Office of the Provost and Vice-Principal (Academic)
James Administration Building, Room 504
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TO: Senate

FROM:

Diversity and difference are central to building an inclusive, well-respected institution of learning and research. Moreover, i

among Working Group members, but those of informal interviewees were not shared beyond gender and racialized minority or Indigenous status.

As illustrated below, the percentages associated with non-white categories are very low in comparison to the

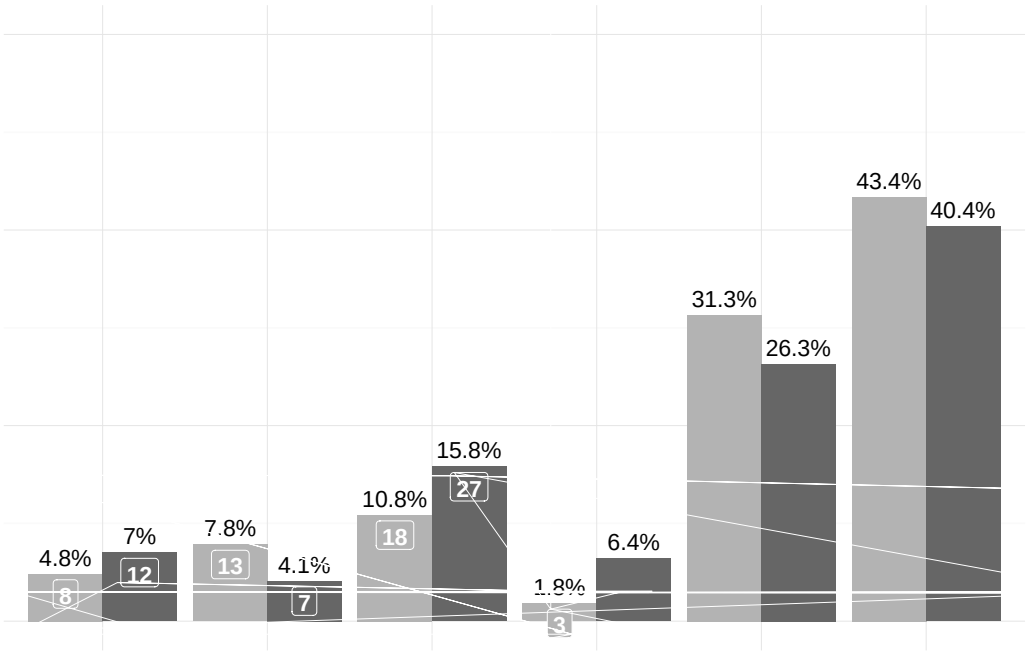

Figure 1: Question 3.2.3 by gender.

