



Memorandum

Office of the Provost

James Administration Building, Room 504

Tel: 514-398-4177 | Fax: 514-398-4768

TO: Senate

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

SUBJECT: Open Discussion on Employment Equity

DATE: February 17, 2016

DOCUMENT #: D15-33

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE Background documents in support of the open discussion on “Employment Equity at McGill”

BACKGROUND & RATIONALE Following a review of topics suggested by Senators, the Senate Steering Committee selected “Employment Equity at McGill” as the topic for the February 17, 2016 Senate meeting.

PRIOR CONSULTATION Senate Steering Committee; Working Group struck to develop background documentation.

SUSTAINABILITY CONSIDERATIONS N/A

IMPACT OF DECISION AND NEXT STEPS Follow-up action may result from the Open Discussion.

MOTION OR RESOLUTION FOR APPROVAL N/A

APPENDICES Appendix A: Senate Open Discussion on Employment Equity at McGill;

Appendix B: Report to Senate Following to the May 2015 Biannual Report on Employment Equity

Senate Open Discussion on Employment Equity at McGill

17 February 2016

Open Discussion Working Group Members:

Angela Campbell
Alex Kpeglo-Hennessy
Robert Leckey
Nigel Roulet
Stephen Stropole
Edith Zorychta

Questions for Senators

The Working Group invites Senators' consideration of the present report, pursuant to which it seeks feedback on the following questions at the upcoming meeting of Senate on 17 February 2016:

- 1) What milestones should McGill set for the years ahead to measure our progress in relation to employment equity?
- 2) McGill's [Employment Equity Policy](#) is nearly a decade old. Is it time to review it and, if so, what should be the foremost objective in doing so? In other words, what is missing from the Policy and what requires repeal or amendment?
- 3) What special initiatives should the University explore to improve equity outcomes in recruitment and retention?

These questions raise equity concerns that span all campus community members. However, for the purposes of ensuring a meaningful conversation within the limited time allotted to our open discussion, we focus here on the issue of diversity among full-time tenure track faculty. As discussed below, this is an area where the data demonstrate that immediate attention and steps toward improvement are warranted.

Background and Context

McGill's Senate and Board of Governors adopted the University's Employment Equity Policy in 2007. This Policy establishes a commitment to developing initiatives that "facilitate the full participation and advancement," within the University, of members of historically disadvantaged groups. The Policy further undertakes to recruit and retain academic and non-academic staff on the basis of merit while ensuring that "all persons and, in particular, members of designated groups, will have genuine, open and unhindered access to employment opportunities free from artificial barriers."

Since the adoption of the Employment Equity Policy, several steps have been taken to further equity and diversity objectives within the University, notably through the Joint Board-Senate Committee on Equity and its subcommittees. At the same time, data indicate that, in the nine

years since its adoption, the Policy has not had a significant impact on diversifying the McGill community, particularly at the level of tenure track faculty. We think it is a safe point of departure to assume that this outcome does not reflect the intentions of those who originally championed or supported the adoption of this Policy.

The Policy compels the University community to bear equity considerations in mind in connection with recruitment and retention, even while maintaining excellence as the core criterion in hiring and promotion. On its own, then, the Policy offers a formal justification for heeding equity concerns in the University's employment context. Yet the positive impact of equity, diversity and inclusiveness on the academic mission offers a rationale that is perhaps even more compelling. More precisely, diversity furthers the objectives of advancing knowledge, teaching and learning in at least three ways:

- Campus communities characterized by diversity in all senses of that word further critical thinking. They require each of us to encounter, reflect on and make space for ideas and identities that differ from our own. In this way, diversity nudges us out of complacency and conformity in relation to closely held views and values. It encourages us to assess carefully those views and values and make adjustments to them where warranted.
- McGill prides itself on being an international university, drawing and exporting talent worldwide. Achieving diversity at McGill boosts our credibility as a global, multicultural and inclusive institution, and furthers the capacity of faculty and students alike to engage on a global scale.
- Finally, as a public institution of higher learning, McGill has an opportunity, and arguably the duty, to model an equitable and inclusive community. McGill has the capacity to lead in this domain, demonstrating for other institutions at the local, national and international levels how equity and excellence can nourish one another. Establishing itself as an exemplar in this realm would further McGill's ambitions related to leadership, excellence and social engagement.

Tenure Track Recruitment and Retention

a) New Initiatives

In view of McGill's commitments under the Employment Equity Policy, and in recognition of the broader promise of a diverse and inclusive campus, the Office of the Provost and Vice-Principal (Academic) (PVPA) this year adopted the following initiatives:

- New [Employment Equity Guidelines for Academic Recruitment](#) move 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.
- 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 decanal recommendation for a new academic hire unless a search committee has followed this protocol.

- In collaboration with the [SEDE Office](#), the PVPA's Office has implemented an equity-training program focused on academic recruitment intended for search committee chairs and members across campus. Sessions were led on January 21, February 9 and February 12. In 2016-2017, sessions will occur earlier in the academic year and will be offered more frequently. Equity training will also be offered as of 2016-2017 to decanal and other advisory search committees.
- Recognizing that employment equity extends beyond recruitment to the retention and development of McGill community members, in 2016, the PVPA's Office increased from 8 to 10 the number of assessors who serve under [McGill's Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law](#). The PVPA's Office is further expanding training that harassment assessors receive from 6 hours to 11 hours in addition to a 2-day workshop. Individuals with expertise in the fields of human rights investigation, systemic discrimination, mediation and workplace dispute resolution will be invited to lead parts of this training program.
- Additional undertakings that advance McGill's commitment to an inclusive campus include the following:
 - The Universal Access Capital Projects Working Group (UACP-WG) approves, on an ongoing basis, projects that render our campus more accessible. In Fall 2015, the UACP-WG approved an accessibility audit of the Currie Gymnasium, the installation of card readers and automatic door openers for different McGill buildings, and the establishment of 11 gender-neutral washrooms across campus. Also in Fall 2015, a new call for project proposals was circulated throughout the community.
 - In 2012, McGill established the Award for Equity and Community Building, which seeks to recognize the work of community members who have taken concrete and effective steps toward furthering equity and inclusivity at McGill. Since its inception, the Award has drawn nominees of outstanding calibre whose work exhibits excellence and perseverance in its commitment to equity and community outreach.
 - The foregoing initiatives are coordinated by the Joint-Board Senate Committee on Equity (JBSCE), whose membership includes stakeholders from across the community including the Chairs of six different equity subcommittees. The JBSCE is dedicated to identifying equity challenges and recommending policy and procedural developments that would ameliorate diversity and inclusivity across campus.

It is imperative that McGill build on these initiatives and add to them in the years ahead.

b) Current Data

McGill’s employment equity data provides information about the representation of the following designated equity groups among academic and non-academic staff:

- women
- persons with disabilities
- Aboriginal persons
- visible minorities
- ethnic minorities

These data indicate that, since adoption of the Policy, diversity at McGill has barely changed.

Chart 1a shows the number and percentage of female tenure track faculty at McGill between 2008 and 2015 inclusive, at the ranks of Assistant, Associate and Full Professor. While there is a slight upward trend in the proportion of female faculty at all three ranks, overall numbers show underrepresentation, particularly at the rank of Full Professor. Chart 1b shows the total number of staff, by rank, for the reference years.

