered an equal member of the McGill community or affect retention of members from these groups; we also asked questions about the climate at McGill regarding diversity.

⁸ Source of survey questions: Unless otherwise noted, the remaining questions in sections 3.6–3.11 are from Henry (2004).

The results for Questions 3.6.2 and 3.6.3 show that a majority (more than 50%) considers the hiring process to be fair, and 48.1% considers the renewal, tenure, and promotion processes to be equitable, respectively. However, it should be noted that the answers to these two questions show a strong minority who either disagree or neither agree nor disagree about the fairness of the selection and retention processes. With regard to the retention of minority groups, it is probably not surprising that 38.8% percent of respondents are unsure whether McGill has difficulty retaining faculty from identifiable minorities (Question 3.6.5), since it was noted in qualitative comments that these data are unavailable. Among those with a firm opinion on this question, there is essentially an even split between those who agree or strongly agree and those who disagree or strongly disagree.

Our analysis reveals a significant difference with respect to responses from Indigenous and racialized minority faculty members (Table 5, shaded rows; Figures 17, 19, 21, 23). The most striking example of the divergence of opinion is in response to Question 3.6.6 (Figure 19) about the adequacy of minority representation on campus. Almost 74% of Indigenous and racialized minorities disagree or strongly disagree that minorities are adequately represented, while only 45.7% of other faculty members reached the same conclusion. With regard to the remaining questions, the percentage of non-minority respondents that agreed or strongly agreed generally equates to that of Indigenous and racialized minority respondents that disagreed or strongly disagreed, revealing a number of striking differences of opinion between these two groups.

Gender differences in the responses to Questions 3.6.2 and 3.6.3 are noteworthy. As shown in Figure 15, men are more likely than women to agree or strongly agree that all candidates are treated fairly when selecting someone for a faculty position. In contrast, women are more likely than men to disagree or strongly disagree with this assertion. Figure 16 shows that significantly more men than women strongly endorse the view that the renewal, tenure, and promotion processes are fair, while a higher proportion of women than men dispute the fairness of these processes.

Table 5: Demographic group effect on perceived treatment. Shaded questions revealed significant differences in responses by gender and/or minority status.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure	No response
3.6.1) At McGill, regardless of his or her racialized minority status, Indigenous status, religion, gender, sexual orientation, or disability, every individual is considered an equal member.	8.0%	15.0%	14.4%	26.5%	22.2%	8.8%	5.1%
3.6.2) When the process of selecting a person for a faculty position is being undertaken, all candidates receive a fair chance at McGill.	6.1%	15.0%	14.7%	26.7%	23.5%	8.8%	5.1%

Table 5 (continued): Demographic group effect on perceived treatment. Shaded questions revealed significant differences in responses by gender and/or minority status.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure	No response
3.6.3) The renewal/tenure/ promotion processes are equitable to all faculty members at McGill.	7.0%	12.8%	12.6%	25.4%	22.7%	14.2%	5.3%
3.6.4) Anti-racism research conducted by faculty members is adequately and fairly supported at McGill University.	4.8%	4.8%	15.0%	10.7%	2.7%	56.7%	5.3%
3.6.5) McGill has difficulty retaining faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities.	4.5%	12.8%	16.6%	12.8%	9.1%	38.8%	5.3%
3.6.6) Faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities are adequately represented on campus.	15.2%	30.6%	15.8%	12.0%	3.2%	18.2%	5.1%
3.6.7) McGill is an inclusive place for faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities.	8.3%	16.6%	19.3%	24.6%	10.7%	15.2%	5.3%
3.6.8) The climate at McGill is supportive of diversity.	6.1%	16.3%	15.8%	31.3%	17.6%	7.8%	5.1%

At McGill, regardless of race, gender, disability (etc.), every individual is considered an equal member

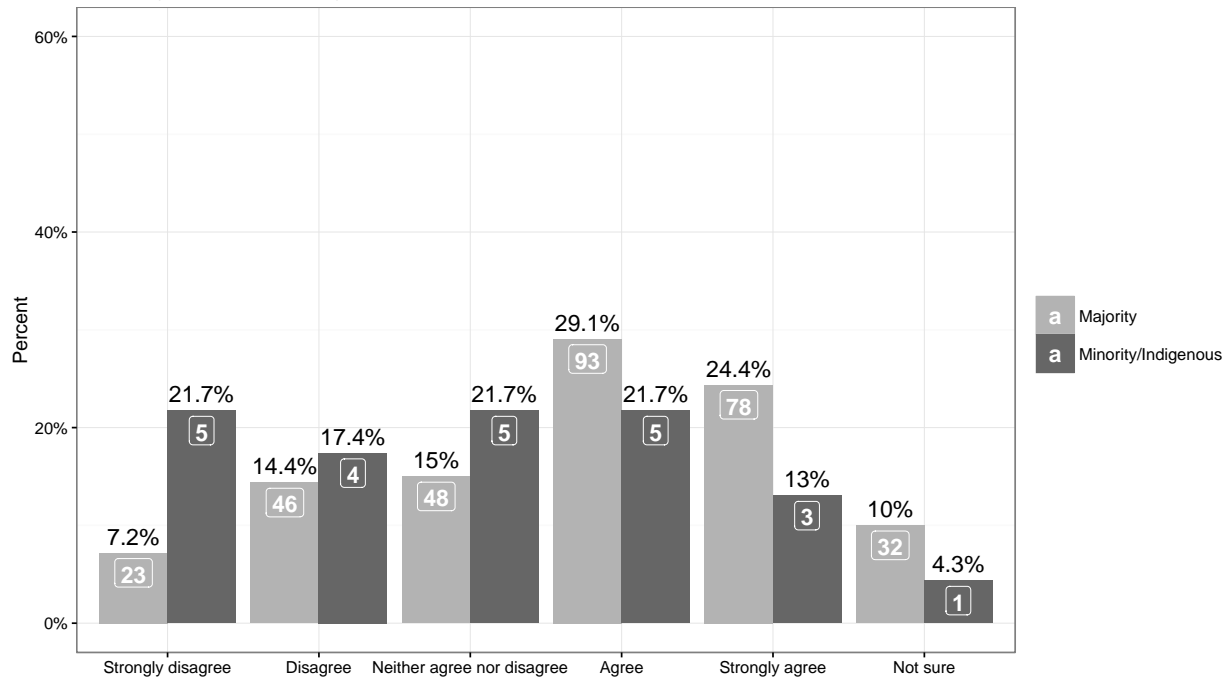


Figure 13: Question 3.6.1 by self-identification as racialized minority.

At McGill, regardless of race, gender, disability (etc.), every individual is considered an equal member

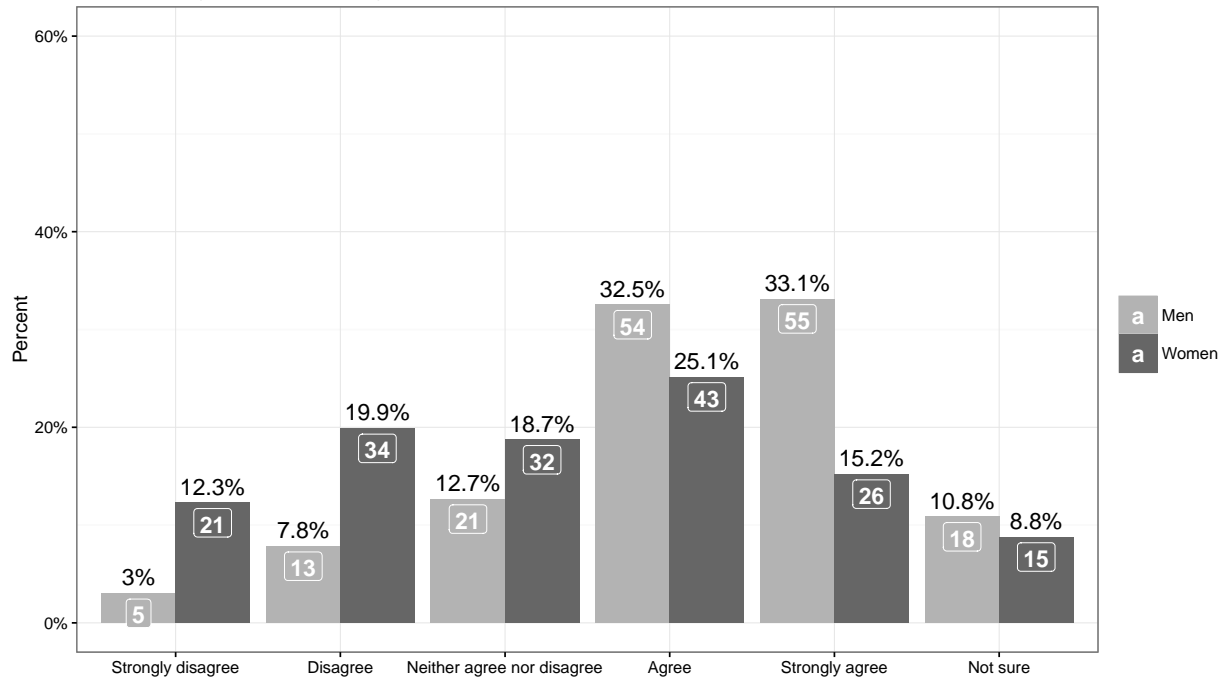


Figure 14: Question 3.6.1 by gender.

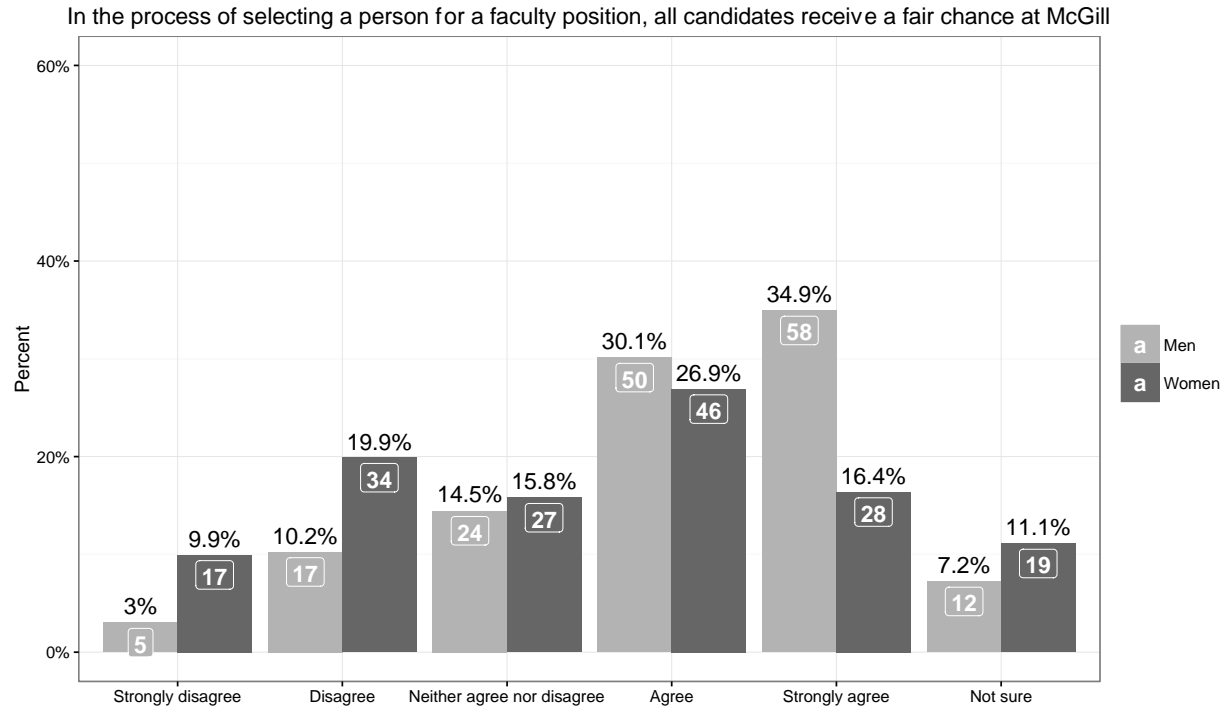


Figure 15: Question 3.6.2 by gender.

