McGill

Memorandum

TO: Senate

FROM: Lydia White, Associate Provost (Policies, Procedures and Equity)

SUBJECT: 2009-2010 Annual Report of the Joint Board-Senate Committee on Equity

DATE: January 19, 2011

DOCUMENT #: D10-37

ACTION REQUIRED: ☒ INFORMATION ☐ APPROVAL/DECISION

ISSUE: Annual Report of the Joint Board-Senate Committee on Equity 2009-10.

BACKGROUND & RATIONALE:

The Joint Board-Senate Committee on Equity (JBSCE) develops University policy recommendations with regard to under-represented groups, including women, visible and ethnic minorities, aboriginal peoples, the LGBT community, and persons with disabilities.

The Joint Board-Senate Committee on Equity has five subcommittees, including:

- Subcommittee on First Peoples, chaired by Prof. Michael Doxtater (annual report outstanding)
- Subcommittee on Persons with Disabilities, chaired by Prof. Erika Gisel (annual report outstanding)
- Subcommittee on Queer Persons, chaired by Prof. Robert Leckey
- Subcommittee on Race and Ethnic Relations, chaired by Prof. Charmaine Nelson (annual report outstanding)
- Subcommittee on Women, chaired by Prof. Abby Lippman

In 2009-10, the JBSCE undertook two main initiatives. First, it prepared a submission to the Principal's Task Force on Diversity, Equity and Community Engagement.

Second, the JBSCE contributed to the development of language guidelines prepared by Services for Students. Input for this initiative was provided from the JBSCE Sub-committee on Women, as well as other groups. These guidelines are currently in the process of consultation and discussion with deans and administration, and will be brought before Senate for consideration at a later date.

MOTION OR RESOLUTION FOR APPROVAL:	N/A
PRIOR CONSULTATION:	Joint Board-Senate Committee on Equity Senior Administration
NEXT STEPS:	Presentation of the JBSCE Annual Report to the Board of Governors

APPENDICES:	Appendix A: Annual Report of the Joint Board-Senate Committee on Equity 2009-10, including three appendices:
	    Appendix 1: Inclusive Language Guidelines
	    Appendix 2: Annual Report of the Joint Board-Senate Committee on Equity Subcommittee on Queer People 2009-10
	    Appendix 3: Annual Report to the Joint Board-Senate Committee on Equity Subcommittee on Women 2009-10

**JOINT BOARD-SENATE COMMITTEE ON EQUITY
ANNUAL REPORT TO SENATE AND THE BOARD OF GOVERNORS
2009-2010**

MEMBERSHIP

Chair (2009): Professor William Foster, Associate Provost (Provost's delegate)
Chair (2010): Professor , Hélène Perrault, Dean of Education (Provost's delegate)
Director of the Office for Students with Disabilities: Dr. Joan Wolforth
Executive-Director of the Department of Human Resources or delegate: Ms. Alison Verkade
Coordinator of the First Peoples House: Ms. Waneek Miller

Chairs of Subcommittees:

Subcommittee on First Peoples: Prof. Michael Doxtater
Subcommittee on Persons with Disabilities: Prof. Erika Gisel
Subcommittee on Queer Persons: Prof. Robert Leckey
Subcommittee on Race and Ethnic Relations: Prof. Charmaine Nelson
Subcommittee on Women: Prof. Abby Lippman

Staff Representatives:

Representative of the academic community appointed by Senate: Prof. Catherine Lu
Representative of the non-academic community appointed by Senate: Ms. Lydia Martone

Board of Governors Representative:

Representative of the Board of Governors: Ms. Anne Vroom

Student Representatives:

Representing undergraduate students (SSMU): Lynsey Grosfield
Representing graduate students (PGSS): Joanne Devaney
Representing students at the Macdonald Campus (MCSS): Emily McGill
Representing Continuing Education Students (MACES): Kathleen Duplessis

Ex Officio:

Ms. Veronica Amberg: Social Equity and Diversity Education Officer

Secretary:

Ms. Mary McDaid: Manager, Academic Personnel

MANDATE

The Joint Committee on Equity shall recommend University policy regarding under-represented groups, including women, visible minorities, aboriginal peoples, and persons with disabilities. To this end it shall review the recruitment and status of the under-represented groups at the University and recommend ameliorations to Senate and the Board of Governors.

