Equity, Diversity, Inclusiveness and the Academic Mission

ALF 2015-2016

25 January 2016

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Overview

A review of University employment equity data reveals the following:

- Work remains to be done to improve diversity among the TT professoriate, particularly as compared with equity representation within the Canadian workforce (slide 3).

- Gender parity exists across staff ranks in the aggregate (slide 4). While such parity is not yet present within the category of TT professors, some progress in this connection has been made (slide 5).

- Progress in regard to the hiring and retention of staff (not limited to TT professors) who self-identify as members of designated equity groups is less apparent (slides 7-8).

- The ratio of self-identifying applicants : total applicants may differ considerably (+/-) from the ratio of self-identifying applicants who receive offers : all applicants who receive offers (slides 9-11).
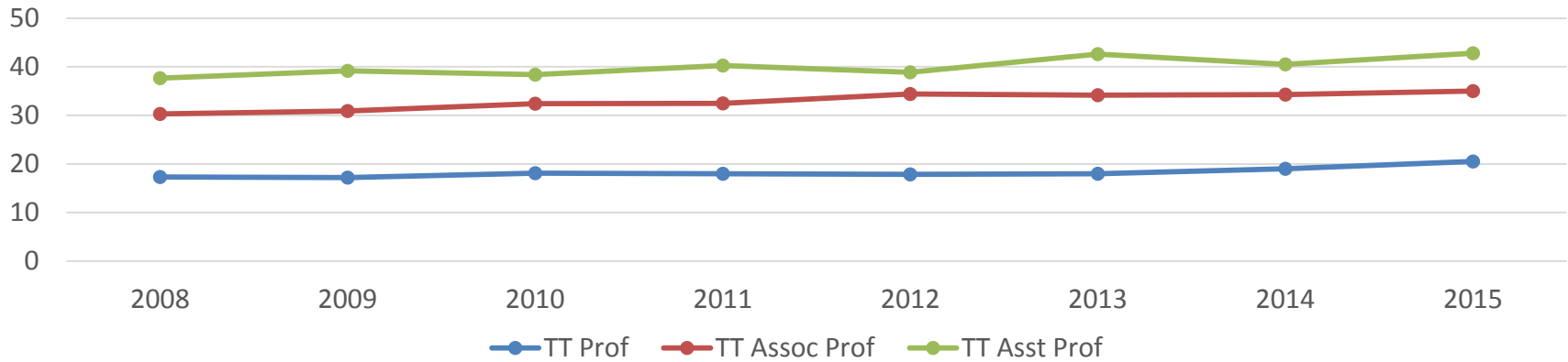
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McGill Data Profile June 2015

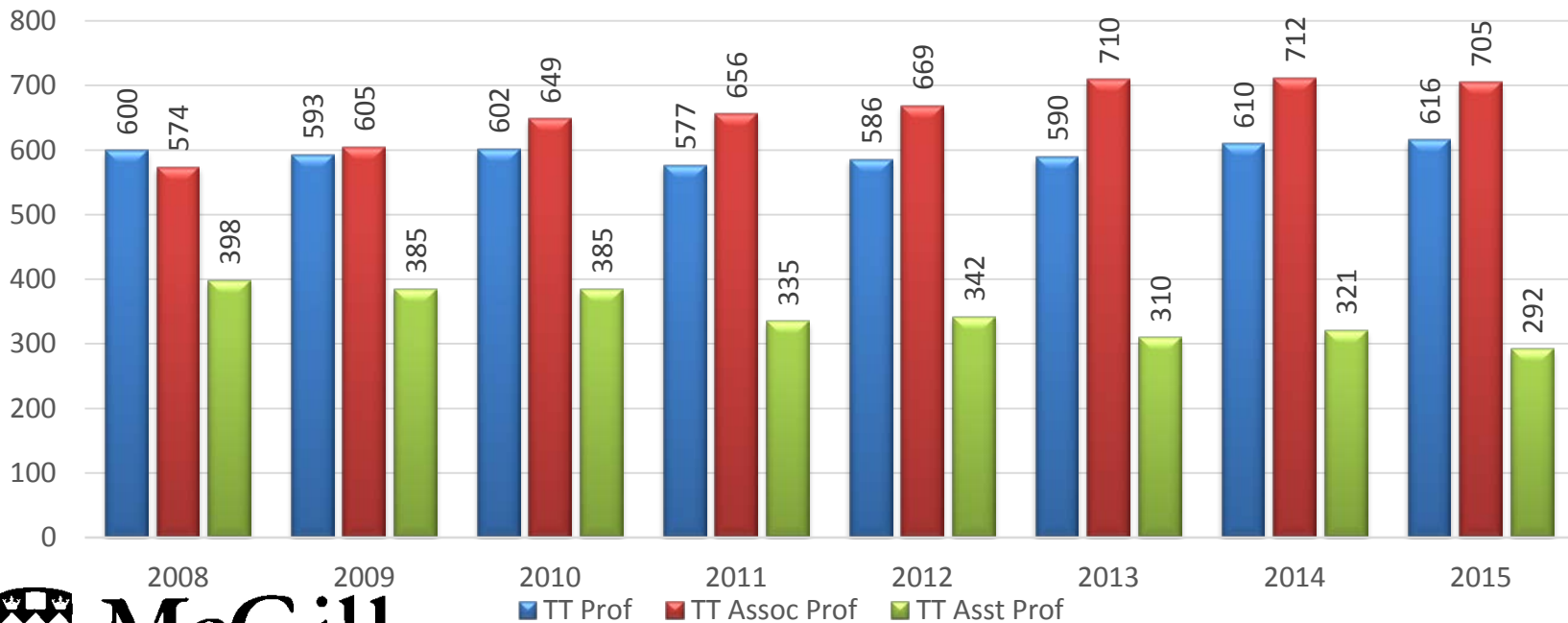|	Total	Women	Aboriginal People	Visible Minorities	People with Disabilities
Tenure Track positions at McGill	1686	32.3%	0.2%	10.3%	1.5%
Canadian Workforce	100%	48.2%	3.5%	17.8%	4.9%
Most under-represented*		0.670	0.057	0.579	0.306