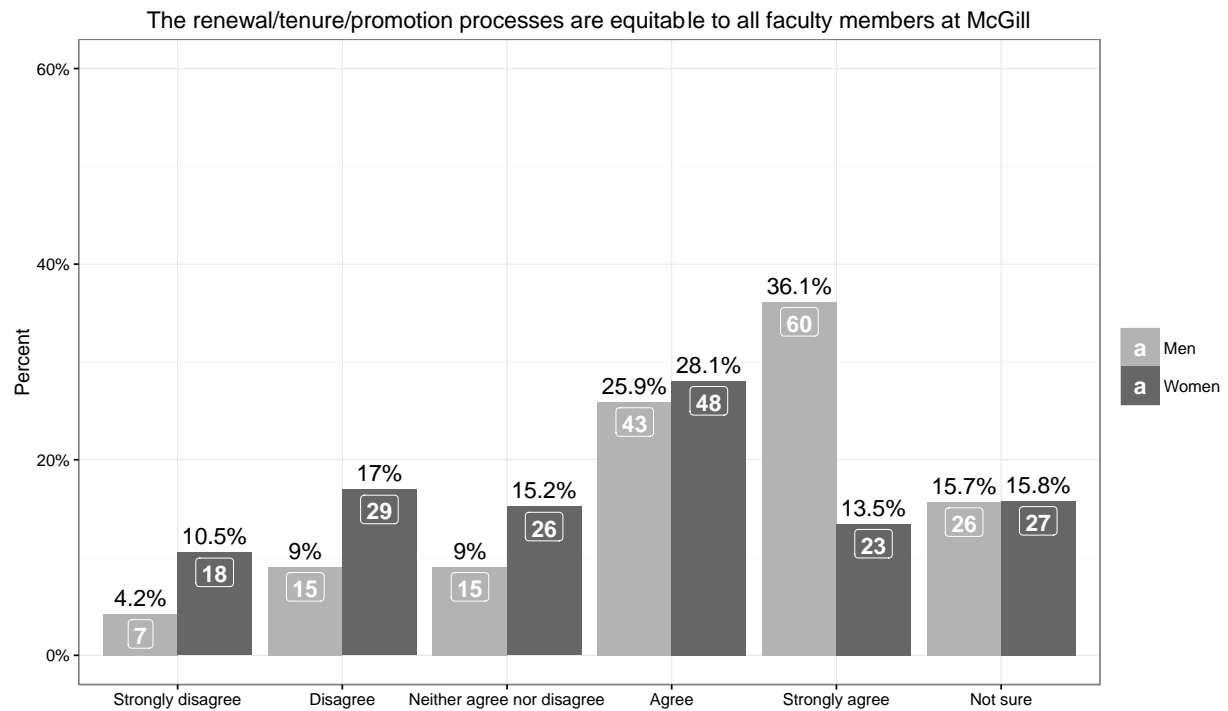


Figure 16: Question 3.6.3 by gender.

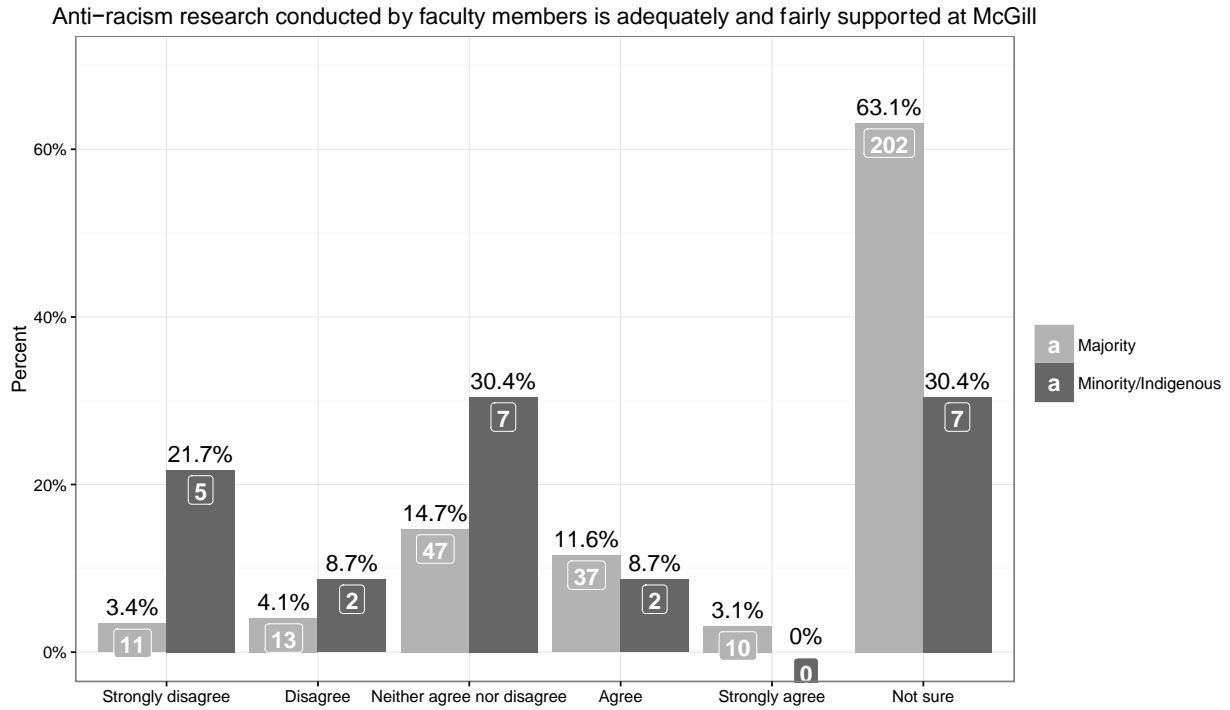


Figure 17: Question 3.6.4 by self-identification as racialized minority.

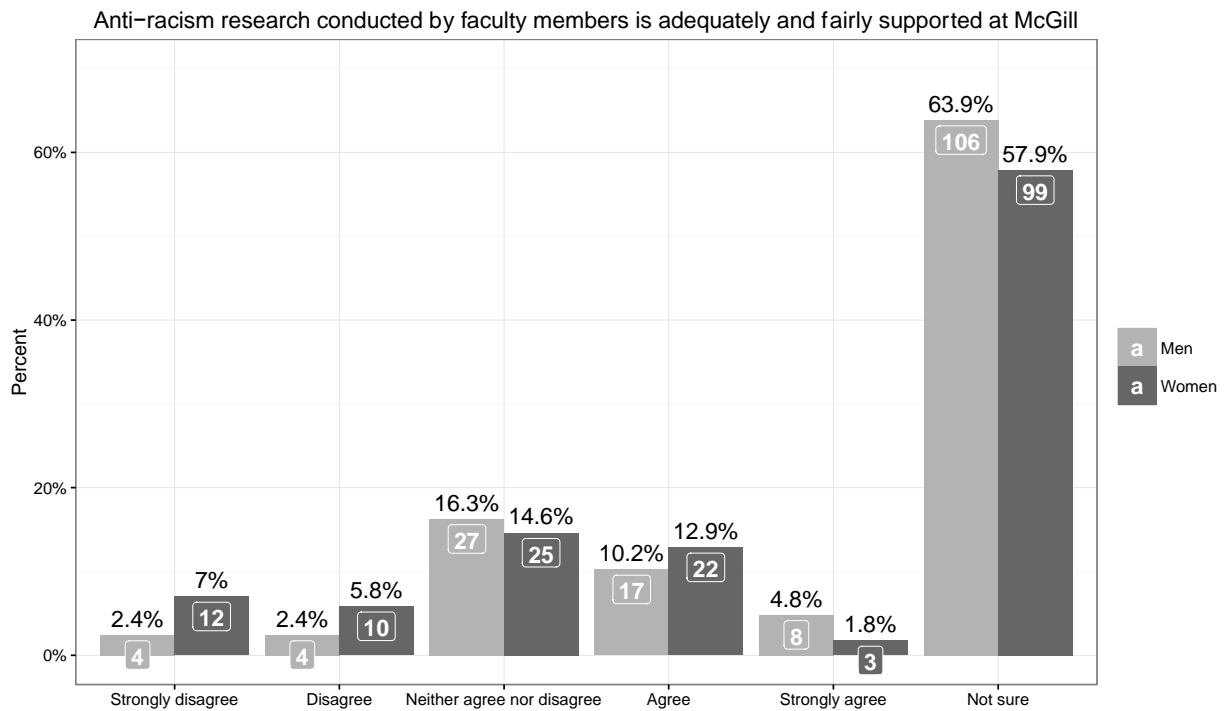


Figure 18: Question 3.6.4 by gender.

Faculty from different groups (minorities, women, disabilities) are adequately represented on campus

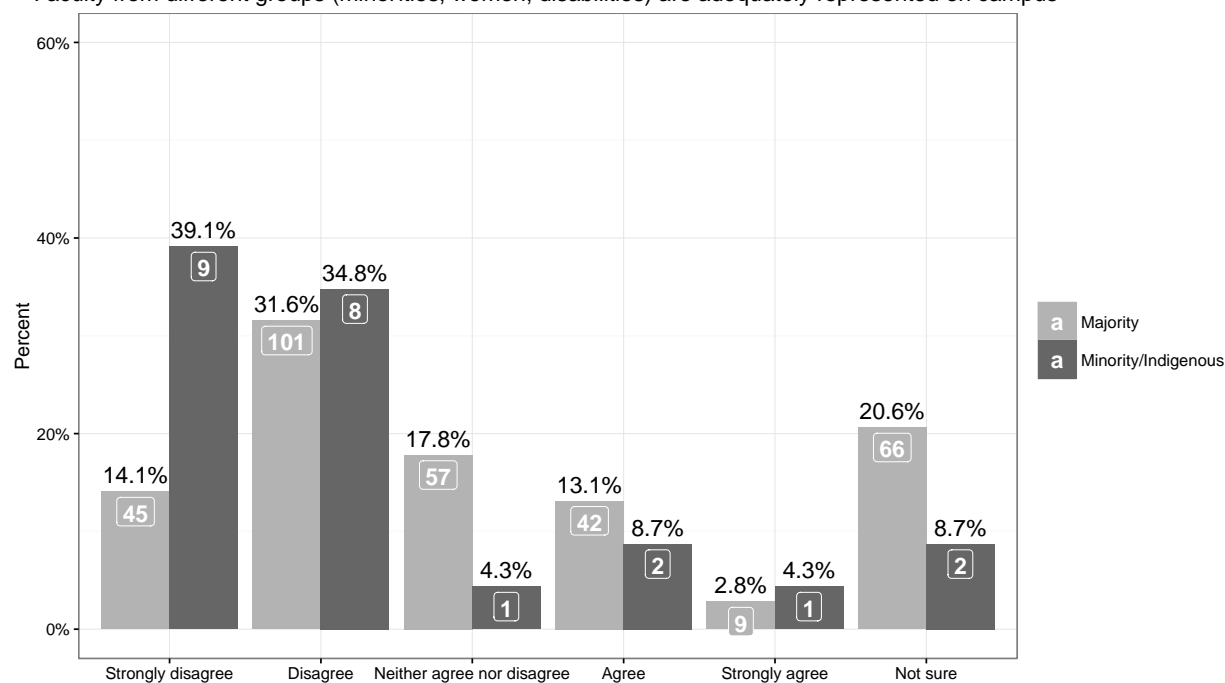


Figure 1913: Question 3.6.6 by self-identification as racialized minority.