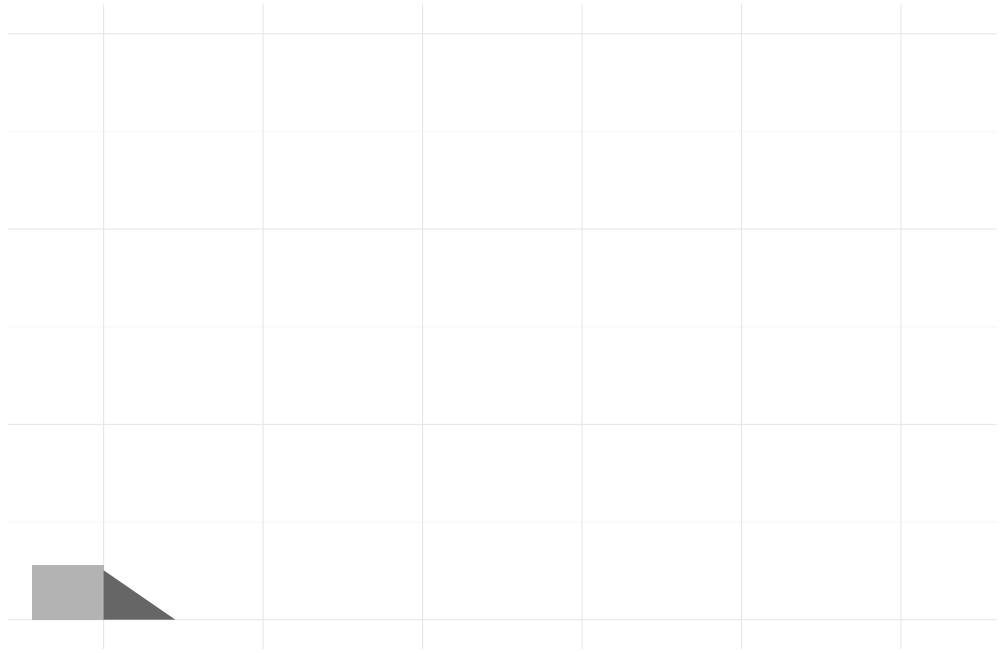

Figure 2: Question 3.2.3 by self-identification as Indigenous or racialized minority.

Table 2: General feelings about working at McGill, all respondents. All three questions (shaded) revealed significant differences in responses by gender.

	Never	Almost never	Rarely	Some-times	Often	Most of the time	All of the time	No response
3.3.1) I have felt emotionally drained from working at McGill.	5.1%	10.2%	14.2%	34.4%	20.4%	7.8%	4.8%	3.0%
3.3.2) I have felt fatigued when I get up in the morning and have to face another day at McGill.	11.0%	16.8%	19.5%	27.0%	13.4%	5.1%	3.7%	3.5%
3.3.3) I have felt frustrated by things going on at McGill.	0.5%	4.5%	6.4%	39.6%	28.3%	8.8%	8.0%	3.7%

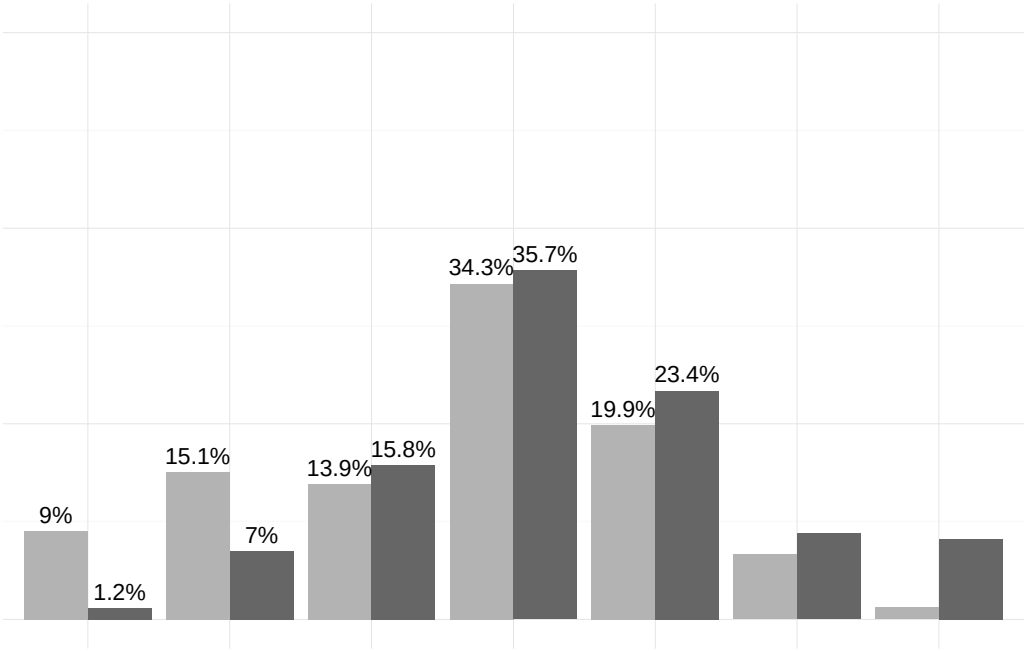

Figure 4: Question 3.3.1 by gender.

Figure 5: Question 3.3.2 by gender.

Figure 6: Question 3.3.3 by gender.

