
Memorandum

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

TO: Senate

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

SUBJECT: Annual Report on the *Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law* (2015-16) [Revised]

DATE: September 21, 2016

DOCUMENT #: D16-05

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE The 2015-16 Annual Report on the *Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law* is presented to Senate for information.

BACKGROUND & RATIONALE The *Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law* calls for the Provost to report annually to Senate on the application of the Policy. The report covers educational activities as well as the work of the harassment assessors appointed under the Policy.

PRIOR CONSULTATION N/A

SUSTAINABILITY CONSIDERATIONS N/A

IMPACT OF DECISION AND NEXT STEPS N/A

MOTION OR RESOLUTION FOR APPROVAL N/A

APPENDICES Appendix A: 2015-16 Annual Report: *Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law*

**2015-2016 ANNUAL REPORT
POLICY ON HARASSMENT, SEXUAL HARASSMENT AND
DISCRIMINATION PROHIBITED BY LAW**

1. Introduction

The *Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law* (henceforth, 'the Policy') came into force in April 2006. It calls for the Provost to report annually to Senate on the application of the Policy. The 2015-16 report represents the tenth year the Policy has been in effect and covers the period September 1st 2015 to August 31st 2016.

The objectives of the Policy include promotion of awareness (through education and other proactive efforts) about equity issues, particularly as they relate to harassment and discrimination, within the University community, as well as the provision of procedures to address complaints of harassment, sexual harassment and discrimination prohibited by law.

In the 2015-16 academic year, broad efforts were undertaken to enhance the quantity and quality of training provided to Harassment Assessors. This included a two-day workshop in May 2016 for all Assessors on various aspects of the Policy itself and of working effectively under the Policy. Moreover, in this academic year, the number of assessors was increased from 8 to 10. Furthermore, approval was received for the creation of a new position at McGill – the Senior Equity and Inclusion Officer – which will work with the Associate Provost (Policies, Procedures & Equity) and the Assessor team to pursue the goals of the Policy. This new position will be filled in Fall 2016.

2. Review of the Policy

During the 2017 calendar year, a working group will be convened to review the Policy in accordance with Section 8 of the Policy. The working group will consult on recommendations for changes to the Policy. The last Policy review took place in 2013.

3. Promotion of Awareness

The promotion of awareness on equity-related matters is part of the mandate of the Social Equity and Diversity Education (SEDE) Office, which is committed to fostering a fair and inclusive environment that respects the dignity of each member of the McGill Community. SEDE has engaged in a number of activities in 2015-16 relating to the objectives of the Policy, including training and workshops on topics in diversity and discrimination, public events, special consultations, and more. Details are provided in Appendix 2, and on the SEDE website at http://www.mcgill.ca/equity_diversity/.

Last year the Associate Provost (Policies, Procedures and Equity) further worked to undertake awareness of the Policy with new faculty and new academic administrators, HR Advisors and administrative and support staff.

In addition, a website relating to the Policy can be found at <http://www.mcgill.ca/harass>. The website is cross promoted and linked in numerous places across campus including Student Services, Dean of Students, Ombudsperson for Students and McGill Sexual Assault Awareness and Prevention.

4. Handling of Complaints

Harassment complaints are handled by a minimum of 8 assessors, appointed by Senate (see Appendix 1). The following tables provide statistical information on the handling of complaints under the Policy for the ten years since the Policy has been in operation.

4.1 Enquiries/Complaints

In 2015-2016, there were 39 enquiries/complaints. This represents an increase over previous years and a number above the average of 36 cases per year over ten years. Table 1 shows that, as in previous years, the largest number of enquiries and complaints concerned harassment with 19, which is lower than the average of 21 per year. Increases were seen, however, in sexual harassment (8 cases 2015-2016 as compared with average of 7), discrimination (6 cases in 2015-2016 as compared with average of 3) and mixed grounds enquiries/complaints (6 cases in 2015-2016 as compared with average of 5).

4.2 The Parties

The parties involved as complainants and respondents are shown in Tables 2, 3 and 4. Administrative and support staff represent both the greatest cohort of complainants and respondents (23% and 33% respectively) in 2015-2016.