Faculty from different groups (minorities, women, disabilities) are adequately represented on campus

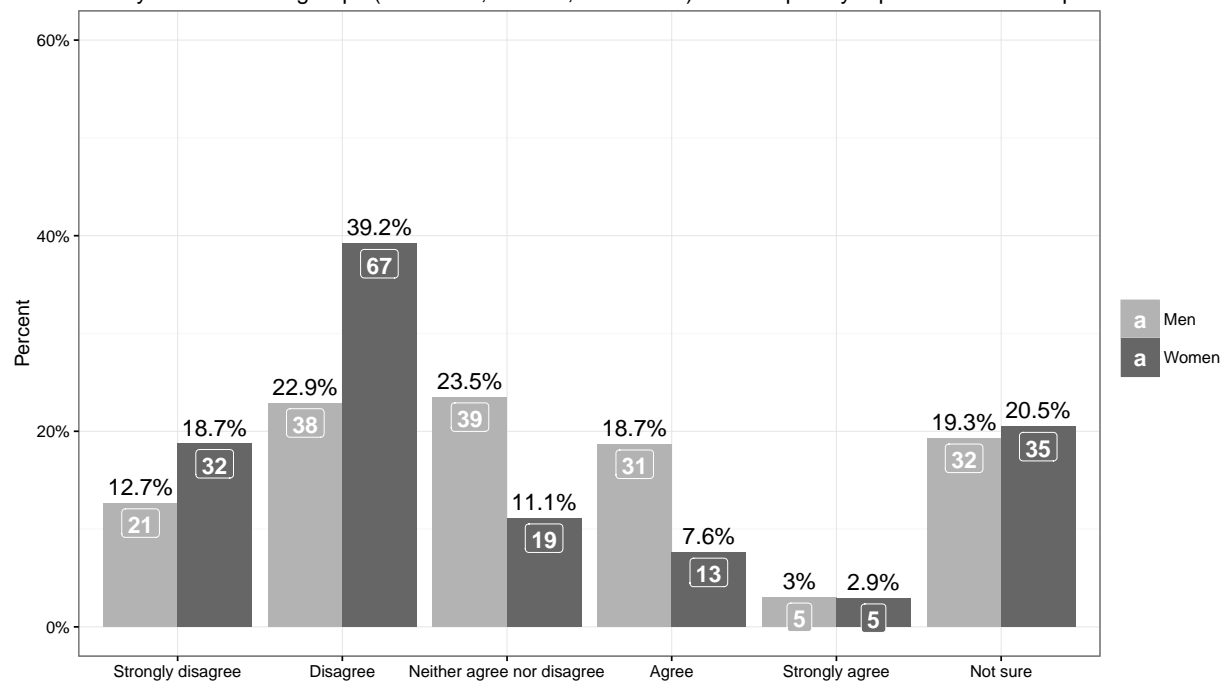


Figure 20: Question 3.6.6 by gender.

McGill is an inclusive place for faculty from different groups (racial/sexual minorities, women, disabilities)

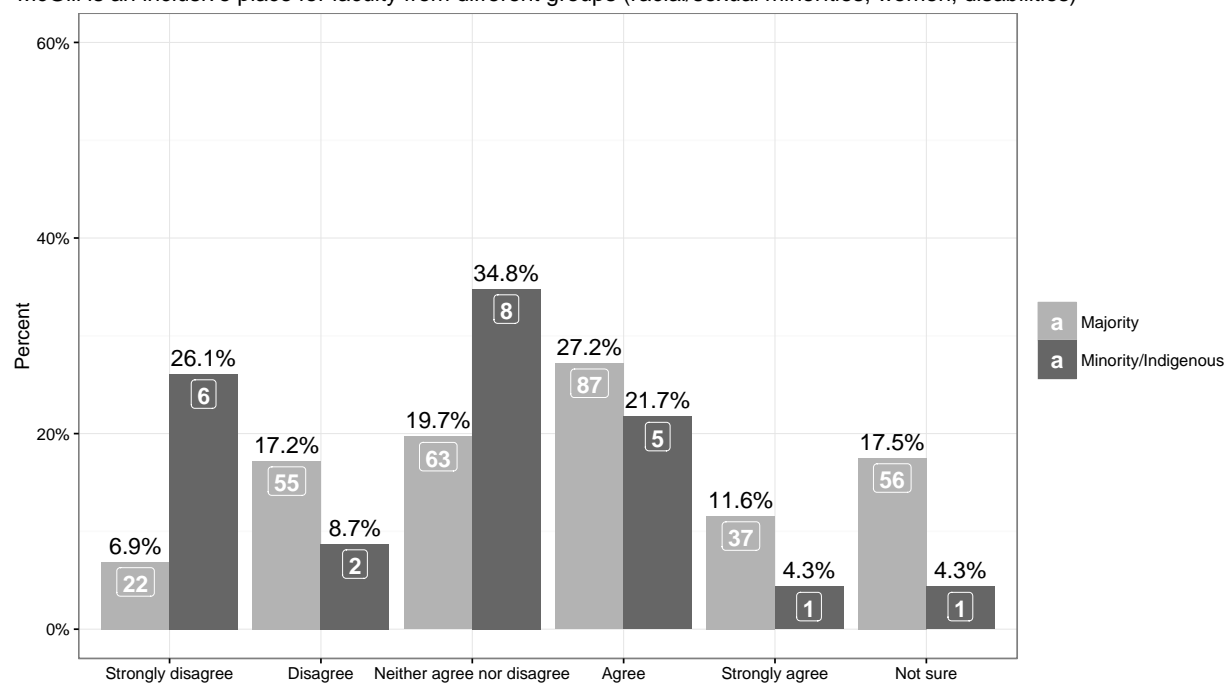


Figure 21: Question 3.6.7 by self-identification as racialized minority.

McGill is an inclusive place for faculty from different groups (racial/sexual minorities, women, disabilities)

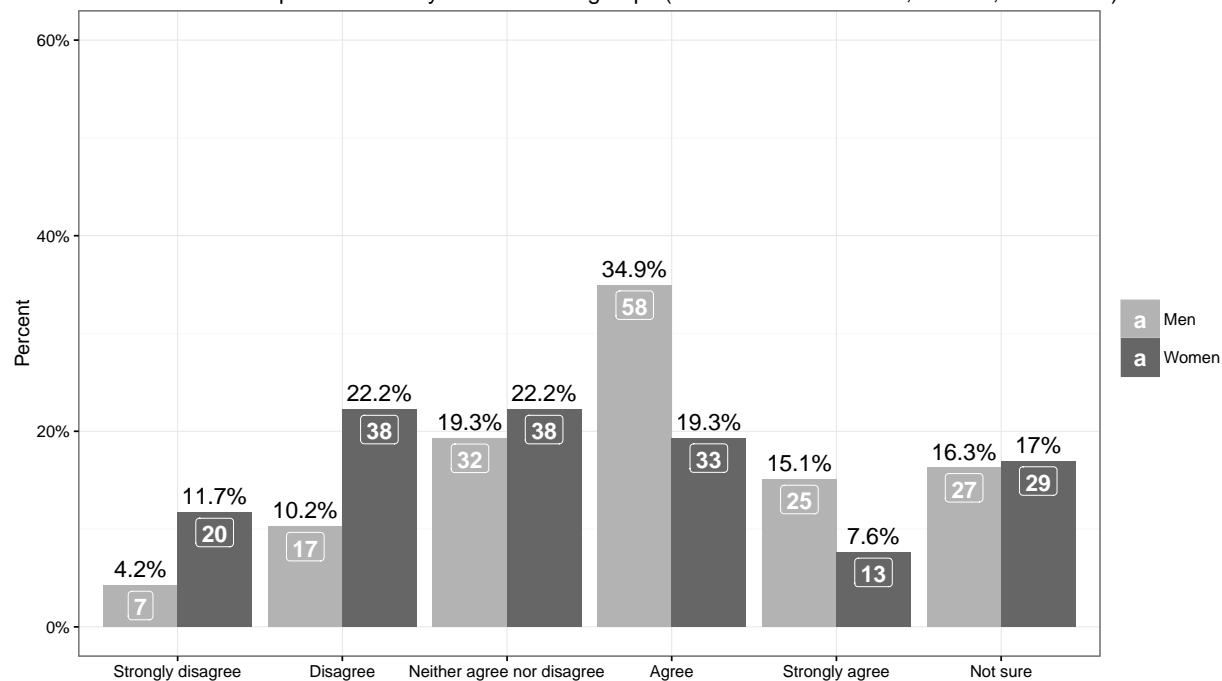


Figure 22: Question 3.6.7 by gender.

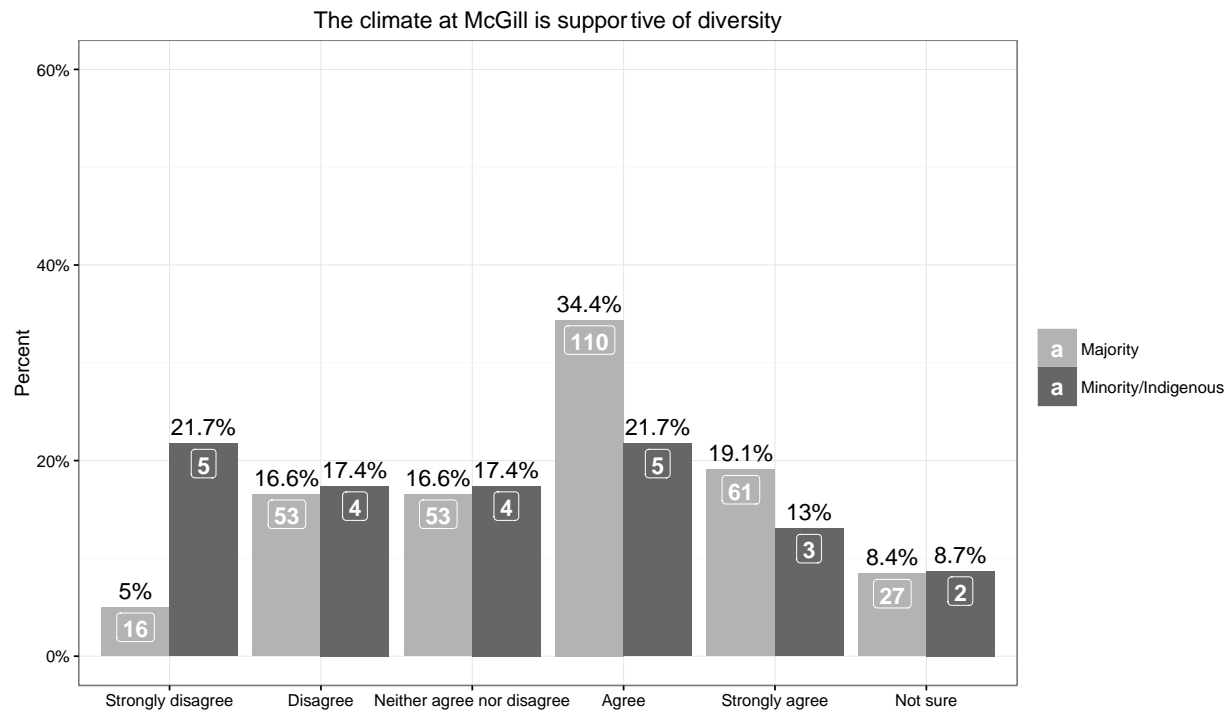


Figure 23: Question 3.6.8 by self-identification as racialized minority.