Chart 1a

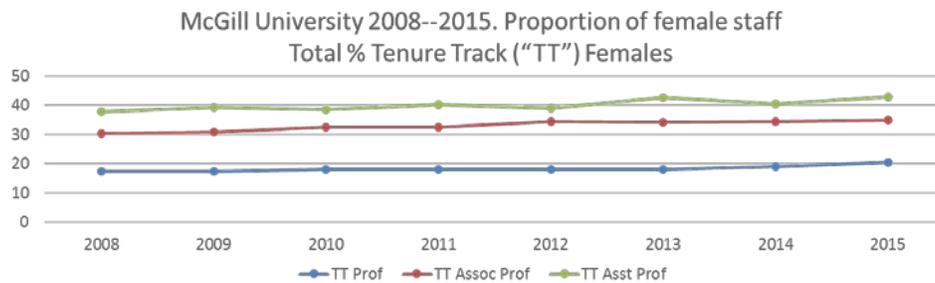


Chart 1b

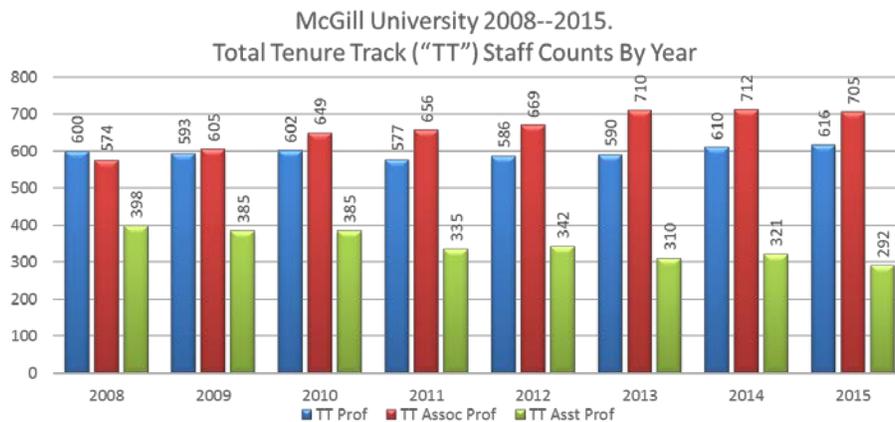
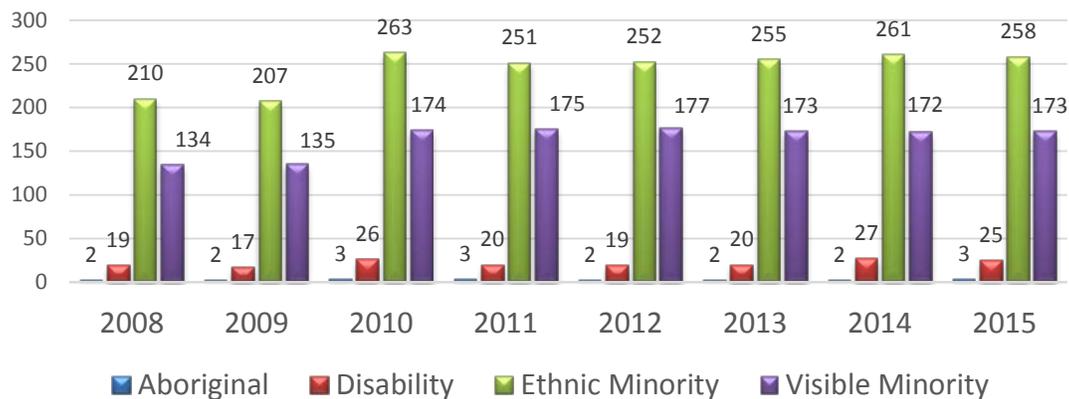


Chart 2 shows the numbers of tenure track faculty who self-identify as members of designated equity groups, from 2008 to 2015 inclusive. These data show little progress in regard to diversifying the McGill tenure track faculty. 2015 data for each Faculty are presented in the Appendix (Religious Studies data not included; Dentistry data included in Medicine).

Chart 2

McGill University 2008--2015. Tenure Track Staff who self-identify by designated equity group



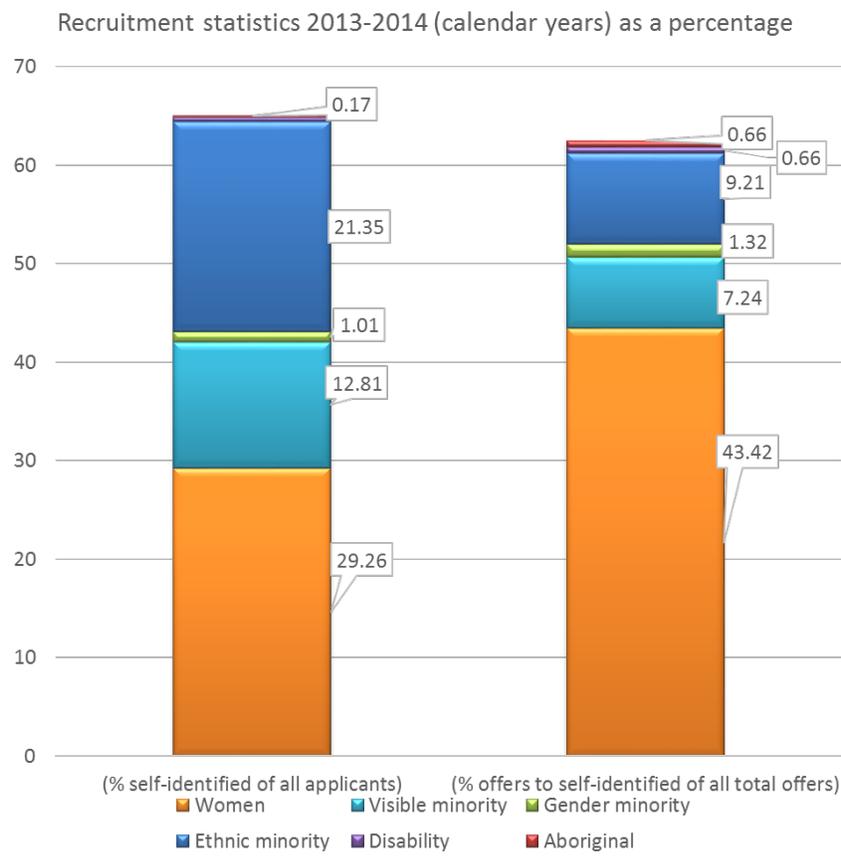
Beyond tracking our internal progress, it is helpful to compare McGill employment equity data with an outside benchmark. Chart 3 compares the representation of members of designated equity groups within ranked tenure track faculty with the Canadian workforce. We recognize that the Canadian workforce at large is not a perfect comparator for tenure track positions at McGill given the distinctiveness of the pipeline for academic hires. Just the same, it remains critical to assess our employment equity data against an external metric, rather than examining our data solely in the abstract. Data in Chart 3 show that the most significantly underrepresented designated equity group among tenure track faculty is Aboriginal people, indicating that this is where the most work is required in relation to equity in academic recruitment and retention.

Chart 3

	Total	Women	Aboriginal People	Visible Minorities	People with Disabilities
Tenure Track positions at McGill	1686	32.3%	0.2%	10.3%	1.5%
Canadian Workforce	100%	48.2%	3.5%	17.8%	4.9%

Finally, academic recruitment data offer an additional reference, indicating how equity data may take shape in the years ahead. Chart 4 provides data from the 2013-2014 tenure track recruitment cycle. It shows a discrepancy in the ratios of self-identifying applicants to total applicants and self-identifying applicants receiving offers versus total applicants receiving offers. More precisely, the proportion of applicants who self-identify as women, gender minorities, persons with disabilities and/or Aboriginal persons who receive offers exceeds the proportion of overall applicants who self-identify as members of these equity groups. In contrast, the proportion of applicants who self-identify as visible minorities and/or ethnic minorities who received offers is less than the proportion of overall applicants who self-identify as members of these equity groups.