MEETINGS

The Joint Board-Senate Committee on Equity met four times (September 22nd 2009, November 20th 2009, February 9 h 2010, April 6th, 2010).

ACTIVITIES

i. JBSCE submission prepared and submitted to the Principal's Task Force on Diversity, Equity and Community Engagement. In addition, each of the sub-committees made its own submission to the Task Force.
ii. *Inclusive language guideline* developed by Services for Students, with input from the JBSCE Sub-committee on Women, as well as other groups (see Appendix 1).

RECOMMENDATION:

JBSCE recommends that the *Inclusive language guideline* be widely circulated within the University and that the use of inclusive language be encouraged.

SUBCOMMITTEE REPORTS

The reports of two of the subcommittees (Subcommittee on Queer People, Subcommittee on Women) are attached as Appendices, as well as the membership of the Subcommittee on Persons with Disabilities.

APPENDICES

Appendix 1: Inclusive language guideline
Appendix 2: Report of the Subcommittee on Queer People
Appendix 3: Report of the Subcommittee on Women
Appendix 4: Membership of the Subcommittee on Persons with Disabilities

McGill University

Inclusive Language Guidelines

Jana Luker, Executive Director, Services for Students
Erin McDonagh, Assistant to the Executive Director, Services for Students
Adapted from the University of Windsor, Employment Equity Office

January 4, 2011

Introduction[1]

Language, which is the chief vehicle for the expression of discrimination and intolerance, reflects the attitudes and realities of a society. **McGill University Inclusive Language Guidelines** could be part of a broader commitment to realizing the University's goal that all members of the McGill community should be respected for their worth, dignity, integrity, and capacity, and that the equitable treatment of all persons – regardless of age, colour, creed, disability, gender, national origin, or sexual orientation – should be in accordance with applicable national and provincial laws.[2]

A group of McGill community stakeholders has developed these Guidelines to encourage staff and students to think actively about the implications of their language use. The Guidelines could also serve to reinforce the importance of using inclusive language in all University documents, publications, and communications.[3] By upholding the use of a shared vocabulary that promotes sensitivity and awareness, McGill University would support the development of a culture of inclusivity.

Definition of Inclusive Language

Inclusive language is sometimes referred to as non-discriminatory language. Essentially, this means using a vocabulary that does not demean, insult, exclude, stereotype, essentialize, or trivialize people on the basis of their membership in a certain group or because they possess a particular trait, attribute, or feature. Using inclusive language does not mean having to use terms that are difficult or grammatically incorrect; rather, it means avoiding

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[1] This document was principally informed by the following sources: Employment Equity Office, the University of Windsor; Inclusive Language Guideline of the University of Newcastle, Australia.

[2] Section 10 of the Charter of Rights and Freedoms (Quebec) states that "every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap." Source: R.S.Q., chapter C-12, CHARTER OF HUMAN RIGHTS AND FREEDOMS, http://www.cdpdj.qc.ca/en/commun/docs/charter.pdf. Visited December 15 2009.

[3] The use of non-inclusive language that is true to its historical context is not the province of these Guidelines.

terminology that may be offensive and selecting other suitable terms. It means using language that recognizes all people as valued and equal participants in society, as well as acknowledging that many offensive and derogatory terms that may refer to specific groups continue to exist in our everyday language. Thus, inclusive language is language that does not portray any individual or group in a negative stereotype, as dependent or powerless. Inclusive language is appropriate and important in all situations, and should be used in all forms of communication - speech, language, publications, displays, posters, and teaching materials. This document gives examples of common usages of non-inclusive language and offers practical substitutes for discriminatory words and expressions.

Valuing Diversity

McGill University has a number of precedent-setting policies[4] related to equity and diversity that affect students and employees:

- Charter of Students' Rights; Fundamental Rights and Freedoms
- Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law
- Policy Concerning the Rights of Students with Disabilities
- Policy for the Accommodation for Religious Holy Days
- Policy on Hazing and Inappropriate Initiation Practices
- McGill Employment Equity Policy
- McGill Employee Disability Policy

Moreover, through the creation and continued support of its Social Equity and Diversity Education (SEDE) Office, the University has shown its commitment to "fostering a fair and inclusive environment that respects the dignity of each member of the McGill Community."[5]

These equity policies assist the University in developing an environment in which the diversity of McGill's faculty, staff, and student population is respected and promoted. The goal is to ensure that our staff and students can work and study in an environment free of harassment and discrimination. Such an environment is created, in large part, through the interpersonal behaviour of individuals and in the language of communication used in interactions. By using inclusive language, members of the University community play an important part in creating such an environment.