2015-2016 saw a considerable increase in the number of students invoking the Policy as complainants (18 undergraduate and graduate students were complainants in 2015-2016 as compared to 6 in 2014-2015).

As in prior years, more women than men were complainants under the Policy, although more women were also respondents than has recently been the case.

4.3 Outcomes

Possible outcomes of an enquiry or a complaint are as follows:

- i. complainant makes enquiry and decides to take no further action under the policy;
- ii. informal resolution, before or after an investigation;
- iii. formal resolution following an investigation.

Outcomes of enquiries/complaints are shown in Table 5. Of the total enquiries/complaints (39) made by the McGill community to Assessors in 2015-16, 28 (72%) did not proceed beyond the enquiry stage and two cases (5%) were withdrawn. Five complaints (13%) were resolved informally, while four complaints (10%) went to formal resolution.

Table 6 provides basic information with respect to decisions in those cases involving formal resolution, in particular as to whether the complaint was deemed founded or not, and whether disciplinary or administrative measures were undertaken.

5. Conclusion

We would like to take this opportunity, on behalf of all members of the University, to publicly thank all those who have served or are continuing to serve as Assessors pursuant to the Policy. We would particularly like to thank the outgoing Assessors: Professor Danielle Donnelly, Dean Robert Leckey, Me Charmaine Lyn and Mr. Andrew Staples.

The University community is most appreciative of the dedication that the Assessors bring to this very important role, the integrity with which they fulfill their mission, and the time and energy they devote to ensuring the well-being of all members of the University community and the harmonious resolution of disputes.

Table 1: Grounds of Enquiry/Complaint

| Grounds | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 09/10 | 08/09 | 07/08 | 06/07 |
|----------------------|--------------|--------------|--------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|
| Discrimination | 6 (15%) | 3 (13%) | 2 (8%) | 1 (3%) | 5 (21%) | 5 (12%) | 6 (17%) | 1 (4%) | 6 (14%) | 1 (2%) |
| Harassment | 19 (49%) | 16 (70%) | 17 (71%) | 27 (73%) | 15 (62.5%) | 20 (46.5%) | 24 (61%) | 15 (58%) | 18 (41%) | 39 (60%) |
| Sexual Harassment | 8 (21%) | 2 (9%) | 2 (8%) | 5 (13%) | 1 (4%) | 4 (9%) | 7 (19.5%) | 10 (38%) | 12 (27%) | 18 (28%) |
| Mixed | 6 (15%) | 2 (9%) | 1 (4%) | 4 (11%) | 3 (12.5%) | 14 (32.5%) | 2 (5.5%) | - | 8 (18%) | 7 (11%) |
| Total | 39 | 23 | 24 | 37 | 24 | 43 | 39 | 26 | 44 | 65 |

(Ave. 36 per year over ten years)

Table 2: Status of the Parties

| | 2a. Complainant | | | | | | | | | |
|-------------------|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 09/10 | 08/09 | 07/08 | 06/07 |
| Undergrad Student | 9 (21%) | 1 (4%) | 3 (13%) | 1 (2.5%) | 5 (21%) | 8 (18.5%) | 5 (11%) | 10 (38%) | 12 (27%) | 23 (35%) |
| Graduate Student | 9 (21%) | 5 (22%) | 6 (25%) | 15 (41%) | 8 (33%) | 9 (21%) | 8 (22%) | 3 (11%) | 10 (23%) | 3 (5%) |
| Academic Staff | 8 (19%) | 6 (26%) | 9 (38%) | 6 (16%) | 5 (21%) | 3 (7%) | 4 (10%) | 2 (8%) | 9 (21%) | 19 (29%) |
| Admin/Support | 10 (23%) | 6 (26%) | 3 (13%) | 10 (27%) | 5 (21%) | 21 (49%) | 13 (33%) | 9 (35%) | 12 (27%) | 16 (25%) |
| Other | 7 (16%) | 3 (13%) | 3 (13%) | 5 (13.5%) | 1 (4%) | 2 (4.5%) | 9 (25%) | 2 (8%) | 1 (2%) | 4 (6%) |
| Total | 43 | 23 | 24 | 37 | 24 | 43 | 39 | 26 | 44 | 65 |