Gender differences emerge in the responses to these questions (Table 3, shaded rows; Figures 7–11). For example, Figure 7 shows that more men than women agree or strongly agree that they feel comfortable raising tough issues, while more women disagree with such an assertion. According to Figure 8, men are more likely than women to agree or strongly agree that they have influence over decision-making, while women are more likely to disagree or strongly disagree. While a majority of respondents think that their knowledge and work are valued and that they are respected, Figures 9 and 10 show that men are more likely than women to strongly agree with these judgements. Finally, more men than women agree or strongly agree that a colleague would not deliberately undermine their efforts, and more women disagree (Figure 11).

Figure 7: Question 3.4.1 by gender.

This section includes

Table 4 (continued): General feelings about working at McGill, all respondents. Shaded questions revealed significant differences in responses by gender.

	To very little extent	To little extent	To some extent	To great extent	To very great extent	No response
3.5.5) Senior faculty and others in influential positions have invited me to join them socially outside of work.	29.1%	19.3%	27.3%	14.4%		

The results for Questions 3.6.2 and 3.6.3 show that a majority (more than 50%) considers the hiring

Figure

25

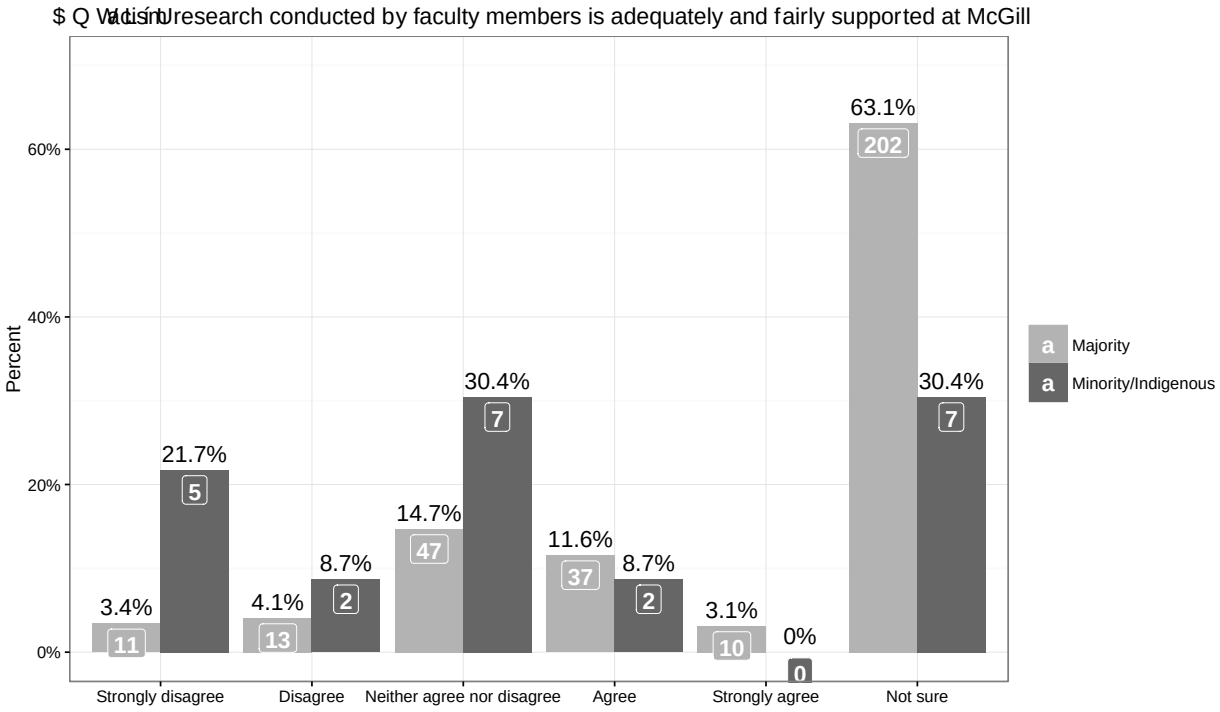

Figure 17: Question 3.6.4 by self-identification as racialized minority.

