



Memorandum

Office of the Provost and Vice-Principal (Academic)
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TO: Senate

FROM: Professor Angela Campbell, Associate Provost (Equity and Academic Policies)

SUBJECT: Report on Employment Equity

DATE: May 15, 2017

DOCUMENT #: D16-66

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE Presentation and discussion of employment equity data and recent employment equity initiatives at McGill.

BACKGROUND & RATIONALE McGill's *Employment Equity Policy* states:
 [T]he University will ensure the implementation of this Policy by:
 [...]
 • reporting to Senate every two years on the status of employment equity in the various sectors of the workforce.
 This Report is submitted in fulfillment of this requirement. The Report further informs Senate of recent related initiatives, and invites reflection on ways forward in regard to this important issue at our University.

PRIOR CONSULTATION N/A

SUSTAINABILITY CONSIDERATIONS N/A

IMPACT OF DECISION AND NEXT STEPS Continued work on the initiatives set out in this report.

MOTION OR RESOLUTION FOR APPROVAL This item is presented for information.

APPENDICES Appendix 1: Employment Equity Biennial Report to Senate



Employment Equity Biennial Report to Senate (May 2017)

The Provost & Vice-Principal (Academic) (PVPA) has identified equity as a priority since the outset of his mandate in 2015. Equity has hence taken up greater prominence within the responsibilities and objectives of the Associate Provost (Equity & Academic Policies) (AP-EAP). In collaboration and consultation with the Social Equity and Diversity Education (SEDE) Office and the Joint Board-Senate Committee on Equity, the Office of the PVPA has initiated a series of equity efforts aimed at having transversal, beneficial impacts across our campus. A major thrust of McGill's renewed energy in this area has focused on employment equity. This is premised on an understanding that a focus on equity in hiring and retention – of both academic and administrative and support staff – is essential to establishing and maintaining a diverse, inclusive University.

McGill's *Employment Equity Policy*, adopted in 2007, states that the University will ensure its implementation through:

reporting to Senate every two years on the status of employment equity in the various sectors of the workforce.

This report is submitted in furtherance of this obligation.

Senate last received the biennial report on employment equity in [May 2015](#). These reports to Senate have traditionally concentrated on presenting relevant data with a view to assessing whether and where the University has made progress in increasing the representativeness of equity-seeking groups within various categories of its workforce.

This year's report: (1) presents McGill's most recent employment equity data; (2) sets out efforts instituted since 2015 to advance employment equity objectives; and (3) invites reflection on ways forward in relation to employment equity for McGill, especially as we head into the *Employment Equity Policy's* second decade of operation.

1. Employment Equity Data*

Table 1 provides the proportion of female staff by employment classification at McGill, with comparisons over five and ten years. In general, the proportion of female employees has grown modestly. The rate of growth among women tenure-track faculty is noteworthy. Moreover, a considerable increase in women's representation is seen within the category of Senior Academic Administration.

Table 2a provides counts of staff, both academic and administrative, in federally-designated equity-seeking groups (Aboriginal, persons with disabilities, ethnic and visible minorities). The data is drawn from McGill's Employment Equity Survey. Both the absolute numbers and relative percentages have been fairly stable over time across all groups.

Table 2b takes the last year of table 2a and breaks it down by employee classification (tenure-stream, CAS, M's and E's, MUNACA, trades & services). The proportions are relatively similar across employee groups.

Table 3 provides academic recruitment data for tenure-track positions by McGill-designated equity-seeking groups.

Table 4 provides academic recruitment data for tenure-track positions by gender. Historically (2009 through 2014) 39% of offers have been to females while females represented about 26% of applicants. The proportion of females in 2016/2017 is similar, with females representing 31% of applicants, 39% of offers being made to female candidates, and females making up 31% of hires. Moreover, it appears that females are more likely to decline offers than males, with 41% of offers declined by females in 2016/2017 (15 out of 37) compared to only 16% of offers declined by males (9 out of 58).

Table 5 provides the number of awards (James McGill, William Dawson, CRC, and Endowed Chair) held by female faculty members, and compares this with the expected number based on the proportion of females in the pool of eligible candidates. Currently (2017) actuals are below expected for James McGill Professors and Endowed Chairs. However, actuals are equal to or above expected for William Dawson Scholars, CRC tier 1 and CRC tier 2, with steady and noticeable growth over the years.

