



# Memorandum

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N/A

SUSTAINABILITY  
CONSIDERATIONS

C o n t i

MOTION OR  
RESOLUTION  
FOR APPROVAL

T h i s i

APPENDICES

A p p e n d i c e s : Employment Equity Biennial Report to Senate



# Employment Equity Biennial Report to Senate (May 2017)

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The Provost & Vice Principal (Academic) (PVP) has identified equity as a priority since the outset of his mandate in 2015. Equity has hence taken up greater prominence within the responsibilities and objectives of the Associate Provost (Equity & Academic Policies) (APrEAP). In collaboration and consultation with the Social Equity and Diversity Education (SEDE) Office and the Joint Board of Senate on Equity, the Office of the PVP has initiated a series of equity efforts aimed at having transversal beneficial impacts across our campus. A major thrust of McGill's renewed energy in this area has focused on employment equity. This is premised on an understanding that a focus on equity in hiring and retention – of both academic and administrative and support staff – is essential to establishing and maintaining a diverse, inclusive University.

McGill's Employment Equity Policy adopted in 2007, states that the University will ensure its implementation through:

reporting to Senate every two years on the status of employment equity in the various sectors of the workforce

This report is submitted in furtherance of this obligation.

Senate last received the biennial report on employment equity in May 2014.

## 1. Employment Equity Data

Table 1 provides the proportion of female staff by employment classification at McGill, with comparisons over five and ten years. In general, the proportion of female employees has grown modestly. The rate of growth among women tenure track faculty is noteworthy. Moreover, a considerable increase in women's representation is seen within the category of Senior Academic Administration.

Table 7 compares male and female tenure track professors merit evaluations averaged over five years. Currently the mean merit evaluation of females is more favorable than for males across all ranks (in merit ratings 1 is



Table 2a. McGill University breakdown of survey respondents by designated groups

	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Disability	65	1.7%	72	1.5%	62	1.3%	70	1.5%	69	1.5%	76	1.6%

Table 4. Academic recruitment statistics by gender for tenure track positions

	2015/2016						2016/2017					
	Applicants		Offers		Hires		Applicants		Offers		Hires	
Female	1,816	27.6%	43	53.8%	36	50.7%	2,503	30.6%	37	38.9%	22	31.0%
Male	2,190	33.3%	37	46.3%	35	49.3%	3,475	42.5%	58	61.1%	49	69.0%
Gender unknown	2,563	39.0%	0	0.0%	0	0.0%	2,207	27.0%	0	0.0%	0	0.0%
Total:	6,569		80		71		8,185		95		71	

The data was provided by the Academic Personnel Office, from the Employment Equity Data Report

Table 5. Awards to female faculty members

	Actual	Expected <sup>(1)</sup>	Ratio <sup>(2)</sup>	Actual	Expected	Ratio	Actual	Expected	Ratio
William Dawson Scholars	10	14	0.7	9	12	0.8	14	14	1.0
James McGill Professors	16	21	0.8	16	21	0.8	16	21	0.8
CRCTier I	13	11	1.2	17	13	1.3	22	15	1.5
CRCTier II	18	25	0.7	22	23	1.0	29	27	1.1
Endowed Chairs	14	14	1.0	16	20	0.8	16	21	0.8

<sup>(1)</sup> Expected number based on the proportion of females in the pool of eligible candidates

<sup>(2)</sup> Ratio of actual over expected

Data



Table 7. Mean merit rating (5 year average) range of 1 to 5 with 1 the highest, with t test of difference M/F

		Assistant	Associate	Full
2008	Female	2.13	1.87	1.48
	Male	2.16	2.12	1.81
	Difference M/F	0.03 Not Sig.	0.25 Sig.	0.33 Sig.
2011	Female	2.39	1.96	1.50
	Male	2.45	2.15	1.78
	Difference M/F	0.06 Not Sig.	0.19 Sig.	0.28 Sig.
2013	Female	2.46	1.96	1.50
	Male	2.44	2.10	1.72
	Difference M/F	0.02 Not Sig.	0.14 Sig.	0.22 Sig.
2015	Female	2.73	1.83	1.51
	Male	2.75	2.05	1.63
	Difference M/F	0.02 Not Sig.	0.22 Sig.	0.12 Not Sig.
2017	Female	3.04	1.81	1.50
	Male	3.33	1.98	1.60
	Difference M/F	0.29 Not sig.	0.16 Sig.	0.10 Not sig.

Tenure track professors excluding GFT (U) significance (Pr > |t|) tested at  $\alpha = .05$  level

Table 8. Mean years between start as associate and start as full professor, with t test of difference M/F

	Years
2008	



years, and to increase the proportion of all tenured and tenure track staff self r



## Section B

### 1. Sex

For the purposes of employment equity, women are a designated group.

Do you self identify as a woman?

Yes

No

(See also Section 6ii, Gender Identity)

### 2. Indigenous Persons of North America

For the purposes of employment equity, Indigenous persons of North America are a designated group.

Included in this category are First Nations (status or non status), Inuit, and Métis as

a) According to this definition, do you self

Korean

Latin American

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)

White

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 (LGBT2SQ\*) are designated groups. This includes people whose sexual orientation is other than heterosexual/straight and/or people whose gender identity does not align with the

Lesbian

Queer

Other

ii. GenderIdentity

Cis

Gendervariant/Non binary

Transsexual

TwoSpirit

Other

Thankyou for taking the time to complete this census. All information that you provide is confidential and will be used for Employment