

# McGill CERC in Genomic Medicine Program

## EDI Strategy

The McGill CERC in Genomic Medicine Program (“Program”) commits to the highest standard of research excellence in the pursuit of knowledge through multidisciplinary perspectives and approaches. The Program leads and supports pathbreaking scholarship with transformative potential, promising to advance health and society on a global scale. The overarching objective of the McGill CERC Program "Genomic Medicine: Genes to drug targets for next-generation therapies" is to address this critical issue for future health care by building upon the remarkable breakthroughs in genomic medicine that have emerged from the sequencing of the human genome. To meet its objective, the CERC Chairholder is forming a dedicated, interdisciplinary research team (the CERC Team) in which all elements of genomic medicine and genetically enabled target validation are coalesced in a mission-oriented, academic research setting for rapid validation of new drug targets and parallel innovative clinical investigations.

The Program’s aspirations are animated by a commitment to equity, diversity, and inclusion (EDI), understanding that EDI practices and commitments foster excellence in research outcomes. The EDI Plan set out within the original CERC Application (Appendix A) is the basis for the activities and actions described in this Strategy. As such, the Program’s EDI strategy is fundamental and transversal, cutting across the scientific, governance, faculty recruitment, and training facets of the Program. This strategy is premised on five principal commitments:

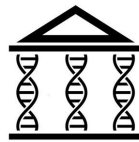
### 1. A commitment to ensuring that research projects within the CERC Program include and benefit diverse social groups

Researchers funded by the Program will develop a strong knowledge of GBA+ (Gender Based Analysis Plus) analyses through training developed both internally at McGill and offered by the Tri-agency. Researchers will work to integrate these effectively within their research projects and scholarship. The CERC team understands this work as essential to ensuring optimal outcomes for the research that this research program develops, notably with regard to the populations involved with and served by this research.

This will begin with an analysis of the current status of EDI knowledge and integration within genomic research, notably to understand barriers, current awareness among team members, knowledge, and the level of “buy-in” within this team. This will serve as the basis for training and activities.



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## The McGill Genomic Medicine CERC Program

EDI will be integrated into all stages of research design, methodology and analysis, protocol execution, and knowledge transfer. Scholars affiliated with and supported by the Program will discuss, in their publications and presentations, how their research uses GBA+ analyses and principles, with a view to demonstrating how such analyses and principles benefit not only their own work but further social inclusion in – and social benefits from – university- and hospital-based research.

As a measure of commitment, we will make sure that all faculty members, highly qualified personnel (“HQP”) – which includes graduate and postdoctoral trainees) of the CERC team:

- Acquire a GBA+ training confirmation of attendance/certificate
- Share with the CERC EDI-in-Action Committee, for review and comments, the EDI/GBA+ sections of their grant or fellowship proposals
- Share with the CERC EDI-in-Action Committee reviews received from granting councils or agencies of their EDI/GBA+ sections of grant or fellowship proposals
- Build a bank of this information for sharing with all CERC researchers

## 2. A commitment to equitable representation across ranks/groups among faculty and trainees working in connection with the Program

The CERC-holder will work with the Equity Team in the Office of the Provost & Vice-Principal (Academic) to ensure that the equity targets for academic staff and trainees affiliated with and supported by the Program are met or surpassed.<sup>1</sup> If targets are not met, a mitigation strategy will be put in place, for example, by stipulating that members of underrepresented groups will be given preference in open hiring calls.

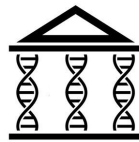
The CERC-holder will further monitor and report in progress meeting those targets. The protocol developed for assessing equitable representation within the Program will be guided by McGill’s *Employment Equity Policy* and the University’s commitments to *La Commission des droits de la personne et des droits de la jeunesse*. It will also abide by the University’s terms of data integrity and privacy of personal information relating to members of the University’s workforce and student body. For each position, we will endeavour to track de-identified EDI information by consulting with the small number of people at McGill who have access to the employee and student equity data.

