TO: Senate  
FROM: Professor Angela Campbell, Associate Provost (Equity & Academic Policies)  
SUBJECT: Annual Report on the Equity, Diversity, and Inclusion (EDI) Strategic Plan  
DATE: December 6, 2023  
DOCUMENT #: D23-31  
ACTION REQUIRED: ☒ INFORMATION ☐ APPROVAL/DECISION  

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>The Annual Report on the implementation of McGill’s EDI Strategic Plan is presented for information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACKGROUND &amp; RATIONALE</td>
<td>In spring 2020, McGill’s Senate and Board of Governors endorsed McGill’s first EDI Strategic Plan, which had been developed over the academic year 2019/2020 in consultation and collaboration with the McGill community. The EDI Strategic Plan sets out a series of ambitious commitments for McGill to attain over the period 2020-2025. Work has been undertaken to uphold the implementation of its ambitious commitments and to deliver on recommended action items.</td>
</tr>
<tr>
<td>PRIOR CONSULTATION</td>
<td>The EDI Strategic Plan was developed in consultation with a broad range of stakeholders across the McGill Community. The Annual Report was presented to the Human Resources Committee on October 12, 2023, and to the Joint Board of Governors-Senate Equity, Diversity, and Inclusion Committee (EDIC), on November 23, 2023.</td>
</tr>
<tr>
<td>SUSTAINABILITY CONSIDERATIONS</td>
<td>The EDI Strategic Plan’s implementation has led to the establishment of an array of diverse resources that aims to advance EDI for the duration of the plan and beyond.</td>
</tr>
<tr>
<td>IMPACT OF DECISION AND NEXT STEPS</td>
<td>Continuation of work to meet the commitments set out in the EDI Strategic Plan. The Report will be presented to the Board of Governors on December 14, 2023.</td>
</tr>
<tr>
<td>MOTION OR RESOLUTION FOR APPROVAL</td>
<td>N/A</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>Appendix A: Annual Report on the EDI Strategic Plan</td>
</tr>
</tbody>
</table>
ANNUAL REPORT
YEAR 3: 2022-23

MCGILL UNIVERSITY
EQUITY, DIVERSITY & INCLUSION (EDI)
STRATEGIC PLAN (2020-2025)
ACKNOWLEDGEMENT

TRADITIONAL TERRITORY

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.
MESSAGE FROM PROFESSOR ANGELA CAMPBELL
REPORT LEAD AND ASSOCIATE PROVOST (EQUITY & ACADEMIC POLICIES)

It is with great pleasure that I present McGill’s Equity, Diversity and Inclusion Strategic Plan Annual Report 2022-2023.

In 2020, after months of consultation with hundreds of McGillians, the University made an institutional commitment to equity, diversity, and inclusion (EDI). The Equity, Diversity and Inclusion (EDI) Strategic Plan 2020-2025, first of its kind, was centred on five key themes:

1. Student Experience
2. Research and Knowledge
3. Outreach
4. Workforce
5. Physical Space

This third annual report presents an overview of the ongoing, critical work of building a university community that centres the value of inclusive excellence. It demonstrates a growing understanding of and commitment to EDI across our campuses, resulting in substantive efforts that boost representation and build a climate where all feel that they belong and can flourish. It is heartening to see the progress McGill has made in regard to EDI since this Strategic Plan’s inception three years ago. What has impressed me most is the McGill community’s willingness to infuse EDI principles into the core activities of our mission: teaching, research, and community engagement. This is so important, since it ensures that our EDI efforts go beyond words and result in real, concrete benefits that advance equitable outcomes.

There is, of course, still much more work to do; indeed, the work of equity will forever be ongoing. McGill must be willing to carry out this work with humility and perseverance. I believe that we are up to this task.

I am immensely grateful for the engagement of all students, faculty, staff, and alumni who have contributed to the initiatives detailed in this report. This progress would not be possible without your hard work and dedication.
MESSAGE FROM SHONA MOREAU
CO-AUTHOR OF THE REPORT AND STUDENT IN THE FACULTY OF LAW

Over the summer, extensive consultations were conducted with members of the McGill community, providing a comprehensive overview of the institution’s ongoing endeavors to achieve the objectives set forth in the *Equity, Diversity and Inclusion Strategic Plan 2020-2025*.

Since the initial launch of the plan, the collective efforts of McGill's students, staff, and faculty have been unwavering as they have dedicated themselves to developing new initiatives and building upon existing ones.

A notable highlight lies in the significant progress made on McGill's first *Accessibility Strategy*, and the public consultation for this strategy will be shared at the beginning of the semester.

Throughout the third year of implementation, substantial strides have been made in various critical areas, particularly in enhancing mediation and reporting discrimination and sexual assault on campus. Nevertheless, we acknowledge that much more remains to be accomplished. As members of the McGill University community, we are committed to introspection and are undertaking a profound assessment of the work necessary to cultivate an inclusive, diverse, and equitable campus environment.

Mere declarations of our commitment to diversity are insufficient. True progress lies in actively listening to all the voices at the table and diligently implementing our ideas. The journey continues.
HOW TO READ THIS REPORT

This annual report is organized in accordance with the EDI Strategic Plan, aligning with the five prioritized areas outlined by former Principal and Vice Chancellor, Professor Suzanne Fortier, namely students, research, outreach, workforce, and space.