Table 2 continued: Status of the Parties

| | 2b. Respondent | | | | | | | | | |
|-------------------|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 09/10 | 08/09 | 07/08 | 06/07 |
| Undergrad Student | 5 (11%) | 1 (4%) | 1 (4%) | - | 2 (8.5%) | 4 (10%) | 2 (5%) | 5 (19%) | 13 (30%) | 22 (34%) |
| Graduate Student | 1 (2%) | 3 (13%) | 1 (4%) | 2 (5%) | 4 (16.5%) | 3 (7%) | 4 (11%) | 2 (8%) | 4 (9%) | - |
| Academic Staff | 13 (29%) | 7 (30%) | 12 (46%) | 20 (53%) | 12 (50%) | 13 (30%) | 15 (42%) | 12 (46%) | 13 (30%) | 19 (29%) |
| Admin/Support | 15 (33%) | 5 (22%) | 5 (19%) | 8 (21%) | 3 (12.5%) | 16 (37%) | 10 (28%) | 6 (23%) | 13 (30%) | 20 (31%) |
| Other | 11 (24%) | 7 (30%) | 7 (27%) | 8 (21%) | 3 (12.5%) | 7 (16%) | 5 (14%) | 1 (4%) | 1 (2%) | 4 (6%) |
| Total | 45 | 23 | 26 | 38 | 24 | 43 | 36 | 26 | 44 | 65 |

Table 3: Party by Party

| Complainant | Respondent | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 09/10 | 08/09 | 07/08 | 06/07 |
|---------------------|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| UG student | Undergrad student | 3 | 1 | - | - | 2 | 3 | 3 | 5 | 7 | 14 |
| | Grad student | - | - | - | - | 1 | 1 | - | - | 1 | - |
| | Academic staff | 2 | - | - | 1 | 1 | 1 | 2 | 5 | 1 | 5 |
| | Admin/Support | 4 | - | 3 | - | - | 1 | - | - | 3 | 4 |
| | Other | 2 | - | - | - | 1 | 2 | - | - | - | - |
| Grad student | Undergrad student | 1 | - | - | - | - | 1 | - | - | - | - |
| | Grad student | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | - |
| | Academic staff | 4 | 2 | 3 | 8 | 5 | 5 | 6 | 1 | 7 | 3 |
| | Admin/Support | 1 | 1 | - | 2 | - | - | - | - | 1 | - |
| | Other | - | - | 2 | 3 | 1 | 1 | 1 | - | - | - |
| Academic staff | Undergrad student | - | - | - | - | - | - | - | - | 6 | 8 |
| | Grad student | - | 1 | - | - | 1 | - | - | - | 1 | - |
| | Academic staff | 6 | 2 | 9 | 5 | 4 | - | 3 | 2 | 2 | 11 |
| | Admin/Support | - | 1 | - | - | - | - | - | - | - | - |
| | Other | 3 | 2 | 1 | 1 | - | 3 | - | - | - | - |
| Admin/Support Staff | Undergrad student | 1 | - | - | - | - | - | - | - | - | - |
| | Grad student | - | - | - | - | - | - | 2 | - | - | - |
| | Academic staff | - | 3 | - | 4 | 2 | 6 | 1 | 3 | 3 | - |
| | Admin/Support | 8 | - | 2 | 5 | 3 | 15 | 10 | 6 | 9 | 16 |
| | Other | 1 | 3 | 1 | 2 | - | - | - | - | - | - |
| Other | Undergrad student | - | - | - | - | - | - | - | - | 1 | 4 |
| | Grad student | - | - | - | - | - | - | 1 | - | - | - |
| | Academic staff | 1 | 3 | - | 2 | - | 1 | 3 | 1 | - | - |
| | Admin/Support | 2 | - | - | 1 | - | - | 1 | - | - | - |
| | Other | 5 | 2 | 3 | 2 | 1 | 1 | 4 | 1 | - | - |
| Total | | 45 | 23 | 25 | 38 | 24 | 43 | 39 | 26 | 44 | 65 |