Chart 4*



*The bar-graph on the left shows the percentage of applicants who self-identified as members of a designated equity group, by category, for 2013-14. The bar-graph on the right shows the percentage of applicants who received offers who self-identified as members of a designated equity group, by category, for 2013-14. (The data for this bar graph was taken from Table 4 of the Report on Employment Equity presented to Senate on May 12, 2015.)

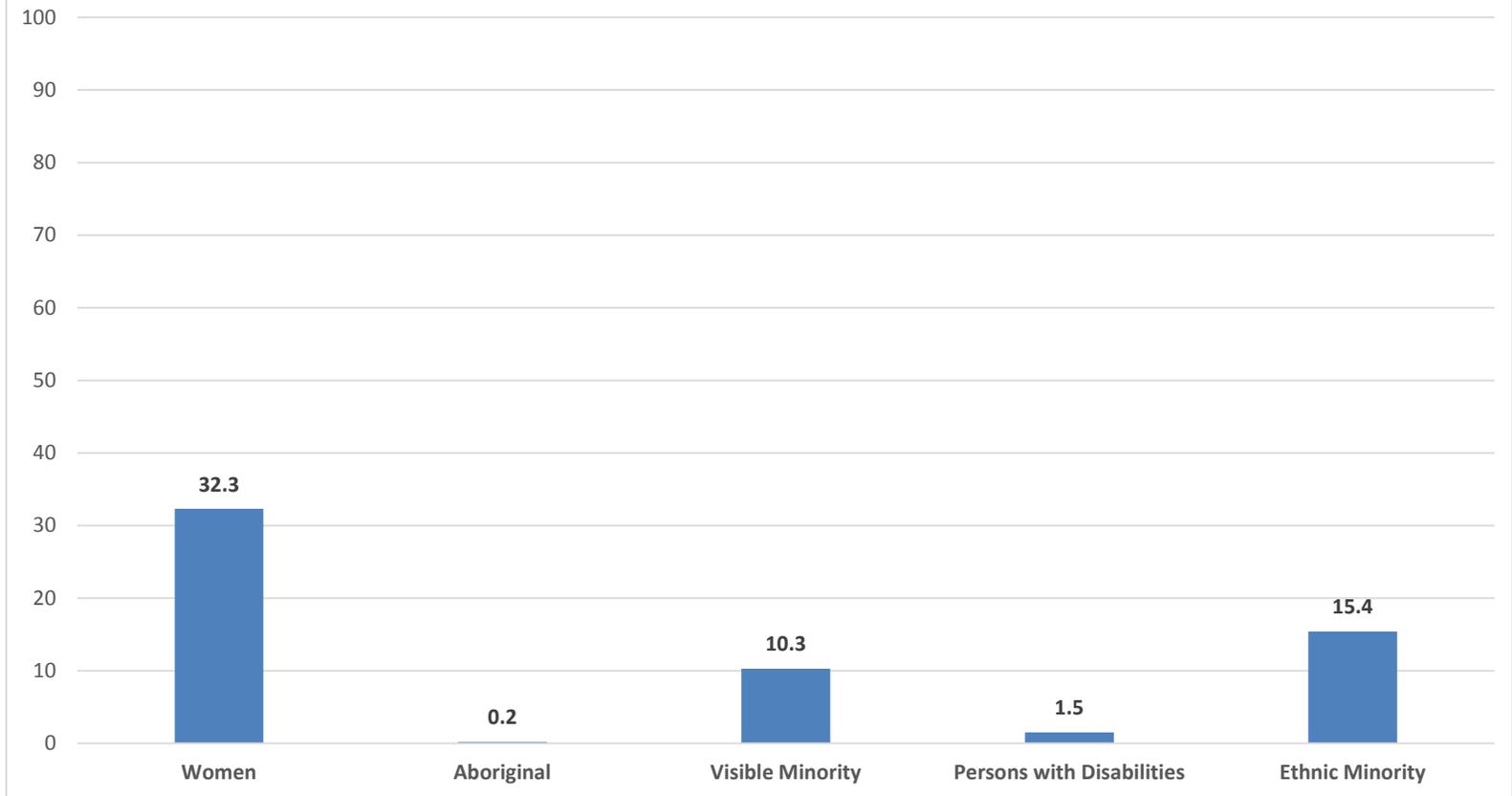
Conclusion

While the Employment Equity Policy has been in place for nearly a decade, our tenure track professoriate has not become noticeably more diverse, despite some improvement in women's representation. Some important initiatives have been established in the present academic year aimed at improving equity and diversity outcomes. Going forward, we seek to build on these efforts and monitor whether they yield results that align with our Employment Equity Policy.

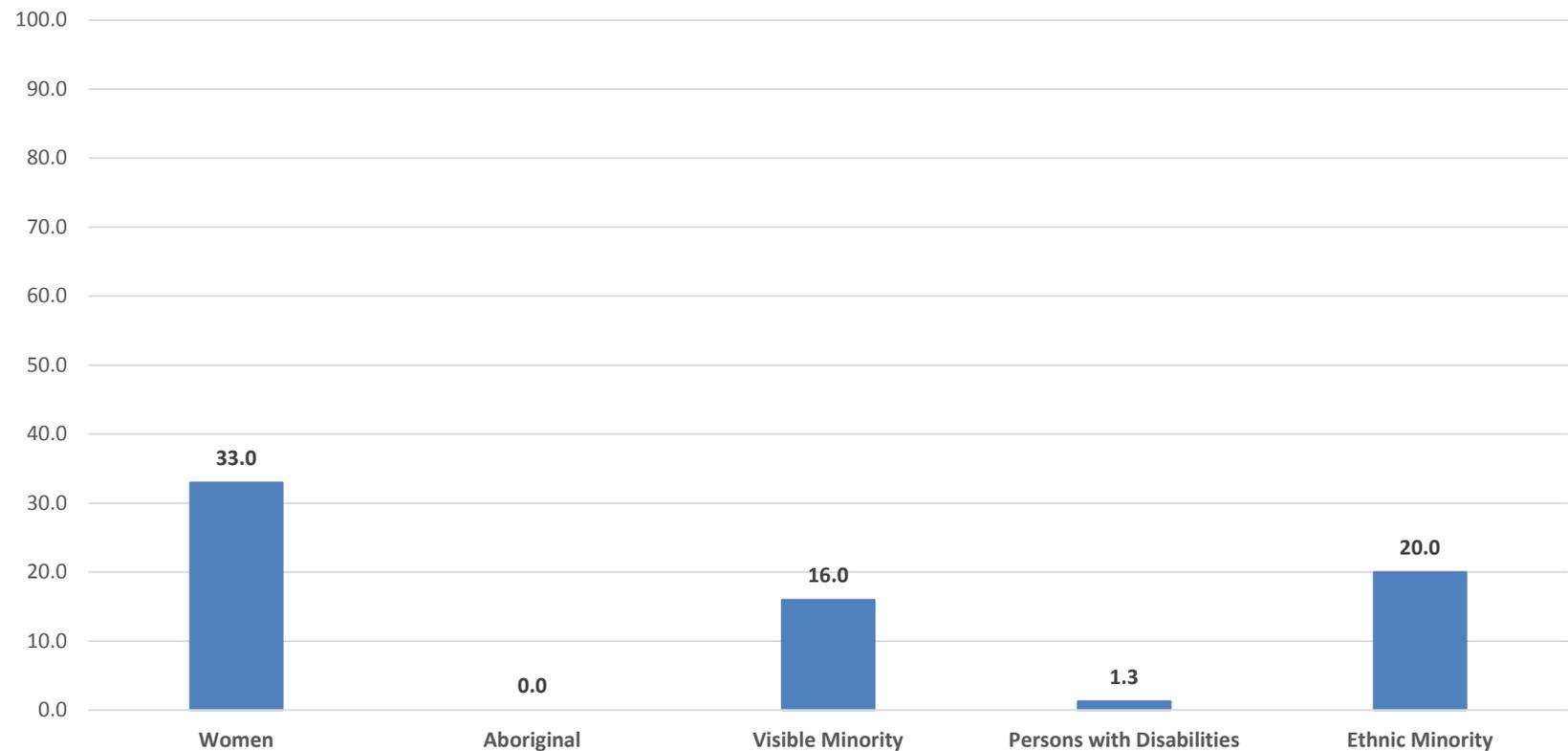
As a final word, we stress that although this report focuses on diversity within the tenure track faculty, we recognize that the Policy applies to non-academic and academic staff alike, and equity analyses in relation to McGill's non-academic staff in the future will be essential. Equity concerns among the University's student body also compel consideration. In sum, while we concentrate on one discrete issue here given the limited scope of a Senate open discussion, we underscore that equity initiatives at McGill should consistently seek to reach all corners and constituencies of our campus.

