CANADA RESEARCH CHAIRS EDI ACTION PLAN 2019

McGill University

27 September 2019

Contents

INTRODUCTION

As expressed in its Statement of Mission and Principles, McGill University embraces equity and inclusion
Our University is firmly committed to these values in carrying out all aspects of its academic mission. McGill
is globally known as an institution of teaching and research excellence and understands equity, diversity
and inclusion (EDI) and academic excellence as symbiotic aspirations that nourish one another Specifically,
by creating an equitable and inclusive climate for outstanding scholars and students of a diverse of

this language, and who do not self-identify as a racialized person) and members of the LGBTQ2 community as designated groups. Recent initiatives also have identified gaps and sou

equity groups [racialized

- x McGill's employment equity data, which is disaggregated by employee group and rank, and by identity group; and

- x Equity data pertaining to our CRC awards as well as other named awards that are internally awarded (for example, our James McGill Professorships and William Dawson Scholarship)

McGill's employment equity data is evaluated with reference to the labour market availability as established by the Commission des droits de la personne and the Commission de protection des droits de la jeu-
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Force further urges the allocation, within this cluster hire, of three Canada Research Chairs (CRCs) in the areas of Indigenous Sustainability Sciences, Indigenous Health Sciences and Indigenous Humanities.

Since 2017, McGill has issued provostial licenses for tenure track positions related to Indigenous Studies, including six for the 2018-2019 Academic Year. Over the last two years, Indigenous colleagues have been hired in the following disciplines: Human Nutrition, Education, Law, Biology, Anthropology, History, Continuing Studies, Art History and Communication Studies. In the current year, Indigenous studies positions are open in the fields of Political Science and Governance, Health, Law, Nutrition, Nursing, Education etc.

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example, targeted recruitment through professional networks and communications for members of under-represented groups. Analyses will also consider the underrepresentation of racialized persons within senior academic and administrative leadership, and again corrective measures will be implemented where gaps are identified. This will include proactive searches and recruitment efforts for faculty and senior academic leadership who are members of underrepresented groups.

Retention and Promotion of Women Faculty – Via communications from Deans and Chairs/Directors as well as from the Office of the Provost & Vice-Principal (Academic), McGill encourages women who hold associate professor positions to apply for promotion to the rank of full professor. We further encourage all women faculty achieving high merit ratings to consider nominating themselves for awards, including CRCs. Through explicit messaging we urge Associate Deans, Chairs, and Deans to recognize and cultivate talent among colleagues who are FDG members and to put them forward for awards, including CRCs. [Constraints 2.T.4.a) 10.6.2]

B. Setting and Meeting S.M.A.R.T. Objectives

and applying

- x   Almost all have implemented a standardized approach to providing academic stipends and research stipends from the CRC funds
- x   Most Faculties also provide teaching release to all chairholders. Where a Faculty does not provide a teaching release by default (e.g. Faculty of Medicine) this usually results from a relatively lower teaching load in the unit concerned. Reducing teaching responsibilities is weighed against factors such as: teaching needs within the u ic.8 (l)03.87hi-3.7 (a)0t Wha uA aeed i in en.6 (d)uw 0.239(c)-3 (e)

Review of CRC Chairholders Annual Report. We conducted a review of all 2019 annual chairholder reports for issues raised on questions 10 and 11 to address concerns as they arose, and with an equity lens to determine whether FDG members were more likely to express concerns than non-FDG members. Although chairholders answered Question 10 similarly regardless of whether they identified as racialized persons, women chairholders were less likely to indicate that they received protected time for research than men.[5] Where discrepancies were observed, we reviewed the support accorded to the chairholder with the Faculty Dean and Chair. We found that some chairholders who did not receive protected time had opted not to buy themselves out of teaching release using research funding, whereas other colleagues might have done so. In some other cases, teaching release was deemed inadvisable for junior chairholders because of a need to ensure a solid teaching dossier at the point of reappointment and tenure consideration.

Additionally, our review showed that few chairholders reported issues in Question 11b, (12 out of 110 reports). Here again, women were more likely to report issues than men, but, racialized persons were less likely to do so. The nature of the difficulties reported ranged widely (e.g., renovations in the lab, lack of time, feeling overwhelmed with responsibilities or issues with students). In this case also, we have followed up with individual Faculty Associate Deans (Research) to put in place measures that will boost appropriate and equitable support for all chairholders.

- o <u>Objective</u>: Chairholders do not experience significant difficulties, challenges and problems, if they do, they are supported by the institution to find solutions.
- o <u>Action</u>: Invitation, via McGill CRC website, for chairholders to report issues as they arise; precise care in reviewing all annual reports for potential issues by the Office of the Provost; where issues were/are identified, they are addressed by the Associate Provost (Equity and Academic Policies) with the Faculty Dean, Associate Dean (Research) and unit Chair or directly with the researchers.
- o <u>Indicators</u>: Chairholders do not identify issues in their annual reports. FDG members are not more likely than others to report issues.

