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TO: Senate  
FROM: Professor Angela Campbell, Associate Provost (Equity & Academic Policies)  
SUBJECT: Annual Report on the Policy on Harassment, Sexual Harassment and  
Discrimination Prohibited by Law (2017-18)  
DATE: September 12, 2018  
DOCUMENT #: D18-02  
ACTION REQUIRED:  INFORMATION  APPROVAL/DECISION

ISSUE The 2017-18 Annual Report on the Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law is presented for information.

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BACKGROUND & RATIONALE The Policy on Harassment, Sexual Harassment and Discrimination Prohibited by Law ("the Policy") calls for the Provost to report annually to the Senate on operation.  
This report addresses activities, cases, and developments under connection with the Policy in 2017-18.

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PRIOR CONSULTATION N/A

SUSTAINABILITY



2017-2018 ANNUAL REPORT  
POLICY ON HARASSMENT, SEXUAL HARASSMENT AND  
DISCRIMINATION PROHIBITED BY LAW

1. Introduction

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

The Policy sets out McGill's commitment to establishing and maintaining a respectful and inclusive work and learning environment via measures focused on education, prevention and response to reports and complaints.

Over the past two years, steps have been taken to enhance the work undertaken by those who, who are members of the University community appointed under the Policy (section 5.1) receive a minimum of 15 hours of training annually (see section 5 below), in addition to individual support and guidance received in the course of an investigation.

In 2016, the role of Senior Equity & Inclusion Officer (SEIO) was created to establish a designated site for making inquiries and initiating complaints about harassment, sexual harassment and prohibited ground discrimination. The SEIO supports the Assessor's their investigative role and serves as a mediator where parties consent to informal dispute resolution. In 2017, Julie Lassonde was appointed as Interim SEIO. In August 2018, Sinead Hunt was appointed to this role. Julie Lassonde will remain available to provide mediation services to members of the University community who wish to attempt dispute-resolution outside of a formal process.

(see sections 5.3, 5.4 and 5.5).

The Policy came into force in April 2006 and is reviewed every three years by a working group (section 8.1). The Policy calls for the Provost to report annually to Senate on its application. The 2017-2018 report covers the period September 1<sup>st</sup> 2017 to August 31<sup>st</sup> 2018.

2. Definitions

Senators, and all members of the University community, are encouraged to familiarize themselves with the meaning and scope of the Policy and with forms of misconduct that the Policy addresses:

2.7 Harassment

ii) any Conduct of a Sexual Nature by one Member of the University Community towards another Member of the University Community, the effect of which is to be known that the conduct is unwelcome.

2.6 Discrimination Prohibited by Law means any action, behaviour, or decision based on race, colour, sex (including gender identity), pregnancy, sexual orientation, civil status, age (except as provided by law), religion, political conviction, language, ethnic or national origin, social condition, a disability or the use of any means to palliate a disability which results in the exclusion or preference of an individual or group within the University community. This includes both the actions of individual members of the University and systemic/institutional practices and policies of the University.

### 3. Promotion of Awareness

Promoting equity awareness is an important component of the Policy (section 4) and is a key mandate of the Social Equity and Diversity Education (SEDE) office, which is part of the Office of the Provost and Vice Principal (Academic). In 2017-2018, SEDE engaged in multiple activities relevant to the Policy (see Appendix 1 and SEDE website [http://www.mcgill.ca/equity\\_diversity/](http://www.mcgill.ca/equity_diversity/)).

Equity Advisor, Tynan Jarrett, offered various trainings to help promote and maintain an equitable environment by ensuring the full participation and advancement at all levels of employment of groups that have traditionally been underrepresented (Appendix 2).

Under the Policy, the awareness-raising component, which will be enlarged over the coming year. As of August 2018, two equity education <http://www.mcgill.ca>



#### 4.4 Results of Formal Resolutions/Investigations

Table 6 provides information about the results of formal resolutions. It shows that of the 9 investigations led in the reference year<sup>2</sup> were deemed founded and 7 unfounded. Table 6 further indicates whether disciplinary or other measures were imposed regardless of whether the complaint was founded or not. Measures are administrative in nature, intended to improve



Table 2: Status of the Parties

| 2a. Complainant/Inquirer |               |             |            |            |            |             |            |              |            |             |             |
|--------------------------|---------------|-------------|------------|------------|------------|-------------|------------|--------------|------------|-------------|-------------|
|                          | 17/18         | 16/17       | 15/16      | 14/15      | 13/14      | 12/13       | 11/12      | 10/11        | 09/10      | 08/09       | 07/08       |
| Undergrad Student        | 18<br>(22%)   | 17<br>(36%) | 9<br>(21%) | 1<br>(4%)  | 3<br>(13%) | 1<br>(2.5%) | 5<br>(21%) | 8<br>(18.5%) | 5<br>(11%) | 10<br>(38%) | 12<br>(27%) |
| Graduate Student         | 19<br>(23.5%) | 6<br>(13%)  | 9<br>(21%) | 5<br>(22%) | 6<br>(25%) | 15<br>(41%) | 8<br>(33%) | 9<br>(21%)   | 8<br>(22%) | 3<br>(11%)  | 10<br>(23%) |



Table 3: Party by Party (where known/disclosed by inquirers/complainants)