As an employer and as an educator, McGill University is legally obligated to ensure people can work and study in an environment that is free of harassment, discrimination, and hostile or demeaning behaviour.

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[4] Please see: http://www.mcgill.ca/equity_diversity/policies/. Visited December 2009.
[5] Mandate of the Social Equity and Diversity Education Office.
http://www.mcgill.ca/equity_diversity/aboutus/. Visited July 2009.

These Guidelines thus have two main purposes:

- to assist faculty, staff, and students in using inclusive language
- to promote awareness and educate members of our community about language use.

Language is a powerful and dynamic tool that shapes and reflects our changing realities.

The rich diversity of our faculty, staff, and students is one of McGill's strongest assets. Thus, it is wise to assume that in any group, there will be people from a number of different cultural and linguistic backgrounds, with visible or hidden disabilities, representing different gender identities and sexual orientations, and holding different religious and spiritual beliefs.

Each of us has a responsibility to be sensitive to the diversity of our audience, whether talking informally with one person, drafting official University documentation (e.g. brochures, student guides), speaking in a lecture, or addressing a meeting. We also have a responsibility to ensure that the content of our speech is free of sexist, racist, homophobic, discriminatory, or otherwise offensive messages.

Language may present and perpetuate particular views of society and of "others." Language can consciously or unconsciously offend, intimidate, reinforce harmful stereotypes, and contribute to unequal status of individuals. This is particularly important when people have different positions of relative power, or where there are limited opportunities for the audience to challenge and question what is being communicated.

Language and gender

Language that privileges one gender over another, diminishes the role and status of one gender, or renders one gender invisible is often termed *sexist*. Traditionally, such language has tended to devalue (or hide) women and privilege men. Language that marginalizes or parodies people who self-identify with the LGBTQ[6] community is also discriminatory.

Please see Appendix: Section I for some approaches to using inclusive language with regard to gender.

Language and sexuality

Language that categorizes people negatively on the basis of their actual or assumed sexual orientation is often discriminatory and offensive. In circumstances where many people would never make comments about other personal attributes, it is still common to hear derogatory remarks made about sexual orientation. While members of the lesbian, gay, bisexual, transgendered, and queer communities have reclaimed some terms as a means of empowerment, it is not generally acceptable to use terms such as "dyke" or "fag." See Appendix: Section II.

Language, race, and racialization

Racialization is the imposition or application of race onto others as a means of categorizing or interpreting traits and behaviours. Racist language labels and stigmatizes particular racialized groups or attributes and at the same time privileges whiteness; perceptions based on "race" are used to discriminate against and differentiate between individuals and groups while creating and perpetuating stereotypes. Racialization of others is in itself a form of discrimination and should be avoided. See Appendix: Section III.

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[6] This acronym is sometimes presented as LGBTTIQQ: Lesbian, Bisexual, Gay, Transsexual, Two-Spirited, Intersex, Queer, and Questioning.

Language and culture

Using culturally inclusive language means using words and concepts that represent all ethnic, cultural, and religious groups equitably.

Canada's national history is one of linguistic, ethnic, ancestral, and spiritual diversity. In this context, awareness of and sensitivity to how the language we use reflects on cultural diversity is necessary, with emphasis on three particular areas.

First Peoples

The rich linguistic and cultural diversity of First Peoples in Canada is of particular importance. Efforts should be made to acknowledge both the diversity among First Peoples and their special position in both Canadian history and contemporary society.

Official Languages

While the people of Canada speak hundreds of languages in both public and private life, French and English receive special recognition as Canada's official languages. Members of the McGill community should remain conscious of the equal emphasis placed on French and English in Canada, and the significance of French in Montreal and Quebec.

Multiculturalism

Canada is also home to a number of cultural groups not accounted for within First Peoples, Francophone, and Anglophone identities. The language we choose should reflect both the general diversity around us and the recognition of special groups within Canada. See Appendix: Section IV.

Language and disability

Non-inclusive language in relation to people with a disability often focuses on the disability as part of the person, rather than casting disability as a

political, social, and environmental problem. In recent years, people with disabilities and their allies have developed international models of disability based on the fact that while the impairment is the actual "condition," the "disability" is caused by what is missing in the environment (purposely or inadvertently), reducing the individual's full participation in activities and quality of life, and causing clear disadvantages to the individual.