This report focuses on the achievements of Year 3 a comprehensive five-year plan. The Annual Reports on the EDI Strategic Plan from the past two years can be found on the Equity Team’s website. The achievements highlighted here are those that exemplify the nature of the work being undertaken across our campuses to advance the commitments set out in the EDI Strategic Plan and thus do not purport to comprehensively list every EDI-related measure or activity carried out McGill-wide. Indeed, while this report focuses primarily on initiatives undertaken from within central University offices, it is critical to note that the Faculties and individual units are themselves undertaking some important heavy lifting to learn about and apply meaningfully – through teaching, research, and governance activities – EDI in order to ensure that their working and learning spaces are both rigorous and inclusive.

This Annual Report must be read alongside two other key documents in order to gain a fulsome picture of the work McGill has undertaken over the last year in connection with advancing equity and inclusion on our campuses. First, the 2022-23 Annual Report of the Office of Indigenous Initiatives (OII) offers a comprehensive picture of the crucial work led by that office in addressing the 52 Calls to Action set out in the Report of the Provost’s Task Force on Indigenous Studies and Indigenous Education. Second, McGill’s efforts to combat the distinct challenge of anti-Black racism are set out in the third Annual Report on our Action Plan to Address Anti-Black Racism. All three reports are presented to our highest governance bodies (Senate and Board) altogether so as to offer a holistic view of our commitments and our work.

Last but far from least, the work of our students deserves mention here. While student associations are distinct legal entities from McGill University, the work that they do advancing EDI merits recognition. McGill is so fortunate to be the academic home of thousands of stellar students, who are also acutely aware of the role that public institutions can play in advancing social equity. Our students and student associations play a key role in ensuring that our University’s leadership works actively to prevent and address all forms of discrimination within our campus community. As such, when reading this report and the two others that accompany this one, please keep in mind that many of McGill’s initiatives and activities are the fruit of calls for our accountability and action from our students, who are at the centre of our academic mission.
CONCEPTUAL FRAMEWORK

The words “equity”, “diversity”, and “inclusion” have become widespread in recent years, but their meaning is not always clear. The definitions that follow are those adopted in the EDI Strategic Plan at this moment at McGill, recognizing that these terms have other possible meanings within other communities and settings and that their meaning may evolve over time.

**Equity**, unlike the notion of equality, is not about sameness of treatment. It denotes fairness and justice in process and in results. Equitable outcomes often require differential treatment and resource redistribution to achieve a level playing field among all individuals and communities. Equity requires recognizing and addressing barriers to opportunities for all to thrive in our University environment.

**Diversity** describes the presence of differences within any collection of people. In discussions of social equity, diversity addresses differences in social group membership related, for example, to race, Indigenous identity, class, gender identity or expression, sexuality, disability, ethnicity, and religion. Discussions about diversity related to access and equity require knowledge and understanding of historical and contemporary experiences of oppression and exclusion.

**Inclusion** refers to the notion of belonging, feeling welcome and valued, or having a sense of citizenship. It also speaks to a capacity to engage and succeed in a given institution, program, or setting. Inclusion calls for recognizing, reducing, and removing barriers to participation created by social disadvantage or oppression, and can result in the reimagining of an institution, program, or setting.

The concepts of equity, diversity, and inclusion are more than rhetoric; they are central to McGill’s academic mission and vision. As this report demonstrates, McGill has been making steady progress to create a University culture that promotes respect for diversity and the equitable inclusion of all community members. However, much work remains to be done to embed equity, diversity, and inclusion into all areas and practices of the University.
1. Increase the Representativeness of the Student Body:

**Branches** McGill’s community outreach program, collaboratively develops programming to establish and fortify relationships with communities that are underrepresented in post-secondary education. They work within **Enrolment Services** to break down barriers and co-create academic and mentorship programming that is focused on motivating and empowering youth to pursue higher learning. Some notable programs include the **Pick Your Path Program**, which now has multiple versions, each tailored to a specific target audience, such as Indigenous, Black, and First Generation Low-Income youth, which the version for Black students has recently been featured on **CBC News**. There is also the **IMPRESS** (The Indigenous Mentorship and Paid Research Experience for Summer Students) which supports transitions to, and within, university for Indigenous undergraduate students in its first year has had 14 participants more than expected and was featured in the **News**.
Enrolment Services has also launched the Student Census to respond to the call for demographic data in the University’s EDI Strategic Plan 2020-2025 and the Action Plan to Address Anti-Black Racism 2020-2025. In April 2023, a biennial data report presented to the Senate includes the survey results with a 66.9% response rate. There has been the launch of Student Census data request process for internal operational purposes with EDI objectives open to faculties, administrative units, and student leaders. Additionally, a new website page was launched with FAQ and point of contact for ongoing student census activities.

As of September 2022, the Law Faculty’s Admissions Office offers an optional category for Indigenous BCL/JD applicants. Indigenous peoples face unique obstacles with respect to legal education and the law, as recognised by this category. The historical and structural effects of colonialism have led to the criminalization and mass incarceration of Indigenous people, the suppression of their legal traditions, and the severing of their ties to Indigenous communities and culture. The holistic evaluation of applications from Indigenous applicants requires familiarity with their communities, legal traditions, and cultures; applicants are evaluated by a knowledgeable and diverse panel. Finally, this optional category helps the Faculty provide additional services and initiatives to ensure the academic success and development of Indigenous students.