Table 6 compares male and female tenure-track professors' mean salaries by rank, and tests for statistical difference. Currently the mean salary for male associate professors is significantly higher (\$4,575) than the mean for females. In the cases of assistant and full professors, the mean salaries are higher for males but the differences are not statistically significant.

Since 2008, the gap between males and females has shrunk for assistant professors, but has grown for both associate and full professors. Over time, it is expected that the decreased differential in salaries among assistant professors will translate into reduced gaps at the associate and full professor ranks.

* With thanks to Charles Lavergne and Irina Susan-Resiga of the Provost's Analysis, Planning and Budget Group for their support in the organization and analysis of the employment equity data presented here.

Table 7 compares male and female tenure-track professors' merit evaluations, averaged over five years. Currently the mean merit evaluation of females is more favorable than for males across all ranks (in merit ratings 1 is high and 5 is low), however the difference is only statistically significant for associate professors.

Table 8 compares male and female tenure-track professors on the mean years between starting as associate professor and the start of an appointment as full professor. Current female full professors took on average 1.69 years longer to reach the rank of full professor compared to their male counterparts, a statistically significant difference. Although the mean number of years has remained relatively stable for males since 2008, it has gradually increased for females by a full year. Maternity and parental leaves may be one reason for women's generally longer mean time to promotion, yet such leaves likely would not explain the increase in women's time to promotion over the last decade. This issue requires fuller exploration.

Table 1. McGill University - Proportion of female staff by employment classification

Evolution

	2008		2013		2014		2015		2016		2017		Δ perc. points	
	Total	% female	Total	% female	Total	% female	Total	% female	Total	% female	Total	% female	5-year	10-year
<u>Tenure-stream</u>														
Professor	600	17%	590	18%	610	19%	616	21%	651	20%	663	22%	4%	4%
Associate Professor	574	30%	710	34%	712	34%	705	35%	679	37%	671	37%	3%	7%
Assistant Professor	398	38%	310	43%	321	41%	292	43%	294	42%	294	43%	0%	5%
Librarian	5	60%	1	100%	1	100%	1	100%	1	100%	0	0%	0%	0%
Associate Librarian	27	74%	25	72%	25	72%	30	70%	32	72%	37	70%	-2%	-4%
Assistant Librarian	29	72%	33	82%	33	82%	27	82%	24	79%	18	78%	-4%	5%
Senior Academic Administration	24	25%	23	39%	22	36%	22	32%	23	48%	22	59%	20%	34%
Sub-total:	1,657	29%	1,692	32%	1,724	32%	1,693	32%	1,704	33%	1,705	33%	2%	4%
<u>Contract Academic Staff</u>														
Assistant Librarian	8	100%	6	100%	7	71%	5	100%	6	83%	6	83%	-17%	-17%
Professor	9	33%	6	17%	3	33%	3	0%	4	0%	5	20%	3%	-13%
Associate Professor	45	29%	52	44%	47	43%	46	44%	51	45%	54	46%	2%	17%
Assistant Professor	95	41%	113	44%	99	41%	108	44%	125	45%	141	46%	2%	5%
Faculty Lecturer	222	53%	247	57%	227	56%	256	58%	297	60%	292	58%	1%	5%
Unranked	968	54%	815	50%	785	56%	823	51%	787	54%	773	52%	2%	-2%
Sub-total:	1,347	52%	1,239	51%	1,168	54%	1,241	52%	1,270	54%	1,271	52%	1%	0%
<u>Administrative and Support</u>														
Clerical	919	92%	913	90%	807	89%	803	89%	819	88%	876	89%	-1%	-3%
Executive	34	56%	17	35%	17	47%	17	53%	15	60%	18	61%	26%	5%
Library Assistant	128	71%	99	69%	80	68%	79	67%	79	68%	75	68%	-1%	-3%
Management	1,362	64%	1,776	64%	1,646	64%	1,762	66%	1,776	65%	1,951	66%	2%	2%
MUNACA other	22	59%	20	55%	20	55%	20	55%	22	59%	20	45%	-10%	-14%
Technician	513	49%	448	48%	395	48%	395	49%	394	49%	397	49%	1%	1%
Trades and services	429	15%	434	16%	411	16%	417	17%	430	17%	433	19%	3%	3%
Sub-total:	3,407	63%	3,707	63%	3,376	62%	3,493	63%	3,535	63%	3,770	64%	1%	1%
Total	6,411	52%	6,638	53%	6,268	52%	6,427	53%	6,509	53%	6,746	54%	1%	2%