*a score of 1 would show equality in representation

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McGill University 2008--2015. Proportion of female staff
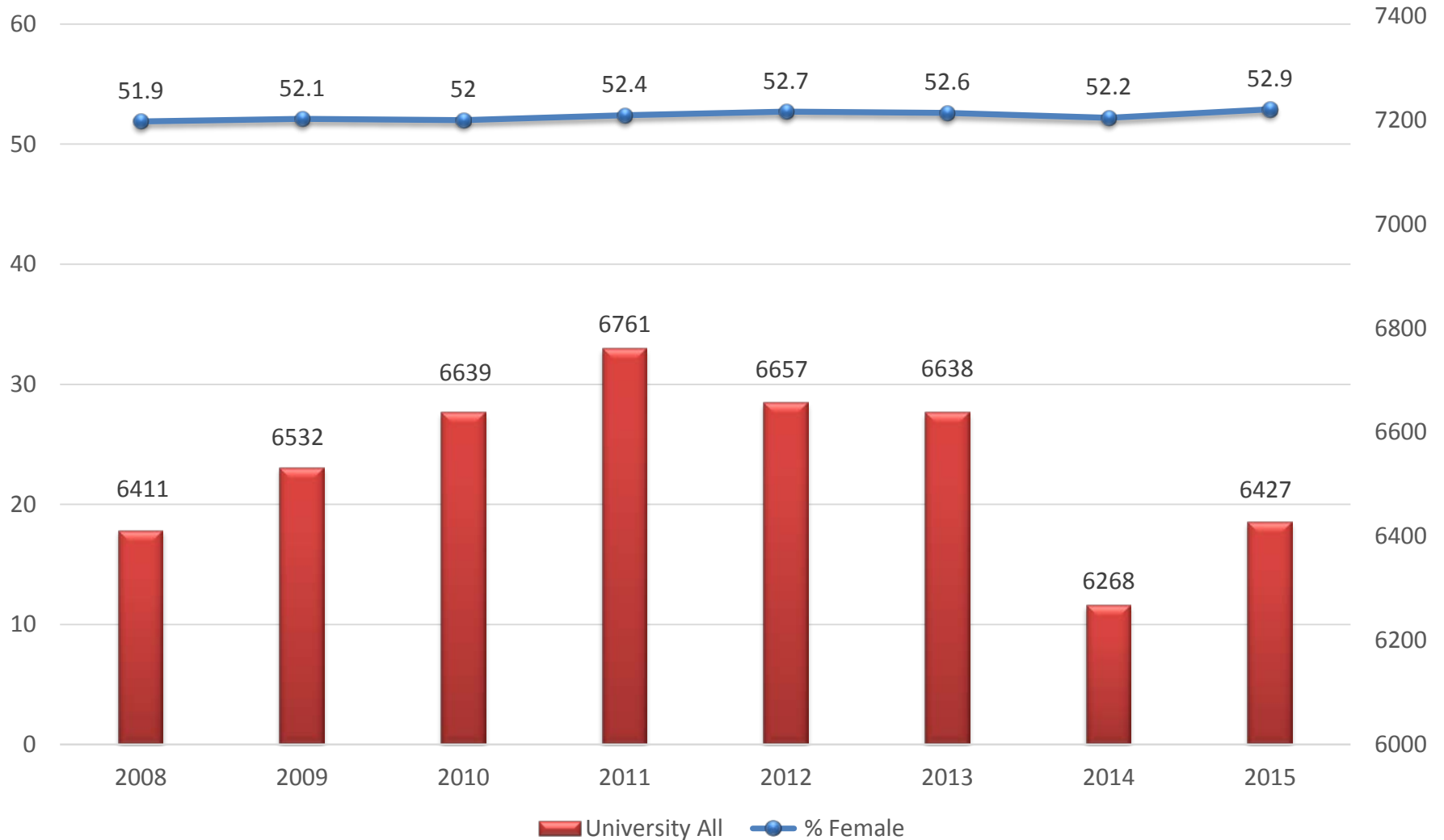
McGill University 2008--2015. Proportion of female staff
Total % TT Females

Legend: TT Prof, TT Assoc Prof, TT Asst Prof

McGill University 2008--2015. Proportion of female staff
Total TT Staff Counts By Year