E-IDEA (Engineering Inclusivity, Diversity, and Equity Advancement) successfully concluded its Youth Action & Outreach pilot project, marking the final year of this initiative. The primary objective of this project was to establish connections between McGill students and youth from underrepresented communities, specifically those belonging to Indigenous, racialized, and low-income backgrounds. The program aimed to involve youth in practical STEM applications, promote project-based learning, and nurture their leadership skills. A crucial long-term goal was to establish accessible pathways to pursue higher education in STEM fields. Throughout the 2022–2023 academic year, the McGill student team, in collaboration with the Kahnawake Youth Center and Beurling Academy, successfully led 14 workshops. Insights gained from this pilot project played a pivotal role in developing a comprehensive, multi-phase strategy for community engagement within the Faculty of Engineering. Subsequent funding has been secured to commence the implementation of this strategy in the upcoming 2023–2024 academic year, leading to the establishment of the new E-IDEA Community Engagement Program.
2. Promote Student Wellness

Student Services have increased their capacity to support students and has been committed in doing work around data collection and analysis around student wellness. Firstly, a Campus-wide Student Survey has been conducted, with the Assessment and Evaluation department working closely alongside the Equity Office to develop and implement the Student Campus Climate and Experience Survey. Additionally, during the late 2022 and early 2023 period, benchmark surveys (i.e., National College Health Assessment and Canadian Campus Well-being Surveys) were carried out in collaboration with the Student Wellness Hub; data analyses are currently underway. Statistical modeling techniques will be employed to disaggregate the findings based on different student populations (e.g., Black, Indigenous, and First-generation students). Data collected from these surveys will be integral to comprehending the student experience in relation to the EDI plan.

During the Fall 2022 and Winter 2023 periods, student, faculty, and staff consultations were conducted to support the selection process for the Local Wellness Advisor (LWA) role(s) dedicated to assisting Black and BIPOC (Black, Indigenous, and People of Color) students. The primary objective of these consultations was to gather valuable input for the hiring process and to identify the most effective types and topics for programming to address the mental health and well-being needs of Black students, both present and future. Participants were provided with various avenues to share their feedback. This collaborative effort involved the Equity Office, Indigenous Initiatives, the Student Wellness Hub (Student Services), and the Office of the Deputy Provost, Student Life and Learning.

Throughout the academic year 2022-2023, a dedicated team comprising members from the Office of the Provost and Vice-Principal (Academic) and the Strategy, Assessment, and Evaluation Office in Student Services collaborated to develop and customize a survey instrument that would effectively capture the student experience at McGill University. The objective was to identify a robust tool capable of gathering comprehensive insights into various aspects of student life on campus. Specifically, the survey aimed to gather data on student wellness, as well as students’ perceptions and experiences related to respect and inclusion. The survey is designed to understand the experiences of students from different demographic groups. It was subject to feedback from student leaders and other key stakeholders across campus before being launched in March 2023. The survey has now closed, and the data are being interpreted. They will be shared with the McGill community in AY23-24.
For several years, McGill has organised complimentary commencement ceremonies for members of underrepresented groups. The annual Lavender Grad Celebration at McGill University recognises the achievements and contributions of 2SLGBTQIA+ students. Black Grad similarly recognises and celebrates the achievements and excellence of McGill's Black students.

Fitness Access McGill is a program that helps and supports McGill students and staff with physical disabilities, chronic illness, or other impairments access physical activity opportunities. Fitness Access McGill is a collaboration between McGill Athletics & Recreation and the Department of Kinesiology & Physical Education, along with the Office for Students with Disabilities and the Office of the Provost, Accessibility Advisor.
3. Raise student awareness about discrimination, oppression, and their effects

Teaching and Learning Services (TLS) have set strategic priorities for the next three years and made a public commitment to integrating equity into all aspects of TLS operations, through their updated vision, mission and principles. The implementation of this commitment are showcased in the Annual Report to Senate on Policy against Sexual Violence, Annual Report to Senate on Policy on Harassment and Discrimination and the Biennial Report to Senate on Employment Equity. TLS is dedicated to fostering inclusive classrooms and assisting teachers with marginalized identities. In accordance with this, TLS organized a number of workshops throughout the academic year to support the growth of their various teams’ competencies, centered on equity. By offering their student facilitators training around McGill’s 52 Calls to Action, the Student Learning and Development team has also committed to becoming more conscious of inequities on and off campus. Facilitators have been trained to use an equity-centered and decolonial lens when delivering their workshops to over 4000 student participants from various McGill faculties.

TLS also houses Our Shared Spaces, which offers equity workshops to all McGill students with the aim of supporting student development and affirming the diversity of student experiences in campus life. Throughout the year, Our Shared Spaces hosts workshops on anti-oppression, anti-racism, accessibility and disability, gender, and sexuality, such as Frosh coordinators, Floor Fellows, Branches' tutors, Education Undergraduate Society, and McGill Summer Academy coordinators, play an active and authoritative role in promoting equity, anti-oppression, and social justice. Working alongside the Equity Team, they ensured alignment between staff, Faculty, and student discussions by integrating staff- and Faculty-facing content into student-facing content provided by Our Shared Spaces (OSS).

