



# Memorandum

Office of the Provost and VP (Academic)  
James Administration Building, Room 504  
Tel: 514-398-4177 | Fax: 514-398-4768

**TO:** Senate

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

**SUBJECT:** Annual Report on the Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law (2017-18)

**DATE:** September 12, 2018

**DOCUMENT #:** D18-02

**ACTION REQUIRED:**  INFORMATION     APPROVAL/DECISION

**ISSUE** The 2017-18 Annual Report on the *Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law* is presented for information.

**BACKGROUND & RATIONALE** The *Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law* (“the Policy”) calls for the Provost to report annually to Senate on its operation.

This report addresses activities, cases, and developments under or in connection with the Policy in 2017-18.

**PRIOR CONSULTATION** N/A

**SUSTAINABILITY CONSIDERATIONS** The Policy provides for a sustainable framework for purposes of addressing inquiries/complaints made by members of the McGill community.

**IMPACT OF DECISION AND NEXT STEPS** N/A

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

**APPENDICES** 2017-18 Annual Report: *Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law*



**2017-2018 ANNUAL REPORT  
POLICY ON HARASSMENT, SEXUAL HARASSMENT AND  
DISCRIMINATION PROHIBITED BY LAW**

**1. Introduction**

McGill University's [Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law](#) ("the Policy") applies to all members of the University Community. The Policy sets out McGill's commitment to establishing and maintaining a respectful and inclusive work and learning environment via measures focused on education, prevention and response to reports and complaints.

Over the past two years, steps have been taken to enhance the work undertaken by those who oversee the Policy's operation. Assessors, who are members of the University community appointed under the Policy (section 5.1) receive a minimum of 15 hours of training annually (see section 5 below), in addition to individual support and guidance received in the course of an investigation.

In 2016, the role of Senior Equity & Inclusion Officer (SEIO) was created to establish a designated site for making inquiries and initiating complaints about harassment, sexual harassment and prohibited-ground discrimination. The SEIO supports the Assessors in their investigative role and serves as a mediator where parties consent to informal dispute resolution. In 2017, Julie Lassonde was appointed as Interim SEIO. In August 2018, Sinead Hunt was appointed to this role. Julie Lassonde will remain available to provide mediation services to members of the University community who wish to attempt dispute-resolution outside of a formal process.

The SEIO's duties are now set out within the Policy (sections 5.3, 5.4 and 5.5).

The Policy came into force in April 2006 and is reviewed every three years by a working group (section 8.1). The Policy calls for the Provost to report annually to Senate on its application. The 2017-2018 report covers the period September 1<sup>st</sup> 2017 to August 31<sup>st</sup> 2018.

**2. Definitions**

Senators, and all members of the University community, are encouraged to familiarize themselves with the meaning and scope of the Policy and with forms of misconduct that the Policy addresses:

**2.7 Harassment** means any vexatious behaviour by one Member of the University Community towards another Member of the University Community in the form of repeated hostile or unwanted conduct, verbal comments, actions or gestures, that affect the dignity or psychological or physical integrity of a Member of the University Community and that result in a harmful environment for such an individual. Within the employment relationship, a single serious incidence of such behaviour that has a lasting harmful effect on such an individual may also constitute Harassment.

**2.11 Sexual Harassment** means

i) any Conduct of a Sexual Nature by one Member of the University Community towards another Member of the University Community, where sexual activity:

(a) is made an explicit or implicit term or condition of an individual's employment or status in a course, program, or activity; or

(b) is used as a basis for an employment or educational decision affecting an individual;

or

ii) any Conduct of a Sexual Nature by one Member of the University Community towards another Member of the University Community, the effect of which is to impair that person's work or educational performance where it is known or ought to be known that the conduct is unwelcome.

**2.6 Discrimination Prohibited by Law** means any action, behaviour, or decision based on race, colour, sex (including gender identity), pregnancy, sexual orientation, civil status, age (except as provided by law), religion, political conviction, language, ethnic or national origin, social condition, a disability or the use of any means to palliate a disability which results in the exclusion or preference of an individual or group within the University community. This includes both the actions of individual members of the University and systemic institutional practices and policies of the University.

### **3. Promotion of Awareness**

Promoting equity awareness is an important component of the Policy (section 4) and is a key mandate of McGill's Social Equity and Diversity Education (SEDE) office, which is part of the Office of the Provost and Vice-Principal (Academic). In 2017-2018, SEDE engaged in multiple activities relevant to the Policy's objective of harassment and discrimination prevention (see Appendix 1 and SEDE website [http://www.mcgill.ca/equity\\_diversity/](http://www.mcgill.ca/equity_diversity/)). Additionally, McGill's Senior Employment Equity Advisor, Tynan Jarrett, offered various trainings to help promote and maintain an equitable environment by ensuring the full participation and advancement at all levels of employment of groups that have traditionally been underrepresented (Appendix 2).