Table 4: Gender of Complainants and Respondents

| | 15/16 | | 14/15 | | 13/14 | | 12/13 | | 11/12 | | 10/11 | | 09/10 | |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Comp. | Resp. | Comp | Resp | Comp. | Resp. | Comp. | Resp. | Comp. | Resp. | Comp. | Resp. | Comp. | Resp. |
| Female | 25 | 18 | 14 | 4 | 14 | 6 | 25 | 13 | 9 | 4 | 30 | 9 | 30 | 24 |
| Male | 18 | 20 | 8 | 10 | 10 | 13 | 9 | 23 | 15 | 13 | 13 | 28 | 9 | 11 |
| Unknown | 0 | 7 | 1 | 9 | 0 | 6 | 1 | 2 | - | 7 | - | 6 | - | 4 |
| Total | 43 | 45 | 23 | 23 | 24 | 25 | 35 | 38 | 24 | 24 | 43 | 43 | 39 | 39 |

Table 5: Outcomes

| | 5a. Enquiry Only | | | | | | | | | |
|---------------|-------------------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 9/10 | 8/9 | 7/8 | 6/7 |
| Discrim | 4 | 2 | 2 | 1 | 4 | 5 | 3 | 1 | 5 | - |
| Harass | 16 | 11 | 12 | 16 | 10 | 15 | 14 | 9 | 12 | 23 |
| Sexual harass | 4 | 2 | 2 | 4 | 1 | 3 | 3 | 5 | 6 | 12 |
| Mixed | 4 | 1 | - | 1 | 2 | 7 | - | - | 4 | 3 |
| Totals | 28 (72%) | 16 (70%) | 16 (67%) | 22 (60%) | 17 (71%) | 30 (70%) | 20 (51%) | 15 (58%) | 27 (61%) | 38 (60%) |

(*See Table 1 - Total: 38 Enquiries/Complaints)

| | 5b. Withdrawn | | | | | | | | | |
|---------------|----------------------|--------------|--------------|--------------|--------------|--------------|-------------|------------|------------|------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 9/10 | 8/9 | 7/8 | 6/7 |
| Discrim | 1 | 1 | - | - | 1 | - | 2 | - | - | - |
| Harass | - | - | - | 3 | - | 3 | 2 | 1 | 2 | 2 |
| Sexual harass | - | - | - | - | - | 1 | - | 3 | 2 | - |
| Mixed | 1 | - | 1 | 2 | - | 3 | - | - | - | - |
| Totals | 2 (5%) | 1 (4%) | 1 (5%) | 5 (14%) | 1 (4%) | 7 (16%) | 4 (11%) | 4 (15%) | 4 (9%) | 2 (2%) |

| | 5c. Informal Resolution | | | | | | | | | |
|---------------|--------------------------------|--------------|--------------|--------------|--------------|--------------|-------------|------------|------------|-------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 9/10 | 8/9 | 7/8 | 6/7 |
| Discrim | - | - | - | - | - | - | 3 | - | 1 | 1 |
| Harass | 2 | 2 | 1 | 3 | 2 | - | 5 | - | 2 | 13 |
| Sexual harass | 3 | - | - | - | - | - | - | - | 3 | 4 |
| Mixed | - | - | - | - | - | 1 | 2 | - | 2 | 4 |
| Totals | 5 (13%) | 2 (9%) | 1 (5%) | 3 (8%) | 2 (8%) | 1 (2%) | 10 (28%) | - | 8 (18%) | 22 (34%) |

| | 5d. Formal Resolution | | | | | | | | | |
|------------------|------------------------------|--------------|--------------|--------------|--------------|--------------|-------------|------------|------------|------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 9/10 | 8/9 | 7/8 | 6/7 |
| Discrim | 1 | - | - | - | - | - | - | - | - | - |
| Harass | 1 | 3 | - | 7 | 3 | 2 | 3 | 5 | 2 | 1 |
| Sexual harass | 1 | - | - | 1 | - | - | 2 | 2 | 1 | 2 |
| Mixed | 1 | 1 | 6 | 1 | 1 | 3 | - | - | 2 | - |
| Totals | 4 (10%) | 4 (17%) | 6 (25%) | 9 (24%) | 4 (16.5%) | 5 (12%) | 5 (14%) | 7 (27%) | 5 (12%) | 3 (5%) |