Such barriers perpetuate stereotypes of weakness and over-medicalization, which focus on the physical and/or mental therapies, medications, surgeries, and assistive devices that might help to "normalize" the disabled person, rather than concentrating on universal design. This affects the language that is used when referring to people with a disability, especially when the impairment is placed before the person (e.g. *blind* or *deaf person).* See Appendix: Section V.

Language and extra-visibility

This type of non-inclusive language refers to the addition of unnecessary detail to emphasize a particular characteristic, which creates the impression that:
   a) the characteristic is particularly significant; and/or
   b) the characteristic is odd or undesirable.[7]
Some examples of this type of discriminatory language include references such as an "Asian police officer," a "male nurse," or a "Christian student," when the reference is not relevant to the situation being described.

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[7] Inclusive Language Guideline, University of Newcastle, Australia. http://www.newcastle.edu.au/policy/000797.html

Conclusion

According to the most recent Statistics Canada Census (2006), 16.2% of the total population self-identified as members of a visible minority group, a proportion that rose from 13.4% in 2001. Many social and cultural changes recognized and protected by the Quebec Charter of Rights and Freedoms are evidence that our society is increasingly diverse and culturally rich. As an educational institution dedicated to innovation and preparing students for the future, do we at McGill embrace diversity and inclusivity, as reflected by our conscious use of language that is inclusive and equitable?

This document seeks to help raise awareness and foster sensitivity to the idea that the language we use is tied to how we perceive the world around us. The Guidelines are not a commandment, but simply an invitation to re-examine choices and bring greater awareness and engagement to the use of language.

Future developments will include the publication of a complementary French version of the Inclusive Language Guidelines, as well as the creation of a glossary of terms.

APPENDIX

The following Appendix includes examples of non-inclusive language and inclusive expressions that may be used as substitutes. It is important to note, however, that language is ever-evolving, and there is no perfect agreement on terms.

I. Language and Gender

a) The "man" trap: Many standard wordings seem to assume that every individual is male. Repeating *he and she, him and her, his and hers* at every reference is clumsy. Finding alternatives can be as simple as using plural rather than singular, or avoiding a pronoun altogether:

- **seems to exclude women**   Man is a tool-building animal.

- **inclusive**   Humans are tool-building animals.

- **seems to exclude women**   Every artist learns from those who came before him.

- **inclusive but awkward**   Every artist learns from those who came before him or her.

- **inclusive**   Every artist learns from those who came before.

The use of *man* in the generic sense, as a verb or in compound words such as *freshman,* is to be avoided. In the instance of freshman, the term can be replaced with "*first-year*."

b) Gendered labels, i.e. terms that label people simply on the basis of their gender:

   i. Feminine forms of words such as *poetess* or *woman doctor* are no longer used. Similarly, *policewoman* and

chairwoman are problematic. These terms can be replaced by non-gendered words: *poet, doctor, police officer, chair,* etc.

ii.   Terms such as *dear, sweetie, love, ladies, chicks, girls* can be patronizing and condescending in certain situations.

iii.   Titles like *Mr., Mrs.,* and even the recently invented *Ms.* are less and less used orally in most English-speaking groups in North America, and their function in writing is limited. The decline of these terms is partly due to the fact that they are not inclusive of all gender identities. While these titles are often expected in the salutations of formal letters (*Dear Ms. Lee*), they are seldom necessary in internal memos. It is appropriate to address a memo *TO: Sandra Lee* and sign it *FROM: John Pereira.* It is also acceptable to say *Dear Chris Singh* and bypass the question of gender altogether.

II. Language and Sexuality

a) Terms used to identify or categorize a person's sexual orientation should never be used as an epithet, e.g. *that's so gay*.

b) In using the terms *gay, lesbian,* and *queer,* the standard should be what the people in a specific community have defined and which term they prefer to use.

c) The acronym LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) is a constantly developing portmanteau for a wide variety of gender and sexual identities.