Under the Policy, the SEIO's mandate also includes an awareness-raising component, which will be enlarged over the coming year. As of August 2018, two equity education advisors in the SEDE office will work directly under the guidance and supervision of the SEIO. Together they, along with colleagues in the [Office for Sexual Violence Response, Support and Education](#), lead training for academic and administrative units on identifying, preventing, and responding to harassment, sexual harassment and discrimination prohibited by law.

### **4. Responding to Inquiries and Complaints**

Complaints under the Policy typically follow an initial inquiry made with the SEIO. Once an individual decides that they wish to move beyond an inquiry to a complaint, they will file a report with the SEIO, at which point they will determine whether they wish to attempt an informal resolution/mediation or proceed via a formal resolution/investigation. In the latter case, investigations are conducted by one of McGill's Harassment Assessors, all of whom are appointed by Senate (see list of current Assessors in Appendix 3).

The tables set out below provide statistical information about inquiries and complaints arising under the Policy in the reference year.

#### **4.1 Inquiries/Complaints**

In 2017-2018, there were 78 inquiries/complaints ([Table 1](#)). This is a significant increase in the number of cases arising under the Policy as compared with years past; in the five years prior, the average number of cases per year was 33. This increase could be the result of efforts within McGill to raise awareness about the Policy, as well as heightened social awareness about the ills of harassment and discrimination and a willingness to denounce and report misconduct.

[Table 1](#) shows that, as in previous years, the largest number of inquiries and complaints concerned harassment (26 cases or 33%). In this reference year, there were considerable increases in the

number of cases pertaining to discrimination (12 in 2017-18 compared to 3 in 2016-17), sexual harassment (11 in 2017-18 compared to 4 in 2016-17), and in cases that raised mixed/multiple forms of alleged misconduct (12 in 2017-18 compared to 2 in 2016-17). A considerable number of inquirers (17) raised general information questions or questions that fell outside the Policy's scope.

#### **4.2 The Parties**

The parties involved as inquirers/complainants and respondents are shown in Tables 2, 3 and 4. In 2017-2018, graduate students and academic staff members represented the greatest cohort of inquirers/complainants (23.5%) and respondents (42%) respectively. In the previous year, 2016-2017, the largest cohort of inquirers/complainants was undergraduate students (36%) while graduate students represented 13% of inquirers/complainants. In 2016-2017, academic staff were also the largest cohort of respondents (42%).

2017-2018 saw an increase in the number of academic staff members against whom the Policy was invoked: 31 members of academic staff were named as respondents in 2017-2018 as compared to 23 in 2016-2017. That said, the proportion of academic staff members among the overall cohort of respondents remained steady (42%). The number of undergraduate and graduate students named as respondents also increased, from 11 undergraduate students in 2016-2017 to 15 in 2017-2018 and from 6 graduate students in 2016-2017 to 9 in 2017-2018.

In terms of analyzing the parties in these cases (Table 3), for all categories except undergraduate students, the inquirers/complainants most frequently cited a respondent with the same status at the University. For example, graduate students most frequently named other graduate students as respondents. For undergraduate students, however, this did not hold true. Instead, undergraduate students most frequently cited an academic staff member as the respondent.

In 2017-2018 again saw a gender gap among inquirers/complainants (51 women, 19 men, 11 non-binary or unknown) and respondents (28 women, 38 men, 7 non-binary or unknown). This gap appears to have widened in the reference year as compared with most recent years.

#### **4.3 Outcomes**

An inquiry or a complaint may yield the following outcomes:

- i. complainant makes inquiry and decides to take no further action under the Policy;
- ii. informal resolution between the parties, including mediation;
- iii. formal resolution following an investigation;
- iv. withdrawal of a complaint.

Outcomes of inquiries/complaints are shown in Table 5. Of the total (78) inquiries/complaints, 58 cases (74.5%) did not proceed beyond the inquiry stage. Of those cases that proceeded to a complaint: one (1%) was withdrawn during an attempt at informal resolution, 10 (13%) were resolved via mediation or an informal dispute resolution process, and the balance (9 cases, 11.5%) proceeded to an investigation and formal resolution.