Table 6: Formal Resolution

| | 6a. Total Formally Resolved | | | | | | | | | |
|----------------|------------------------------------|--------------|--------------|--------------|--------------|--------------|-------------|------------|------------|------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 9/10 | 8/9 | 7/8 | 6/7 |
| Founded | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| Not Founded | 3 | 3 | 5 | 4 | 3 | 3 | 3 | 5 | 3 | 1 |

Table 6: Measures Taken

| | 6b. Discipline | | | | | | | | | |
|----------------|-----------------------|--------------|--------------|--------------|--------------|--------------|-------------|------------|------------|------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 9/10 | 8/9 | 7/8 | 6/7 |
| Founded | 1 | 1 | - | 1 | - | 2 | 2 | 2 | 1 | 1 |
| Not Founded | 3 | | - | - | - | - | - | - | 1 | - |

| | 6c. Other Measures | | | | | | | | | |
|----------------|---------------------------|--------------|--------------|--------------|--------------|--------------|-------------|------------|------------|------------|
| | 15/16 | 14/15 | 13/14 | 12/13 | 11/12 | 10/11 | 9/10 | 8/9 | 7/8 | 6/7 |
| Founded | 4 | - | 1 | 1 | 1 | - | 2 | 2 | 2 | 2 |
| Not Founded | 0 | 3 | 3 | - | 1 | - | - | 3 | 2 | - |

Appendix 1

2015 - 2016 Harassment Assessors

Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law

5.1.1 The Provost shall consult with the university-level student associations, staff associations and unions on the appointment of at least eight (8) Assessors from the University community. The appointment of the Assessors shall be approved by Senate. The Assessors shall report directly to the Provost.

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

Professor Luis Agellon, Agricultural & Environmental Sciences, 2016-2019

Professor Lara Braitstein, Religious Studies

Professor Danielle Donnelly, Agricultural & Environmental Sciences

Professor Ronald Gehr, Engineering

Professor Robert Leckey, Law

Me. Anne-Marie Durocher, Office of the VP-Research & Innovation, Strategic Initiatives, 2016-2019

Me. Charmaine Lyn, Office of Admissions, Faculty of Medicine.

Me. Adrienne Piggott, Information Systems Resources

Mr. Eamon Duffy, Libraries, 2016-2018

Maître Ali Martin-Mayer, Law, 2016-2019

Mr. John Poliquin, Human Resources Staffing Unit, 2016-2019

Mr. Andrew Staples, Institute of Islamic Studies

Mr. David Syncox, Teaching & Learning Services (Coordinator of the Assessors)

Mr. Romesh Vadivel, Service Point, 2016-2018

Appendix 2. Social Equity and Diversity Education – Equity Education Activities 2015-2016

1. Made-to-Measure Trainings

Designed for a specific units or job functions; delivered on the request of a unit, or when a unit or job function is identified as a strategic priority. Total of 62 workshops with more than 1200 participants. Made to measure sessions this year yielded a number of significant partnerships, with individual faculty members consulting with SEDE about integrating equity considerations into their course design and curriculum.