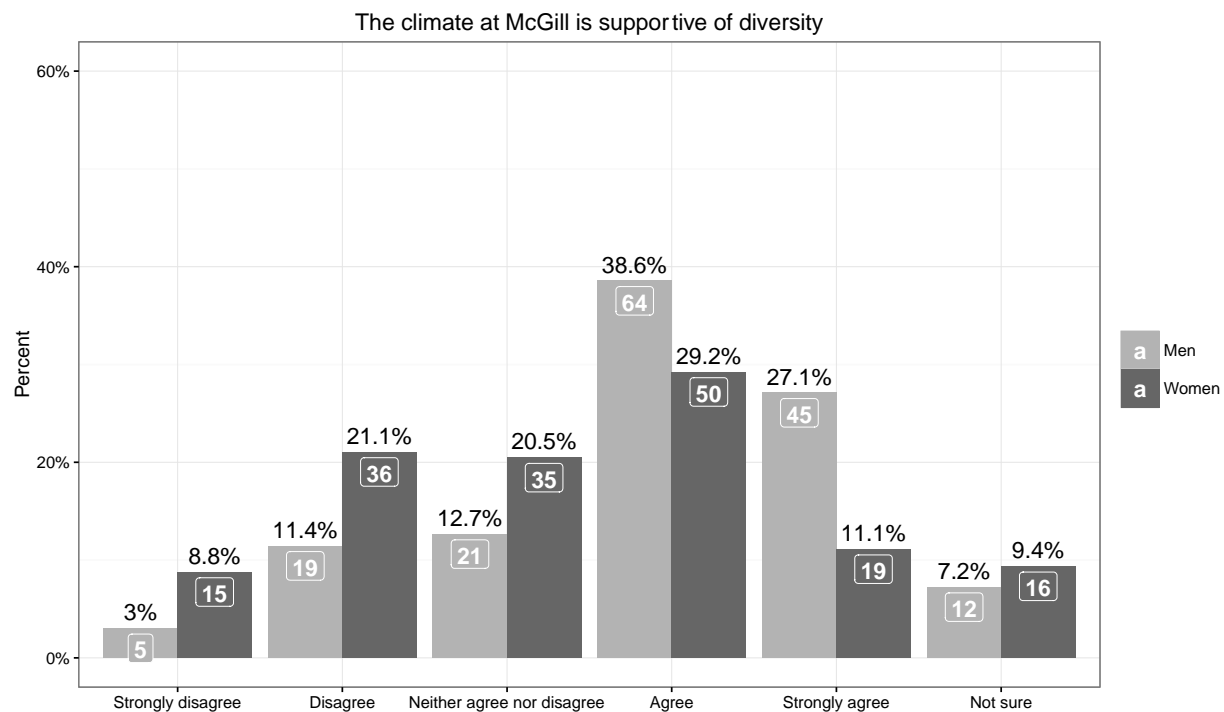


Figure 24: Question 3.6.8 by gender.

3.7. Retention of different groups at McGill

Participants were invited to respond yes/no to the question, “Are you concerned about the retention of faculty from different groups including: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities at McGill?”. Of the 322 respondents to this question, 119 replied yes (37%) and 203 respondents replied no (63%). Fifty-two respondents (13.9%) elected not to answer this question.

Survey respondents were then given the opportunity to provide qualitative comments on their responses. In total, 196 participants provided qualitative comments, and of these, 122 are negative about some aspect of work at McGill, either specifically about retention (20), or about retention *and* a range of other issues (102). A further 27 are neutral regarding retention, 19 state that there is no problem, and 26 say it is a far more complex issue than just retention.

In fact, responses covered a far broader range of topics and concerns than those only related to the topic of retention. Broader responses are discussed in Section 3.11. Here we highlight the diversity of qualitative responses regarding retention *per se*.

3.7.1. General concerns regarding retention

Nineteen respondents indicated that there were no concerns regarding retention, and no problems for minority groups. Of these respondents, 11 were male (58%), and interestingly, some men highlighted their gender in relation to why they responded as they did here. Responses representative of this stance included:

“I think McGill operates inclusively and responsibly on this front.”

“I’m a white male so luckily for me this is simply not something I think about or am confronted with.”

“There is no evidence to be concerned; hence it is a ‘No’ for me.”

More neutral opinions regarding retention came from 27 respondents (12 women and 15 men), most of whom noted a lack of information/statistics provided by the University to be able to answer more specifically, with comments such as:

“As a regular Faculty member, I have no information on 'retention' for the identified groups; I have never been aware of such retention problems at McGill.”

“I know of no evidence that reveals that colleagues in those groups are more likely to leave than colleagues in other groups.”

“No information is disseminated on this issue so how can we comment adequately? All we know is what we see in our own faculty - not much diversity present. Of course, if you are not privy to information seen by the hiring committees, you cannot know how fairly they operate.”

"I am not concerned because I have no data. There may be problems on campus that I am simply unaware of."

Others who provided neutral answers tended to write in the third person about what the best approach would be or what is important to do *vis-à-vis* retention, without specific comments regarding McGill. For instance:

"With any lesser advantaged group, it is important to be vigilant concerning the protection of their opportunities and rights."

Comments that focused on negative aspects or concerns regarding retention (20 respondents with 24 different comments)⁹ covered a broad range of topics: the Quebec context; not being valued for one's work; age; lack of mentoring; and lack of support from the administration (see also Sections 3.7.2–3.7.5). Others noted that retention was difficult for specific minority groups. Work-life balance was seen as a concern in relation to both retention and general wellbeing, especially for those with children. Finally, several respondents noted that more technical staff and improved maintenance of essential research infrastructure were urgently needed both to attract and retain faculty. While we are aware that these comprise a small number of comments, they are noted here so as to show the range of concerns respondents provided, especially with regard to minority groups, and to provide a starting point for the University to consider this topic in the future.

3.7.2. Retention concerns for different groups (9 comments)

Some faculty members expressed their opinion that very little effort is made in the areas of recruitment and retention of racialized minorities, sexual minorities, and people with disabilities. Comments included that McGill does not adequately serve the needs of faculty with disabilities, while others noted that in certain Departments a lack of women is probably discouraging women applicants.

"McGill has, in general, a very bad track record, and reputation for recruitment and retention of minorities, and is the very last place in the world you want to be if you are a disabled person!"

"The number of Black and Indigenous faculty members in areas of scholarship that deal with issues of race and difference, for example, the Faculties of Arts and Education are particularly low and this is extremely problematic. This is one of the most important issues facing McGill and one which I have not seen adequate steps taken to redress."

3.7.3. Lack of support from central administration and Departments (8 comments)

Responses identify a lack of support from the administration in several areas, including help with visas and immigration procedures, spousal employment, and competitive salaries. Other responses identify the problem to be at the Departmental level with regard to adequate and appropriate mentoring (or lack thereof) and attitudes. Still others noted that this question is hard to answer due to the extreme variation across the University.

⁹ A response that covered more than one theme was coded for each theme.

“Many of my colleagues left McGill because of visa issues, or because spouses could not find a job in Montreal. I am in a similar position and the support I received from my unit when I asked for help is almost zero, the response was good luck, go on your own.”

“Being from McGill is no longer a significant benefit professionally; the arrogance of the administration and salaries that are far below colleagues at other institutions can no longer be justified.”

“Competent mentoring is vital if we are to retain new faculty without placing them under excessive stress.”

3.7.4. Quebec context (3 comments)

Three comments were received regarding Quebec immigration concerns, Quebec’s politics, and the difficulties faced by new hires who must learn French due to recent immigration policies; it was noted that this might negatively affect retention. Specific concern was noted regarding the lack of time off (e.g. pausing the tenure clock) and broader support from the University to be able to learn French.

“I am concerned about the retention of international faculty. The University's complete disregard of those of us who have difficulty acquiring permanent residency due to not qualifying in Quebec's point system, or not being able to attain the needed language competency due to the University not making provisions to give us the time off to study is driving us away.”

3.8. Negative treatment at McGill

Participants were asked if they had experienced, witnessed, or heard about others experiencing a range of negative treatment at McGill. Over one third of faculty members indicated that they had experienced, witnessed, or heard about others experiencing some form of negative treatment. Figure 25 illustrates the categories of negative treatment along with the number of faculty who selected each category. Respondents were given the opportunity to select more than one category.

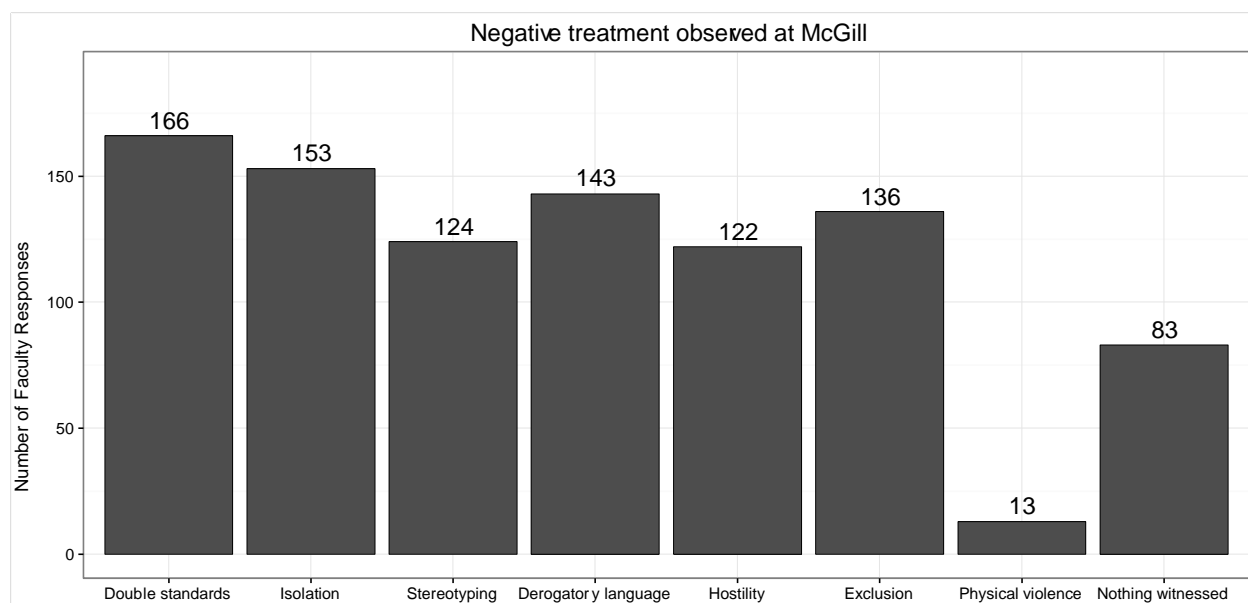


Figure 25: Number of faculty members reporting negative treatment observed at McGill.

3.8.1. Degree to which negative treatment is linked to membership in a specific group

Participants were invited to indicate whether they thought these six types of negative treatment were based on gender, Indigenous status, racialized minority status, language, disability, or sexual orientation, or if the cause was unknown to them. Two hundred and sixteen (216) respondents (57.7%) provided qualitative comments for this question.

Because so many respondents noted more than one category of negative treatment, we analyzed the qualitative responses with regard to whether the negative treatment was due to membership in the above categories or had a different cause.

We found that gender (for this question, gender equated exclusively to comments regarding women) was seen as a cause of negative treatment 107 times (Figure 26). Being a member of a racial minority group was noted 38 times, while language was noted 17 times, sexual orientation 16 times, religion 7 times, and disability 6 times. 'Other' was noted as a cause 81 times, and 28 stated that the cause was unknown. Note that except for 'unknown', respondents could report more than one category, with 193 respondents having experienced, witnessed, or heard about others experiencing at least 2 of these categories of events.

Of those who selected 'Other' causes of negative treatment, 14 noted a difficult personality type or a personal clash, 10 noted age, and a further 7 specifically noted a 'mean' or 'hostile' individual. Another 7 comments referred to bias and negative judgement based on research area. Other less commonly cited manifestations of negative treatment included competitiveness, bullying, and pulling rank, while other causes included national origin and status as a parent.