The spike in informally resolved/mediated outcomes merits comment. This year is the first that McGill retained the services of a formally trained mediator at arm's length from (i.e., on contract with) the University. Her work assists parties experiencing disputes to find points of shared interest so that they can work toward mutually agreed upon common goals and terms by which they will resolve their differences and move forward. Not all cases arising under the Policy will be suitable for mediation and not all parties wish to proceed informally. Hence, parties always retain the option to proceed formally via an investigation under the Policy. Yet, where mediation is a viable option, it is offered to the parties who often succeed in coming to a resolution.

#### **4.4 Results of Formal Resolutions/Investigations**

[Table 6](#) provides information about the results of formal resolutions. It shows that of the 9 investigations led in the reference year, 2 were deemed founded and 7 unfounded. Table 6 further indicates whether disciplinary or other measures were imposed regardless of whether the complaint was founded or not. Such “other” measures are administrative in nature, intended to improve behavior and/or climate, for example: education and training, establishing a unit equity committee or assigning a mentor to a respondent.

#### **5. Related Developments in 2017-2018**

In 2017-2018, McGill’s senior administration gave special consideration to the topics of campus sexual misconduct and sexual violence. A special investigator will take office in Fall 2018 and will work at arm’s length from the University to receive and investigate all reports of sexual violence or sexual misconduct. In addition, Principal and Vice-Chancellor Suzanne Fortier tasked Provost and Vice-Principal (Academic) Christopher Manfredi with drafting the terms of reference for a Senate ad hoc committee to review the University’s current approach to intimate relationships between members of the teaching staff and students. The *ad hoc* committee will conclude its work and make policy recommendations to Senate in December 2018.

In 2018 the Provost also developed [Guidelines on Intimate Relationships between Teaching Staff and Students](#) to clarify the interpretation and application of existing regulations and policies that will remain in place until the work of the *ad hoc* committee is complete. These Guidelines require annual reporting to Senate of aggregate data on complaints involving teaching staff-student relations, including number of complaints, number of complaints investigated, number of investigations resulting in disciplinary proceedings, and the range of disciplinary sanctions imposed.

#### **6. Assessor Training and Support**

As provided by Section 5.1.6 of the Policy, Assessors attend multiple training sessions throughout the year. In 2017-2018, sessions addressed, *inter alia*, the following topics:

- implicit bias: meaning and impact
- responding to disclosures of sexual misconduct and sexual violence
- mental health impacts of harassment
- identifying and avoiding conflicts of interest
- preserving confidentiality
- conducting effective investigations
- writing reports following an investigation
- mediation and informal dispute resolution: skills and principles
- communicating effectively with parties and witnesses
- resources for students within and beyond the Policy

#### **7. Conclusion**

I take this opportunity to thank all those who have served or are continuing to serve as Assessors under the Policy. The University community is most appreciative of the dedication that the Assessors bring to their important role, the integrity with which they fulfill their mission, and the time and energy they devote to ensuring the well-being of all members of the University community and the harmonious resolution of disputes.

I also acknowledge the hard work, insight, and dedication of our Interim and incoming Senior Equity & Inclusion Officer Julie Lasonde and Sinead Hunt, respectively

**Table 1: Grounds of Inquiry/Complaint**

<b>Grounds</b>	<b>17/18</b>	<b>16/17</b>	<b>15/16</b>	<b>14/15</b>	<b>13/14</b>	<b>12/13</b>	<b>11/12</b>	<b>10/11</b>	<b>09/10</b>	<b>08/09</b>	<b>07/08</b>
Discrimination	12 (15.5%)	3 (7%)	6 (15%)	3 (13%)	2 (8%)	1 (3%)	5 (21%)	5 (12%)	6 (17%)	1 (4%)	6 (14%)
Harassment	26 (33%)	33 (79%)	19 (49%)	16 (70%)	17 (71%)	27 (73%)	15 (62.5%)	20 (46.5%)	24 (61%)	15 (58%)	18 (41%)
Sexual Harassment	11 (14%)	4 (10%)	8 (21%)	2 (9%)	2 (8%)	5 (13%)	1 (4%)	4 (9%)	7 (19.5%)	10 (38%)	12 (27%)
Mixed	12 (15.5%)	2 (4%)	6 (15%)	2 (9%)	1 (4%)	4 (11%)	3 (12.5%)	14 (32.5%)	2 (5.5%)	-	8 (18%)
Other (usually: general info or outside scope)	17 (22%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>78</b>	<b>42</b>	<b>39</b>	<b>23</b>	<b>24</b>	<b>37</b>	<b>24</b>	<b>43</b>	<b>39</b>	<b>26</b>	<b>44</b>