3) <u>Environmental Scan</u>

An environmental scan was conducted by the Ad Hoc 0 scn idencahenrc h8t iisfii56

was concern

- o As of September 2018, the Associate Provost (Equity & Academic Policies) oversees McGill's CRC process and ensures that equity is embedded in all levels of recruitment and nomination of the University's CRCs. The Associate Provost Chairs the Standing Internal Review Committee that evaluates and selects CRC nominations.
- o McGill's Senior Employment Equity Advisor participates and votes at all meetings of the Standing Internal Review Committee.
- o Annual EDI training, which includes implicit bias training, is delivered to all members of the Standing Internal Review Committee.
- o Nomination to the Standing Internal Review Committee seeks to ensure equitable representation from diverse underrepresented groups.

d) Further, as of January 2018, McGill reestablished its Employment Equity Oversight Committee (including sub-committees for academic staff, administrative and support staff, and trades and services staff), with a view to ensuring consultation and oversight from McGill employees and employee associations on the matter of equity in employment. The Committee is charged with monitoring progress towards meeting employment equity goals, reviewing new or revised policies and procedures related to hiring, recruitment, and retention, and helping to identify, reduce, and remove barriers to the recruitment and retention of designated group members in their respective employee group(s).

e)

f) For the Fall 2019 round, our CRC calls include the following EDI statement:

McGill University is committed to equity and diversity within its community and values academic rigour a

des ralentissements de carrière. Les candidats sont encouragés à signaler tout congé ayant eu une incidence sur leur rendement et pouvant avoir modifié leur parcours de carrière. Ces renseignements seront pris en compte aux fins d'évaluation équitable de leur dossier.

L'Université McGill dispose d'un programme d'équité en matière d'emploi et invite les membres des groupes visés à indiquer leur appartenance à ces derniers dans leur dossier de candidature. Elle tient également à s'assurer que les personnes handicapées reçoivent un traitement équitable et puissent pleinement s'intégrer à la vie universitaire en ayant à cœur de mettre en œuvre les principes de conception universelle dans toutes les sphères d'activité de l'Université, conformément aux [politiques et procédures relatives aux aménagements](). Les personnes en situation de handicap qui pourraient avoir besoin de certains aménagements pour soumettre leur candidature sont invitées à communiquer en toute confidentialité par [courriel]() ou par téléphone, au 514 398-2477.

Tous les candidats qualifiés sont invités à postuler. Toutefois, conformément aux exigences de l'immigration canadienne, la priorité sera accordée aux Canadiens ainsi qu'aux résidents pe4. TouteJ 0 Tc 0 Tw Td

- x Review academic staff compensation on an annual basis to identify and address any inequities; this will include review of compensation for chairholders
- x Survey annually all Faculties to ascertain their criteria and process for allocating support to chairholders, namely protected research time, lab space and equipment, administrative support, and start-up or additional research support; and
- x Receive concerns about equity that may be flagged by chairholders to the Office of the Provost at any point in time.
- x The Associate Provost is responsible for working with chairholders and academic units to identify and address inequities and barriers.

broad research disciplines that are available, as well as whether the chairs are Tier 1 or Tier 2. An open call ensues.

3. Faculties are instructed to compose a committee with a diverse membership that has received equity training and that will be tasked to select their CRC nominees. Committees at the Faculty level are directed to be mindful of and to apply equity principles as well as the requirements for recruiting and nominating Canada Research Chairs in selection processes.

4. Faculties select their nominees based on the basis of the following criteria:
   o record of research dissemination and impact;
   o record of HQP training;
   o program of research and
   o integration/alignment with McGill's Strategic Research Plan

5. Faculties will be instructed to use the corrective measure, described above, of preference within equivalency classes, to encourage the nomination of excellent FGD members.

6. Faculties are also encouraged to consider the CFI John R. Evans Leaders Fund commitments and similar strategic research objectives in planning use of any CRC vacancies

7. Faculty Deans submit their nominations for review and evaluation by McGill's Standing Internal Review Committee

8. The Standing Internal Review Committee reviews applications and makes recommendations to the Provost & Vice-Principal (Academic) for final decision-making.

9. Nominations are submitted to the TIPS

B. Peer Review Decision-Making: Standing Internal Review Committee for CRC Nominations

Each candidate's file is reviewed by the Standing Internal Review Committee (CIHR, NSERC, SSHRC) matched to the broad content expertise of the candidate (health, natural sciences, social sciences & humanities)

The Standing Internal Review Committee's composition includes: Associate Provost (Equity & Academic Policies) (Chair), the Senior Employment Equity Advisor, the Vice-Principal, Research and Innovation (VP-RI) or a delegate, and six tenured professors of the University chosen jointly by the Associate Provost and the Deans. This composition ensures appropriate representation of Faculties and academic disciplines.