Complainant/  
Inquirer      Respondent



| 5c. Informal Resolution(Including Mediated Agreements) |             |           |            |           |           |           |           |           |             |       |            |
|--|-------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-------------|-------|------------|
|  | 17/18       | 16/17     | 15/16      | 14/15     | 13/14     | 12/13     | 11/12     | 10/11     | 09/10       | 08/09 | 07/08      |
| Discrimination   | 1           | -         | -          | -         | -         | -         | -         | -         | 3           | -     | 1          |
| Harassment   | 8           | -         | 2          | 2         | 1         | 3         | 2         | -         | 5           | -     | 2          |
| Sexual harassment                                      | -           | -         | 3          | -         | -         | -         | -         | -         | -           | -     | 3          |
| Mixed  | 1           | -         | -          | -         | -         | -         | -         | 1         | 2           | -     | 2          |
| Total  | 10<br>(13%) | 0<br>(0%) | 5<br>(13%) | 2<br>(9%) | 1<br>(5%) | 3<br>(8%) | 2<br>(8%) | 1<br>(2%) | 10<br>(28%) | -     | 8<br>(18%) |

| 5d. Formal Resolution |              |             |            |            |            |            |              |            |            |            |            |
|-----------------------|--------------|-------------|------------|------------|------------|------------|--------------|------------|------------|------------|------------|
|                       | 17/18        | 16/17       | 15/16      | 14/15      | 13/14      | 12/13      | 11/12        | 10/11      | 09/10      | 08/09      | 07/08      |
| Discrimination        | 1            | 1           | 1          | -          | -          | -          | -            | -          | -          | -          | -          |
| Harassment            | 2            | 9           | 1          | 3          | -          | 7          | 3            | 2          | 3          | 5          | 2          |
| Sexual harassment     | 2            | 2           | 1          | -          | -          | 1          | -            | -          | 2          | 2          | 1          |
| Mixed                 | 4            | 1           | 1          | 1          | 6          | 1          | 1            | 3          | -          | -          | 2          |
| Total                 | 9<br>(11.5%) | 13<br>(31%) | 4<br>(10%) | 4<br>(17%) | 6<br>(25%) | 9<br>(24%) | 4<br>(16.5%) | 5<br>(12%) | 5<br>(14%) | 7<br>(27%) | 5<br>(12%) |



## Appendix 1: SEDE Equity Training 2017-2018

### 1. Made-to-Measure Trainings

Designed for specific units or job functions; delivered on the request of a unit, or when a unit or jc



|  |  |                     |
|--|--|---------------------|
| Francofête   | Gender inclusive writing and language workshop and panel discussion                        | March 2018          |
| Gender Diverse and Two                                   | Trans in the Academy Dinner and Art Workshop   |                     |
| School of Social Work                                    | Equity   | Ongoing             |
|  | Commemorative Ceremony paying homage to victims of Islamic Cultural Centre attack          | January 2018        |
| Black History Month                                      | Resilience   | February 2018       |
| Occupational Therapy                                     | Ongoing discussions about curriculum enhancements and resources for classroom discussions. | February-April 2018 |
|  | Café Collab Year End Showcase  | April 10, 2018      |
| Gender Equity Subcommittee of the Faculty of Engineering | Consults on a variety of gender equity issues, women in STEMM                              |                     |

#### 4. Indigenous Awareness Workshops

| Date  | Class/Target Group                  | Workshop  |
|---|-------------------------------------|---|
| January 29, 2018                                | Faculty of Education                | Discussion about respectful communication within a classroom and scenarios of difficult situations involving cultural sensitivity and steps forward when addressing those situations as a classroom educator        |
| February 1, 2018                                | Faculty of Education                | Incorporating traditional knowledge in the classroom. Scenarios regarding awareness of cultural protocols in event and lesson planning as well as handling difficult situations to create safe spaces for learning. |
| February 8, 2018                                | Faculty of Medicine                 | Student mentors training prior to engaging in E-mentorship program with youth in indigenous communities   |
| March 23 and April 6, 2018 (full day workshops) | Faculty of Law Administrative Staff | Blanket exercise, Perspectives workshop tailored toward workplace scenarios   |

#### 5. Café Collab Workshops

| Participants | Topic(s) Covered | Date |
|--------------|------------------|------|
|              |                  |      |





## Appendix 2: Employment Equity Trainings and Presentations 2017-2018

Training and presentations on running equitable and effective search processes; topics covered employment equity policy; active and strategic recruitment techniques to establish a diverse and excellent applicant pool; and strategies and tools for enhancing equity in the review process.

This training is based on peer-reviewed literature and in made-to-

|   |   |               |
|---|---|---------------|
| Faculty of Music Academic Search Committee Training (8)                       | Equitable Hiring Practices  | December 2017 |
| Implicit Bias in Emergency Medicine Faculty of Medicine (12)                  | Understanding and Addressing Implicit Bias in practice                                      | January 2018  |
| Faculty of Education Academic Search Committee Training (8)                   | Equitable Hiring Practices  | January 2018  |
| Faculty of Education Academic Search Committee Training (7)                   | Equitable Hiring Practices  | January 2018  |
| Faculty of Dentistry Academic Search Committee Training (6)                   | Equitable Hiring Practices  | January 2018  |
| Harassment Assessors (10)   | Implicit Bias in Intake and Investigation   | February 2018 |
| CRC Internal Review Committee Training (10)                                   | Implicit Bias and Equity in the Review Process; Employment Equity policy context and review | February 2018 |
| CRC Internal Review Committee Training (7)                                    | Implicit Bias and Equity in the Review Process; Employment Equity policy context and review | February 2018 |
| MForum (30)   | Equity and Implicit Bias in Hiring and Promotion  | March 2018    |
| Department of Anatomy and Cell Biology Academic Search Committee Training (7) | Equitable Hiring Practices  | March 2018    |
| Win4Science Plenary (60)  | Gender Equity in STEM: Creating Institutional Change at McGill                              | May 2018      |

Human Resources Advisors and Direct Services Meeting (30)

## Appendix 3: 2017-2018 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 ten (10) 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