**Table 2: Status of the Parties**

<b>2a. Complainant/Inquirer</b>											
	<b>17/18</b>	<b>16/17</b>	<b>15/16</b>	<b>14/15</b>	<b>13/14</b>	<b>12/13</b>	<b>11/12</b>	<b>10/11</b>	<b>09/10</b>	<b>08/09</b>	<b>07/08</b>
Undergrad Student	18 (22%)	17 (36%)	9 (21%)	1 (4%)	3 (13%)	1 (2.5%)	5 (21%)	8 (18.5%)	5 (11%)	10 (38%)	12 (27%)
Graduate Student	19 (23.5%)	6 (13%)	9 (21%)	5 (22%)	6 (25%)	15 (41%)	8 (33%)	9 (21%)	8 (22%)	3 (11%)	10 (23%)
Academic Staff	15 (18.5%)	10 (21%)	8 (19%)	6 (26%)	9 (38%)	6 (16%)	5 (21%)	3 (7%)	4 (10%)	2 (8%)	9 (21%)
Admin/Support	17 (21%)	12 (26%)	10 (23%)	6 (26%)	3 (13%)	10 (27%)	5 (21%)	21 (49%)	13 (33%)	9 (35%)	12 (27%)
Other/Unknown	12 (15%)	2 (4%)	7 (16%)	3 (13%)	3 (13%)	5 (13.5%)	1 (4%)	2 (4.5%)	9 (25%)	2 (8%)	1 (2%)
<b>Total</b>	<b>81</b>	<b>47</b>	<b>43</b>	<b>23</b>	<b>24</b>	<b>37</b>	<b>24</b>	<b>43</b>	<b>39</b>	<b>26</b>	<b>44</b>

<b>2b. Respondent</b>											
	<b>17/18</b>	<b>16/17</b>	<b>15/16</b>	<b>14/15</b>	<b>13/14</b>	<b>12/13</b>	<b>11/12</b>	<b>10/11</b>	<b>09/10</b>	<b>08/09</b>	<b>07/08</b>
Undergrad Student	15 (20.5%)	11 (20%)	5 (11%)	1 (4%)	1 (4%)	-	2 (8.5%)	4 (10%)	2 (5%)	5 (19%)	13 (30%)
Graduate Student	9 (12%)	6 (11%)	1 (2%)	3 (13%)	1 (4%)	2 (5%)	4 (16.5%)	3 (7%)	4 (11%)	2 (8%)	4 (9%)
Academic Staff	31 (42%)	23 (42%)	13 (29%)	7 (30%)	12 (46%)	20 (53%)	12 (50%)	13 (30%)	15 (42%)	12 (46%)	13 (30%)
Admin/Support	12 (16%)	10 (18%)	15 (33%)	5 (22%)	5 (19%)	8 (21%)	3 (12.5%)	16 (37%)	10 (28%)	6 (23%)	13 (30%)
Other/Unknown	6 (8%)	5 (9%)	11 (24%)	7 (30%)	7 (27%)	8 (21%)	3 (12.5%)	7 (16%)	5 (14%)	1 (4%)	1 (2%)
<b>Total</b>	<b>73</b>	<b>55</b>	<b>45</b>	<b>23</b>	<b>26</b>	<b>38</b>	<b>24</b>	<b>43</b>	<b>36</b>	<b>26</b>	<b>44</b>



**Table 3: Party by Party (where known/disclosed by inquirers/complainants)**

Complainant/ Inquirer	Respondent	17/ 18	16/ 17	15/ 16	14/ 15	13/ 14	12/ 13	11/ 12	10/ 11	09/ 10	08/ 09	07/ 08
UG student	Undergrad student	12	9	3	1	-	-	2	3	3	5	7
	Grad student	-	2	-	-	-	-	1	1	-	-	1
	Academic staff	14	11	2	-	-	1	1	1	2	5	1
	Admin/Support	1	2	4	-	3	-	-	1	-	-	3
	Other	2	3	2	-	-	-	1	2	-	-	-
Grad student	Undergrad student	2	-	1	-	-	-	-	1	-	-	-
	Grad student	9	3	1	2	1	2	2	2	2	2	2
	Academic staff	6	4	4	2	3	8	5	5	6	1	7
	Admin/Support	-	1	1	1	-	2	-	-	-	-	1
	Other	1	-	-	-	2	3	1	1	1	-	-
Academic staff	Undergrad student	1	2	-	-	-	-	-	-	-	-	6
	Grad student	-	1	-	1	-	-	1	-	-	-	1
	Academic staff	10	5	6	2	9	5	4	-	3	2	2
	Admin/Support	-	-	-	1	-	-	-	-	-	-	-
	Other	1	1	3	2	1	1	-	3	-	-	-
Admin/ Support Staff	Undergrad student	-	-	1	-	-	-	-	-	-	-	-
	Grad student	-	-	-	-	-	-	-	-	2	-	-
	Academic staff	1	1	-	3	-	4	2	6	1	3	3
	Admin/Support	11	7	8	-	2	5	3	15	10	6	9
	Other	1	1	1	3	1	2	-	-	-	-	-
Other	Undergrad student	-	-	-	-	-	-	-	-	-	-	1
	Grad student	-	-	-	-	-	-	-	-	1	-	-
	Academic staff	-	2	1	3	-	2	-	1	3	1	-
	Admin/Support	-	-	2	-	-	1	-	-	1	-	-
	Other	1	-	5	2	3	2	1	1	4	1	-
<b>Total</b>		<b>73</b>	<b>55</b>	<b>45</b>	<b>23</b>	<b>25</b>	<b>38</b>	<b>24</b>	<b>43</b>	<b>39</b>	<b>26</b>	<b>44</b>