Launched in 2019, It Takes All of Us is McGill’s first community-wide online training programme under the Sexual Violence Education Program that addresses sexual violence and consent and is mandatory for all University community members. 2021 saw the hiring of a new full-time permanent position, a program officer, to oversee It Takes All of Us and future initiatives under the Sexual Violence Education Program. In 2022–2023, the program was revised and relaunched based on feedback received from the community on its first iteration.

The Office for Mediation and Reporting (OMR) and OSVRSE held over fifteen sessions for the McGill community to provide information about McGill's Policy on Harassment and Discrimination and Policy against Sexual Violence; how to formally report harassment, discrimination, and sexual violence at McGill; how to respond to disclosures of sexual violence; and available support resources at McGill, with a focus on the services that OSVRSE offers to all members of the University. Several of these sessions focused exclusively on student audiences, including sessions for Residence Floor Fellows and Hub Peer Supporters, and such sessions will be offered on an annual basis.
In addition, in 2022, targeted workshops were developed and delivered to groups outside of the OSVRSE who are likely to receive information about sexual violence allegations (e.g., student advisors, staff in student housing, security services, and human resource advisors). These workshops will cover topics such as identifying and understanding sexual violence and its impacts, trauma-informed responses to disclosures, and effectively and responsibly responding to potential incidents of sexual violence.

Students play a key role in campus events that commemorate key dates over the year that celebrate diverse identities and lived experiences, and which permit our campus community to reaffirm our commitment to inclusion and rejection of discrimination and violence. Examples of such commemorations include: International Holocaust Remembrance Day (January 27), memorial in honour of the victims of the attack at the Centre culturel Islamique de Québec (January 29), Black History Month (February), Asian Heritage Month (May), Queer History Month (October), International Day for persons with Disabilities (December 3), National Day of Remembrance and Action on Violence against Women (December 6).

Judith Nemes Black, a child survivor of the Holocaust, addressed members of the McGill and wider Jewish communities of Montreal at a moving ceremony that honoured victims of the Holocaust. This event marked McGill’s inaugural commemoration of International Holocaust Remembrance Day (27 January), and was responded to an important commitment made under McGill’s Initiative against Islamophobia and Antisemitism.

Credit: Owen Egan

Members of the McGill community take part in the annual ceremony of remembrance honouring the victims of the 29 January 2017 attack at the Centre culturel islamique de Québec. This year’s ceremony included a remembrance event that brought together members of the McGill community and wider Muslim communities of Montreal, and a laying of flowers at the tree on lower campus that was planted to remember the victims.

Credit: Owen Egan
4. Enhance capacity of teaching staff and Student Services to create and maintain respectful, accessible, and inclusive student life and learning settings

The Equity team delivers multiple equity workshops that have been the subject of increasing demand and interest from across our campuses.

In total, the Equity Team reached over 3,400 McGill participants through 69 workshops offered in the Team’s regular programming and 66 made-to-measure workshops for individual teams and units.

These workshops are:

- designed for three different streams of learners: Staff, Faculty and Staff/Faculty;
- part of a regularly scheduled program open to the entire McGill community of staff and faculty;
- scheduled in collaboration with Organizational Development and their My Healthy Workplace initiative (for Staff workshops);
- designed based on EDI topics most relevant to university community; and
- adapted based on feedback from participants.

5. Enhance University policies to establish prompt, effective and confidential channels to address EDI concerns and complaints

McGill has been working actively, notably through the OMR, to ensure that our policies on harassment, discrimination, and sexual violence are well known and understood across campus. More work can be done to communicate about these policies and to help community members feel safe when accessing them.

In Fall 2022, the Policy against Sexual Violence was amended to strengthen and clarify procedures and to specify that a survivor may access information about disciplinary outcomes with following investigations that have led to a finding of sexual violence. This is in line with the Act to modernize legislative provisions as regards the protection of personal information. SQ 2021, c 25, amending Section 4 of the Act to prevent and fight sexual violence in higher education institutions, CQLR c P-22.1).
1. Diverse Research Methodologies:

McGill has been working to ensure that diverse research ideologies and methodologies are recognized. The Digital Research Services Hub (DRS) within the Office of the Vice-Principal - Research and Innovation (VPRI), for example, organised a webinar on "Indigenous Data Management and Research Protocols". Based on the importance of First Nations data sovereignty and the principles of OCAP® this event, carried out in partnership with the First Nations Information Governance Centre (FNIGC) was hosted in an effort to promote community awareness of the First Nations principles of ownership, control, access, and possession (OCAP®). OCAP® asserts that First Nations alone have control over data collection processes in their communities, and that they own and control how this information can be stored, interpreted, used, or shared. Notably, Patricia Montambault from CSSSPNQL (Quebec and Labrador regional partner) presented excellent resources available to researchers to conduct research in a Quebec First Nations context. Wahéhshon Shiann Whitebean from KEC introduced a new Research Policy and Code of Ethics in the Kanien'kehá:ka (Mohawk) territory of Kahnawà:ke. The Kahnawà:ke Education Center’s Research Policy & Code of Ethics provides a model for Indigenous community-based education research, grounded in Haudenosaunee worldview. This webinar created a direct communication channel between researchers and the respective First Nations organizations to connect with each other and learn about values, principles, approaches, and research methods within a First Nations context.

The appointment of Professor Geraldine King, Senior Advisor, Indigenous Curriculum and Pedagogy with the Office of Indigenous Initiatives, brings a source of deep knowledge about land-based teaching. Professor King’s work will be crucial to building capacity for land-based education that is respectful of relations with Indigenous communities, peoples, knowledges, and epistemologies.