The data is provided by Human Resources, drawn from Banner HR in April of each year, and does not include nil salary appointments

Table 2a. McGill University - breakdown of survey respondents by designated groups

	2008		2013		2014		2015		2016		2017	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Disability	65	1.7%	72	1.5%	62	1.3%	70	1.5%	69	1.5%	76	1.6%
Aboriginal	17	0.4%	14	0.3%	15	0.3%	16	0.3%	20	0.4%	22	0.5%
Visible Minority	539	14%	710	14%	684	15%	706	15%	708	15%	734	15%
Ethnic Minority	917	24%	1,159	23%	1,116	24%	1,148	24%	1,162	25%	1,177	24%
No Minority	2,359	61%	2,977	60%	2,761	60%	2,779	59%	2,776	59%	2,821	58%
Total respondents:	3,897	100%	4,932	100%	4,638	100%	4,719	100%	4,735	100%	4,830	100%

- The was data provided by Human Resources, from the Employment Equity Survey and includes both academic and non-academic staff

Data shown here has been shaped to be mutually exclusive:

- In 2017, 14 people who identified as 'ethnic minority' and 14 who identified as 'visible minority, also reported as having a disability but are not counted under disability

- In 2016, 16 people who identified as 'ethnic minority' and 13 who identified as 'visible minority, also reported as having a disability but are not counted under disability

Table 2b. McGill University - breakdown of survey respondents by designated groups April 2017

	Academic Tenure Stream	Academic CAS	M's and E's	MUNACA	Trades & Services	Total
Disability	22 1.7%	10 1.3%	20 1.3%	23 2.2%	1 0.6%	76 1.6%
Aboriginal	4 0.3%	3 0.4%	8 0.5%	5 0.5%	2 1.2%	22 0.5%
Visible Minority	172 13%	109 15%	214 14%	202 19%	37 22%	734 15%
Ethnic Minority	274 21%	195 26%	367 24%	293 28%	48 28%	1,177 24%
No Minority	836 64%	428 57%	935 61%	541 51%	81 48%	2,821 58%
Total respondents:	1,308 100%	745 100%	1,544 100%	1,064 100%	169 100%	4,830 100%

- The was data provided by Human Resources, from the Employment Equity Survey and includes both academic and non-academic staff

Data shown here has been shaped to be mutually exclusive:

- In 2017, 14 people who identified as 'ethnic minority' and 14 who identified as 'visible minority, also reported as having a disability but are not counted under disability

Table 3. Academic recruitment statistics, by designated group, for tenure-track positions

	2015/2016		2016/2017	
	Applicants	Offers	Applicants	Offers
Disability	39	0	88	0
Aboriginal	20	3	25	4
Visible Minority	1,070	11	1,014	15
Ethnic Minority	1,309	14	1,491	20
Gender Minority	91	3	324	3

These designated groups are not mutually exclusive

The data was provided by the Academic Personnel Office, from the Employment Equity Data Report

Table 4. Academic recruitment statistics, by gender, for tenure-track positions

	2015/2016						2016/2017					
	Applicants		Offers		Hires		Applicants		Offers		Hires	
Female	1,816	27.6%	43	53.8%	36	50.7%	2,503	30.6%	37	38.9%	22	31.0%
Male	2,190	33.3%	37	46.3%	35	49.3%	3,475	42.5%	58	61.1%	49	69.0%
Gender unknown	2,563	39.0%	0	0.0%	0	0.0%	2,207	27.0%	0	0.0%	0	0.0%
Total:	6,569		80		71		8,185		95		71	

The data was provided by the Academic Personnel Office, from the Employment Equity Data Report