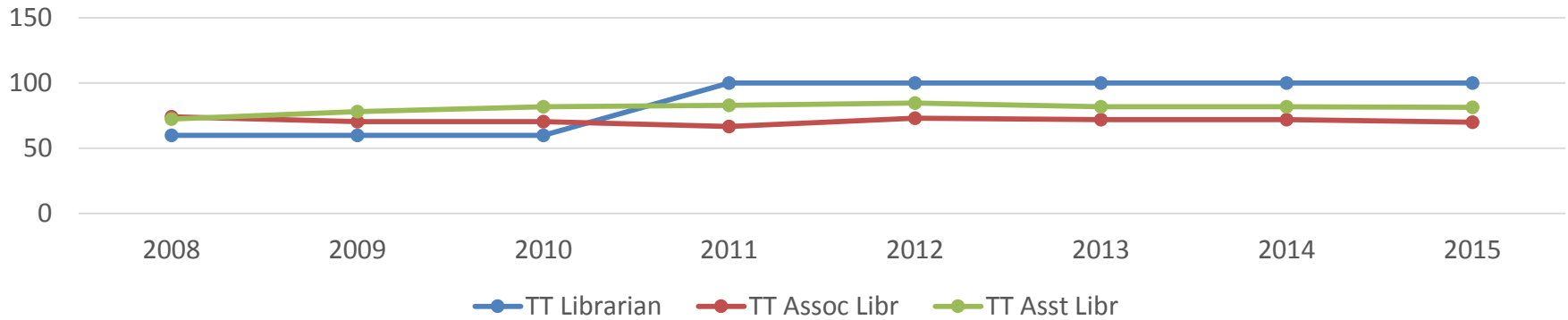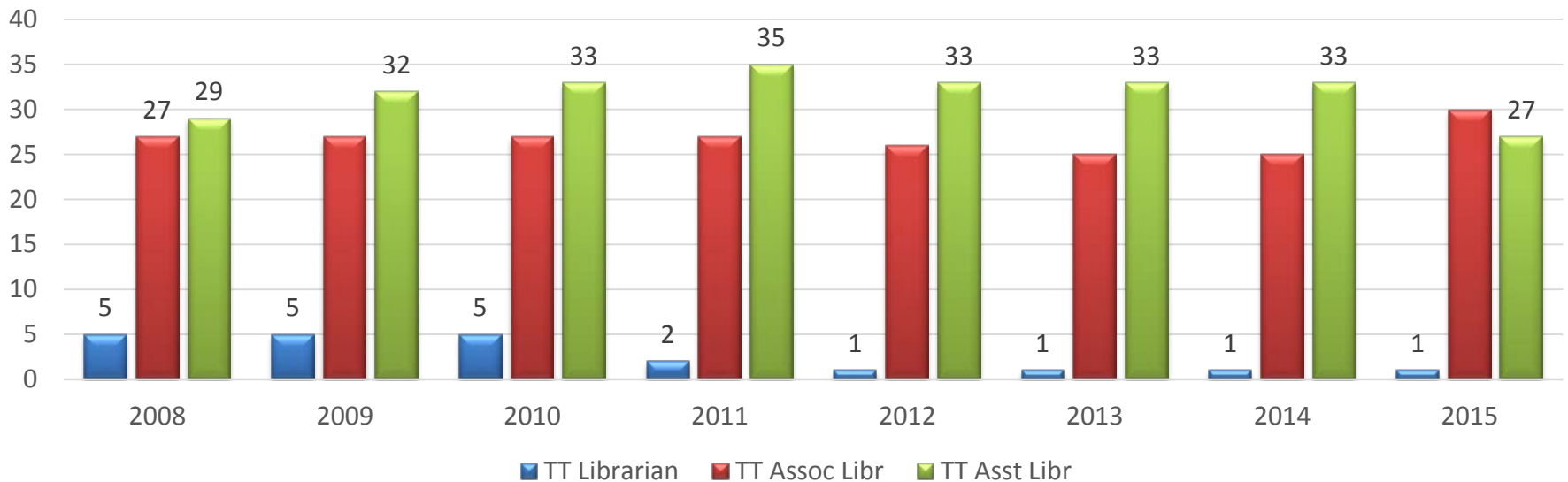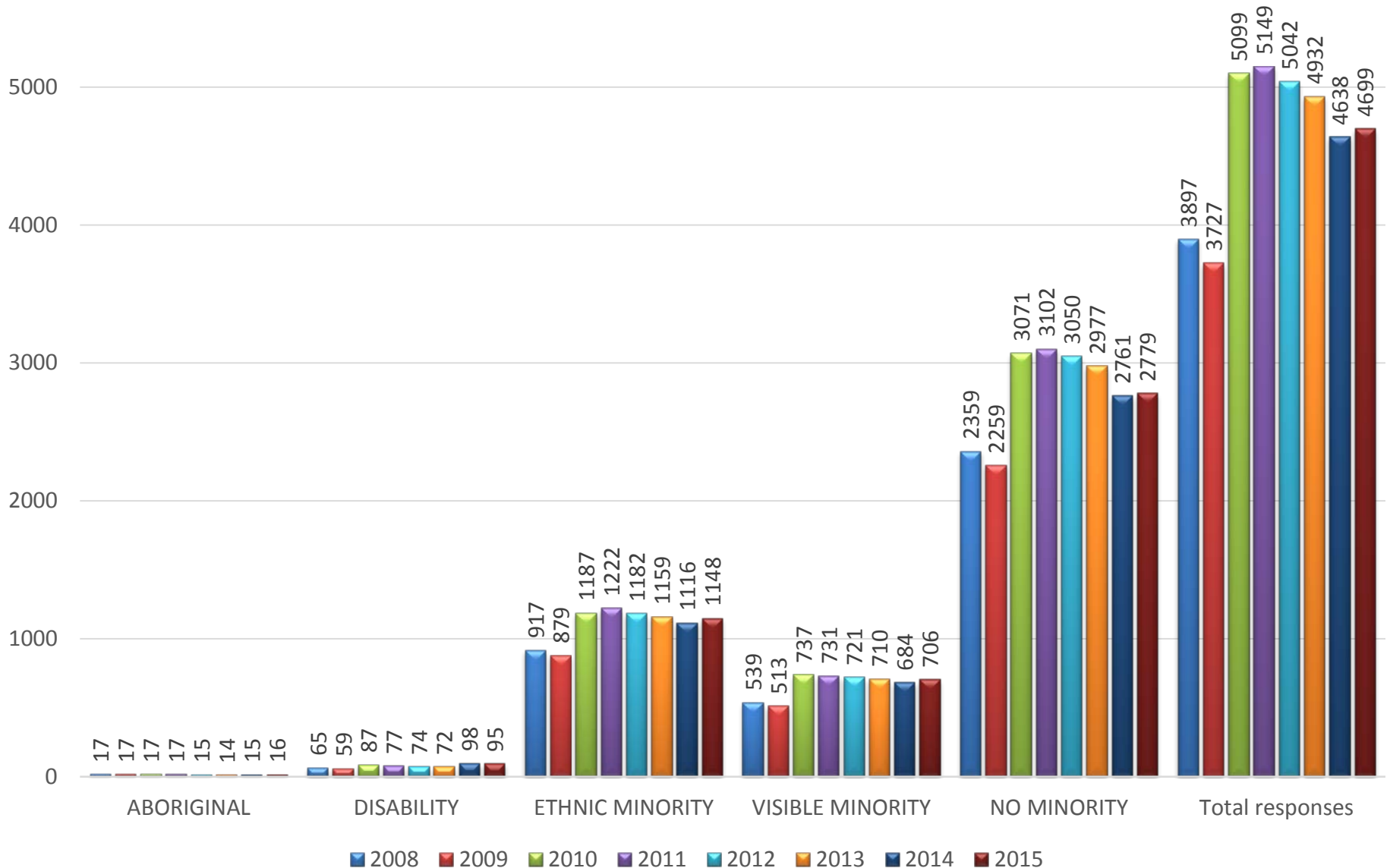| Year	TT Prof	TT Assoc Prof	TT Asst Prof
2008	600	574	398
2009	593	605	385
2010	602	649	385
2011	577	656	335
2012	586	669	342
2013	590	710	310
2014	610	712	321
2015	616	705	292