APPENDIX: 2015 SNAPSHOT OF EQUITY DATA BY FACULTY

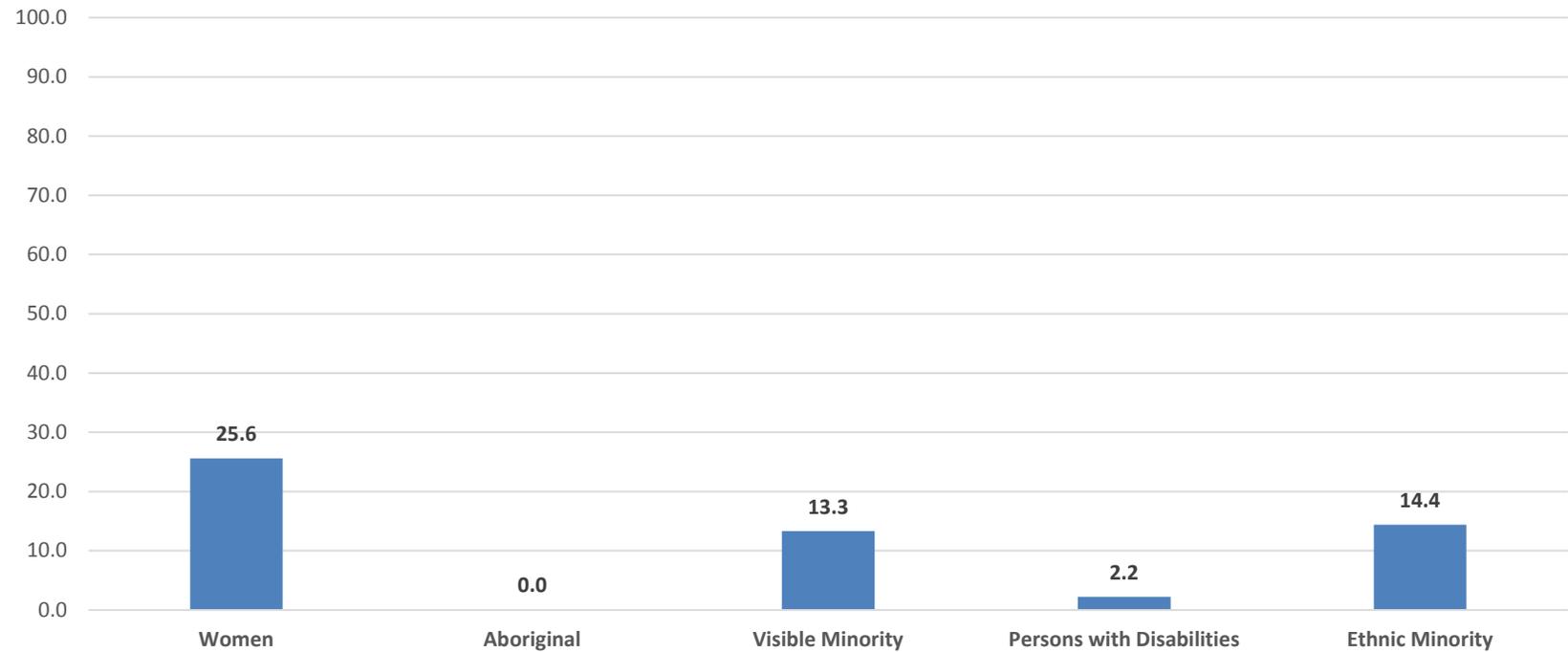
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
McGill University



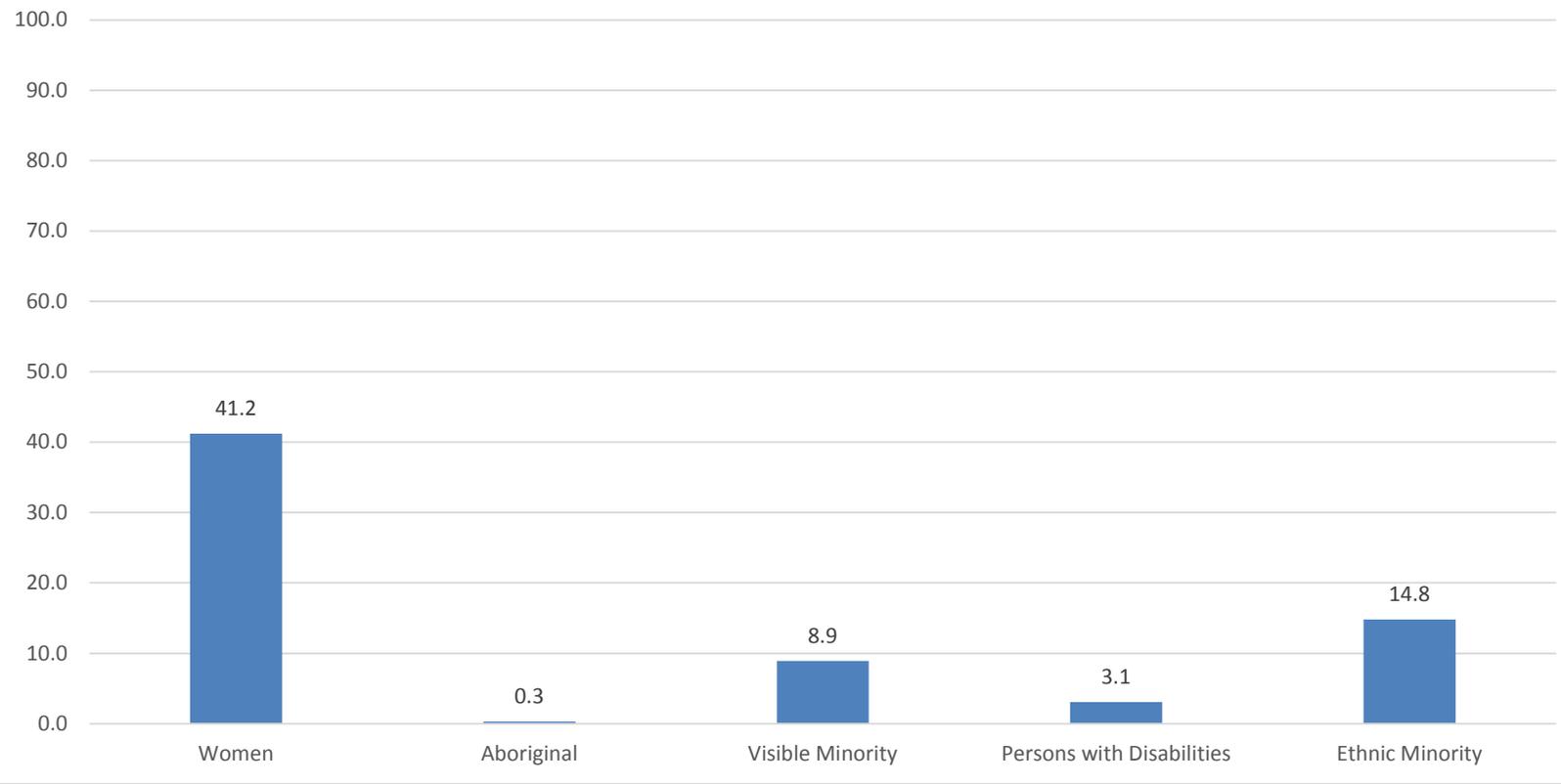
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Desautels Faculty of Management