**Table 4: Gender of Complainants/Inquirer and Respondents**

	17/18		16/17		15/16		14/15		13/14		12/13		11/12		10/11		09/10	
	C	R	C	R	C	R	C	R	C	R	C	R	C	R	C	R	C	R
Female	51	28	24	11	25	18	14	4	14	6	25	13	9	4	30	9	30	24
Male	19	38	22	38	18	20	8	10	10	13	9	23	15	13	13	28	9	11
Non- binary/ Unknown	11	7	1	6	0	7	1	9	0	6	1	2	-	7	-	6	-	4
<b>Total</b>	<b>81</b>	<b>73</b>	<b>47</b>	<b>55</b>	<b>43</b>	<b>45</b>	<b>23</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>35</b>	<b>38</b>	<b>24</b>	<b>24</b>	<b>43</b>	<b>43</b>	<b>39</b>	<b>39</b>

**Table 5: Outcomes**

(NB - Total = 78 files - see Table 1)

<b>5a. Inquiry Only</b>											
	<b>17/18</b>	<b>16/17</b>	<b>15/16</b>	<b>14/15</b>	<b>13/14</b>	<b>12/13</b>	<b>11/12</b>	<b>10/11</b>	<b>09/10</b>	<b>08/09</b>	<b>07/08</b>
Discrimination	11	2	4	2	2	1	4	5	3	1	5
Harassment	16	22	16	11	12	16	10	15	14	9	12
Sexual harassment	12	2	4	2	2	4	1	3	3	5	6
Mixed	6	-	4	1	-	1	2	7	-	-	4
Other (general information)	13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	58 (74.5%)	26 (62%)	28 (72%)	16 (70%)	16 (67%)	22 (60%)	17 (71%)	30 (70%)	20 (51%)	15 (58%)	27 (61%)

<b>5b. Withdrawn</b>											
	<b>17/18</b>	<b>16/17</b>	<b>15/16</b>	<b>14/15</b>	<b>13/14</b>	<b>12/13</b>	<b>11/12</b>	<b>10/11</b>	<b>09/10</b>	<b>08/09</b>	<b>07/08</b>
Discrimination	1		1	1	-	-	1	-	2	-	-
Harassment	-	2	-	-	-	3	-	3	2	1	2
Sexual harassment	-	-	-	-	-	-	-	1	-	3	2
Mixed	-	1	1	-	1	2	-	3	-	-	-
<b>Total</b>	1 (1%)	3 (7%)	2 (5%)	1 (4%)	1 (5%)	5 (14%)	1 (4%)	7 (16%)	4 (11%)	4 (15%)	4 (9%)

<b>5c. Informal Resolution (Including Mediated Agreements)</b>											
	<b>17/18</b>	<b>16/17</b>	<b>15/16</b>	<b>14/15</b>	<b>13/14</b>	<b>12/13</b>	<b>11/12</b>	<b>10/11</b>	<b>09/10</b>	<b>08/09</b>	<b>07/08</b>
Discrimination	1	-	-	-	-	-	-	-	3	-	1
Harassment	8	-	2	2	1	3	2	-	5	-	2
Sexual harassment	-	-	3	-	-	-	-	-	-	-	3
Mixed	1	-	-	-	-	-	-	1	2	-	2
<b>Total</b>	10 (13%)	0 (0%)	5 (13%)	2 (9%)	1 (5%)	3 (8%)	2 (8%)	1 (2%)	10 (28%)	-	8 (18%)