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McGill University 2008--2015. Proportion of female staff
Total % TT LIB Females

McGill University 2008--2015. Proportion of female staff
Total TT LIB Staff Counts By Year

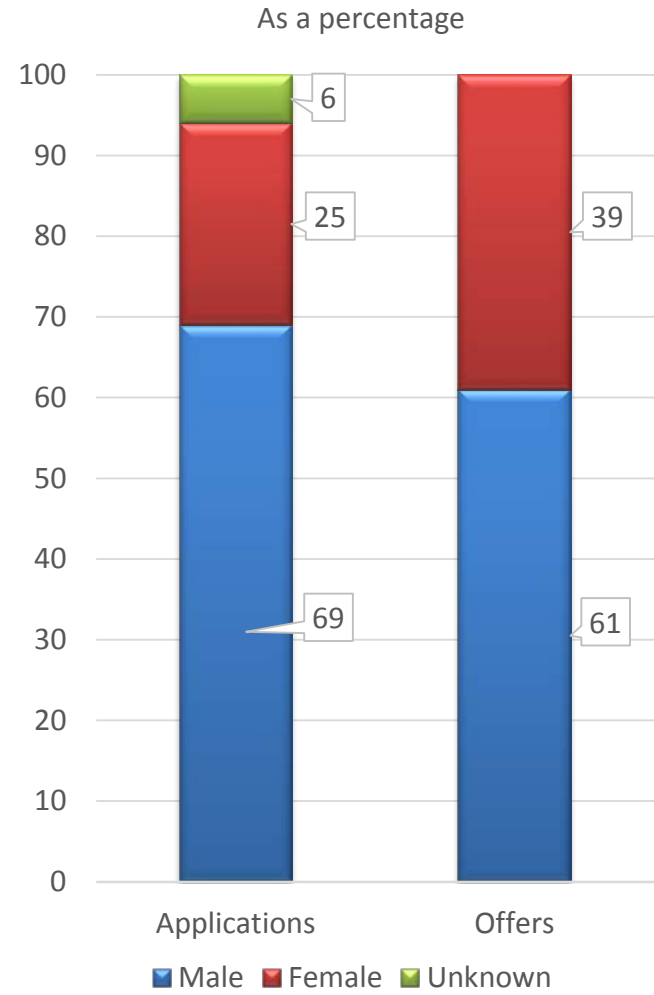# McGill University 2008-2015. Employment breakdown by designated groups