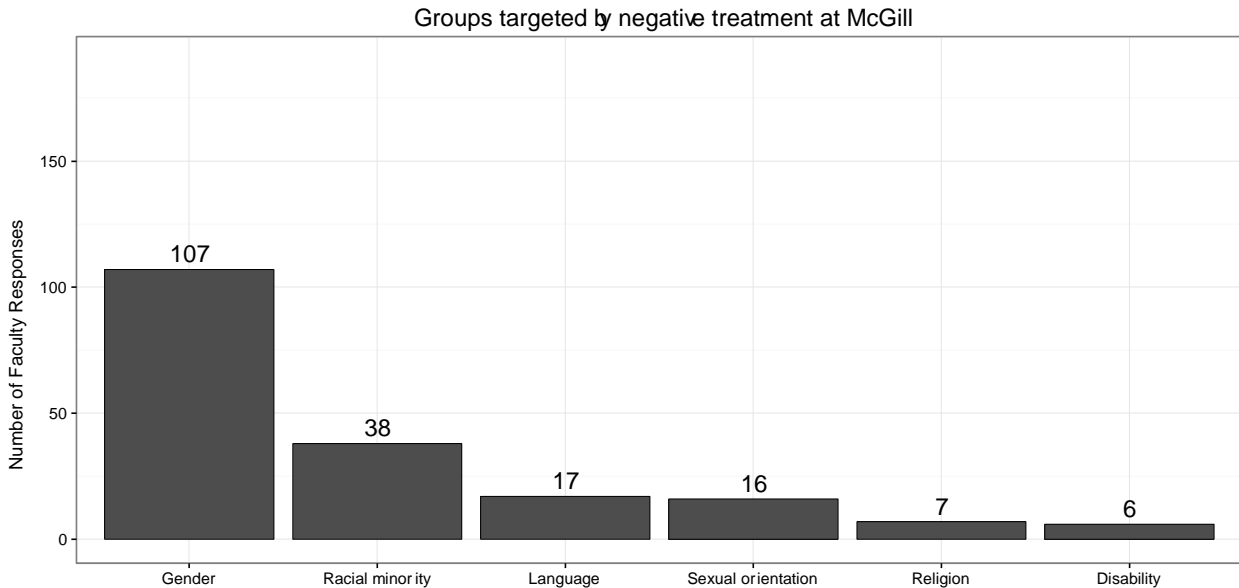


Figure 26: Number of faculty members reporting group membership as a cause of mistreatment.

Representative comments included:

Gender:

"Women are often in associate positions doing the hard work but having little real decision-making power. Women are under represented amongst full professor and sexism still deeply pervades departments and faculties where men refer and defer to each other."

"I have heard a senior male faculty member be openly disparaging of female faculty, explicitly linking their perceived weakness to being female or having children. They do this in my presence because they assume that, as a male, I will not be offended or will tacitly agree. Female colleagues have told me first-hand accounts of sexist or dismissive treatment from older male faculty."

"Let's face it, McGill is still an old white boys network. So sexism remains alive and well in many departments."

Racialized Minority:

"From the start of my time at McGill, I've been subject to racist behaviour from both faculty and students on a regular basis... There's an enormous amount of insecurity and projection at McGill around racialized faculty, especially those of us who don't 'know our place'."

"I've heard white faculty denigrating research on race by faculty of colour as 'self-indulgent' and 'not serious' compared with the less politicized work they do."

"I have seen negative treatment based on gender, age, and minority status with regard to academic background or professional viewpoint."

We have not included quotes about language, sexual orientation, religion, and disability for confidentiality purposes given the relatively small number of responses and the fact that many comments were reporting on individuals' own experiences.

Other:

"This is a very competitive environment, some people try to get ahead not only by their own achievements, but by minimizing or dismissing other people's work."

"I think it [the cause] was general arrogance on the part of particular colleagues who discriminate against everybody with different views!"

"There are many badly behaved individuals at McGill and [there] seems no way to curb their actions."

3.9. Demographic characteristics and effects on teaching

Here, we were interested in three specific issues: whether or not a respondent's demographic characteristics affected how well they were able to perform their role as a faculty member at McGill University, responses in student evaluations, and student challenges to faculty authority.¹⁰

3.9.1. Teaching style constraints due to demographic characteristics

Eighty-four survey respondents (22.5%) indicated that they feel their teaching style is constrained by others' perceptions of their demographic characteristics. Figure 27 shows categories of demographic characteristics, accompanied by the number of faculty members who selected each category.

Written responses under the 'Other' category included age, immigration status, nationality, and research approach. As well, one faculty member indicated that his/her "demographic status" has "worked for and against him/her".

¹⁰ The percentages do not add up to 100% because respondents were given the opportunity to select more than one category.

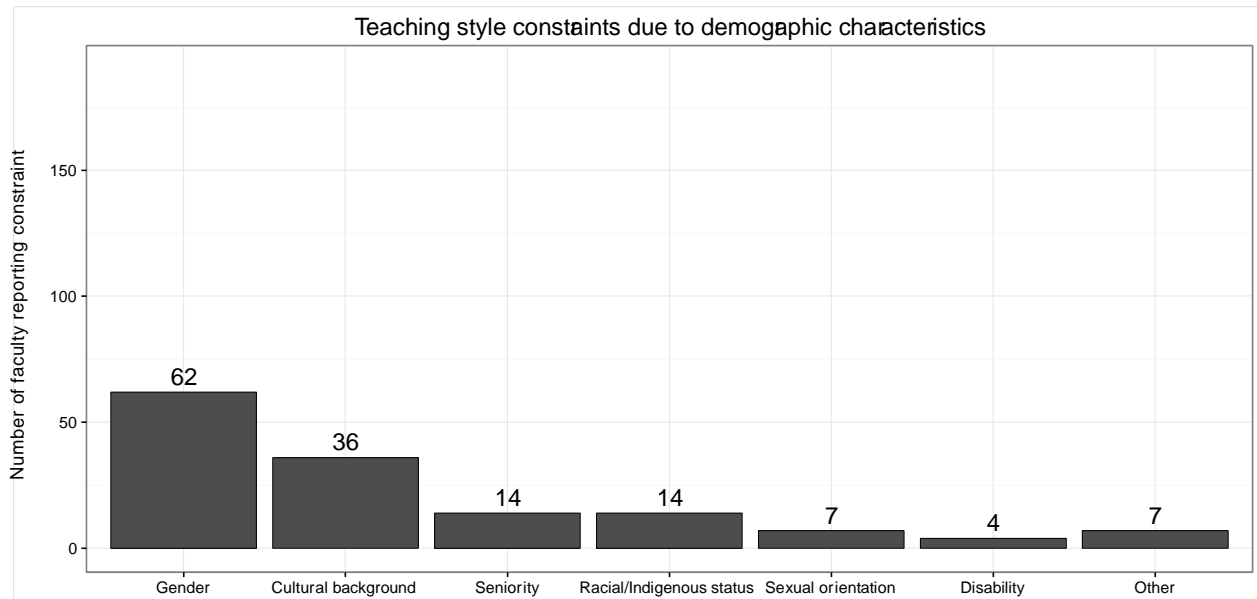


Figure 27: Number of faculty members reporting group membership as a cause of teaching style constraints.

3.9.2. Impact of demographic characteristic on teaching evaluations

Seventy-one respondents (19.0%) feel that their teaching evaluations have been impacted by students' consideration of their demographic characteristics. Figure 28 reveals the categories that faculty members identified as having an impact on their teaching evaluations. Written responses in the "Other" category included "research approaches" and "white privilege".

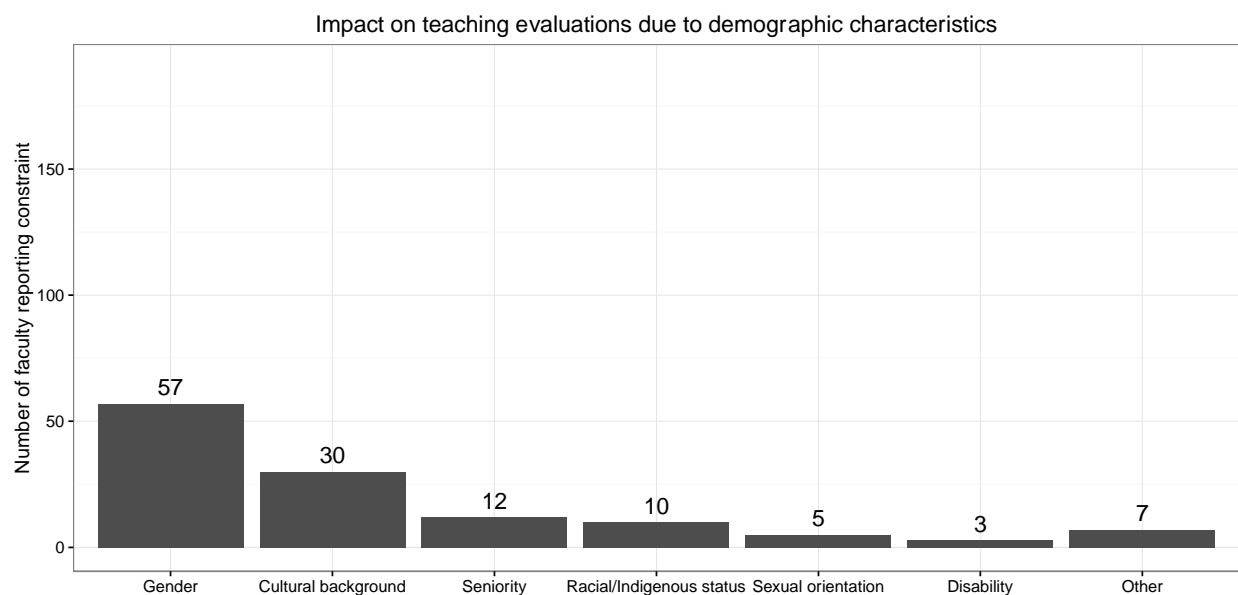


Figure 28: Number of faculty members reporting group membership impacting teaching evaluations on the part of students.

3.9.3. Challenges to faculty members' authority by students due to demographic characteristics

Ninety-two (24.6%) faculty members responded that they felt students had challenged their authority more frequently than that of other colleagues because of the respondent's demographic characteristics. Figure 29 shows the categories of demographic characteristics respondents believe cause students to challenge their authority most frequently. The written responses in the "Other" category included 4 mentions of "age/ageism" and comments covering political/community engagement, socio-economic class, teaching area (e.g., race/racism), and stature/manner.

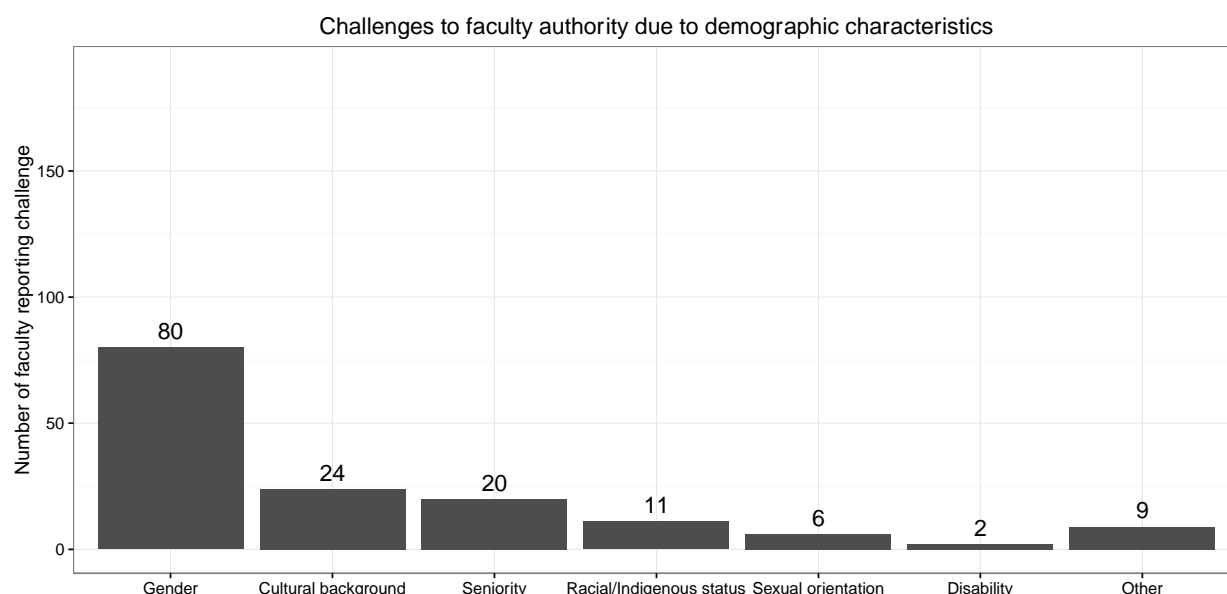


Figure 29: Number of faculty members reporting challenges to their authority due to group membership.