<b>5d. Formal Resolution</b>											
	<b>17/18</b>	<b>16/17</b>	<b>15/16</b>	<b>14/15</b>	<b>13/14</b>	<b>12/13</b>	<b>11/12</b>	<b>10/11</b>	<b>09/10</b>	<b>08/09</b>	<b>07/08</b>
Discrimination	1	1	1	-	-	-	-	-	-	-	-
Harassment	2	9	1	3	-	7	3	2	3	5	2
Sexual harassment	2	2	1	-	-	1	-	-	2	2	1
Mixed	4	1	1	1	6	1	1	3	-	-	2
<b>Total</b>	9 (11.5%)	13 (31%)	4 (10%)	4 (17%)	6 (25%)	9 (24%)	4 (16.5%)	5 (12%)	5 (14%)	7 (27%)	5 (12%)

**Table 6. Outcomes: Formal Resolution**

	6a. Total Formally Resolved										
	17/18	16/17	15/16	14/15	13/14	12/13	11/12	10/11	09/10	08/09	07/08
Founded	2	4	1	1	1	2	1	2	2	2	2
Not Founded	7	9	3	3	5	4	3	3	3	5	3

	6b. Discipline in cases where Harassment, Sexual Harassment or Discrimination Found										
	17/18	16/17	15/16	14/15	13/14	12/13	11/12	10/11	09/10	08/09	07/08
Yes	1	3	1	1	-	1	-	2	2	2	1
No	1	-	3	-	-	-	-	-	-	-	1
Sent to Disciplinary Officer for further investigation	-	1	-	-	-	-	-	-	-	-	-

	6c. Other Measures										
	17/18	16/17	15/16	14/15	13/14	12/13	11/12	10/11	09/10	08/09	07/08
Founded	2	4	4	-	1	1	1	-	2	2	2
Not Founded	6	4	0	3	3	-	1	-	-	3	2

## Appendix 1: SEDE Equity Training 2017-2018

### 1. Made-to-Measure Trainings

Designed for specific units or job functions; delivered on the request of a unit, or when a unit or job function is identified as a strategic priority. Made-to-measure sessions this year yielded a number of significant partnerships, with individual faculty members consulting with SEDE about integrating equity considerations into their course design and curriculum.

<b>Participants</b>	<b>Topic(s) Covered</b>	<b>Date</b>
Frosh Coordinators (2 groups)	Anti-Oppression	May 2017
SSMU Executives	Equity and Employment Equity	May 2017
Community Organizations training	Equity	May 2017
Floor Fellows	Anti-Racism	August 2017
Community Engagement Day participants	Equity 101	September 2017
Social Work (Guest lecture)	Equity and Social Policy	September 2017
Model UN (SSUNS)	Anti-Oppression and Equity	October 2017
Law Admissions Review	Equity	October 2017
Occupational Therapy	Equity in Health	November 2017
Education (Guest lecture)	Equity in Health	November 2017
Faculty of Medicine	Practical Approaches to Diverse Sexuality and Genders	February and March 2018
LLC (Language, Literature, and Culture)	Equity	February, March, and April 2018
Engineering Undergraduate Society's Equity Committee	Understanding Intersectionality	March 2018
Nursing graduate Students	Trans Health	March 2018
Social Work Fieldwork Practitioners	Equity and Microaggressions	March 2018
Alternative Spring Break reflection	Anti-oppression, solidarity model of community engagement, how to build on experiences to continue work	March 2018
Nursing (Guest lecture)	Equity in Health	April 2018
The Writing Centre	Gender-Neutral Pronouns and Inclusive Language	April 2018
Leadership Development Program	Equity and Inclusion	April 2018

School of Continuing Studies	Gender Transitioning in the Workplace	April 2018
------------------------------	---------------------------------------	------------

**2. Safer Spaces Workshop Series**

(Regular trainings for staff, faculty, and student leaders, offered in partnership with Teaching and Learning Services, First People’s House, Office for Students with Disabilities, and the Office of the Dean of Students). A Safer Spaces suite consists of 6 targeted workshops, after completion of which participants receive a certificate demonstrating their commitment to allyship.

Pre- and post-evaluations demonstrate that participants consistently rate themselves as having gained significant awareness and skills during workshops, including skills for intervening when witnessing discrimination on campus, knowledge of the resources available to support indigenous people on campus, and an increased ability to intervene in instances where they witness discrimination happening on campus.