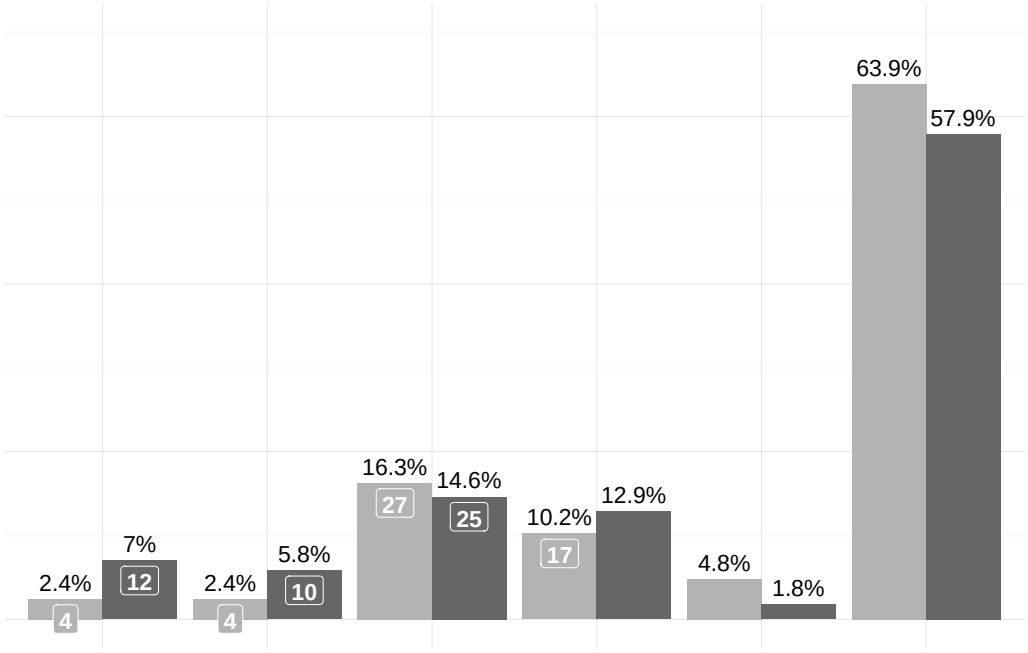

Figure 18: Question 3.6.4 by gender.

Figure 1913: Question 3.6.6 by self-

Figure 23:

Participants were invited to respond yes/no to the question, “Are you concerned about the retention of faculty from different groups including: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities at McGill?. Of the 322 respondents to this question, 119 replied yes (37%) and 203 respondents replied no (63%). Fifty-two respondents (13.9%) elected not to answer this question.

Survey respondents were then given the opportunity to provide qualitative comments on their responses. In total, 196 participants provided qualitative comments, and of these, 122 are negative about some aspect of work at McGill, either specifically about retention (20), or about retention a range of other issues (102). A further 27 are neutral regarding retention, 19 state that there is no problem, and 26 say it is a far more complex issue than just retention.

In fact, responses covered a far broader range of topics and concerns than those only related to the topic of retention. Broader responses are discussed in Section 3.11.

Others who provided neutral answers tended to write in the third person about what the best approach would be or what is important to do retention, without specific comments regarding McGill. For instance:

Comments that focused on negative aspects or concerns regarding retention (20 respondents with 24 different comments)[9] covered a broad range of topics: the Quebec context; not being valued for one's work; age; lack of mentoring; and lack of support from the administration (see also Sections 3.7.2–3.7.5). Others noted that retention was difficult for specific minority groups. Work-life balance was seen as a concern in relation to both retention and general wellbeing, especially for those with children. Finally, several respondents noted that more technical staff and improved maintenance of essential research infrastructure were urgently needed both to attract and retain faculty. While we are aware that these comprise a small number of comments, they are noted here so as to show the range of concerns respondents provided, especially with regard to minority groups, and to provide a starting point for the University to consider this topic in the future.

3.7.2. Retention concerns for different groups (9 comments)

Some faculty members expressed their opinion that very little effort is made in the areas of recruitment and retention of racialized minorities, sexual minorities, and people with disabilities. Comments included that McGill does not adequately serve the needs of faculty with disabilities, while others noted that in certain Departments a lack of women is probably discouraging women applicants.