3.10. Comments regarding discrimination, lack of diversity, and additional concerns provided in qualitative responses

While the question, "Are you concerned about the retention of Faculty from different groups including: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities at McGill?" (see Section 3.7) concerned *retention* of faculty, we received a broad range of comments (239) from 102 respondents¹¹ focusing on other important topics that respondents were troubled by. These comments were coded and grouped into 11 broad themes, listed here from the most to least common. It should be noted that these themes, especially 1–6, were frequently mentioned in

¹¹ Note: if a respondent talked about (for example) family concerns, religion, and climate on campus, this was split into three different comments/codes, each placed within a relevant theme.

our formal and informal interviews as well. It should also be noted that the quotes listed here have been carefully chosen to be representative of the *range* of comments received regarding each theme:

1. a negative climate on campus
2. sexism and ignorance of women's concerns
3. concerns over the hiring process
4. discrimination and a lack of all types of diversity
5. discrimination and a lack of racial diversity
6. lack of transparency
7. lack of support for families
8. concerns regarding those with disabilities
9. concerns regarding sexual minorities
10. lack of appropriate mentoring
11. concerns regarding religious minorities

3.10.1. Negative climate on campus (53 comments)

This was by far the most commonly reported theme (53 comments). Concerns included the rewarding of conformity, a sense that only certain groups are permitted a voice while others face risks in speaking up, and a hostile, toxic, and overly competitive environment. Others noted that there is little concern or support from the senior administration regarding equality and diversity, and that biased decisions are often made that exclude minority groups and women. Finally, comments were also received regarding the lack of diversity within the senior administration. Representative comments included:

"The administrative superstructure is hostile and inimical to critique and discussion. This is not a gender or race issue so much as it is a top-down process of governance that, in a holistic way, certainly does not support minority voices or positions."

"While there are positive things going on here and there, the overriding atmosphere at McGill is STILL one of negativity, defensiveness, and closed-minded 'nay-sayers'... McGill = still, a very white male culture. Yet if someone said this at a departmental meeting, knives would fly!"

"Since [date], I have sheltered myself from anything political at McGill. I now 'agree'. I simply agree. That is it. Disagreement is only for the few, that are allowed to disagree."

"Limited resources have fostered nasty, cannibalistic, internal political competition, and 'collegiality', 'decorum' and 'we are all McGill' are all too often invoked to suppress meaningful discussion of problems."

"McGill's working culture is toxic; microaggressions abound between/among administrative support staff and faculty, between administrative support staff, between students and faculty, and between students and administration."

3.10.2. Sexism and disregard for women's concerns (37 comments)

Thirty-seven comments touched on sexism and disregard for women's concerns. Comments included a lack of willingness to address the gender imbalance in the hiring process, the tolerance of sex discrimination, and an inadequate response to tackling sexual harassment on campus. A number of women reported feeling compelled to work while on maternity leave to remain competitive with regard to merit assessment and tenure requirements. Others noted that there remains a salary gap and a differentiation in responsibilities given to women versus men, that women tend to be asked to do more service in Departments, and that a general 'old boys club' attitude prevails.

"As a faculty member I have experienced more sexism and sexual harassment here at McGill than I have at any point previously in my working life."

"There remain real concerns about sexism (and pay equity) in relation to women faculty, as well as weak rules in relation to sexual harassment and inappropriate sexual behaviour (especially towards some women faculty), but also in relation to professor-student relationships."

"There is no awareness of the importance of mentoring women in ways distinct from men, of the fact that maybe we should all value (for both men and women) the kind of work involved in raising a child in addition to being a professor, etc."

"Many staff at McGill have internalized 'older white male = important.' Younger, female, and minority faculty do not receive the same level of respect and support from staff."

3.10.3. Concerns over the hiring process (35 comments)

Another common theme focused on the hiring process, noting that this is the true root of McGill's lack of diversity. Respondents noted a significant lack of transparency in the hiring process, a lack of commitment to recruiting and retaining women and sexual minorities, and a general failure to address employment equity.

"The issue of gender parity and equity is a taboo topic in my department... When female faculty raised the issue (just to ask for discussion or clarification of our official departmental position or strategy), they were shut down."

"I think that the more urgent problem is hiring processes that claim to address equity but don't. There urgently needs to be some process to ensure real accountability there."

"A final more general comment on hiring. Our practice is, in my view, insufficiently transparent, making it difficult to detect systemic discrimination that may take place at hiring. As far as I can tell (and this is rather impressionistic given the lack of transparency in hiring), women candidates seem

to be viewed as more ‘controversial’ than male candidates especially at the more senior level. I often wonder whether moving to a less flexible but more transparent system where decisions around hiring and the like are voted upon might help resolve what I view as a problem of perpetuation of privilege.”

“I think that most faculty genuinely believe that when they are making hiring decisions (for example) that they are judging the candidates on their merits and are not affected by considerations of race (just to take one example of difference). I see mostly decent people with good intentions at McGill. But I do not think that there is a particularly sophisticated conversation or awareness at McGill around questions of difference and what difference means.”

3.10.4. Discrimination and a lack of all types of diversity (34 comments).

We received disturbing examples of discrimination that we do not quote here to preserve respondents’ confidentiality. Comments focused on discrimination and a lack of diversity, issues related to language such as being Francophone in an English language institution, and being an English speaker in Quebec. In addition, we received comments related to discrimination based on socio-economic background. Many commented that there is a lack of support for all minority groups, including a lack of mentoring.

“McGill remains a very hostile environment for faculty who are racialized and sexualized minorities, Indigenous, and/or other oppressed people.”

“At McGill, women and minority groups are severely under-represented among faculty, staff, and students, all of which has major cascading effects on the quality and type of research and teaching that is undertaken as well as on the climate on campus. I think it is one of the principal concerns facing McGill.”

3.10.5. Discrimination and a lack of racial diversity (26 comments)

Twenty-six comments were received regarding McGill’s lack of racial diversity, the overwhelming ‘whiteness’ of the University, and experiences of a hostile environment for racialized and sexual minorities. Some respondents reported specific acts of racial harassment. A lack of Indigenous staff and faculty is also part of these concerns. Comments noted that there is little effort to address systemic racism and also little interest in learning from the experiences of current and former faculty and staff regarding these topics.

Comments included:¹²

“Hard to find a whiter University!”

“Diversity is not just about diverse skin colour in photos!”

¹² We have listed more quotes proportionally for sub-section 3.10.5 than for other themes due to our Working Group mandate.

"I feel that McGill displays an overwhelming whiteness across its faculties. I am alarmed by the lack of diversity in every respect, from curriculum and minority student recruitment to minority faculty recruitment."

"There seem to be double standards about the extent to which faculty of colour are often expected to prove their right to be here... It is 2015, but I find that I have to pinch myself fairly regularly to remind myself which century we are living and working in."

"The culture of color-blind racism at McGill makes it difficult for the University to retain professors from diverse groups, especially racialized minorities who experience racial microaggressions from students, colleagues, support staff, and central administration."

3.10.6. Lack of transparency (21 comments)

Twenty-one comments were received regarding a lack of transparency in various aspects of work at McGill. As well as in regard to hiring, respondents also noted of a lack of transparency in relation to tenure and promotion. A lack of voting within Departments and Faculties as well as the lack of a union were also pinpointed as causes for concern regarding a diversity of opinions being heard and respected.

"It is quite clear that there is enormous leeway for decisions by department chairs and deans to make biased decisions disadvantageous to those groups listed above [minority groups and women]."

"Democratic processes (such as voting) are often frowned upon, and faculty unionization is of course a strict no-no."

"The hiring, tenure and promotion processes at McGill are not transparent enough. The greatest weight is given to the departmental input and this is where the potential for discrimination is the greatest due to the internal politics of the departments... If the process were more transparent, then the committee would have to be more rigorous in justifying its decision and hence would make decisions based on fact rather than on impression or along 'party lines'."

3.10.7. Lack of support for families (10 comments)

Ten comments were received noting insensitivity to the needs of those with children. These ranged from complaints over inappropriate comments made by senior faculty regarding pregnancy, the lack of daycare (and the administration's lack of interest regarding this topic), and more generally McGill's lack of support for those with children.

"You can feel the influence of the out-of-touch seniors all over campus... 'we are not in the daycare business'."

"Not enough support for women who want to balance work with family."

3.10.8. Faculty with disabilities (10 comments)

There were ten comments regarding faculty with disabilities. The issues identified included the noticeable absence of people with visible disabilities, insufficient information regarding faculty with visible and invisible disabilities, and a lack of awareness about accommodations.

"I find that faculty with disabilities are virtually not-existent at McGill. [sic]"

"Does McGill resist getting data on faculty with disabilities on purpose so we can't know how poor we are at recruitment and retention?"

"I am also unaware of any accommodations made for faculty with invisible disabilities. Would love to see some support and guidance for staff with disabilities. How much can safely be disclosed? I don't think that much can be."

3.10.9. Sexual minorities (5 comments)

Five comments highlighted difficulties for sexual minorities. Issues identified included a sense of suspicion toward this group, the feeling of being undercut in subtle ways, and the low number of out Queer faculty.

"There are shockingly few out queer faculty."

"While not overt, there is a background of suspicion [concerning sexual minorities]."

3.10.10. Lack of appropriate mentoring (5 comments)

Five comments were received regarding mentoring. They connected mentoring with retention and beyond. Respondents noted the need for appropriate and relevant mentoring across all levels of faculty. Some respondents claimed that the mentoring they had received had been sexist and inappropriate. Only one comment is included here for reasons of confidentiality.

"If the university wants to retain and promote these groups there should be (1) a mentoring program; (2) specific efforts to provide experiences broadly within the university."

3.10.11. Religious minorities (3 comments)

Three comments mentioned that religion is a taboo subject, so the degree of discrimination and lack of diversity on religious grounds is not well known. One comment also noted that the new centralized timetabling system makes it difficult to accommodate religious obligations.

3.11. Specific responses from Indigenous persons and racialized minorities

Based on our mandate and both formal and informal interview responses, the final part of the survey was directed at the 23 respondents (6.1%) who categorized themselves as an Indigenous person or member of a racialized minority group. Specifically, upon selecting "yes" to the question of whether or

not one categorizes oneself as an Indigenous person or racialized minority, respondents automatically received the questions we share below. Based on McGill's Employment Equity statistics as of June 2015, this set of 23 respondents represents 13% of the 173 Indigenous and racialized minority tenure-track faculty at McGill University.

3.11.1. Impact of Indigenous or racialized minority status on work experience

Respondents were asked eight questions regarding the degree to which Indigenous or racialized minority status affects their work experience at McGill. As shown in Table 6, the questions covered (a) the experiences of their initial appointment, (b) their relationships with colleagues and students, and (c) participation in the McGill community. As noted earlier, the discomfort with sharing one's demographic background and the small sample size of responses associated with faculty identifying themselves as racialized minorities or Indigenous people are important considerations when evaluating and interpreting these results.

Over a third of the Indigenous and racialized minority faculty who responded to this part of the survey indicated that their status has had a negative impact on their relationships with persons in authority (Question 2), and on their participation in the community of the University (Question 3). In addition, close to 25% of this group reported that their Indigenous or racialized minority status has had a negative impact on their merit assessment (Question 1). In light of these results, it should be noted that existing research suggests that members of minority groups may discount discrimination against them, even when objective evidence points to the contrary.¹³ Although some may readily identify discrimination and seek redress, others cope by working to minimize it.¹⁴

Table 6: Questions to minorities and Indigenous faculty regarding the workplace impact of their racialized status. Both percentages and raw numbers shown.