Other related objectives are still in progress. Such measures include adapting research expectations for scholars who conduct community-based research and rethinking the traditional three-part academic role of teaching, research, and service to better reflect Indigenous approaches to scholarship.
2. Strive for equitable representation of individuals from underrepresented groups among chairholders and recipients of awards

Through a range of efforts, including the employment of a ‘preference within equivalency’ selection process,[1] equity workshops for committees appointed to oversee and nominate research chairs and awards, and encouraging Deans and chairs to encourage all talented faculty to put themselves forward for such honours, McGill has met or surpassed all EDI targets set by the Canada Research Chairs Program.

<table>
<thead>
<tr>
<th>Protected Group (federal Employment Equity Act)</th>
<th>CRC T1 Target (Dec 22)</th>
<th>CRC T1 Actual (Dec 22)</th>
<th>CRC T2 Target (Dec 22)</th>
<th>CRC T1 Actual (Dec 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman and gender minorities</td>
<td>33%</td>
<td>36.4%</td>
<td>33%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Person with a disability</td>
<td>4.5%*</td>
<td>3.9%*</td>
<td>4.5%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Indigenous person</td>
<td>1.5%*</td>
<td>1.3%*</td>
<td>1.5%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Racialized person/visible minority</td>
<td>16%</td>
<td>19.5%</td>
<td>16%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Targets have been met per confirmation from the CRC Program in March 2023, despite percentages that appear here, as nominated CRC candidates currently under review are counted toward targets.

Much more work must be done to boost equitable representation among our internal award holders, notably, the William Dawson, James McGill, and Distinguished James McGill Awards. Our current breakdown is as follows, revealing the critical need to pay attention to the recruitment and nomination of Indigenous and disabled persons for these honors:

<table>
<thead>
<tr>
<th>Protected Group (McGill Policy)</th>
<th>Distinguished James McGill Professor</th>
<th>James McGill Professor</th>
<th>William Dawson Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>24.5%</td>
<td>26.6%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Person with a disability</td>
<td>0.0%</td>
<td>7.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Indigenous person</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Racialized person/visible minority</td>
<td>15.1%</td>
<td>12.5%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Ethnic minority</td>
<td>18.9%</td>
<td>9.4%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Sexual orientation/gender identity minority</td>
<td>3.8%</td>
<td>6.3%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

[1] This process begins by evaluating the merit of candidates according to specific categories (e.g., 90%-100% excellent, 80%-90% very good). Class equivalency, not numerical value, determines merit. When two candidates have the same equivalency class, the candidate from the designated underrepresented group is selected.
3. Establish and maintain equitable, accessible, and inclusive research environments

McGill’s Senior Research Equity Advisor (SREA) provides ongoing training and advisory support to principal investigators and research teams across the University about how to apply equity in research projects. The SREA and her team lead workshops that demonstrates how EDI is and can be fundamental to effective research content and design, methodology, HQP training, and knowledge dissemination. The Equity Team also works with faculty members and graduate program directors to ensure that scholars, trainees, students, and research support staff work and learn within environments that are healthy and inclusive, all with a view to ensuring wellness, academic flourishing, and high-quality research.

McGill has a fundamental interest in ensuring that our research community has a deep understanding of and ability to apply EDI practices in research programs and contexts. Demonstration of these capacities has become a criterion for success in many public research funding programs. Major research programs across McGill, such as Healthy Brains, Healthy Lives, the Canada Research Excellence Chair in Genomic Medicine, and McGill’s new D2R initiative are leading by example, developing robust EDI plans and commitments integrated within their ambitious research programs.

4. Establish and maintain equitable, accessible, and inclusive research environments

In 2022, McGill strengthened its commitment to Truth and Reconciliation, as reflected in its 52 Calls to Action, through the appointment of Professor Celeste Pedri-Spade as McGill’s inaugural Associate Provost (Indigenous Initiatives). Professor Pedri-Spade leads McGill’s Office of Indigenous Initiatives (OII), which includes the First Peoples’ House, and oversees the University’s commitments to truth and reconciliation by championing the implementation of McGill’s 52 Calls to Action.

Throughout 2022-23, the University advanced significantly in its efforts to recruit Indigenous academic staff. At this time, there are 34 Indigenous academic staff (21 tenure stream and 13 ranked CAS). The growth in the Indigenous academic complement at McGill will ensure that research that engages Indigenous peoples and communities is increasingly led by Indigenous scholars. Moreover, growing capacity within the Office of Indigenous Initiatives will ensure that all research led with and within Indigenous communities follows First Nation OCAP Principles and foregrounds the needs and benefits of those communities.
5. Lead research initiatives to enhance knowledge of, and to address equitably, McGill’s connections to slavery and colonialism

McGill is part of the Universities Studying Slavery (USS) consortium since 2020. This network provides access to important initiatives, information, and opportunities in which McGill community members can take part. In 2023, Karen Diop, Program Manager on the Action Plan attended the 2023 USS Conference at the University of North Carolina at Chapel Hill, titled “At this place: History, Race, and a Way Forward”. This gathering offered the opportunity to learn from other institutions and share tools and resources to advance and explore the ways that academic institutions and members of the Black community are partnering to create more inclusive campuses.
1. Develop effective communications about EDI challenges, initiatives, and celebrations at McGill

McGill University has made significant strides in developing effective communications to promote equity. The Equity website provides equity resources and information regarding equity education.