Table 5. Awards to female faculty members

	2013			2015			2017		
	Actual	Expected ⁽¹⁾	Ratio ⁽²⁾	Actual	Expected	Ratio	Actual	Expected	Ratio
William Dawson Scholars	10	14	0.7	9	12	0.8	14	14	1.0
James McGill Professors	16	21	0.8	16	21	0.8	16	21	0.8
CRC Tier I	13	11	1.2	17	13	1.3	22	15	1.5
CRC Tier II	18	25	0.7	22	23	1.0	29	27	1.1
Endowed Chairs	14	14	1.0	16	20	0.8	16	21	0.8

⁽¹⁾ Expected number based on the proportion of females in the pool of eligible candidates

⁽²⁾ Ratio of actual over expected

Data provided by Analysis Planning and Budget, as at January 31st

Table 6. Mean salary with t-test of difference M/F

		Assistant	Associate	Full
		2008	Female	\$82,158
	Male	\$86,681	\$106,787	\$135,674
	Difference M-F	\$4,523 sig.	\$1,506 Not sig.	\$3,653 Not sig.
2011	Female	\$85,778	\$105,776	\$139,325
	Male	\$92,446	\$109,115	\$144,892
	Difference M-F	\$6,668 sig.	\$3,339 Sig.	\$5,567 Not sig.
2013	Female	\$90,890	\$112,034	\$150,744
	Male	\$98,601	\$115,288	\$154,059
	Difference M-F	\$7,711 sig.	\$3,254 Sig.	\$3,315 Not sig.
2015	Female	\$96,700	\$114,547	\$156,743
	Male	\$101,197	\$118,839	\$160,016
	Difference M-F	\$4,497 Not sig.	\$4,292 Sig.	\$3,273 Not sig.
2017	Female	\$104,707	\$126,211	\$167,790
	Male	\$106,951	\$130,786	\$171,842
	Difference M-F	\$2,244 Not sig.	\$4,575 Sig.	\$4,051 Not sig.

Tenure-track professors, excluding GFT(U), significance (Pr > |t|) tested at $\alpha = .05$ level

Table 7. Mean merit rating (5-year average), range of 1-5 with 1 the highest, with t-test of difference M/F

		Assistant	Associate	Full
2008	Female	2.13	1.87	1.48
	Male	2.16	2.12	1.81
	Difference M-F	0.03 Not Sig.	0.25 Sig.	0.33 Sig.
2011	Female	2.39	1.96	1.50
	Male	2.45	2.15	1.78
	Difference M-F	0.06 Not Sig.	0.19 Sig.	0.28 Sig.
2013	Female	2.46	1.96	1.50
	Male	2.44	2.10	1.72
	Difference M-F	-0.02 Not Sig.	0.14 Sig.	0.22 Sig.
2015	Female	2.73	1.83	1.51
	Male	2.75	2.05	1.63
	Difference M-F	0.02 Not Sig.	0.22 Sig.	0.12 Not Sig.
2017	Female	3.04	1.81	1.50
	Male	3.33	1.98	1.60
	Difference M-F	0.29 Not sig.	0.16 Sig.	0.10 Not sig.

Tenure-track professors, excluding GFT(U), significance ($Pr > |t|$) tested at $\alpha = .05$ level

Table 8. Mean years between start as associate and start as full professor, with t-test of difference M/F

		Years
2008	Female	8.99
	Male	8.60
	Difference M-F	-0.39 Not sig.
2011	Female	9.15
	Male	8.28
	Difference M-F	-0.87 Not Sig.
2013	Female	9.45
	Male	8.14
	Difference M-F	-1.31 Sig.
2015	Female	9.59
	Male	8.13
	Difference M-F	-1.46 Sig.
2017	Female	10.00
	Male	8.31
	Difference M-F	-1.69 Sig.