3.7.3. Lack of support from central administration and Departments (8 comments)

Responses identify a lack of support from the administration in several areas, including help with visas

3.7.4. Quebec context (3 comments)

Three comments were received regarding Quebec immigration concerns, Quebec's politics, and the difficulties faced by new hires who must learn French due to recent immigration policies; it was noted that this might negatively affect retention. Specific concern was noted regarding the lack of time off (e.g. pausing the

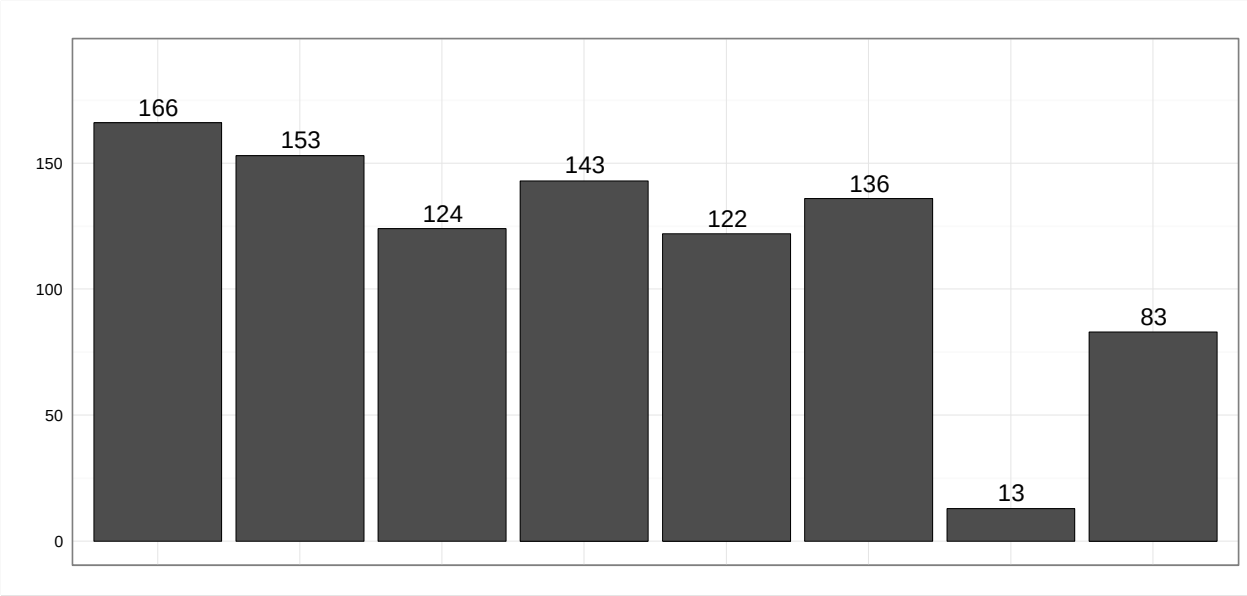

Figure 25: Number of faculty members reporting negative treatment observed at McGill.

3.8.1. Degree to which negative treatment is linked to membership in a specific group

Participants were invited to indicate whether they thought these six types of negative treatment were based on gender, Indigenous status, racialized minority status, language, disability, or sexual orientation, or if the cause was unknown to them. Two hundred and sixteen (216) respondents (57.7%) provided qualitative comments for this question.

Because so many respondents noted more than one category of negative treatment, we analyzed the qualitative responses with regard to whether the negative treatment was due to membership in the above categories or had a different cause.

We found that gender (for this question, gender equated exclusively to comments regarding women) was seen as a cause of negative treatment 107 times (Figure 26). Being a member of a racial minority group was noted 38 times, while language was noted 17 times, sexual orientation 16 times, religion 7 times, and disability 6 times. 'Other' was noted as a cause 81 times, and 28 stated that the cause was unknown. Note that except for 'unknown', respondents could report more than one category, with 193 respondents having experienced, witnessed, or heard about others experiencing at least 2 of these categories of events.

Of those who selected 'Other' causes of negative treatment, 14 noted a difficult personality type or a personal clash, 10 noted age, and a further 7 specifically noted a 'mean' or 'hostile' individual. Another 7 comments referred to bias and negative judgement based on research area. Other less commonly cited manifestations of negative treatment included competitiveness, bullying, and pulling rank, while other causes included national origin and status as a parent.

Figure 26: Number of faculty members reporting group membership as a cause of mistreatment.