Regular features about Equity, Diversity, and Inclusion (EDI) are published in McGill University's publications, including What's New and Reporter. This work is critical for keeping the McGill community apprised of developments that advance EDI on our campuses.

To further demonstrate their dedication to recognizing experiences that have been socially marginalized, McGill University has ramped up its efforts to commemorate days and events that promote awareness and combat discrimination. These important observances, such as the annual memorial ceremony for the victims of the 2017 attack at the Centre Cultural Islamique de Québec, International Holocaust Remembrance Day, National Day for Truth and Reconciliation, International Day against Homophobia, Transphobia, Biphobia, and the International Day of Persons with Disabilities strengthen efforts to recognize historic wrongs and strive to do better at preventing all forms of equity-based violence and discrimination on our campuses and beyond.

2. Develop effective communications about EDI challenges, initiatives, and celebrations at McGill

The Provost’s Faculty Mentorship Network was launched in late summer 2021 to offer invaluable guidance and support to pre-tenured professors. Mentors within this network are exceptional teachers and researchers who possess leadership experience at McGill. All pre-tenured faculty members are eligible to participate in this mentorship program. In the 2021–22 program, we had 31 mentors and 54 mentees actively involved. In 2022–23, the program was expanded by welcoming 12 new mentors and 24 new mentees.

Over the reference year, a new initiative entitled the Development Initiative for Academic Leadership (DIAL) was launched as a pilot program. The DIAL brings together a small group (e.g., 10-15) of mid-career colleagues who have demonstrated leadership promise and interest. They work with one another, and with senior leaders at McGill, to deepen their understanding and proficiencies in relation to academic leadership. DIAL mentees receive intensive leadership training and shadow an established academic leader at McGill (e.g., a Dean or a Chair) over a nine-month period. Given the success of the pilot, a scaled-up DIAL program will begin in 2023–24.
The Pick Your Path for Black Youth (PYP) works to improve access for Black students to McGill and to higher education more generally. In its second year (2022–23), the program garnered significant interest, receiving 80 applications from youth and nearly 50 from potential mentors among students and alumni. The program accommodated 75–80 participants this year, including students from various CEGEP and high schools across Montreal. Notably, Dr. Anita Brown Johnson, MDCM’88, PGME’90, 2021 Haile T. Debas Prize laureate, McGill assistant professor and MUHC Chief of Family Medicine, co-founder of the innovative McGill Black Candidate Pathway has led various EDI initiatives impacting broadly diverse communities. This includes leadership of the Committee for Action on Inclusion, Diversity and Equity (C-AIDE) at the MUHC, serving as Co-chair, together with Ms. Seeta Ramdass, Associate Director of the SACE Office, and through collaboration on the Indigenous Health Centre of Tiohtià:ke (IHCT) initiative, which recently opened the first holistic, walk-in/urgent care community clinic in Montreal catering to urban Indigenous populations.
3. Deepen community collaborations in connection with University commemorations and celebrations

The University continues to strengthen its relationships with community organisations across all aspects of its operations, including student recruitment, staff recruitment, and research endeavours. The following initiatives exemplify these efforts.

- The **Office of First Nations and Inuit Education** (OFNIE) works in partnership with First Nations and Inuit education authorities throughout Quebec – such as Kativik Iliammiiniq (KI), the Cree School Board, the Kahnawà:ke and Kanehsatà:ke Education Centres, and the Central Quebec School Board on behalf of the Naskapis of Kawawachikamach – to deliver community-based teacher education programs and professional development.

- Queer History Month (QHM) was launched with an opening ceremony that featured a keynote address by opera singer, Teiya Kasahara. As in past years, the celebrations also included the Return of the Rainbow homecoming event.

- Also, with a view to promoting 2SLGBTQ+ pride, the Equity. Team co-sponsored **OutLoud Symposium** and organized a dance performance with Dr. Natharki Nataraj in June 2023.

**McGill’s Anti-Black Racism Working Group** engages continuously in a variety of activities with the Black community on and off campus. Our newsletter goes out to Black community organizations in Montreal to provide updates on our activities and initiatives. As an example, The Black Student Affairs Liaison and the Black Community Outreach Associate are respectively in conversation with Black community organizations across the city.

4. Deepen community collaborations in connection with academic program development

McGill University's **Indigenous Field Studies** (IDFC 500) program completed its 13th year with a multidisciplinary team of esteemed instructors. This year, the program spent six days in Kanesatake for a field week.

The **Indigenous Health Professions Program** within the **Faculty of Medicine and Health Sciences** strives to establish meaningful and effective connections with the numerous communities it serves, especially through outreach initiatives. This includes both internal and external interactions with Indigenous members of the McGill community and Indigenous communities and organisations across Turtle Island.
The Centre for Human Rights and Legal Pluralism continued to offer experiential learning opportunities that allowed for deep collaborations with community-based organizations, notably through its Human Rights Internship Program. Student participants work in settings that promote increased and equitable access to justice in community settings such as the Mohawk Nation at Akwesasne and the Black Youth Justice Program.