Tenure-track professors, excluding GFT(U), significance ($Pr > |t|$) tested at $\alpha = .05$ level

2. Employment Equity Initiatives 2015-present

The following efforts have been put in place since 2015 to foreground equity in hiring and retention at McGill:

1. New [Employment Equity Guidelines for Academic Recruitment](#) have moved McGill's equity and diversity survey online to facilitate equity data collection. Academic search committees draw on data derived from survey responses to ensure that their shortlists include at least one member of a designated equity group.
2. As of Fall 2015, academic search committees must confirm with the Office of the PVPA that their shortlists include at least one member of a designated equity group. If it does not, the chair of the search committee must provide assurance that no candidate among the top ten members of a recruitment pool is a member of a designated equity group. The PVPA will not act on a Dean's recommendation for a new academic hire unless a search committee has followed this protocol.
3. The AP-EAP, in collaboration with SEDE, has implemented an equity training program focused on academic recruitment intended for search committee chairs and members across campus. Sessions have been led throughout the last two academic years.
4. The AP-EAP, in collaboration with Professor Brian Rubineau (Desautels Faculty of Management and researcher in the areas of systemic barriers to equity within organizations), delivers equity training to advisory committees struck for decanal and senior leadership appointments.
5. An Academic Leadership Forum (ALF) on employment equity was held in January 2016 for all vice-principals, deans, associate vice-principals, chairs, directors and associate deans.
6. Senate held an [open discussion on employment equity](#) at its meeting of February 2016.
7. Working groups of the [Provost's Task Force on Indigenous Studies and Indigenous Education](#) are examining issues related to equity in hiring and retention within academic hiring and human resources. The Task Force's Final Report is likely to call on the University to initiate processes for a cluster hire of faculty specializing in Indigenous knowledges, histories, traditions, methodologies, and governance systems.
8. One of the five objectives driving the [University's Strategic Plan 2017-2022](#) is "expanding diversity". To this end, the Plan makes the following commitment:

We will deepen our commitment to excellence and diversity in faculty recruitment and career progression. To this end, McGill aims to increase the proportion of women at the rank of full professor to 25% in five

years, and to increase the proportion of all tenured and tenure-track staff self-identifying as members of all other equity groups to 20%.

This commitment marks the first time that McGill has set targets in relation to employment equity. It sets a viable objective against which progress in this respect can be measured over the next five years.

9. The [Report of the Ad Hoc Working Group on Systemic Discrimination](#) was presented to the Joint Board Senate Committee on Equity and Senate in 2016. This report makes a series of important recommendations that the Office of the PVPA has been working to implement.
10. A new position for the University, the Senior Equity & Inclusion Officer (SEIO), was created in Fall 2016. The SEIO is responsible for developing targeted equity initiatives and for various responsibilities under the *Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law*. The SEIO has been charged with developing a proposal for a mentorship program for junior (tenure-track) faculty, which will be piloted early in 2018. This initiative emerges from a recommendation of the *Ad Hoc Working Group on Systemic Discrimination's* report (see point 9 above).
11. A new employment equity survey for all McGill employees has been developed to allow for the collection of more refined data (see Appendix A). This survey will bring McGill into line with other U15 institutional models for employment equity data collection and will facilitate our ability to detect and respond to shortcomings in diversity and representation. The new survey will go live in June 2017, with an associated communication campaign in 2017-2018 aimed at ensuring a high rate of response among all employee groups.

3. Questions and Reflections for Moving Forward

A decade after the *Employment Equity Policy's* adoption, Senate is invited to reflect on how McGill might pursue its efforts in this domain more effectively. Specific questions in this vein include:

- What strategies might academic hiring and human resource staffing directors establish and deploy to broaden and diversify candidate pools for academic and administrative/support positions?
- The notion that an equity imperative may compete with a commitment to excellence at the University lingers. How can we engage with and contest this perception in an open and rigorous way?
- Should the steps that we have put in place to enhance equity efforts at McGill fail to “move the needle” toward increased representation of designated equity-seeking groups, what other measures might be imagined?

APPENDIX A

McGill's Employment Equity Workplace Survey – DRAFT

McGill University believes that having a workforce that reflects the social diversity of our student body and of Montreal is both a matter of fairness and of enriching the advancement of our academic mission. To assess McGill's progress in striving toward its goals in relation to equity and diversity, data about our faculty, administrative and support staff is essential.

Accordingly, all McGill employees are asked to complete this short survey, which will allow us to have a more accurate picture of our workforce and to take concrete steps to improving equity in recruitment, employment, retention and promotion. Our efforts in this area are guided by [McGill's Employment Equity Policy](#) and in accordance with [Quebec](#) and [Canadian](#) Law.