III. Language and Racialization

a) People are often racialized according to generalizations made on the basis of physical traits. Racial labels are only appropriate where a person or group has self-identified with the term in question. For example, not all people who have brown skin and are of African descent identify themselves as *Black*. In addition, such labels should only be used when they are relevant and there is a need to mention a person's race.

b) Language is often used to create a link between behaviour and race. This can be done either by racializing a person who has acted a certain way (*I bet the student who complained about a grade was White*), or by expecting certain behaviours from a person based on a prior racialization (*That Chinese student must not have any problems in our calculus class*).

    i. Racial assumptions should not be used to make assumptions about a person's character, qualifications, or behaviour. For example, the statement "Asian students can expect to see the greatest success in the fields of business, computer science, and engineering" ignores the skills, aptitudes, and interests of students by focusing on racialized stereotypes.

    ii. Racial qualifiers should not be used when they are not relevant to the message being presented. For example, in the statement "One of my Black students delivered an excellent presentation today," the student's race is irrelevant to the quality of the presentation.

c) While race and racial groupings are constructed on the basis of skin colour, physical features, ancestry, shared history, or some combination of the above, race is not a biological or scientific trait. Race is not a trait that a person is born with but a characteristic that is attributed through social processes.

d) Although race is a social construct, racialization can and does have a very real impact on individuals and groups of people. The use of quotation marks ("Black," "Asian," "White," etc.) shows that the author recognizes the contested and constructed nature of the word. The term "racial" can be used to describe situations or relationships where interactions are influenced by racialization (e.g. racial harassment, racial inequality, etc.).[8]

IV.   Language and Culture

a) Generalizations about ethnicity and religion should be avoided. Not everyone in an ethnic group necessarily has the same religion, nor do all religions share the same ethnicity or cultural background. For example, not all Lebanese or Turkish people are Muslims, and not all Muslims are Arabic or Turkish.

b) Although *Indian* remains in place as the legal term used in the Canadian Constitution, its usage outside such situations is considered offensive. The terms *First Peoples, Indigenous,* and *First Nations* are currently in use, and are occasionally used as descriptive terms by U.S. Native Americans in solidarity with Canadian First Peoples.

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[8] Non-sexist, non-racist language, University of Gloucestershire. U.K.
http://resources.glos.ac.uk/pdp/pdpstudents/lpd/writingskills/nonsexistnonracist.cfm

c) Where controversy exists over the naming of a group of people, one solution is to use the name preferred by the people in question.

V.   Language and Disabilities[9]

a) The World Health Organization[10] defines disability and impairment in the following way: "Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives."

b) Avoid defining people by their disorders or depersonalizing people by turning descriptors into nouns, e.g. "the disabled," "the blind," "an epileptic," "a schizophrenic."

Put the person first, not the disability:

Improper examples:	Proper examples:
• A *blind* person	• A person who has a visual impairment
• A *schizophrenic*	• A person with/who has *schizophrenia*
• A *paraplegic*	• A person with *paraplegia*

c) "Visual impairment" and "sight impairment" are often used to indicate some loss of vision or as alternatives to "blind." Be aware that some individuals or groups may dislike the use of "impaired."

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[9] Please note that the Quebec government uses the term *personnes handicapées* in French. Source: http://www.ophq.gouv.qc.ca/index.htm.
[10] *The World Health Organization*, www.who.int. Visited September 2009.

Preferred terms are sometimes "deaf" or "hard of hearing" rather than "hearing-impaired."

Use factual rather than negative or value-laden references. A person may have a condition but may not necessarily "suffer" from it.

d) A person's adaptive equipment should be described functionally as something that assists a person, not as something that limits a person, e.g. *a woman who uses a wheelchair* rather than is "in" it or is "confined" to it.

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McGill Equity Policies, *SEDE Office*.
http://www.mcgill.ca/equity_diversity/policies/

Mandate of the McGill Social Equity and Diversity Education Office, *SEDE Office.* http://www.mcgill.ca/equity_diversity/aboutus/

Charter of Human Rights and Freedoms, *Gouvernement du Québec.*
http://www.cdpdj.qc.ca/en/commun/docs/charter.pdf

Employment Equity Office, *University of Windsor, Ontario.*
http://www.uwindsor.ca/equity/equity-educational-policy

REPORT OF THE JOINT BOARD-SENATE COMMITTEE ON EQUITY SUBCOMMITTEE ON QUEER PEOPLE
2009-10
www.mcgill.ca/queerequity
Robert Leckey, chair