	Very negative impact	Negative impact	No impact	Positive impact	Very positive impact	No response
1. Merit assessment	8.7% (2)	13.0% (3)	73.9% (17)	0%	0%	4.3% (1)
2. Your relations with persons having authority over your position	8.7% (2)	26.1% (6)	56.5% (13)	4.3% (1)	0%	4.3% (1)
3. Your relations with colleagues/peers in the University	0%	26.1% (6)	52.2% (12)	17.4% (4)	0%	4.3% (1)

¹³ Miller, C. T. & C. R. Kaiser. 2001. A theoretical perspective on coping with stigma. *Journal of Social Issues* 57(1): 73–92; Ruggiero, K. M. & D. M. Taylor. 1995. Coping with discrimination: How disadvantaged group members perceive the discrimination that confronts them. *Journal of Personality and Social Psychology* 68(5): 826.

¹⁴ Miller & Kaiser (2001).

Table 6 (continued): Questions to minorities and Indigenous faculty regarding the workplace impact of their racialized status. Both percentages and raw numbers shown.

	Very negative impact	Negative impact	No impact	Positive impact	Very positive impact	No response
4. Your initial appointment	0%	13.0% (3)	69.6% (16)	8.7% (2)	4.3% (1)	4.3% (1)
5. Your progress through the ranks/promotion	4.3% (1)	17.4% (4)	69.9% (16)	4.3% (1)	0%	4.3% (1)
6. Your relations with students	0%	17.4% (4)	69.6% (16)	8.7% (2)	0%	4.3% (1)
7. Your participation in (the community of) your Faculty	4.3% (1)	30.4% (7)	52.2% (12)	8.7%(2)	0%	4.3% (1)
8. Your participation in (the community of) the University	4.3% (1)	8.7% (2)	73.9% (17)	4.3% (1)	4.3% (1)	4.3% (1)

3.11.2. Experiences of overt discrimination or harassment

Respondents answering this part of the survey were asked whether they had experienced overt discrimination or harassment as an Indigenous person or member of a racialized minority. Overt discrimination was defined as “an obvious and specific case of unfair or differential treatment, whether intentional or unintentional, based on your Indigenous or racialized minority status”. Within this group of faculty, 28.6% of respondents (6 faculty members) indicated ‘yes’. As illustrated in Table 7, those who responded ‘yes’ were asked to note who had been the source of this treatment.

Table 7: Percentage (and raw number count) of racialized and Indigenous respondents reporting discrimination.

Source of overt discrimination or harassment for Indigenous or racialized minority respondents	Respondents noting each category (of those who responded yes to this question).
Colleagues	67% (4)
Dean	33% (2)
Student	33% (2)
Department Head or equivalent	33% (2)
Staff	17% (1)
Administrator	17% (1)

Respondents were further asked whether they had sought advice or assistance, with two of the six individuals responding ‘yes’. Of the four that responded no, they were asked to explain their decision, and they responded with statements such as:

“I can fight my own battles.”

“In some cases yes, in others no.”

“I did not think it would make any difference.”

Seven respondents answered the question: ‘Was the situation resolved to your satisfaction?’. Out of these seven, the majority (5 individuals) indicated ‘no’. Here are the comments associated with this question:

“The senior administrators just rejected it, claiming the Dean has authority...”

“I have tried to deal directly with different situations. Often gender and race are inseparable.”

“One is expected to suck it up, frankly. If one has a sympathetic chair or senior colleagues, that can make a difference as to the course of action one takes. If not, you are on your own. But at an institutional level, there is no implementation or enforcement of any serious anti-harassment policy at McGill, and from low-level forms of bullying to more serious forms of harassment and intimidation/discrimination, I think that in general there is a climate of impunity. Attempts to raise these issues and practices often backfire on people targeted - not least if this is attempted through official channels and processes. We know, we know - it's us non-white folks who are the problem. Can't we just get over ourselves and learn to love our inferiority! And embrace how diverse and multicultural everything is?”

3.11.3. Experiences of systemic discrimination

We asked Indigenous and racialized minority respondents if they had experienced systemic discrimination. We defined systemic discrimination as unfair or differential treatment that is built into institutional policies or practices so that it is automatically perpetuated. Close to 50% of respondents indicated 'yes'. We list here a representative range of comments by Indigenous and racialized minority respondents when asked, "Please describe your experience of systemic discrimination":

"Gender and race, sometimes separately, sometimes combined. On one level there is a different set of entitlements for men who are favoured over women (i.e. resource allocation, opportunity to hold [directorships], merit award allocation, promotions). I have also experienced disrespect from some male colleagues when I was [a coordinator], aggressive behaviours they would not do with fellow male colleagues."

"Being constructed by multiple students and faculty based on assumptions/perceptions and their own projections and stereotypes about my (supposed) religion, ethnic background and political views. An intellectual culture is dominated by a tendency to dismiss or devalue knowledge/experiences of marginalized communities and students, (including critical scholars of colour producing research which addresses questions of systemic discrimination!)"

"Working in an institution in which attempts to address systemic discrimination has been - systemically - shut down. Such as the Town Hall on diversity etc."

"McGill badly needs senior administrators from different ethnic and racial groups or decision-makers who will be sensitive to these issues."

"The overwhelmingly white composition of McGill faculty is largely maintained by hiring committees who consciously or unconsciously tend to hire people who will 'fit in' and who are like them. Why does McGill have so few black faculty?"

"Watching white colleagues congratulate themselves over their commitments to equity (and sometimes 'anti-oppressive practice') while noting their lack of support or willingness to acknowledge the labour and experiences of racialized faculty in, for example, supporting students or other colleagues who are marginalized in the university, and in other ongoing work to address racism etc. at McGill more broadly."

"Being made to feel daily that one has to go to extra lengths to prove oneself in this institution - I mean, beyond the in-built insecurities which might be said to play out in academic (especially pre-tenure) lives."

4. DISCUSSION

While McGill faculty expressed general satisfaction with a range of work environment elements, a number of responses and commentaries raised particular concerns with regard to systemic discrimination and institutional barriers. These concerns included the workplace culture, norms, and

procedures that restrict the ability of faculty from particular groups to succeed. In terms of the general workplace environment, it is important to note that over two thirds of survey respondents (67.1%) felt emotionally drained from working at McGill either 'sometimes or 'often'. Notably, over a third of those who responded to the survey (35%) believe that their efforts would be deliberately undermined by colleagues. In addition, over a quarter (27.5%) noted that they received little support or feedback about their academic performance. Hence, the McGill workplace environment is felt by many to be an unsupportive one, characterized by inadequate mentoring and insufficient feedback.

Women especially reported a number of impediments to their full and equal participation and their ability to gain respect of colleagues and students. Women faculty reported that they often felt demoralized, undervalued, and isolated. Racialized minorities, while represented here in far smaller numbers, also reported experiencing troubling discrimination and negative treatment.

Another important finding is the concern expressed by some respondents about revealing personal information. Given that there are very few Indigenous and racialized minorities in tenure-track positions, some individuals felt that they could be readily identified if they provided their demographic and departmental information. In light of this, the findings about Indigenous or minority status are likely to provide a modest account of the overall attitudes, perceptions, and behaviours of tenure-track faculty at the University.

When respondents were asked whether they were concerned about the retention of different minority groups at McGill, 37% responded 'yes', and 63% responded 'no'. However, in qualitative comments it became clear that many feel they do not have access to the information necessary to make an informed decision on this matter, highlighting the fact that there are very few statistics available regarding minority groups at McGill, let alone their retention.

One third of respondents reported having experienced, witnessed, or heard about others experiencing negative treatment. Gender and being a member of a racialized minority group status are noted most often as causes of this negative treatment. Language, sexual orientation, religion, and disability were also identified as causes of negative treatment.

Some faculty identified gender and cultural differences as reasons why their authority is challenged in the classroom. They felt that gender and cultural differences negatively affected their teaching evaluations and constrained their teaching style.

There were 102 respondents (27%) who provided qualitative feedback to the question regarding retention of minority groups (Section 3.7). Their responses went beyond the issue of retention. These responses included comments regarding discrimination, a lack of racial and other types of diversity, a prevailing negative climate on campus, sexism and ignorance of women's concerns, disquiet with the hiring process, and a lack of transparency. While one could argue that these are a minority of respondents' claims and concerns, these comments reveal an important level of frustration, distrust of the administration, and fear of speaking out.

Over a third of Indigenous and racialized minority respondents reported that their minority status has had a negative impact on their relationships with those in authority and their participation in the University community. As well, close to 25% of this group reported that their Indigenous and racialized minority status has had a negative impact on their merit assessment.

It appears concomitantly that among the majority of faculty members there is little awareness of the discrimination that is reported by a significant number of minorities and women. It is also clear from our interviews and the survey that women are much more likely than men to experience feelings of marginalization and the devaluing of their work and contributions. Relative to men, women are more likely to report the lack of mentoring and the relative lack of support they receive from colleagues, including Chairs/Deans. Moreover, it appears from these results that women often experience relative exclusion from University/Department life. Another concern that emerges is the lack of adequate support for family obligations.

In light of our findings, we make the following recommendations.

5. RECOMMENDATIONS

We recommend the adoption of a strategic plan that articulates McGill's commitment to diversity, equity, and the elimination of discrimination. To be effective, such a plan must include specific deliverables and dates for implementation.

1. Recruit, develop, and sustain a diverse faculty with particular attention to historically underrepresented groups.
2. As part of the strategy for achieving the goals in Recommendation 1, urge units to solicit applications from established scholars in historically underrepresented groups who hold positions at comparable universities, when hiring above the assistant professor level; the University should guarantee the resources to complete the hiring process for such scholars.
3. Require mandatory Equity Audits by Department for faculty, covering hiring, renewal, promotion, and tenure and salary equity.
4. Create a senior administrative officer position with a specific mandate to promote diversity and inclusiveness.
5. Establish institutional processes that protect individuals reporting discrimination.
6. Require units to develop a formal mentoring program.
7. Require compulsory diversity awareness and sensitivity training for all faculty, starting with those in leadership roles (e.g., senior administration, Chairs, and area coordinators).

6. APPENDICES

6.1. Appendix 1: Letter via email from Anthony Masi with link to survey

From: Acadlists Ap <acadlists.ap@MCGILL.CA>

Date: May 19, 2015 10:48:34 AM EDT

To: <SUPERACADNOTE@LISTS.MCGILL.CA>

Subject: [SUPERACADNOTE] Survey on Systemic Discrimination

Reply-To: Acadlists Ap <acadlists.ap@MCGILL.CA>

Dear Colleagues,

The Joint Board Senate Committee on Equity recently established an ad hoc **Working Group on Systemic Discrimination** with the following membership:

Professor Patricia Faison Hewlin, Faculty of Management
Ms. Sarah Malik, Social Equity and Diversity Education Office
Professor Vrinda Narain (Chair), Faculty of Law/IGSF
Professor Emeritus Glyne Piggott, Linguistics Department
Professor Sarah Turner, Geography Department

The mandate of this working group is to investigate whether or not systemic discrimination affects academic staff at McGill, in re-appointment, promotion, tenure, or the working environment. The working group invites input from all members of the tenure track and tenured academic staff. A survey has been developed for this purpose; it can be found at the following link and should take less than 15 minutes to complete:

https://mcgillmgmt.az1.qualtrics.com/SE/?SID=SV_0lgX7Cy1M9vwHGJ

I invite you to participate in the survey (in English or in French). Your responses will be both anonymous and confidential. All data will be evaluated and reported only in the aggregate taking measures to protect unintended disclosure or identification of respondents.