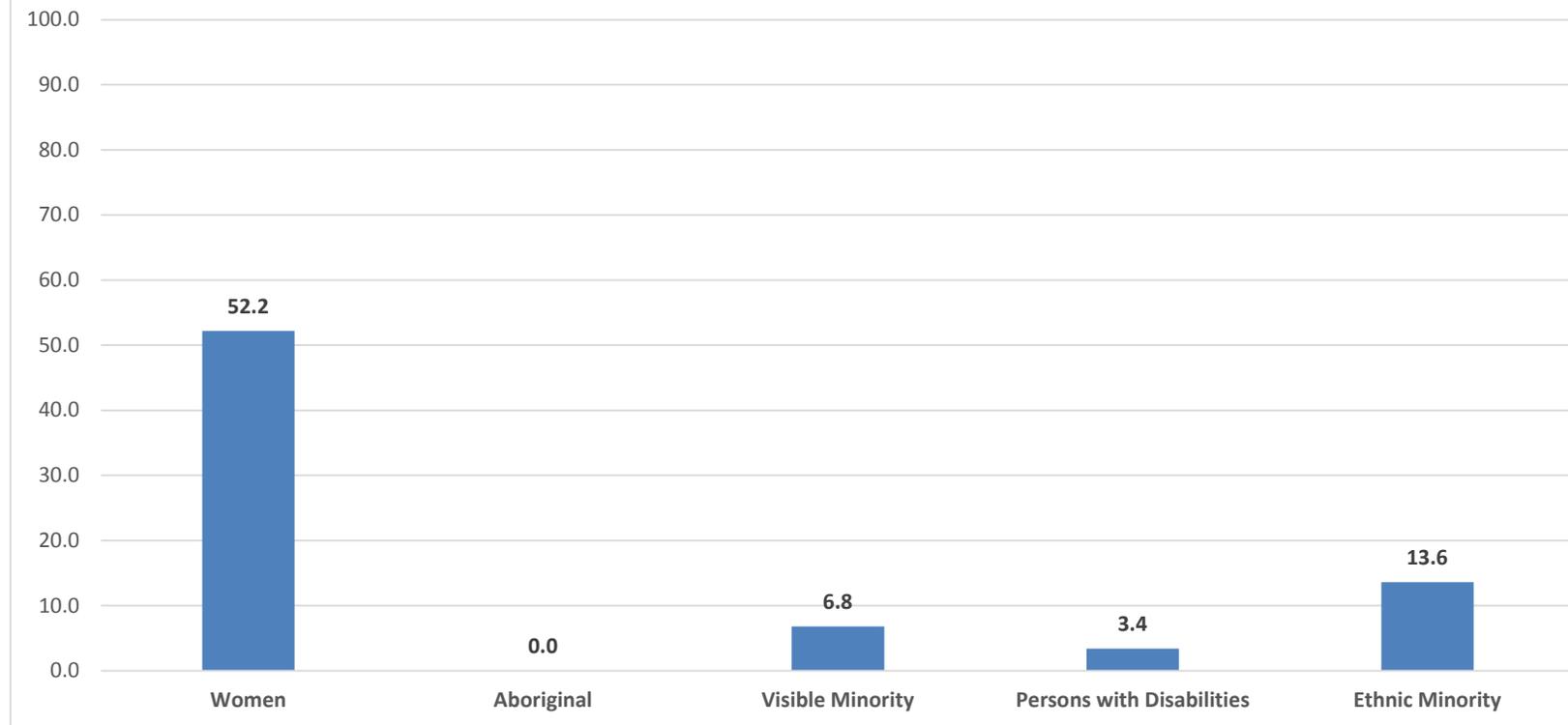
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Faculty of Agricultural and Environmental
Sciences



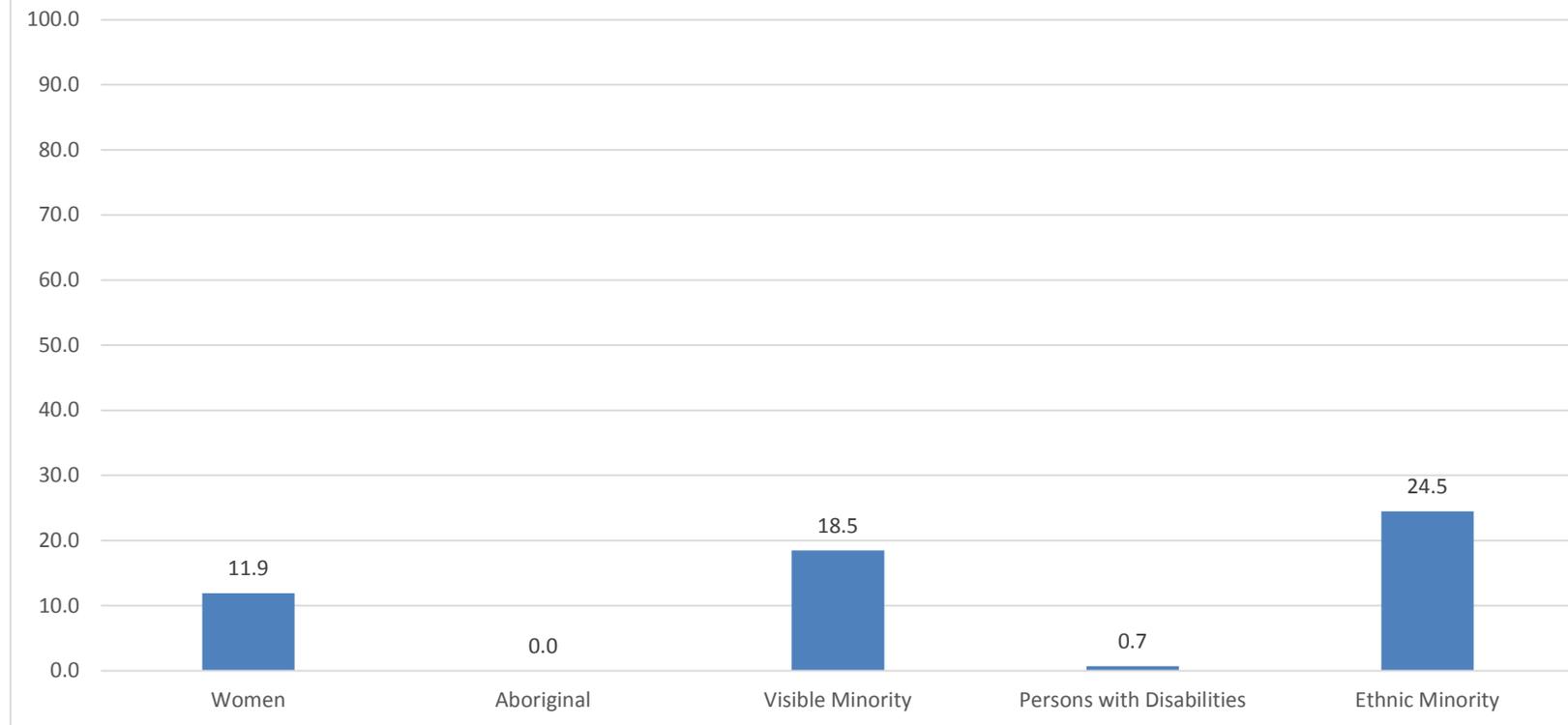
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Faculty of Arts