1) MEMBERSHIP

We have a dynamic active membership, representing our three chief constituencies of faculty, non-academic staff, and students.The Subcommittee on Queer People included the following:

a) Staff & Faculty Representatives

Natalie Amar (McGill Institute for Gender, Sexuality, and Feminist Studies (IGSF)), Gregg Blachford (Director, Career Planning Services), Prof. Eugenio Bolongaro (Dept. of Italian Studies), Prof. Ken Borris (Dept. of English), Prof. Miranda Hickman (Dept. of English), Tynan Jarrett (SEDE Office), Prof. James Krapfl (Dept. of History), Jana Luker (Executive Director, Services for Students) Prof. Robert Leckey (Faculty of Law) (Chair), Dr. Elisabeth Lund Engebretsen (IGSF), Prof. Johanna Ransmeier (Dept. of History), Prof. Nathan Smith (Dept. of Educational & Counselling Psychology), Edmondo Tilli (School of Agriculture)

b) Student Representatives

Devin Alfaro (SSMU), Chase Barlet, Nick Caivano, Jacks Cheng, Joanna Devaney (PGSS Equity Commissioner), Michael Dodge (PGSS), Mike George (Queer McGill), Jonathan Hann (SSMU delegate), Gregory Ko, Scott Scambler, Ryan Thom (Queer McGill), Adam Wheeler (Queer McGill)

2) MANDATE OF THE COMMITTEE

To address issues of representation, inclusion and support of lesbian, gay, bisexual and transgendered students, staff and faculty at McGill with respect to academic and non-academic life on campus.

3) MEETINGS

The Subcommittee met seven times during 2009–2010: 17 August 2009, 16 September 2009, 19 October 2009, 27 January 2010, 3 March 2010, 8 April 2010, and 12 May 2010. A meeting scheduled for 9 December 2009 was cancelled due to a blizzard.

4) ACTIVITIES

- 28 August 2009: we reached out to new faculty at the New Faculty Orientation Day
- 16 October 2009: hosted the eighth "Return to the Rainbow Reception" during Homecoming Weekend for LGBT alumni, staff, students and their friends at Thomson House
- Safe Space workshops were presented, with the SEDE office, throughout the 2009–10 academic year
- February 2010: the Subcommittee made a written submission to the Principal's Task Force on Diversity, Excellence and Community Engagement

- Throughout the year, our Subcommittee gave input on a variety of documents relating to equity issues

5) ACCOMPLISHMENTS

a) McGill Interdisciplinary Minor in Sexual Diversity Studies (http://www.mcgill.ca/sdst/)

The Subcommittee maintained an active interest in this program. The program is now associated with the Institute for Gender, Sexuality, and Feminist Studies.

b) Social Equity and Diversity Education (SEDE) Office

The Subcommittee continues to work closely with Tynan Jarrett, LGBTQ Advisor.

We have many initiatives underway for 2010–2011 and look forward to sharing news of those in due course.

**Subcommittee on Women
Annual Report to the Joint Board-Senate Committee on Equity**

1 June 2009- 31 May 2010
(submitted by Professor Abby Lippman, Chair)

Membership 2009-2010

Abby Lippman, Chair	Medicine
Kathleen Cullen	Physiology (on sabbatical part of the year)
Rhonda Amsel	Psychology
Gloria Tannenbaum	Medicine/Pediatrics
Lynn Butler-Kisber	Education
Ji Zhang	Dentistry
Natalie Amar	IGSF
Annmarie Adams	IGSF
Edith Zorychta	Pathology/MAUT
Andrea Benedetti	Epidemiology
Kim Brooks	Law (until her move to Dalhousie)
Vrinda Narain	Law (replacing Kim Brooks)
Dora Koop	Management
Lara Braitstein	Religious Studies
(Sarah Turner	Geography: on sabbatical)
Jacqueline Bede	Macdonald (sabbatical part of year)
Sandra Hyde	Anthropology
Susan Czarnocki	Libraries/Alumnae
Veronica Amberg	SEDE
Jane Everett	Dean of Students
Sarah Woolf; Emily Gilfallin	SSMU
Erin Lafferty	PGSS
Jana Luker	Student Services
Erin McDonagh; Samantha Cook	Student Services
Kelly Murphy	Occupational Health
Diana Lee	McGill Women's Network Group

Mandate of the Subcommittee

The SSCOW continued to work in accord with existing guidelines that required it to make recommendations as appropriate and as resources allowed on the following topics:

1. Advocacy of Women's Rights and Promotion of Women
   - Providing positive action regarding the employment and promotion of women at McGill University
   - Promoting equity for women in salary and pension issues

- Monitoring representation of women on University committees and in administrative positions
- Monitoring policy and practices affecting women
- Providing advocacy for the problems of obtaining research funding
- Advancing women's studies issues

2. Initiation and Consolidation of Women's Activities.
The SSCOW collaborates with the Institute for Gender, Sexuality, and Feminist Studies (IGSF) on issues of mutual interest. As well, the SSCOW continues to offer its own advice as appropriate and to support the activities of women students and all staff.

3. Liaison and Networking for Women
- Assisting in the sponsorship of conferences on issues pertinent to women in academic and workplace contexts
- Facilitating contact with other women's groups at the University as well as regional and national organizations

Meetings
The Subcommittee on Women (SSCOW) met monthly (9 times) from September 2009 through May 2010 with work carried out by e-mail between these gatherings on items identified as either priority or emerging issues. Agendas for each meeting were pre-circulated, and minutes of each meeting were recorded, with copies going to the JBSCE Chair. As our capacity develops, agendas and minutes will also be posted on the recently revised SSCOW website. On average, 10-12 members attended a meeting, and all decisions were made by consensus. We also had an end-of-year social gathering to thank all members and others who had supported the SSCOW during the year. It was especially satisfying to see the wide range of people who took part in SSCOW meetings; these individuals continued to represent all McGill "constituencies."

Overview
SSCOW was active throughout the year primarily in the first and third of its mandated areas of activity. Major and extensive efforts and time went into preparing a submission for the Principal's Task Force on Diversity, Excellence, and Community Engagement, and the written document forwarded to this group accompanied that from the JBSCE. During the development of this material, the SSCOW Chair met on several occasions with the Chairs of the other Equity Subcommittees to coordinate our work. The SSCOW also continued to focus on general issues that affect equity for women at McGill University and in this regard we began to explore reduced work options (or alternative career paths) that would accommodate the needs of all faculty, staff, and students.

This year the SSCOW gave particular attention to revising and improving its website, work that continues to ensure the site is relevant, responsive to the needs of women on campus, and current. The SSCOW also supported other

initiatives to make the campus "women-friendly" and worked collaboratively with Jana Luker (Student Services) and the SEDE Office to finalize the "Language Equity/Inclusive Language Guidelines" that were presented to Senate. We also took part in the new faculty orientation in August 2009, an activity that remains a regular part of our networking work.

Details about the work of SSCOW during 2009-2010 can be found in the minutes of our meetings as well as in summary reports submitted to the JBSCE during the year.

Pay Equity
SSCOW will continue to monitor the range of salaries according to professorial rank. As noted in previous reports, a continuing concern remains the matter of pay equity for *part time* and *non-tenured staff* as well as for *non-academic staff*. Unfortunately, we were again unable to move forward on this in 2009-10.

Conciliation Work/Study/Family
Balancing their multiple commitments remains difficult for women students, staff and faculty, and the lack of affordable and local daycare remains a serious concern. We hope that the reports from the Principal's Task Force will address these matters to ensure that policies and practices are in place that will enhance the capacity of the University to recruit and retain women staff, and to provide an equitable experience to women students; in this regard, serious support of "conciliation" policies and childcare arrangements is likely to be essential. During the year we began -- and plan to continue -- exploring possible "alternative career" options that would benefit working women and women students and are grateful to Mary McDaid who met with us to review existing McGill policies relevant to these.   Moreover, after an excellent presentation by Dahlia El Shafie of the work the PGSS had done and their plans for moving forward with a Maternity/Paternity Project that includes a recommendation for matched funding (50% from the PGSS; 50% from McGill) for student parental leaves, the SSCOW agreed to give this our unanimous and enthusiastic support.

Harassment, Sexual Harassment, and Discrimination
The SSCOW chair was the representative of the JBSCE on the group that reviewed this policy and the entire subcommittee provided input. A document summarizing the revised policy was presented to and approved by the Senate in the 2009-1010 academic year and we will keep track of its effectiveness and ensure its wide dissemination. One recommendation from the SSCOW made following review of the Provost's summary of recorded incidents was that future reports include cross-tabulations to show the sex of the complainants and respondents.