| Participants | Topic(s) Covered | Date |
|--|--|--------|
| BRAINSmart Program | Indigenous Perspectives | May-15 |
| AGSEM (30) | Equity and Diversity | Jun-15 |
| SSMU and PGSS Exec (12) | Integrating equity practice into student government | Jun-15 |
| Floor Fellows (90) | Thinking critically about equity in residence | Aug-15 |
| McGill Newspaper (10) | Indigenous Terminology & History Presentation | Aug-15 |
| SSMU Staff Training (4) | Equity and Diversity in student government | Sep-15 |
| Faculty of Dentistry, DENT 201 (32) | Social Group Membership, Equity in professional practice | Sep-15 |
| Mcgill's community members (25) | Indigenous KAIROS Blanket exercise for Indigenous Awareness Week | Sep-15 |
| IGSF Symposium | Indigenous Perspectives | Sep-15 |
| Employment Equity, Dept. of Political Science (18) | Employment Equity and Equitable Search Processes | Oct-15 |
| Faculty of Engineering (16) | Employment Equity and Equitable Search Processes | Oct-15 |
| Faculty of Education (25) | Educational Equity | Oct-15 |
| SSMU Councilors (24) | Integrating equity practice into student government | Oct-15 |
| Faculty of Education (28) | Educational Equity | Oct-15 |
| Tutor Training | Indigenous Perspectives | Oct-15 |
| EDEC 203: Communications in Education (30) | Indigenous KAIROS Blanket exercise | Oct-15 |
| ENVR 203: Knowledge, Ethics and Environment (60) | Indigenous KAIROS Blanket Exercise | Oct-15 |
| for EDEA 342: Curriculum and Instruction in Drama Education (30) | Indigenous KAIROS Blanket Exercise | Oct-15 |
| Floor Fellows 1 | Indigenous Perspectives | Oct-15 |
| EDEC 249: Global Education and Social Justice (65) | Indigenous KAIROS Blanket Exercise | Oct-15 |
| AUS Councilors (42) | Integrating equity practice into student government | Nov-15 |
| Schulich School of Music (10) | Employment Equity and Equitable Search Processes | Nov-15 |
| Faculty of Law, Admissions Committee (8) | Equity in Admissions | Nov-15 |
| TV McGill (10) | Equity and Media production | Nov-15 |
| SSMU Councilors and Staff (25) | Integrating equity practice into student | Nov-15 |

| | | |
|--|---|--------|
| | government | |
| Faculty of Education (DISE) (28) | Equity in Education | Nov-15 |
| Faculty of Education (DISE) (28) | Equity in Education | Nov-15 |
| McGill Athletics – Red Thunder (12) | Equity in Athletics | Nov-15 |
| Computer Science Undergraduates (14) | Social Group membership | Nov-15 |
| Healthy McGill (9) | Social Group membership | Nov-15 |
| Engineering Equity Committee (12) | Organizing a conference using an equity lens | Nov-15 |
| EDEC 203: Communications in Education (30) | Indigenous KAIROS Blanket Exercise | Nov-15 |
| EDEC 203: Communications in Education (30) | Indigenous KAIROS Blanket Exercise | Nov-15 |
| Department of History (25) | Employment Equity and Equitable Search Processes | Jan-16 |
| Cross Faculty Employment Equity Workshop (28) | Employment Equity and Equitable Search Processes | Jan-16 |
| Ingram School of Nursing (25) | Integrating Equity into Professional Practice | Jan-16 |
| Faculty of Law, Admissions and Student Services (8) | Implicit Bias; Indigenous awareness; equity in professional practice | Jan-16 |
| Biology (20) | Equity in lab settings | Jan-16 |
| Tutor Training | Indigenous Perspectives | Jan-16 |
| EDEA 342: Curriculum and Instruction in Drama Education (32) | Indigenous KAIROS Blanket Exercise | Jan-16 |
| Graduate Nursing Students | Indigenous KAIROS Blanket Exercise | Jan-16 |
| Faculty of Law | Indigenous Perspectives | Jan-16 |
| Mental Health Service (21) | Providing LGBTQ Competent Care | Feb-16 |
| Cross-Faculty Employment Equity Workshop, Mac Campus (23) | Employment Equity and Equitable Search Processes | Feb-16 |
| Cross-Faculty Employment Equity Workshop (20) | Employment Equity and Equitable Search Processes | Feb-16 |
| Mental Health Service (15) | Providing LGBTQ Competent Care, Follow up | Feb-16 |
| Human Resources, Service Excellence Program (18) | Understanding Discrimination, integrating equity into professional practice | Feb-16 |
| Residence Life (12) | Employment Equity and Equitable Search Processes | Mar-16 |
| Floor Fellows Training | Indigenous Perspectives | Mar-16 |
| Indigenous Allies Week | Indigenous KAIROS Blanket Exercise Workshop | Mar-16 |
| EDEC 203: Communications in Education (45) | Indigenous KAIROS Blanket Exercise Workshop | Mar-16 |
| CKUT (5) | Equity and Media | Apr-16 |
| Faculty of Medicine SIM | Case studies with first year med students | Apr-16 |