Members are assigned staggered terms of two years each starting September 1st or January 1st.

- x protected research time, while upholding our commitment to ensuring that our faculty members remain committed to undergraduate and graduate teaching and supervision;
- x provision of space suitable to research needs;
- x support for community-partnered and community-engaged research, particularly in the case of researchers whose scholarship is focused on Indigenous knowledges and experiences
- x mentoring, particularly for Tier 2 Chairs, wa

PART 4: ENSURING A HEALTHY EDI CULTURE WITH A VIEW TO RETEN CESS, AND INCLUSION

A. Providing a Supportive and Inclusive Workplace through

1) Education and Awareness Raising

McGill is carrying out ongoing work to build and maintain an environment marked by equity, respect, diversity and inclusion for all of its employees, including academic employees who hold CRCs. Equity work is overseen at McGill through a range of different offices that operate in close collaboration with one another These roles are set out in Figure 2

Principal (Academic)   Provost & Vice-
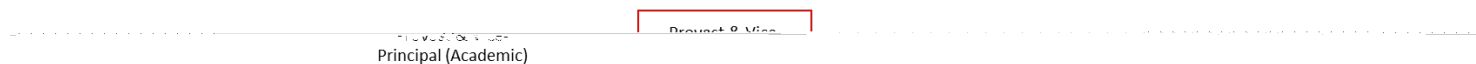
Figure 2

Three key positions at McGill oversee equity education and awareness raising strategies:

Senior Employment Equity Advisor
- x   reports into the Office of the Provost and Vice-Principal (Academic);
- x   collaborates closely with McGill Human Resources;
- x   responsible for development of equitable recruitment, hiring and retention strategies across McGill campuses, including the development and delivery of implicit bias and equity training to all recruitment/hiring committees;

x custodian of employment equity data at the institution, and charged with monitoring the University's progress in achieving equitable representation for designated groups recognized at McGill (which include FDGs);

x responsible for ensuring compliance with statutory requirements as regards to employment equity.

Senior Equity & Inclusion Advisor

x oversees the operation of McGill's Policy on Harassment and Discrimination Prohibited by Law

- x   Orientation and Welcome for First Generation Students and Faculty (August)
- x   Indigenous Awareness Weeks (September/October)
- x   Queer History Month (October)
- x   Mental Health Awareness Week (October)
- x   Black Grad (June)
- x   Lavender Grad (June)

The Joint Board Senate Committee on Equity (JBSCE) oversees policy developments and proposes policy reform to ensure that equity issues are foregrounded in our institutional regulatory infrastructure. The JBSCE is also the umbrella committee for six equity subcommittees related to:

- x   Racialized and ethnic persons
- x   Disability
- x   Queer people
- x   Indigenous Persons
- x   Family Care
- x   Women

3)   EDI Engagement, Support and Monitoring

McGill participates in the Association of American Universities Data Exchange (AAUDE) survey analysis All ranked academic staff at McGill are invited to participate in the survey, which covers various aspects of academic life including workload, departmental climate, mentoring, tenure and promotion processes. Collected data are assessed to monitor responses, and the Associate Provost (Equity & Academic Policies) works with McGill analysts to identify and respond to any issues that surface in relation to EDI. The most recent data were collected in 2017.

In addition, in 2018 salary data at McGill were carefully examined to assess gender-based salary differentials. Reviewing salary data across academic units, it was found that the overall average salary of men across ranks is generally higher on account of the fact that (1) men are disproportionately represented in higher paying academic units, and (2) men outnumber women at the rank of full professor.

In particular instances where gender-based salary anomalies are identified, the Associate Provost (Equity & Academic Policies) works with the

C. Processes to Manage Equity-Related Complaints from Chairholders/Faculty

McGill University has developed a range of University policies and resources to support members of its

E. Mechanism for Monitoring, Addressing, and Reporting Concerns/Complaints

Complaints will be managed and monitored by the Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor. They will engage in discussion with the chairholders to understand the issues raised and will seek a resolution with the chairholder's Department and/or Faculty, endeavouring to balance, on one hand, the goal of providing the chairholder with excellent research conditions, and, on the other, institutional needs, resources and policies, as well as applicable legal principles.

The Associate Provost (Equity & Academic Policies) and the Senior Employment Equity Advisor will track

group.

3. We will review shortlists and confirm that these meet equity requirements within one business day

4. The Dean's recommendation for a new appointment must be accompanied by both the employment equity data report and a copy of the correspondence described in 3 above.

Equity Training

All search committee chairs and members must participate in equity training and all faculty are encouraged to take part.