A core objective of the Working Group is to understand the diverse experiences and perspectives of all tenure track and tenured faculty at McGill University, and to recommend initiatives to foster a climate that embraces and reflects our diverse community. Input will be used to suggest improvements in policies and practices, as appropriate.

Many thanks in advance for your participation. Your responses are essential to allow the University to reach a better understanding of situations affecting the academic lives of faculty members, and to address concerns that arise.

In order to evaluate your responses in a timely manner, I ask that you complete the questionnaire before 8 June 2015.

Prof Anthony C. Masi

Provost

LISTSERV distribution information

Replies to this email are not monitored. Please contact the person indicated in the body of the email message, or contact academic.personnel@mcgill.ca for assistance.

This message was sent to the following listservs:

ACADEMIC STAFF

-Tenure-track or tenured professorial and librarian staff (ACADTT/ACADTLIB and/or SUPERACADNOTE)

6.2. Appendix 2: Online Survey

Joint Board-Senate Committee on Equity – Survey on Systemic Discrimination

Pour répondre à ce questionnaire en français, veuillez sélectionner l'option « français » dans la case prévue à cet effet en haut à droite.

The Joint Board Senate Committee on Equity established a working group to investigate whether or not systemic bias affects different groups of tenure track academic staff at McGill University (in reappointment, promotion and tenure, work environment).

The core objective of the working group is to understand the diverse experiences and perspectives of all tenure track faculty at McGill. It is the University's view that solutions and improved practices will result from a collective effort of the faculty at large.

This questionnaire should take less than 15 minutes to complete. You have a unique opportunity to be candid with confidentiality. All data will be evaluated in the aggregate to recommend initiatives that help foster a climate that embraces and reflects our diverse community.

Please complete the survey in its entirety. There are no right or wrong answers. Your honest answers are most valued and appreciated.

Group Members:

Prof Vrinda Narain, (Chair) Faculty of Law/Faculty of Arts
Prof Patricia Hewlin, Faculty of Management
Sarah Malik, SEDE Office
Prof Glyne L. Piggott, Faculty of Arts
Prof Sarah Turner, Faculty of Science

We would like to begin with your feelings of commitment toward McGill University. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I feel a strong sense of belonging to McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to tell others that I work for McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really feel that any problems faced by McGill are also my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be happy to work at McGill until I retire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will probably leave McGill for reasons other than retirement within the next year or so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past six months, how frequently or infrequently have you felt the following?

	Never	Almost Never	Rarely	Sometimes	Often	Most of the Time	All the Time
I have felt emotionally drained from working at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt fatigued when I get up in the morning and have to face another day at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt frustrated by things going on at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
I feel comfortable raising problems and tough issues at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to express my views in my area/department/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have influence over decisions in my area/department/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At McGill, my knowledge and work are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At McGill, my colleagues treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No one in my area/department/faculty would deliberately act in a way that undermines my efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this section, we are interested in the degree to which you have received career guidance and psychosocial support since joining McGill.

	To very little extent	To little extent	To some extent	To great extent	To very great extent
I have received support and feedback regarding my performance as a scholar, teacher, and colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been given opportunities (beyond departmental committee assignments) that have increased my contact with people who may judge my potential for future advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been given specific strategies for advancing at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received mentoring and support that provide a safe space for me to talk openly about concerns related to advancement (e.g., reappointment, tenure, promotion, etc.). ¹⁵	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received mentoring and support regarding feelings of competence, commitment to advancement, relationships with faculty members, or work/family conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior faculty and others in influential positions have invited me to join them socially outside of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the remaining sections we'd like to focus on the demographic characteristics, attitudes and perspectives of faculty members, and to what extent these affect how faculty members are treated at McGill, particularly during the renewal/tenure/promotion processes.

¹⁵ This item was not included in the formal analyses due to the multiple categories (e.g., commitment to advancement, feelings of competence, work/family conflicts, etc.) that could not be disentangled for proper interpretation of results. The remaining items in this section capture more directly the psychosocial and career-related components of mentoring.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not sure
At McGill, regardless of his or her racialized minority status, Indigenous status, religion, gender, sexual orientation, or disability, every individual is considered an equal member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the process of selecting a person for a faculty position is being undertaken, all candidates receive a fair chance at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The renewal/tenure/promotion processes are equitable to all faculty members at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-racism research conducted by faculty members is adequately and fairly supported at McGill University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill has difficulty retaining faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities are adequately represented on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill is an inclusive place for faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

women, sexual minorities, and/or those with disabilities. The climate at McGill is supportive of diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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We invite your comments. Are you concerned about the retention of Faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities at McGill?

- ☐ No _____
- ☐ Yes _____

Please comment on your answer.

Have you experienced, witnessed, or heard about others experiencing any of the following at McGill? Please select all that apply.

- ☐ Isolation
- ☐ Exclusion
- ☐ Stereotyping
- ☐ Derogatory Language or Condescension
- ☐ Hostility
- ☐ Double Standards
- ☐ Physical Violence
- ☐ I have not experienced, witnessed, or heard about any of the occurrences mentioned in this question.

Please indicate if you have reason to believe the negative treatment you identified was based on gender, indigenous status, racialized minority status, language, disability or sexual orientation, or if the cause was unknown to you.

Here, we are interested in whether or not your demographic characteristics affect how well you are able to perform your role as a faculty member at McGill University. Do you feel that your teaching style is constrained by others' perception of your demographic characteristics?

- ☐ Yes
- ☐ No

Please indicate which categories of demographic characteristics you believe constrain your teaching style. Please select all that apply.

- ☐ Gender
- ☐ Disability
- ☐ Seniority
- ☐ Cultural background (including accent or religion)
- ☐ Racialized minority status
- ☐ Indigenous status
- ☐ Sexual orientation
- ☐ Other _____

Do you feel the evaluation of your teaching by students is affected by consideration of your demographic characteristics?

- ☐ Yes
- ☐ No

Please indicate the relevant categories of demographic characteristics which you believe affect your teaching evaluation. Please select all that apply.

- ☐ Gender
- ☐ Disability
- ☐ Seniority
- ☐ Cultural background (including accent or religion)
- ☐ Racialized minority status
- ☐ Indigenous status
- ☐ Sexual orientation
- ☐ Other _____

Do you feel that your authority is challenged more frequently by students than that of your colleagues because of your demographic characteristics?

- ☐ Yes
- ☐ No

Please indicate the relevant categories of demographic characteristics that cause students to challenge your authority more frequently. Please select all that apply.

- ☐ Gender
- ☐ Disability
- ☐ Seniority
- ☐ Cultural background (including accent or religion)
- ☐ Racialized minority status
- ☐ Indigenous status
- ☐ Sexual orientation
- ☐ Other _____

In this final section, we would like to know more about you. We thank you in advance for providing this information.

Please indicate your age category.

- ☐ 20 to 24
- ☐ 25 to 34
- ☐ 35 to 44
- ☐ 45 to 54
- ☐ 55 to 64
- ☐ 65 or over

How long have you been working at McGill?

- ☐ Less than a year
- ☐ 1 - 5 years
- ☐ 6 - 10 years
- ☐ 11 - 15 years
- ☐ More than 15 years

Where in McGill are you primarily employed?

- ☐ Faculty of Agricultural and Environment Sciences
- ☐ Faculty of Arts
- ☐ Faculty of Dentistry
- ☐ Faculty of Education
- ☐ Faculty of Engineering
- ☐ Faculty of Law
- ☐ Libraries
- ☐ Desautels Faculty of Management
- ☐ Faculty of Medicine
- ☐ Shulich School of Music
- ☐ Faculty of Religious Studies
- ☐ Faculty of Science
- ☐ Prefer not to say.

At what level are you employed?

- ☐ Assistant Professor, pre-renewal
- ☐ Assistant Professor, post-renewal
- ☐ Associate Professor
- ☐ Full Professor
- ☐ Other _____

To judge if bias or discrimination exists around dis/ability, do you have a disability that others at McGill are aware of?

- ☐ Yes, faculty and students are aware
- ☐ Yes, faculty are aware, but not students
- ☐ Yes, but no one at McGill is aware, or only my closest colleagues are aware
- ☐ No

Are you out as a member of the LGBTQ community?

- ☐ Yes, faculty and students are aware
- ☐ Yes, faculty are aware, but not students
- ☐ Yes, but no one at McGill is aware, or only my closest colleagues are aware
- ☐ No

What is your gender?

- ☐ Female
- ☐ Male
- ☐ Other

Please indicate all that apply to you: (note that we have followed Statistics Canada categories here).

- ☐ Arab
- ☐ Black
- ☐ Chinese
- ☐ Filipino
- ☐ Indigenous (e.g., North American Indian, Métis, Inuit)
- ☐ Japanese
- ☐ Korean
- ☐ Latin American
- ☐ South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- ☐ Southeast Asian (e.g., Vietnamese, Cambodian Malaysian, Laotian, etc.)
- ☐ West Asian (e.g., Iranian, Afghan, etc.)
- ☐ White
- ☐ Other (please specify) _____

Do you define yourself as an Indigenous person or a member of a racialized minority?

- ☐ Yes
- ☐ No

Based on your response as an Indigenous person or member of a racialized minority group, we invite your continued voluntary participation in the next section, which asks specific questions concerning your experiences at McGill. Be assured that results will be held in strictest confidence.

Please indicate the degree to which your Indigenous or racialized minority status had/has a positive, or negative, or no impact on your work experience at McGill.

	A very negative impact	A negative impact	No impact	A positive impact	A very positive impact
Your initial appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your progress through the ranks or promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relations with colleagues/peers in the University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relations with persons having authority over your position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relations with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your participation in (the community of) your Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your participation in (the community of) the University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you experienced overt discrimination or harassment? Overt discrimination refers to an obvious and specific case of unfair or differential treatment, whether intentional or unintentional based on your Indigenous or racialized minority status.

- ☐ Yes
- ☐ No

Who was the source of this treatment? Please check all that apply.

- ☐ Department Head or the equivalent
- ☐ Dean
- ☐ Administrator
- ☐ Colleagues
- ☐ Student
- ☐ Staff
- ☐ Other _____

Did you seek advice/assistance?

- ☐ Yes
- ☐ No (please explain) _____

From whom did you seek help/advice? Please check all that apply.

- ☐ Department Head or the equivalent
- ☐ Dean or Associate Dean
- ☐ Colleague
- ☐ University Advisor on Equity
- ☐ Human Rights Advisor
- ☐ McGill Association of University Teachers (MAUT)
- ☐ Employee Assistance Program
- ☐ Harassment Assessor
- ☐ Human Resources
- ☐ Other (please specify title): _____

Did you feel that you were supported at this time? (You are welcome to add comments)

- ☐ Yes
- ☐ No

Comments: _____

Was the situation resolved to your satisfaction? (You are welcome to add comments.)

- ☐ Yes
- ☐ No

Comments: _____

Lastly, do you believe that you have experienced systemic discrimination? Systemic discrimination refers to unfair or differential treatment that is built into institutional policies or practices so that it is perpetuated automatically.

- ☐ Yes (please explain on the following page)
- ☐ No

Please describe your experience of systemic discrimination.

FOCUS GROUP INVITATION

Thank you for your responses. You are invited to participate in a focus group discussion concerning your experiences and views as an Indigenous person or racialized minority faculty member. Your participation is voluntary and participants will be free to withdraw at any time without consequence. If you are willing to participate, please include your name and contact information in the box below. A member of the committee will contact you regarding focus group procedures. Alternatively, if you prefer, you may email Vrinda Narain (vrinda.narain@mcgill.ca) or Sarah Malik (sarah.malik@mcgill.ca) to participate in the focus group.

You have now completed the survey. An announcement will be made once a summary report is finalized. Finally, if this survey or the memories that it has invoked has caused you stress or discomfort, please note that support is available via McGill's Employee Assistance Program (EAP): <http://www.mcgill.ca/hr/bp/benefits/eap>.

Many thanks again for your participation.