| | | |
|---|---|--------|
| Training | | |
| Human Resources, LDP (15) | Understanding Discrimination, integrating equity into professional practice | Apr-16 |
| Faculty of Medicine, Genetic Counselling (30) | Providing LGBTQ Competent Care | Apr-16 |
| Mental Health Services (6) | Equitable Search Processes | Apr-16 |
| Perspectives on Global Health Course (10) | Providing inclusive sexual health care for marginalized clients | Apr-16 |
| Campus Life and Engagement (CLE) (50) | Equity training for the Orientation Coordinators | May-16 |
| SSMU (5) | Equity training for the incoming executive team | May-16 |
| Harassment Assessors (15) | Equity and bias workshop for the incoming Harassment Assessors | May-16 |
| AUS Embrace Week | Indigenous KAIROS Blanket Exercise Workshop | May-16 |
| Undergraduate Health students | Indigenous KAIROS Blanket Exercise Workshop | May-16 |
| Roslyn School | Indigenous KAIROS Blanket Exercise Workshop | May-16 |

2. Safer Spaces Workshop Series

(Regular trainings for staff, faculty, and student leaders, offered in partnership with Teaching and Learning Services, Human Resources, and the Skillsets Learning Series for Graduate Students.)

Workshops included: 13 workshops, (Fall 2015: 7; Winter 2016: 6) including Understanding Discrimination; Sexual Orientation and Gender Identity; Race and Cultural Identity; Disability, Access, and Universal Design (designed and delivered by the OSD) Indigenous Perspectives (adapted from the Indigenous Perspectives workshop created by First Peoples' House, designed and delivered in partnership with the Indigenous Education Advisor at SEDE) and Consent and Sexual Assault - Raising Awareness (designed by the Harm Reduction Liaison Officer, Office of the Dean of Students, delivered in partnership with the same). Attendance for workshops in 2015-2016 totaled more than 120 participants.

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

3. Consultations, Events and Special Projects

| Partner | Topic(s) Covered | Date |
|--|--|-----------------------------|
| Faculty of Engineering | Collaboration on a wide range of equity initiatives: teamwork, mentoring, gender equity initiatives, student equity initiatives, outreach and more | Ongoing |
| Equity Subcommittee on Queer People | Work in support of the committee's mandate | Ongoing |
| Race and Ethnic Relations Equity Subcommittee | Work in support of the committee's mandate | Ongoing |
| Enrolment Services; SSMU; OSD; Service Point | Inclusive Registration Form – working to systematize collection of demographic data of McGill's student population | Ongoing |
| Committee on creating Safer Spaces in McGill Athletics | Exploring ways to increase access to McGill Athletics Facilities for all students | January 2016 to Ongoing |
| Enrollment Services; AP (PPE); Black Students Network; Residence Life; SSMU; PGSS; wider community | Black Community Presence at McGill | January 2016 to Ongoing |
| Mental Health Service | Consult on increasing training around equity issues for mental health services | January 2016 |
| Systemic Bias Committee | Research and support for committee on racial bias in promotion and tenure | May 2015 to Oct. 2015 |
| Individual faculty members (10) | Consults on a variety of equity-related issues | Ongoing |
| Equity Subcommittee on Queer People, Queer McGill | Return to the Rainbow Reception during Homecoming; LGBTQ Alum, as well as current staff, faculty and students, 100 participants | October 2015 |
| Residence Life | Support and advising for anti-oppression programming initiatives | Ongoing |
| Faculty of Medicine, SACE Task Force | Work in support of the Task Force's mandate | October 2015 to March 2016 |
| Department of Physics | Support for the Women in Physics committee in organizing a colloquium and implementing equity initiative within the Department | September 2015 to Feb. 2016 |
| STEMM Student Equity Initiative | Bringing together graduate and undergraduate STEMM students who are interested in enhancing equity within their respective schools and faculties | Jan. 2016 to Ongoing |