Each Faculty is asked host one of the sessions listed below marked by a "TBD" location. This will help ensure that training is conveniently offered across our campuses. It also demonstrates a shared institutional commitment to equity in academic recruitment. Please have your EA or Room Booking co-ordinator contact Tynan Jarrett (tynan.jarrett@mcgill.ca) to confirm which session will be held in your Faculty so that this information can be shared on our website.

Cross-campus sessions this year will take place:

Date	Time	Location
Thurs., Aug. 29th	10-12 noon	Downtown - TBD
Mon., Sept. 9th	2-4 p.m.	Mac Campus - MS Faculty Lounge
Wed., Sept. 11th	2-4 p.m.	Downtown - (MS – 74)
Fri., Oct. 4th	10-12 noon	Downtown - TBD
Thurs., Oct. 17th	2-4 p.m.	Downtown - TBD
Wed., Oct. 30th	10-12 noon	Mac Campus - MS Faculty Lounge
Tues., Nov. 19th	10-12 noon	Downtown - (MS – 74)
Tues., Dec. 10th	2-4 p.m.	Mac Campus
Thurs., Dec. 12th	10-12 noon	Downtown - TBD
Wed., Jan. 15th	10-12 noon	Downtown - (MS – 74)
Tues., Jan 28th	2-	

Dean's Representative on Search Committees

Each search committee should include a Dean's representative charged with ensuring that the search adheres to the University's employment equity policies and procedures. Dean's representatives are encouraged to reach out to Angela Campbell and/or Tynan Jarrett with any questions arising during a recruitment process.

Thank you very much for your collaboration again this year on these important initiatives

APPENDIX B – MCGILL EMPLOYMENT EQUITY SURVEY FORM

McGill University believes that having a workforce that reflects the social diversity of our students and of Montreal is both a matter of fairness and of enriching the advancement of academic mission. To assess McGill's progress in striving toward its goals in relation to equity and diversity, data about our faculty, administrative and support staff is essential.

Accordingly, all McGill employees are asked to complete this survey, which will allow us to have a more accurate picture of our workforce and to take concrete steps to improving equity in recruitment, employment, retention and promotion. Our efforts in this area are guided by McGill's Employment Equity Policy and in accordance with Quebec and Canadian Law.

Responding to this survey will take only a few minutes, and responses are fully confidential – one person at McGill has direct access to the detailed participant data. Survey results will be reported only in summary or aggregate form.

Please note that completion of the survey is not mandatory. Should you decline to participate, please tick the box in Section A. You may also decline to answer any individual question.

Please note that you may self-identify in more than one category. You are also welcome to update your survey at any time.

Thank you for your participation in this important exercise.

SECTION A

If you do not wish to complete the survey, check the box below. Otherwise, please proceed to Section B.

☐   I do not wish to complete this survey.

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Yes

No

b) If you answered "yes", please check those that apply to you:

Physical disability or impairment, such as:

- Coordination/dexterity impairment
- Mobility impairment
- Speech impairment
- Hearing impairment
- Visual impairment

Invisible disability or impairment, such as:

- Learning disability or intellectual impairment
- Psychiatric/mental illness
- Non-visible physical impairment
- Developmental impairment

Ongoing medical condition

4. Racialized Persons/Visible Minorities

For the purposes of employment equity, racializedm 9ilizedmi 9il8ecT.3 (a)0.6 (b)-4.7 (i)0.6 (l)0.6 .6 (ty)3(s)]TJ E

LatinAmerican

Japanese

South Asian/East Indian (e.g., East Indian, Pakistani, Sri Lankan)

Southeast Asian (e.g., Vietnamese, Cambodian, Laotian), Thai.

West Asian (e.g., Afghan, Iranian)

Other

5. Ethnic Minorities/First Language Learned

For the purposes of employment equity, ethnic minorities are a designated group. This group refers to people whose mother tongue is neither French nor English, and who are NOT racialized persons/ visible minorities or Indigenous persons.

According to this definition, do you self-identify as a member of an ethnic minority group?
Yes

No

6. Sexual Orientation and Gender Identity

For the purposes of employment equity, sexual orientation and gender identity minorities (LGBTT2SQ*) are designated groups. This includes people whose sexual orientation is other than heterosexual/straight, and/or people whheVr G y"d~ t~ W…•a Gà ç5„• á"u…• GŠ X,dâdyg¡ 67H Žy"eš k%Ty ˜•Óq0' 1I= P' æ– `c•i G

ii. Gender Identity

☐ Cis

☐ Gender-variant/Non-binary

☐ Transsexual

☐ Two Spirit

☐ Other

Thank you for taking the time to complete this census. All information that you provide is confidential and will be used for Employment Equity purposes only. Please refer to the Employment Equity website for more information.