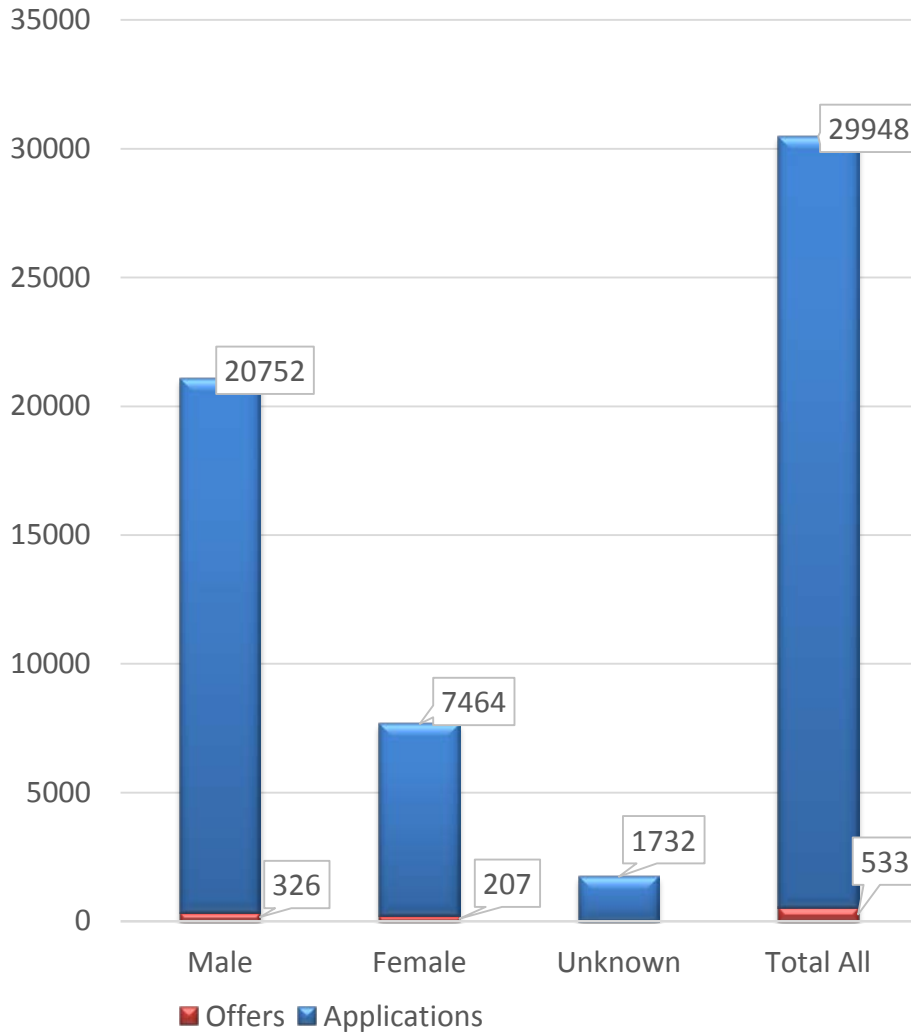|	ABORIGINAL	DISABILITY	ETHNIC MINORITY	VISIBLE MINORITY	NO MINORITY	Total responses
2008	17	65	917	539	2359	3897
2009	17	59	879	513	2259	3727
2010	17	87	1187	737	3071	5099
2011	17	77	1222	731	3102	5149
2012	15	74	1182	721	3050	5042
2013	14	72	1159	710	2977	4932
2014	15	98	1116	684	2761	4638
2015	16	95	1148	706	2779	4699