McGill Visit to the University of the West Indies (UWI), Cave Hill Campus, Barbados. From l to r: Prof. Simon Anderson, liaison of the Centre for Reparations Research; Director, Chronic Disease Research Centre of CAIHR; Professor of Population Health Sciences, Faculty of Medical Sciences, (UWI (Cave Hill Campus)); Karen Diop, Associate Director, Black Inclusion, Success, and Strategic Initiatives (McGill); Brian Bauer, Director, Global Engagement (McGill).

Credit: Karen Diop
1. Increase the representativeness of the workforce

In an ongoing effort to enhance inclusivity and diversity within the institution, significant measures have been taken to increase representation across various leadership and academic positions. All Deans, Chairs, senior leadership advisory committee members, and academic search committee members have participated in workshops on employment equity, unconscious bias, and effective strategies for recruiting diverse and outstanding candidates.

The University has met all staff diversity targets set by the Strategic Academic Plan. The 2023 Employment Equity Report demonstrates the progress McGill is making in increasing representation of equity-deserving groups across sectors and ranks in our workforce. That said, ongoing work is necessary to ensure that this progress is maintained and accelerated until there is equitable representation across ranks and areas.

2. Enhance and communicate resources available to support employees with disabilities

McGill’s first Accessibility Advisor was appointed in January 2020. The incumbent is responsible for workshops and capacity building, community outreach, supporting working groups, and other initiatives. The Accessibility Advisor works assiduously to promote accessibility across campuses and is a lead on the forthcoming McGill Accessibility Strategy (MAS). The MAS is being developed by a working group comprised of representatives from units across McGill as well as of staff, students and faculty representatives serving in their individual capacity, with an emphasis on ensuring a significant representation of persons with disabilities within the membership. The working group met monthly over 2022-23, leading to a draft of the plan will be brought to the wider McGill community for review in 2023-24.

McGill’s Central Accommodations Fund, established to offer financial support for expenses associated with workplace accommodations for faculty and staff, is increasingly used by members of the McGill workforce and by HR advisors. This is a critical resource, supporting the purchase of specialized furniture and equipment for persons with disabilities.
3. Address EDI gaps among tenure-stream academic staff through active recruitment, retention, and promotion strategies

The 2021 Biennial Report on Employment Equity demonstrates key areas of progress and areas where more focused work is needed:

- 27 per cent of faculty who are tenured full professors are women, exceeding the target of 25 per cent set for 2022 in the Strategic Academic Plan.
- The Provost’s 2017 Task Force on Indigenous Studies and Indigenous Education set a target of appointing 35 Indigenous tenure-track or tenured professors by 2032. Currently there are 23 Indigenous tenure track or tenured professors and 13 ranked CAS who are Indigenous.
- The 2020 Action Plan to Address Anti-Black Racism set a target of 40 Black tenure-track or tenured professors by 2025, and 85 by 2032. Currently there are 39 Black tenure track or tenured professors and 31 ranked CAS who are Black.
- The proportion of racialized persons in the tenure stream professoriate has increased from 16% to 20% between 2018 and 2023.
- The proportion of persons with disabilities in the tenure stream professoriate has in face decreased from 6% to 5%. This is cause for concern and will require focus and energy in the years ahead to set us on a better path.
- The proportion of persons who are 2SLGBTQ+ in the tenure stream professoriate has increased from 5% to 6% between 2018 and 2023. This is also an area that requires attention.

The 2023 employment equity report provides data demonstrating good progress across all employee groups McGill-wide.

Beyond representation, ensuring inclusion requires a healthy working environment where people feel valued and where they see themselves as having equitable opportunities for advancement and promotion through the ranks. To this end, several initiatives were created or enhanced in the reference year such as: the Provost's Faculty Mentorship Network, the Development Initiative for Academic Leadership, and the Professional Exchange Program.

4. Recognize diverse family forms in University Policies and Procedures

Financial Services has revised its Procedures for Travel and Other Expenses to allow for reimbursement for a wider range of child and dependent care costs when a staff member travels for university purposes.
MUNASA’s policy on parental leave was amended to standardize benefits for adoption and paternity leave, resolving potential inequities with respect to family status or filiation. Under the revised policy, both paternity and adoption leave will qualify for five weeks of indemnities at 95% of the employee’s regular salary (QPIP + McGill contribution).

A review of the Regulations on Maternity Leave, Parental Leave, and Extended Parental Leave for Members of the Academic Staff is in order.

5. **Ensure University Policies establish prompt, effective, and confidential channels to address EDI concerns and complaints**

Part (3) of the Student Experience section above speaks to the important increases in resources and energy being applied toward McGill’s *Office for Mediation and Reporting* (OMR) and *Office for Sexual Violence Response, Support and Education* (OSVRSE), both of which serve members of our academic and administrative workforce.

6. **Promote respectful, accessible, and inclusive work environments**

The Equity Team lead workshops and individual and focus group consultations for all members of McGill’s employee community, with a specific focus on academic and administrative leadership. For details about the nature and reach of such work, please see: Section 1(4) under the heading “Student Experience”.
PHYSICAL SPACE

1. Reflect diverse identities within McGill’s historic and contemporary communities in campus iconography, signage, ceremonies, and naming

Ajuuinnata at McGill, held over September and October 2022, celebrated Inuit excellence. Twelve events united a wide range of Inuit leaders, including artists, politicians, chefs, business leaders, filmmakers, and climate-change advocates at McGill events. Sessions include a panel on Inuit self-governance, a sealskin crafting workshop, a discussion on Inuit health and wellness, and a demonstration of traditional Inuit games. The celebration was initiated by a ceremony that centred a vernissage of the exhibit.