Representative comments included:

We have not included quotes about language, sexual orientation, religion, and disability for confidentiality purposes given the relatively small number of responses and the fact that many comments were reporting on individuals' own experiences.

Figure 27

our formal and informal interviews as well. It should also be noted that the quotes listed here have been carefully chosen to be representative of the of comments received regarding each theme:

1. a negative climate on campus
2. sexism and ignorance of women's concerns
3. concerns over the hiring process
4. discrimination and a lack of all types of diversity
5. discrimination and a lack of racial diversity
6. lack of transparency
7. lack of support for families
8. concerns regarding those with disabilities
9. concerns regarding sexual minorities
10. lack of appropriate mentoring
11.

3.10.8. Faculty with disabilities (10 comments)

There were ten comments regarding faculty with disabilities. The issues identified included the noticeable absence of people with visible disabilities, insufficient information regarding faculty with visible and invisible disabilities, and a lack of awareness about accommodations.

3.10.9. Sexual minorities (5 comments)

Five comments highlighted difficulties for sexual minorities. Issues identified included a sense of suspicion toward this group, the feeling of being undercut in subtle ways, and the low number of out Queer faculty.

3.10.10. Lack of appropriate mentoring (5 comments)

Five comments were received regarding mentoring. They connected mentoring with retention and beyond. Respondents noted the need for appropriate and relevant mentoring across all levels of faculty. Some respondents claimed that the mentoring they had received had been sexist and inappropriate. Only one comment is included here for reasons of confidentiality.

3.10.11. Religious minorities (3 comments)

Three comments mentioned that religion is a taboo subject, so the degree of discrimination and lack of diversity on religious grounds is not well known. One comment also noted that the new centralized timetabling system makes it difficult to accommodate religious obligations.

Based on our mandate and both formal and informal interview responses, the final part of the survey was directed at the 23 respondents (6.1%) who categoriz

not one categorizes oneself as an Indigenous person or racialized minority, respondents automatically received the questions we share below. Based on McGill's Employment Equity statistics as of June 2015, this set of 23 respondents represents 13% of the 173 Indigenous and racialized minority tenure-track faculty at McGill University.

3.11.1. Impact of

Table 6 (continued): Questions to minorities and Indigenous faculty regarding the workplace impact of

procedures that restrict the ability of faculty from particular groups to succeed. In terms of the general workplace environment, it is important to note that over two thirds of survey respondents (67.1%) felt emotionally drained from working at McGill either ‘sometimes or ‘often’. Notably, over a third of those who responded to the survey (35%) believe that their efforts would be deliberately undermined by colleagues. In addition, over a quarter (27.5%) noted that they received little support or feedback about their academic performance. Hence, the McGill workplace environment is felt by many to be an unsupportive one,

Over a third of Indigenous and racialized minority respondents reported that their minority status has had a negative impact on their relationships with those in authority and their participation in the University community. As well, close to 25% of this group reported that their Indigenous and racialized minority status has had a negative impact on their merit assessment.

It appears concomitantly that among the majority of faculty members there is little awareness of the discrimination

From: Acadlists Ap <acadlists.ap@MCGILL.CA>

In order to evaluate your responses in a timely manner, I ask that you complete the questionnaire before 8 June 2015.

Prof Anthony C. Masi

Provost

LISTSERV distribution information

Replies to this email are not monitored. Please contact the person indicated in the body of the email message, or contact academic.personnel@mcgill.ca for assistance.

This message was sent to the following listservs:

ACADEMIC STAFF

-Tenure-track or tenured professorial and librarian staff (ACADTT/ACADTTLIB and/or SUPERACADNOTE)

We would like to begin with your feelings of commitment toward McGill University. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I feel a strong sense of belonging to McGill.	•	•	•	•	•	•
I am proud to tell others that I work for McGill.	•	•	•	•	•	•
I really feel that any problems faced by McGill are also my problems.	•	•	•	•	•	•
I would be happy to work at McGill until I retire.	•	•	•	•	•	•
I will probably leave McGill for reasons other than retirement within the next year or so.	•	•	•	•	•	•

To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
I feel comfortable raising problems and tough issues at McGill.	•	•	•	•	•	•	•
I am able to express my views in my area/department/faculty.	•	•	•	•	•	•	•
I feel I have influence over decisions in my area/department/faculty.	•	•	•	•	•	•	•
At McGill, my knowledge and work are valued.	•	•	•	•	•	•	•
At McGill, my colleagues treat me with respect.	•	•	•	•	•	•	•
No one in my area/department/faculty would deliberately act in a way that undermines my efforts.	•	•	•	•	•	•	•

In this section, we are interested in the degree to which you have received career guidance and psychosocial support since joining McGill.