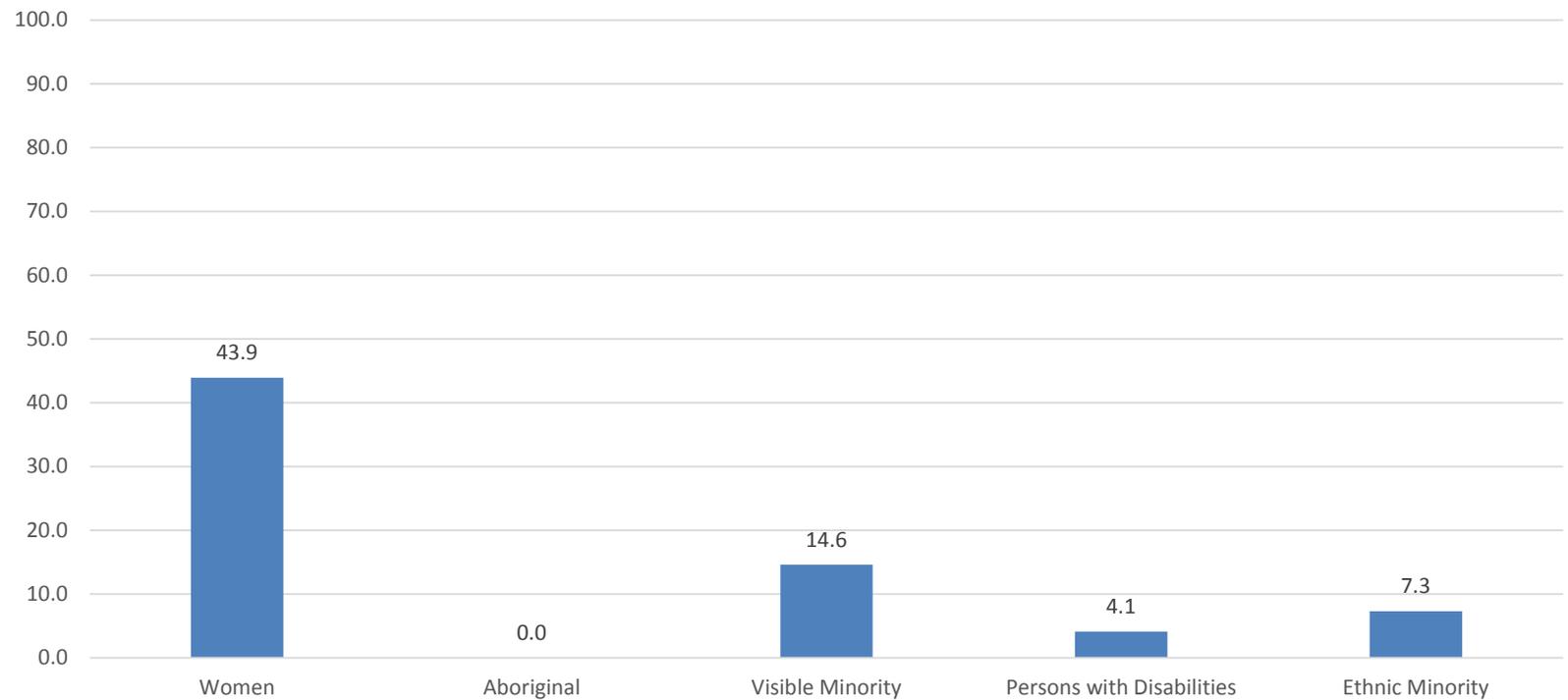
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Faculty of Education



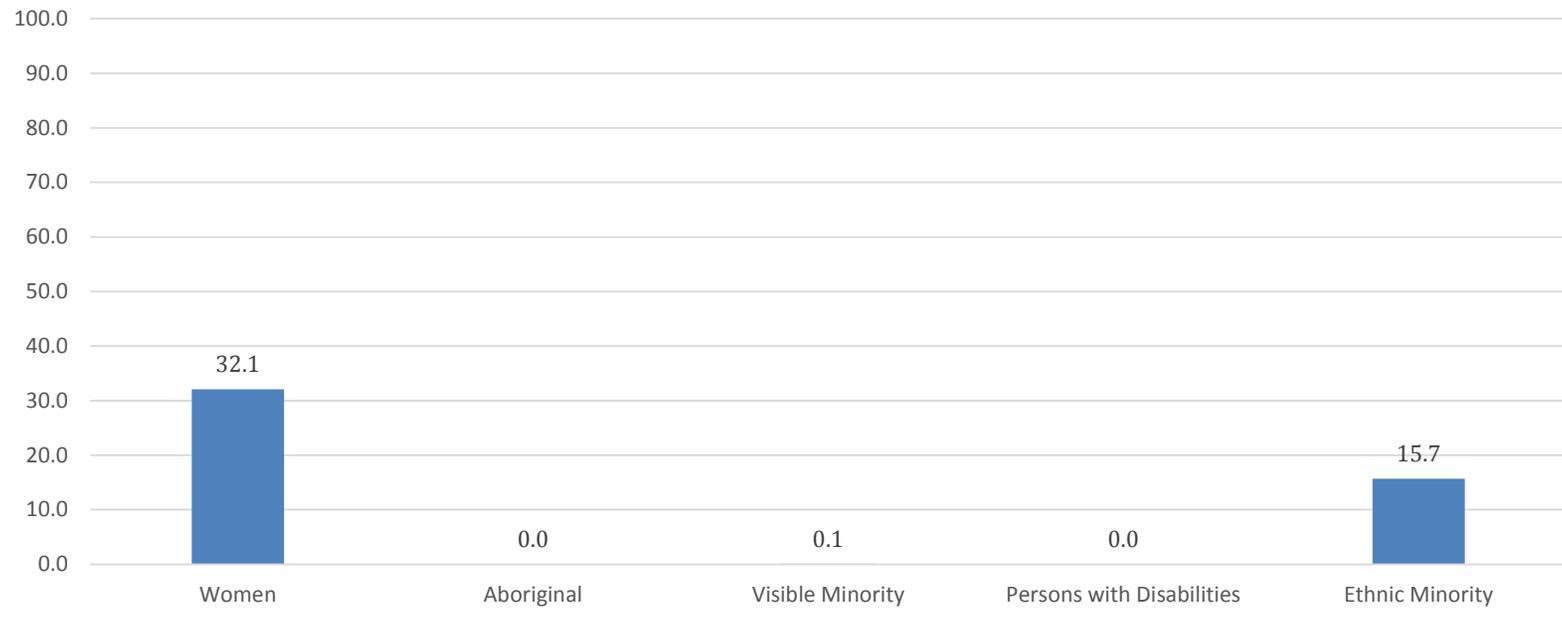
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Faculty of Engineering