*disability statistics for 2014 and 2015 were calculated differently than in previous years
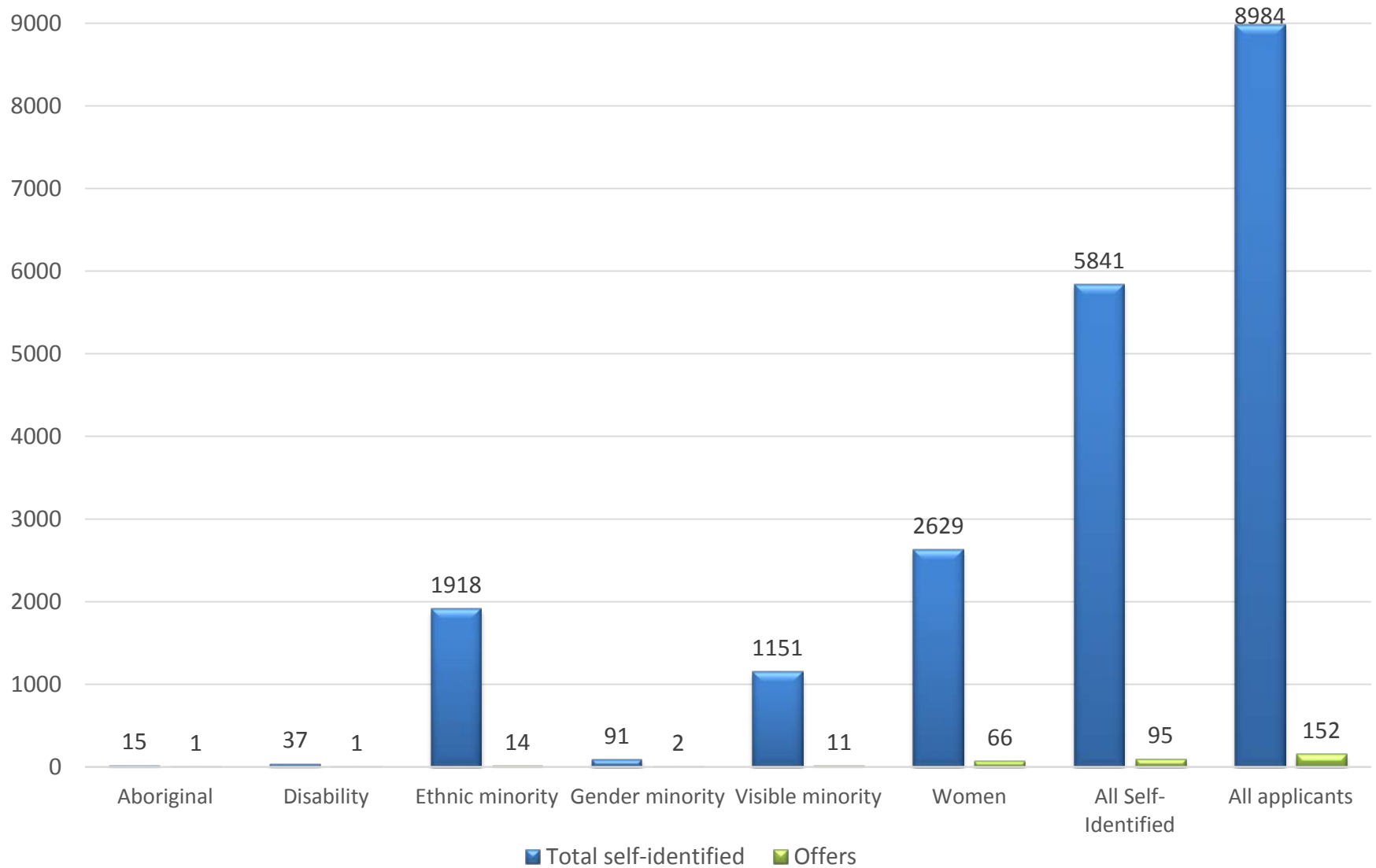
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McGill University 2008-2015. Employment breakdown by designated groups as a percentage
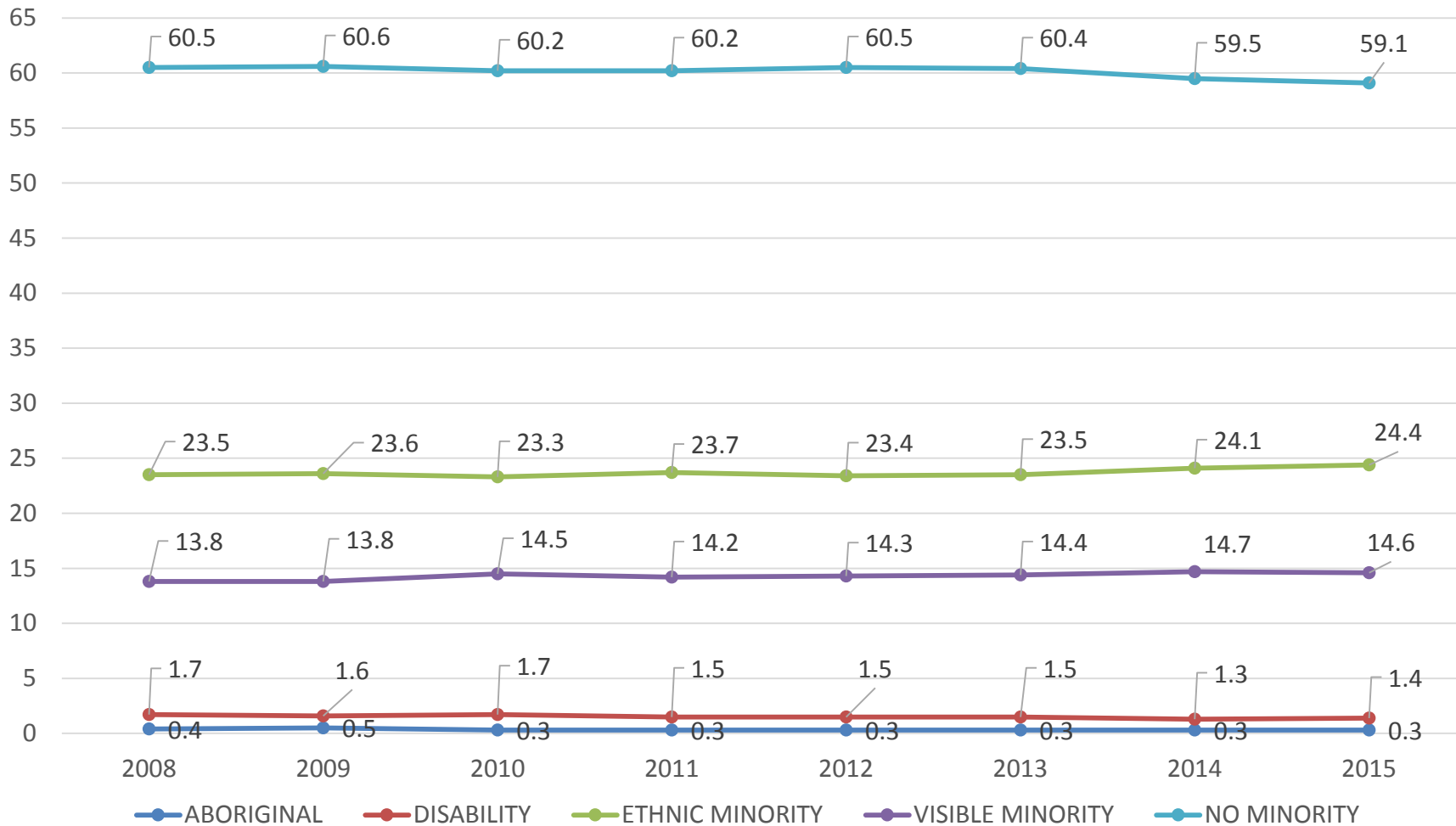
Recruitment statistics 2009-2014 (calendar years)