	To very little extent	To little extent	To some extent	To great extent	To very great extent
I have received support and feedback regarding my performance as a scholar, teacher, and colleague.	•	•	•	•	•
I have been given opportunities (beyond departmental committee assignments) that have increased my contact with people who may judge my potential for future advancement.	•	•	•	•	•
I have been given specific strategies for advancing at McGill.	•	•	•	•	•
I have received mentoring and support that provide a safe space for me to talk openly about concerns related to advancement (e.g., reappointment, tenure, promotion, etc.).[15]	•	•	•	•	•
I have received mentoring and support regarding feelings of competence, commitment to advancement, relationships with faculty members, or work/family conflicts.	•	•	•	•	•
Senior faculty and others in influential positions have invited me to join them socially outside of work.	•	•	•	•	•

women, sexual minorities, and/or those with disabilities.						
The climate at McGill is supportive of diversity.	•	•	•	•	•	•

We invite your comments. Are you concerned about the retention of Faculty from different groups such as: racialized minorities, Indigenous peoples, religious minorities, women, sexual minorities, and/or those with disabilities at McGill?

- No _____
- Yes _____

Please comment on your answer.

Have you experienced, witnessed, or heard about others experiencing any of the following at McGill? Please select all that apply.

‰ Isolation
‰ Exclusion
‰ Stereotyping
‰ Derogatory Language or Condescension
‰ Hostility
‰ Double Standards
‰ Physical Violence
‰ I have not experienced, witnessed, or heard about any of the occurrences mentioned in this question.

Please indicate if you have reason to believe the negative treatment you identified was based on gender, indigenous status, racialized minority status, language, disability or sexual orientation, or if the cause was unknown to you.

Here, we are interested in whether or not your demographic characteristics affect how well you are able to perform your role as a faculty member at McGill University. Do you feel that your teaching style is constrained by others' perception of your demographic characteristics?

- Yes
- No

To judge if bias or discrimination exists around dis/ability, do you have a disability that others at McGill are aware of?

- Yes, faculty and students are aware
- Yes, faculty are aware, but not students
- Yes, but no one at McGill is aware, or only my closest colleagues are aware
- No

Are you out as a member of the LGBTQ community?

- Yes, faculty and students are aware
- Yes, faculty are aware, but not students
- Yes, but no one at McGill is aware, or only my closest colleagues are aware
- No

What is your gender?

- Female
- Male

Based on your response as an Indigenous person or member of a racialized minority group, we invite your continued voluntary participation in the next section, which asks specific questions concerning your experiences at McGill. Be assured that results will be held in strictest confidence.

Please indicate the degree to which your Indigenous or racialized minority status had/has a positive, or negative, or no impact on your work experience at McGill.

	A very negative impact	A negative impact	

Please describe your experience of systemic discrimination.

FOCUS GROUP INVITATION

Thank you for your responses. You are invited to participate in a focus group discussion concerning your experiences and views as an Indigenous person or racialized minority faculty member. Your participation is voluntary and participants will be free to withdraw at any time without consequence. If you are willing to participate, please include your name and contact information in the box below. A member of the committee will contact you regarding focus group procedures. Alternatively, if you prefer, you may email Vrinda Narain (vrinda.narain@mcgill.ca) or Sarah Malik (sarah.malik@mcgill.ca) to participate in the focus group.

You have now completed the survey. An announcement will be made once a summary report is finalized. Finally, if this survey or the memories that it has invoked has caused you stress or discomfort, please note that support is available via McGill's Employee Assistance Program (EAP): http://www.mcgill.ca/hr/bp/benefits/eap.

Many thanks again for your participation.