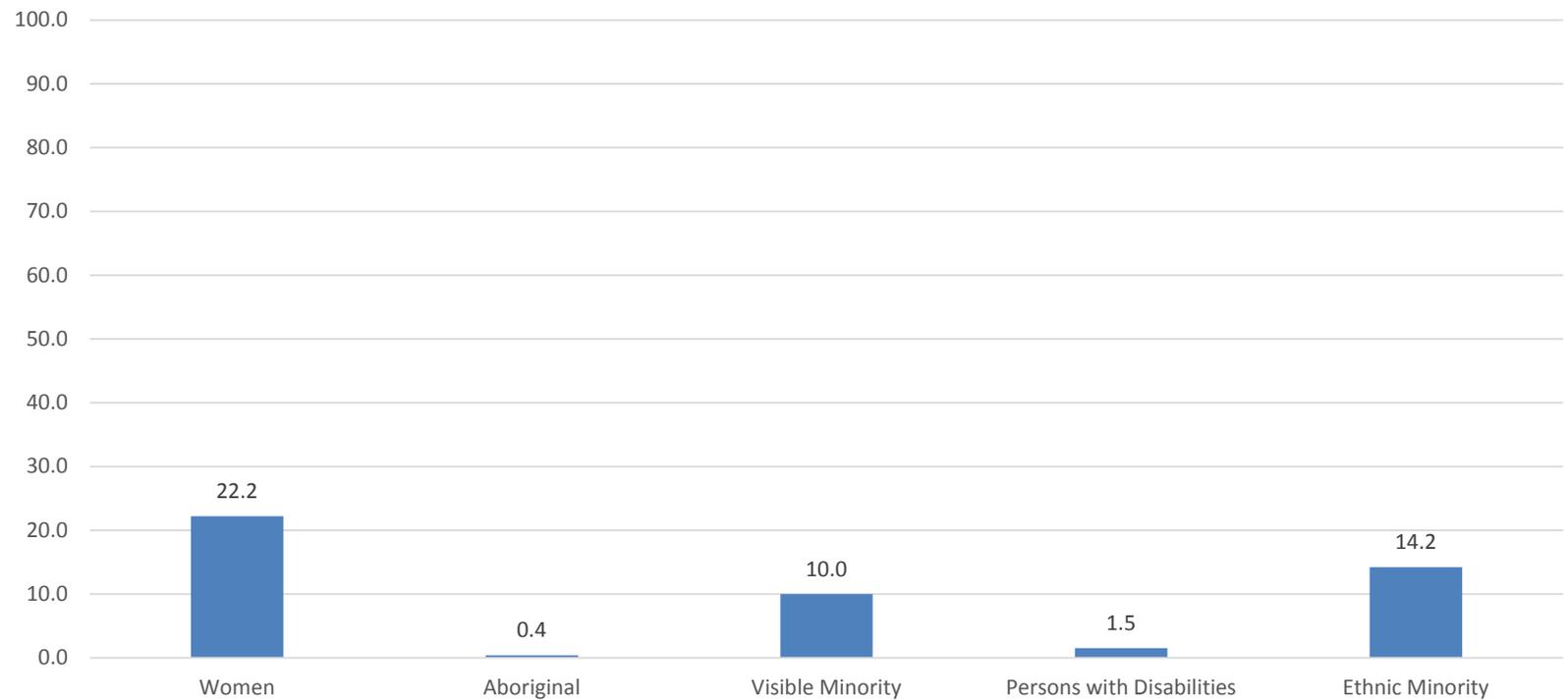
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Faculty of Law



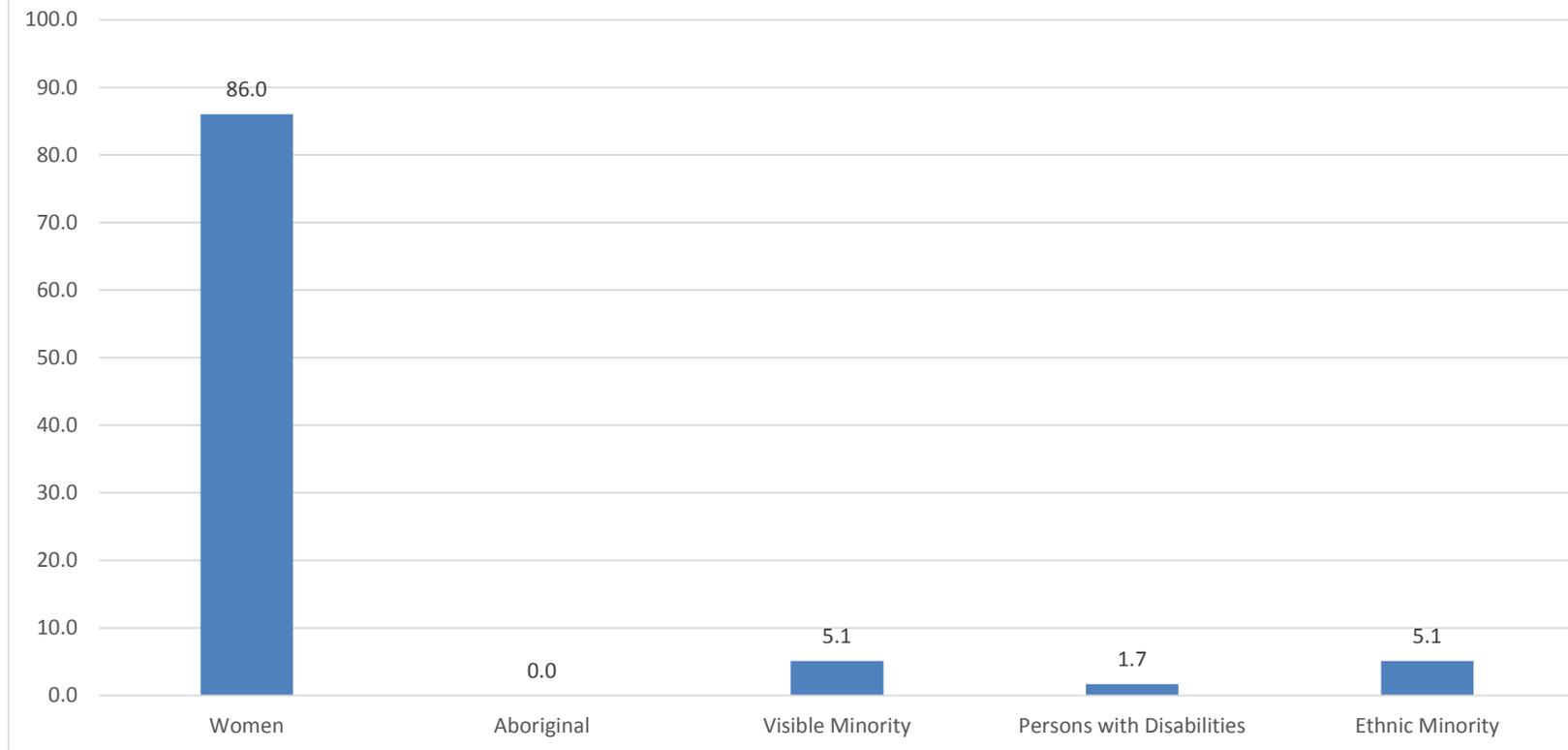
McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Faculty of Medicine
incl. Dentistry



McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
Faculty of Science



McGill Employment Equity Snapshot 2015
Tenure Track Professors by Designated Group as a %
McGill University Libraries



Report to Senate Following to the May 2015 Biannual Report on Employment Equity

17 February 2016

The [May 2015 biannual Report on Employment Equity](#) delivered by the then-Associate Provost (Policies, Procedures & Equity) demonstrated that women earn less than men across all academic ranks (see Appendix data). In consequence, an undertaking was made to Senate at that time to examine this issue in detail and to report back on the nature and scope of this equity issue, and on its potential root causes. This report aims to deliver on that undertaking.