Responding to this survey will take only a few minutes, and responses are fully confidential - only one person at McGill has access to the detailed participant data. Survey results will be reported only in summary or aggregate form.

Please note that completion of the survey is not mandatory. Should you decline to participate, please tick the box in Section A. You may also decline to answer any individual question.

Please note that you may self-identify in more than one category. You are also welcome to update your survey at any time.

Thank you for your participation in this important exercise.

Section A

If you do not wish to complete the survey, check the box below. Otherwise, please proceed to Section B.

I do not wish to complete this survey.

Section B

1. Sex

For the purposes of employment equity, women are a designated group.

Do you self-identify as a woman?

- Yes
 No

(See also Section 6ii, Gender Identity)

2. Indigenous Persons of North America

For the purposes of employment equity, Indigenous persons of North America are a designated group. Included in this category are *First Nations (status or non-status), Inuit, and Métis as well as Native Americans and Alaskan Natives in the USA.*

a) According to this definition, do you self-identify an Indigenous person of North America?

- Yes
 No

b) If you answered “yes”, please check those that apply to you:

- First Nations of Canada who are status, treaty, or registered
 First Nations of Canada who are non-status and non-registered
 Inuit
 Métis
 Native Americans from the USA, including status, treaty, or registered, as well as non-status and non-registered

3. Disability and Impairment

For the purposes of employment equity, “persons with disabilities” are a designated group. “Persons with disabilities” refers to people who have a long-term, persistent or recurring physical, mental, sensory, psychiatric or learning impairment and who either consider themselves to be disadvantaged in employment because of that impairment and the functional limitations it causes, or who believe that an employer might consider them to be disadvantaged.

Persons with disabilities include those who have been accommodated in their current job because of their functional limitations (e.g., by means of technical aids, changes to equipment or other working arrangements).

a) According to this definition, do you self-identify as a person with a disability?

Yes

No

b) If you answered “yes”, please check those that apply to you:

Physical disability or impairment, such as:

- Coordination/dexterity impairment
- Mobility impairment
- Speech impairment
- Hearing impairment
- Visual impairment

Invisible disability or impairment, such as:

- Learning disability or intellectual impairment
- Psychiatric/mental illness
- Non-visible physical impairment
- Developmental impairment

Ongoing medical condition

4. Racialized Persons/ Visible Minorities

For the purposes of employment equity, racialized persons/visible minorities are a designated group. This group refers to people (other than Indigenous peoples) who are non-white, regardless of their place of birth or citizenship.

a) According to this definition, do you self-identify as a racialized person/visible minority?

Yes

No

b) If you answered “yes”, please check those that apply to you:

** Please note that we have chosen the following terms because these are used in the Canadian census (now called the National Household Survey). Using terminology consistent with the census will help the University to compare representation, measure progress and set goals.*

Arab

Black (e.g., African, American, Canadian, Caribbean, etc.)

Chinese

Filipino

- Korean
- Latin American
- Japanese
- South Asian/East Indian (e.g., East Indian, Pakistani, Sri Lankan)
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai.)
- West Asian (e.g., Afghan, Iranian)
- White
- Other

5. Ethnic Minorities/First Language Learned

For the purposes of employment equity, ethnic minorities are a designated group. This group refers to people whose mother tongue is neither French nor English, and who are NOT racialized persons/ visible minorities or Indigenous persons.

According to this definition, do you self-identify as a member of an ethnic minority group?

- Yes
- No

6. Sexual Orientation and Gender Identity

For the purposes of employment equity, sexual orientation and gender identity minorities (LGBTT2SQ*) are designated groups. This includes people whose sexual orientation is other than heterosexual/straight, and/or people whose gender identity does not align with the sex they were assigned at birth.

According to this definition, do you self-identify as a sexual orientation and or gender identity minority/LGBTT2SQ*?

- Yes
- No

If you answered “yes”, please check those that apply to you:

i. Sexual Orientation

- Bisexual
- Gay
- Heterosexual

Lesbian

Queer

Other

ii. Gender Identity

Cis

Gender-variant/Non-binary

Transsexual

Two Spirit

Other

Thank you for taking the time to complete this census. All information that you provide is confidential and will be used for Employment Equity purposes only. Please refer to the Employment Equity web page for more information.