As a percentage

Recruitment statistics 2013-2014 (calendar years)

Chart data (Total self-identified / Offers):

Category	Total self-identified	Offers
Aboriginal	15	1
Disability	37	1
Ethnic minority	1918	14
Gender minority	91	2
Visible minority	1151	11
Women	2629	66
All Self-Identified	5841	95
All applicants	8984	152

Legend: ■ Total self-identified ■ Offers

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Recruitment statistics 2013-2014 (calendar years) as a percentage
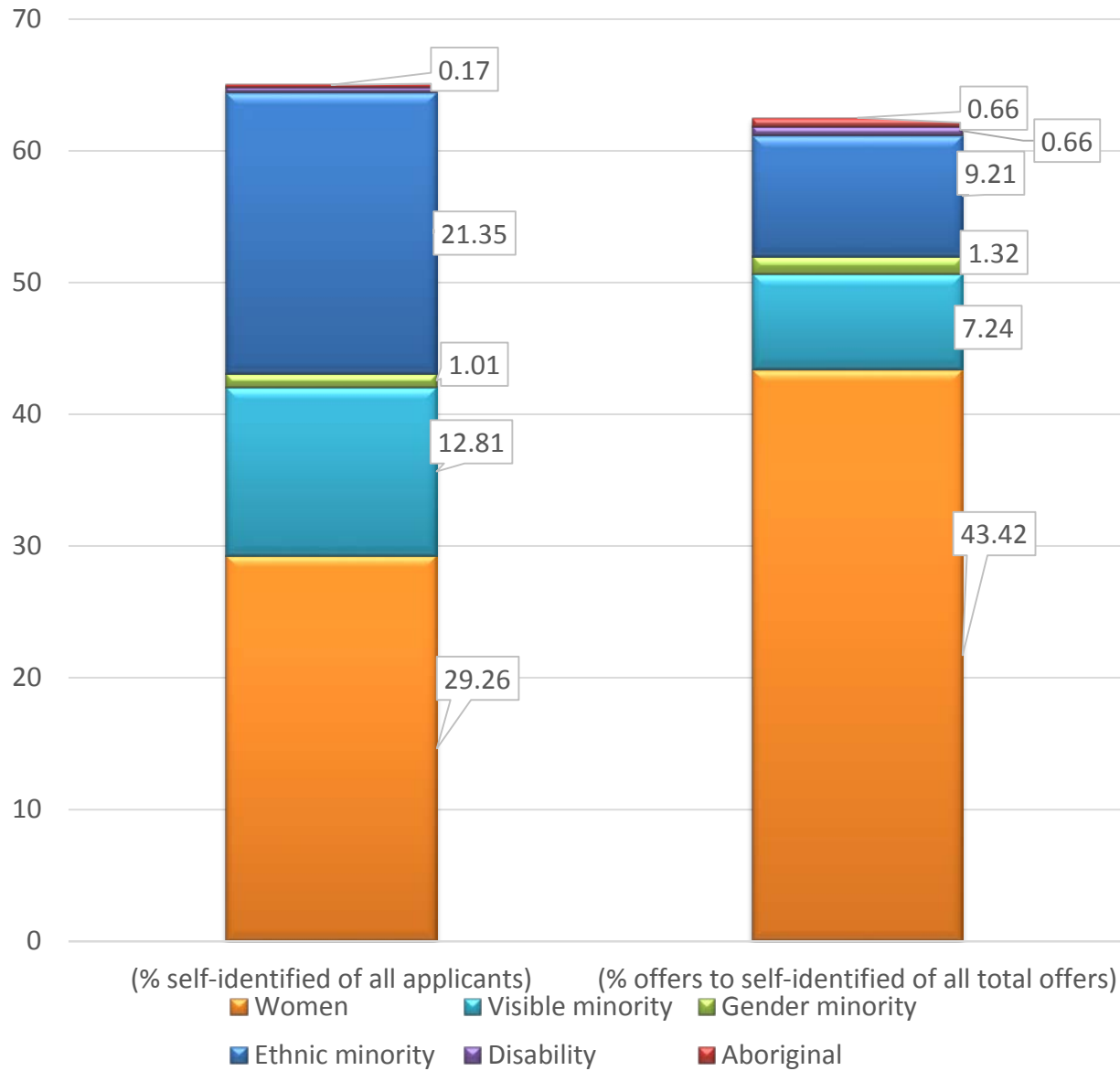
What is Employment Equity?