Data included in the May 2015 Report on Employment Equity further demonstrated that women's mean merit rankings are at par with or above men's across academic ranks (see Appendix data). Performance-based salary increases are therefore not a factor contributing to gender disparity in tenure stream professorial salaries.

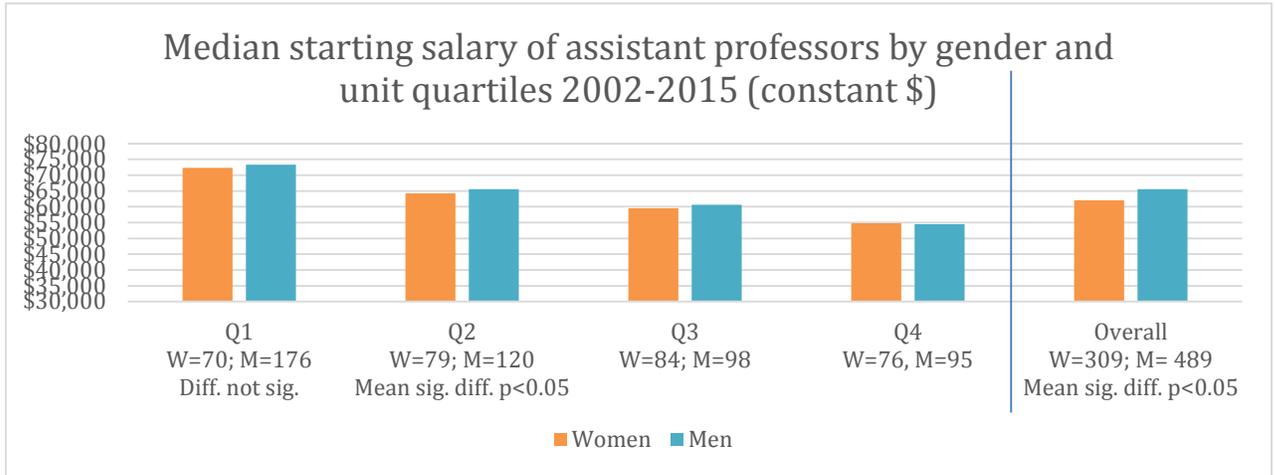
In an effort to discern the source of the disparities in women and men's salaries, data related to two other factors were examined: starting salaries of assistant professors and retention allocations.

a) Starting Salaries

Starting salaries across the University were examined in collaboration with McGill Planning and Institutional Analysis (PIA).¹ Chart 1 shows male and female assistant professors' starting salaries in our 72 units (departments or faculties without departments). Units are divided into quartiles (18 units per quartile) appearing in descending order of starting salary (i.e. Q1 has the highest mean starting salary and Q4 the lowest).

¹ **Methodology:** For every new assistant professor in a given calendar year since 2002, we established what their starting salary was at McGill. All years were combined and starting salaries were adjusted to a constant value based on the average yearly increase in salary of all assistant professors over time. (This was done because the average salary of assistant professors increased by 42.5% over the period whereas the CPI--consumer price index--from Statistics Canada shows an increase of 24.7%.)

Chart 1



In three of the four quartiles, men’s median starting salary was higher than women’s. The median was close to the mean for all but Q1, where some high salaries paid to men raised the mean. Tests of statistical significance (t-tests) were performed on the means. Salary differences were statistically significant only in Q2.

Overall, men’s median starting salary was \$3,531 higher than that of women, even though the difference within quartiles was not statistically significant (except in Q2). Hence, we can attribute, at least in part, the overall salary differential to the hiring of more men in units within Q1, those paying the most. Women make up 28% of hires in Q1, but 46% and 44% of hires in Q3 and Q4, respectively.

b) Retention Allocations

Beyond starting salaries, an examination was undertaken of retention allocations made to women and men since 2008. Chart 2 indicates that over the years considered, average retention allocations have been roughly equal for female and male tenure stream faculty. However, male professors receive retention payments with considerably greater frequency than do women professors.

Chart 2

Retention Amounts Male/Female

Reported: 25-Jan-2016, using "HRU_SALARY_POLICY_ACAD_HISTORY Datawarehouse"

Period	Females			Males			Both		
	SUM OF Retention AMTS	Count	Average	SUM OF Retention AMTS	Count	Average	SUM OF Retention AMTS	Count	Average
01-Dec-08	\$39,200	9	\$4,356	\$94,000	23	\$4,087	\$133,200	32	\$4,163
01-Dec-11	\$17,000	4	\$4,250	\$29,020	8	\$3,628	\$46,020	12	\$3,835
01-Jun-12				\$10,000	1	\$10,000	\$10,000	1	\$10,000
01-Jun-15	\$20,000	3	\$6,667	\$76,500	11	\$6,955	\$96,500	14	\$6,893
Grand Total	\$76,200	16	\$4,763	\$209,520	43	\$4,873	\$285,720	59	\$4,843

Observations

The extent to which salary differentials between women and men result from institution-wide practices that penalize women remains unclear. Data considered in this report suggest that disparities are largely driven by the fact that men predominate within high-paying units at McGill. In particular, in units offering the highest starting salaries, men are hired more than twice as often as women. This is an important observation that merits close scrutiny, particularly within the units concerned. Deans, Chairs and academic search committees within these units must be mindful of equity requirements and considerations in connection with recruitment and negotiating starting salaries. The Associate Provost (Policies, Procedures and Equity) will work with these unit heads to ensure their awareness of salary equity issues, and to devise strategies for improving outcomes in this regard.

Additionally, data relating to retention allocation also call for attention to ensure equitable salary outcomes.

At a broader level, addressing the salary differentials that persist between women and men professor may warrant special initiatives across the campus, such as those listed here, put forward for Senators' consideration:

- Sharing information about faculty-specific starting salaries in recruitment and pre-appointment negotiations to ensure transparency and to level the negotiating capacities of recruitment candidates.
- Mentoring graduate students and postdoctoral fellows on the academic job market so that they are aware of starting salaries in their fields and of effective and appropriate negotiation practices in recruitment contexts.
- Continuing to monitor female and male salaries to assess whether efforts to move toward parity are succeeding.
- Raising awareness among unit leaders to promote the use of anomaly salary adjustments to elevate women's salaries where appropriate.
- Considering methods for ensuring that periods of maternity and extended parental leave do not result in penalizing women's salary growth over time.
- Continuing efforts to promote women, particularly to the rank of Full Professor, given the impact of rank on salary.

APPENDIX: EXCERPT OF 2015 REPORT ON EMPLOYMENT EQUITY

Table 6. Mean salary

		Assistant	Associate	Full
2008	Female	\$82,158	\$105,281	\$132,021
	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.

Population: tenure-track professors, excluding GFT(U)

Significance (Pr > |t|) tested at .05 level

Data from January 31st of each year

Table 7. Mean merit rating (1-5, 1 the highest)

		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.

Significance (Pr > |t|) tested at .05 level

Population: tenure-track professors, excluding GFT(U)