Employment Equity
Following the deposition of Kathy Cullen's report on the employment of women academics over 3 years ago, SSCOW has tried to continue her work by requesting detailed annual statistics on hiring and promotion of women. The University is to develop a plan for monitoring employment equity, however nothing was forthcoming during the 2009-2010 year. This plan is essential, since already there are concerns about the extent to which the current hiring processes were adhering to the recommendations first set out by Luc Vinet about the training of Chairs and Hiring Committees on the needs for -- and ways to improve -- equity in recruiting new faculty. The SSCOW would especially like to receive copies of whatever reports are available that indicate numbers of women interviewed, recruited, hired, etc., over the past 5 years so we can determine the success of policies on moving toward equity.

SSCOW Brochure.
Thanks to the diligence and hard work of Erin McDonagh, we were finally able to prepare and have printed a bilingual brochure that describes the SSCOW and its mandate and activities. Although the costs for the design, preparation, and translation received no formal University support, the SSCOW was very pleased when our request for help with the printing was accepted. A copy of the brochure can be downloaded from the website.

Mentoring
Given that this appears to be a continuing problem for younger academic colleagues, and because we learned that the Dean of Students was developing a mentoring process for students, the SSCOW began its consideration of what we could contribute in this area. However, we postponed our initial plans that included the possibility of identifying "best (mentoring) practices" for faculty and will wait for the implementation of Jane Everett's program before we move further forward.

Varia
1. The SSCOW co-sponsored various SEDE events as well as those arranged by the other Equity subcommittees.

2. SSCOW has long been aware of the absence of coordination in the nomination of women for various external (and internal) awards and continued its efforts to set up some regular mechanism to facilitate this. This work will continue. Importantly, albeit belatedly, we were able to submit several names for consideration for Honorary Doctorate Awards thanks to the openings provided by the Secretary General. We hope to see some of these women honored at forthcoming convocations.

3. The recommendation from the SSCOW for formal recognition by the University of 6 December and 8 March, important days for women and women's rights, is slowly becoming institutionalized. Announcements appeared on the

McGill website on both days and the SSCOW continues to work for even more recognition in the future.

RECOMMENDATIONS (beyond those included in the SSCOW submission to the Principal's Task Force):

As has been noted in previous reports, the SSCOW continues to give attention to issues raised in recommendations summarized for the past several years in the SSCOW Annual Reports reflecting how, "despite over a decade of concern, McGill has made limited progress towards establishing a genuinely diverse faculty and that obtaining information to monitor the situation remains difficult." Specifically, and in the absence of a report from the Principal's Task Force, the SSCOW has been recommending to the JBSCE – and this year's group continues to support the need for:

"- the establishment of a University-wide task force to specifically address the issues of diversity and equity as they affect faculty. The goal of this task force would be to make concrete recommendations to address: (i) issues related to implementation of an effective structure and allocation of resources for collecting and tracking data on an annual basis; (ii) issues related to faculty recruitment; and (iii) issues related to faculty retention, professional development and academic advancement."

As well, the SSCOW reiterates:

- its request -- now that there has been some "climate" survey – that McGill provide the data collected for review by the entire university community and indicate whether this information will be used as a "baseline" against which any future changes might be measured.

Similarly, the SSCOW notes once more that there has been no further word on the status of what are supposed to be publicly-available annual reviews of hiring. The SSCOW is hopeful that this process will not stall, and we will continue to discuss the best ways for us to contribute to this process, especially to ensure it is being implemented.

SSCOW notes that despite over a decade of concern, obtaining information to monitor diversity on campus remains difficult. Thus, the majority of its recommendations this year are regrettably similar to those of previous years.

SSCOW **recommends to the JBSCE**
  (a) the establishment of an effective University-wide process to specifically address the issues of diversity and equity as they affect faculty, in particular: (i) collecting and tracking relevant data on an annual basis; (ii) faculty recruitment; and (iii) faculty retention, professional development and academic advancement.
  (b) a survey of the gender-related pay equity issues for part time and non-tenured academic staff, and administrative and support staff be

undertaken so that any existing anomalies can be adjusted over a three year period. These analyses should be reported to the university community.

(c) a process be put in place to monitor ongoing progress on these issues and to provide an annual review that is made available to the JBSCE.

(d) that mechanisms to promote and coordinate nominations of women for internal and external awards and honors be established.