"It is not that individuals in the designated groups are inherently unable to achieve equality on their own, it's that obstacles in their way are so formidable and self-perpetuating that they cannot be overcome without intervention. It is both intolerable and insensitive if we simply wait and hope that the barriers will disappear with time. Equality in employment will not happen unless we make it happen."

- Justice Abella, Royal Commission on Equality in Employment, 1985

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What is Employment Equity?

Pick from among the following:

A) a law that ensures equal pay for equal work between women and men

B) a quota system that ensures 100% representation of traditionally under-represented groups in the work force

C) a set of measures intended to reduce systemic barriers in the hiring and promotion of under-represented groups in the work force

D) the total amount of money in the McGill Pension Plan Fund, prior to adjustments for inflation

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Equity, Diversity and Inclusiveness at McGill

These values are fostered, at a policy level, through two primary vehicles:

[Employment Equity Policy](#)

Preamble: "The Mission of McGill University is the advancement of learning through teaching, scholarship and service to society: by offering to outstanding undergraduate and graduate students the best education available; by carrying out scholarly activities judged to be excellent when measured against the highest international standards; and by providing service to society in those ways for which we are well-suited by virtue of our academic strengths."

[Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law](#)

Section 3 – Objectives: This Policy shall have as its objectives:

i) prevention through proactive efforts to promote awareness about equity

ii) ensuring policies and procedures foster a safe and inclusive environment

iii) ensuring that procedures are in place to address complaints

Equity in Academic Recruitment: New Initiatives

2015-2016

- [Employment Equity Guidelines for Academic Recruitment](#) – process moved online
- Search committee reporting on shortlists
- In collaboration with the [SEDE Office](#), establishment of equity-training for search committee chairs and members (January 21 and February 12)

2016-2017

- Earlier and more frequent equity training for search committees
- Dean's representative on search committees – mandate to include responsibility for ensuring adherence to employment equity policies and procedures

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Equity, Diversity and Inclusiveness as Transversal Aspirations and Responsibilities

"[T]he presence of a Chief Diversity Officer (CDO) it [sic] is not the 'silver bullet' or the panacea for handling all issues or solving all problems about diversity and inclusion on our campuses. Unfortunately, I have visited many campuses in the United States where the senior leadership thought their problems were solved when they hired this person, who was given the vague job of 'handling diversity issues' on campus. What these well-meaning administrators found out very quickly is that one person cannot be responsible for all of the issues on campus relating to diversity. Why? Because for starters, one person, no matter how good they are, can never know all of the intricacies of the workings of every unit on campus."

Y.T. Moses, "Diversity, Excellence, and Inclusion: Leadership for change in the twenty-first century United States," in *Diversity and Inclusion in Higher Education: Emerging Perspectives on Institutional Transformation*, Ed. by D.G. Smith (Routledge 2014) at 89 (notes omitted).

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"When surrounded by people 'like ourselves,' we are easily influenced, more likely to fall for wrong ideas. Diversity prompts better, critical thinking. It contributes to error detection. It keeps us from drifting toward miscalculation.

Our findings suggest that racial and ethnic diversity matter for learning, the core purpose of a university. Increasing diversity is not only a way to let the historically disadvantaged into college, but also to promote sharper thinking for everyone.

[…]

"Ethnic diversity is like fresh air: It benefits everybody who experiences it. By disrupting conformity it produces a public good. To step back from the goal of diverse classrooms would deprive all students, regardless of their racial or ethnic background, of the opportunity to benefit from the improved cognitive performance that diversity promotes."

Sheen S. Levine & David Stark, "Diversity Makes You Brighter"
NY Times 9 December 2015

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"Consistent with the international literature, this study confirms and extends the benefits of university diversity experiences on the development of students' preparation for a global society."

Nida Denson & Nicholas Bowman (2013) University diversity and preparation for a global society: the role of diversity in shaping intergroup attitudes and civic outcomes, *Studies in Higher Education*, 38:4, 555-570 (notes omitted).

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Equity, Diversity, Inclusiveness and the Academic Mission

"[U]niversities such as Brown have a special obligation to develop best practices and serve as incubators for the creation of equitable, just and inclusive communities. This is central to Brown's mission and an important opportunity for us to lead in this critical area."

Pathways to Diversity and Inclusion: An Action Plan for Brown University

(19 November 2015)

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