A working group will be struck in 2023-24 to expand opportunities and criteria for the naming of University assets. Its mandate will align with the 2017 Final Report of the Provost’s Task Force on Indigenous Studies and Indigenous Education, the 2018 Final Report of the Principal’s Task Force on Respect and Inclusion in Campus Life, the 2018 Final Report of the Working Group on Principles of Commemoration and Renaming, the 2020 Strategic EDI Plan, and the 2020 Action Plan to Address Anti-Black Racism, each of which acknowledges the importance of inclusive use of space and the power of physical representation (and the alienation engendered by its absence) for the University community of the twenty-first century.

Credit: Owen Egan
2. Enhance accessibility of buildings, pathways, and other physical spaces

McGill’s physical layout can present accessibility barriers to persons with disabilities. Ongoing work is being undertaken to reduce or remove these barriers.

The Accessibility Advisor promotes, in an ongoing way, campus accessibility and advises members of the McGill community – including Deans, Chairs, HR advisors and staff with disabilities – on issues related to disability, accessibility, and universal design. Some highlights of this work include:

- Conducted updated workshops for faculty and staff, focusing on important topics such as Accessibility in the Classroom and Accommodating Employees with Disabilities.
- Created new workshop material, including a session on Onboarding Employees with Disabilities and a customized workshop on Disclosing a Disability.
- Explored and researched various subjects to develop training materials, notably including training sessions on disclosure, and hiring and supporting employees with autism spectrum disorder.
- Collaboration with the Digital Communications team to deliver workshops and presentations.
- Engagement with the HR Community of Practice.

The Universal Access Capital Projects Working Group oversees the approval and execution of capital projects that enhance campus accessibility. Over the reference year, capital projects to enhance universal accessibility were approved and/or undertaken in the following campuses buildings: Arts, Wirth Music, McConnell Engineering, Macdonald Engineering, Leacock, 3661 Peel, Strathcona Music, Thomson House, Redpath Museum, Brown Student Services.

In addition to physical accessibility, steps were also undertaken to improve social inclusion through capital projects. This includes a project to carry out an audit of washrooms across campus to ensure a sufficient distribution of gender-inclusive washrooms, carried out in consultation with the Joint Board-Senate EDI Committee’s Subcommittee on Queer People.
3. Create dedicated spaces for McGill community members’ spiritual, social, and wellness needs

Since the submission of the Report of the Initiative against Islamophobia and Antisemitism (IAIAS), work has been ongoing to ensure proper signage for McGill’s six designated ‘quiet spaces’ and to identify other sites that could be used for reflection and spiritual purposes.

Also, in line with the IAIAS, as of Fall 2022, McGill has increased access to and the availability of kosher and halal food options on campus.

4. Enhance Indigenous presence in public spaces as well as the availability of cultural and living spaces for Indigenous students, faculty, and staff

With the appointment of the Associate Provost, Indigenous Initiatives, in September 2022, McGill’s Office of Indigenous Initiatives (OII) has, in a short period, advanced McGill’s work dramatically in responding to the 52 Calls to Action of in the 2017 Report on Indigenous Studies and Indigenous initiatives. The OII’s 2023 annual report sets out in detail the work it has done to respond to Call to Action #26 (Indigeneity and Public Spaces at McGill), the OII supported various ongoing projects aimed at advancing Indigenous physical representation at McGill.

Inuk Elder, Reepa Evic-Carleton and Aneeka Marie Anderson at a cultural event. Credit: Owen Egan
LOOKING AHEAD

Thank you for reading this third annual report on the activities carried out at McGill over the reference year 2022-23 in relation to our university’s [edi strategic plan 2020-2025](#).

As has been said before, McGill ought to be proud of the way that our community is taking to heart its responsibilities to advance EDI. At the same time, it remains imperative to recognize that this work is ongoing and will only be effective if we undertake it in a spirit of openness, humility, and perseverance.

As we look to Year 4 of the EDI Strategic Plan’s implementation, the following activities will be prioritized:

- Sustaining progress achieved to-date in the implementation of this Strategic Plan, notably in relation to the goal of equitable representation in our student, faculty, and staff populations.
- Supporting members of the University community who are from underrepresented groups with a view to removing barriers that would hinder their flourishing at McGill.
- Developing solid connections and collaborations between the EDI and Indigenous Initiatives through work that nourishes both teams, their work, and their key stakeholders.
- Deepening awareness of and capacity to implement strong EDI principles among our community of principal investigators, given the enhanced importance of EDI in key public research funding programs.
- Consulting with the McGill community and putting into place a robust Accessibility Strategy for McGill University aimed at improving access to and support within our campus community for persons with disabilities.

The success of McGill’s work on EDI depends on the quality of engagement from stakeholders across our campuses. Over the coming year, please be on the lookout for events, workshops, focus groups, and consultations tied to the promotion of equity, diversity, and inclusion at McGill. Your participation is critical to ensuring that EDI initiatives reflect the voices and views of our campus community.

Finally, thank you for the work that you do, whether you are a student, faculty, staff, or alumni member of our university community, to contribute to the shared, crucial work of advancing EDI at McGill.