Topic(s) Covered	Date
Understanding Discrimination	September 18, 2017
Understanding Discrimination	September 27, 2017
Race and Cultural Diversity	November 15 2017
Disability, Access, and Universal Design	October 17, 2017
About Sexual Assault: How to Respond to and Support Disclosures	November 3, 2017
Sexual Orientation and Gender Identity	November 21, 2017
Indigenous Perspectives	November 30, 2017
Understanding Discrimination	January 25, 2018
About Sexual Assault: How to Respond to and Support Disclosures	February 1, 2018
Indigenous Perspectives	February 16, 2018
Disability, Access, and Universal Design	February 20, 2018
Race and Cultural Diversity	March 14, 2018
Sexual Orientation and Gender Identity	March 16, 2018

**3. Consultations, Events and Special Projects**

Partner	Topic(s) Covered	Date
COCO – “D’iversité D’Abord)	Community organizations training	May 2017
Rez project	Equity	July 2017
Rez Project	Equity	August 2017
L.E.X. training	Equity	September 2017
Biology Graduate Student Association	Equity	November 2017
Healthy McGill	Equity	November 2017
Rez Project	Equity	December 2017
Macdonald Campus	Film screening and facilitated discussion for Indigenous film: “The Road Forward”	February 2018
Student Services: Student Wellness Action Plan	Equity	March 2018

Francofête	Gender inclusive writing and language workshop and panel discussion	March 2018
IGSF's "The Arts of Trans, Gender Diverse and Two-Spirit Lives"	Trans in the Academy Dinner and Art Workshop	
School of Social Work	Equity	Ongoing
	Commemorative Ceremony paying homage to victims of Islamic Cultural Centre attack	January 2018
Black History Month	Resilience	February 2018
Occupational Therapy	Ongoing discussions about curriculum enhancements and resources for classroom discussions.	February-April 2018
	Café Collab Year End Showcase	April 10, 2018
Gender Equity Subcommittee of the Faculty of Engineering	Consults on a variety of gender equity issues, women in STEMM	

#### **4. Indigenous Awareness Workshops**

<b>Date</b>	<b>Class/Target Group</b>	<b>Workshop</b>
January 29, 2018	Faculty of Education	Discussion about respectful communication within a classroom and scenarios of difficult situations involving cultural sensitivity and steps forward when addressing those situations as a classroom educator
February 1, 2018	Faculty of Education	Incorporating traditional knowledge in the classroom. Scenarios regarding awareness of cultural protocols in event and lesson planning as well as handling difficult situations to create safe spaces for learning.
February 8, 2018	Faculty of Medicine	Student mentors training prior to engaging in E-mentorship program with youth in indigenous communities
March 23 and April 6, 2018 (full day workshops)	Faculty of Law Administrative Staff	Blanket exercise, Perspectives workshop tailored toward workplace scenarios

#### **5. Café Collab Workshops**

<b>Participants</b>	<b>Topic(s) Covered</b>	<b>Date</b>
OSD	How Can Student Services Be More Accessible? (Media-Making Workshop)	October 5, 2017
OSD	What Makes a Service Accessible?	October 24, 2017
Women in Physics	Women in Physics (Media workshop)	November 2, 2017
Student Services	Making Student Services More Accessible (Community Dinner Discussion)	November 7, 2017

Student Services	Precarious While Prestigious – Students in financially precarious situations at McGill (Art-Making Café)	November 14, 2017
Women in Physics and other University stakeholders	Equity in Physics: Building an Intersectional Approach (Community Dinner discussion)	November 27, 2017
SSAO	Precarious While Prestigious - Students in financially precarious situations at McGill (Dinner discussion)	January 30, 2018
Music Students	Music students and equity - Community Art-Making Cafe	February 8, 2018
Newcomers to Canada	Calling Canada Home – Supporting newcomers to Canada (Art-making Café)	February 12, 2018
McGill parents and caregivers	Caregivers Create – Supporting parents and caregivers at McGill (Storytelling Café)	February 15, 2018
Architecture students	Architecture and equity (Art-Making café)	February 20, 2018
International students	Supporting International Students (Community Visioning)	February 27, 2018
McGill parents and caregivers and those who serve them	Caregivers Create - Supporting parents and caregivers at McGill (Lunch discussion)	March 1, 2018
Newcomers to Canada	Calling Canada Home – Supporting newcomers to McGill (Community Dinner discussion)	March 13, 2018
Faculty of Architecture	Architecture and equity (Community Dinner Discussion)	March 13, 2018
	Supporting International Students at McGill (Community Dinner discussion)	March 14, 2018
Faculty of Music	Equity in Music (Community Dinner Discussion)	March 19, 2018
Macdonald Campus students	Supporting Students and equity work at Macdonald Campus	April 3, 2018



## Appendix 2: Employment Equity Trainings and Presentations 2017-2018

Training and presentations on running equitable and effective search processes; topics covered include understanding obligations and objectives under Quebec legislation and McGill's employment equity policy; active and strategic recruitment techniques to establish a diverse and excellent applicant pool; and strategies and tools for enhancing equity in the review process.

This training is based on peer-reviewed literature and in made-to-measure sessions is supplemented with information particular to the field in which the search is being conducted.

<b>Participants (n=number)</b>	<b>Topic(s) Covered</b>	<b>Date</b>
Linguistics Department Academic Search Committee Presentation and Q and A (15)	Equitable Hiring Practices	September 2017
Faculty of Engineering Academic Search Committee Training (12)	Equitable Hiring Practices	September 2017
Cross Faculty Employment Equity Session – Downtown Campus (10)	Equitable Hiring Practices	September 2017
Human Resources Advisors and Direct Services Meeting (35)	Employment Equity policy, new employment equity survey	September 2017
Cross Faculty Employment Equity Session – Downtown Campus (12)	Equitable Hiring Practices	October 2017
Sauvé Scholars (8)	Employment Equity; policy and practice	October 2017
Art History and Communication Studies Academic Search Committee Training (12)	Equitable Hiring Practices	November 2017
Department of Psychology Academic Search Committee Training (6)	Equitable Hiring Practices	November 2017
Department of Physics Academic Search Committee Training (8)	Equitable Hiring Practices	November 2017
Department of English Academic Search Committee Training (18)	Equitable Hiring Practices	November 2017
Department of Geography (15)	Implicit Bias in the Review Process	December 2017
Human Resources Direct Services Representatives (15)	HR's role in Employment Equity	December 2017
Faculty of Science Academic Search Committee Training (25)	Equitable Hiring Practices	December 2017

Faculty of Music Academic Search Committee Training (8)	Equitable Hiring Practices	December 2017
Implicit Bias in Emergency Medicine Faculty of Medicine (12)	Understanding and Addressing Implicit Bias in practice	January 2018
Faculty of Education Academic Search Committee Training (8)	Equitable Hiring Practices	January 2018
Faculty of Education Academic Search Committee Training (7)	Equitable Hiring Practices	January 2018
Faculty of Dentistry Academic Search Committee Training (6)	Equitable Hiring Practices	January 2018
Harassment Assessors (10)	Implicit Bias in Intake and Investigation	February 2018
CRC Internal Review Committee Training (10)	Implicit Bias and Equity in the Review Process; Employment Equity policy context and review	February 2018
CRC Internal Review Committee Training (7)	Implicit Bias and Equity in the Review Process; Employment Equity policy context and review	February 2018
MForum (30)	Equity and Implicit Bias in Hiring and Promotion	March 2018
Department of Anatomy and Cell Biology Academic Search Committee Training (7)	Equitable Hiring Practices	March 2018
Win4Science Plenary (60)	Gender Equity in STEM: Creating Institutional Change at McGill	May 2018
Human Resources Advisors and Direct Services Meeting (30)	Employment Equity pilot project on Support and Admin staffing practices	May 2018
Human Resources and Hiring Managers (20)	Implementing an Employment Equity pilot project	July 2018

### **Appendix 3: 2017-2018 Harassment Assessors**

#### ***Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law***

**5.1.1** The Provost shall consult with the university-level student associations, staff associations and unions on the appointment of at least ten (10) Assessors from the University community. The appointment of the Assessors shall be approved by Senate. The Assessors shall report directly to the Provost.

**5.1.2** The Assessors shall be employees or appointees of the University. Half shall be chosen from the members of academic staff and half from the members of administrative and support staff (excluding staff in academic administrative appointments). At least one of the Assessors shall be from Macdonald Campus.

**5.1.2.1** The Provost shall endeavour to have a diverse group of Assessors reflective of the diversity of the University Community.

**5.1.3** The Assessors shall have staggered terms of three years each, normally commencing on September 1st.

#### **Assessors**

1. Luis Agellon, Faculty of Agricultural & Environmental Sciences, 2016-2019
2. Anne-Marie Durocher, Office of the VP-Research & Innovation, 2016-2019 (Coordinating Assessor)
3. Eamon Duffy, Libraries, 2016-2018
4. Anne-Marie Huynh, University Advancement, 2017-2020
5. Sara Laimon, Schulich School of Music, 2018-2021
6. Cindy Mancuso, Student Services, 2018-2021
7. John Poliquin, Human Resources, 2016-2019
8. Inès Scharnweber, Faculty of Arts, 2017-2020
9. Petra Rohrbach, Faculty Agricultural & Environmental Sciences, 2017-2020
10. Brian Rubineau, Faculty of Management, 2017-2020
11. Romesh Vadivel, Enrolment Services, 2016-2018
12. Tracy Webb, Faculty of Science, 2017-2020