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<sup>1</sup> See Appendix – Equity Plan – Table 2.



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### 3. A commitment to building an inclusive and respectful climate

The Program recognizes that systemic barriers can play a role in limiting or precluding access to, or success within, higher education for members of underrepresented and historically disadvantaged groups. The Program commits itself to the identification and removal of those barriers not only through efforts to increase representation (see #2 above), but also by working to ensure that all students, faculty, and staff affiliated with the Program learn and work within spaces marked by inclusion and respect. Accordingly, all members of the Program will receive training on topics that include: understanding and addressing systemic discrimination, EDI in research design and research environments, preventing and responding to harassment and discrimination (“EDI First Responders”, described below), and understanding and engaging with resistance to EDI.

We will keep track of and report on trainings that are followed by the CERC team members. We will gather feedback from the team members through an annual survey instrument.

### 4. A commitment to developing and implementing an effective mode of receiving disclosures of EDI-related conflicts or challenges

While McGill has [a central site](#) for receiving reports of EDI-related conflicts or harm (harassment, discrimination, sexual violence), many people, notably students, will often feel more comfortable disclosing such incidents to someone within their local units. Accordingly, all faculty members and administrative staff affiliated with the Program will complete the “EDI First Responders” workshop, so that they can effectively respond to an EDI-related disclosure. The CERC application originally envisaged one or two “EDI first responders”; our work since the time of the original application shows that we have greater propensity for success where all members of a unit have capacity to receive responsibly disclosures of harm. Such training on responding to disclosures is available to the McGill community and all CERC team members will take this training. The [Harassment, Discrimination, and Sexual Violence: McGill Policies, Reporting, and Support](#)

workshop provides training on how to receive disclosures in a manner that is compassionate, non-directional, and free of judgment. It also provides clear information about internal and external resources that students, faculty, and staff who make disclosures can access to (a) find support and/or (b) launch formal reports. Additionally, the CERC will:

- Confirm the training among the CERC faculty members and administrative and support staff
- Affix posters at the Genome Centre with lists of resources and names of EDI first responders, while also including this information on a website

## The McGill Genomic Medicine CERC Program

### 5. Transparency in commitments, metrics, progress, and outcomes

The Program will make its commitments to EDI – including this Strategy – public on its main website, where it will also provide a clear statement of commitment to (a) research that includes and benefits diverse populations and (b) maintaining working and learning environments wherein all feel respected, included, and that they can thrive. This website will include metrics for success (e.g., equity representation rates (never sharing data where the total number in a given cohort is less than five), training sessions completed), and progress and outcomes in relation to those commitments. Furthermore, the CERC team will profile the excellence that will result from applying GBA+ analyses to research, to bring new perspectives to this work and to enhance research outcomes and impacts.

February 2022  
CERC EDI-in-Action Committee

#### CERC EDI-in-Action Committee members:

Angela Campbell, LL.M.	Associate Provost - Equity and academic policies (Chair)
Shari Baum, Ph.D.	Vice Dean, Life Sciences at the Faculty of Medicine
Claude Bhérier, Ph.D.	CERC Postdoctoral fellow, Population Genetics
Johans Fakhoury, Ph.D.	Associate Director AEC 2 at the Faculty of Medicine
Jennifer Fishman, Ph.D.	Associate Professor in the Biomedical Ethics Unit and the Department of the Social Studies of Medicine
Uzma Jamil, Ph.D.	Senior Research Equity Advisor
Claire Le Moigne	CERC Project Administrator
Magdalena Maslowska, Ph.D.	Senior Advisor, Research Development, Office of the VPRI
Vincent Mooser, M.D.	McGill CERC in Genomic Medicine Chair holder
Kristina Öhrvall	Assistant Vice-Principal, Research Development

## CERC in Genomic Medicine – Equity Plan

### PART 1 The McGill context and commitment

McGill University is strongly committed to equity, diversity and inclusion (EDI) and promotes EDI within all training and career opportunities, including within our research mission and activities. Equity and inclusiveness are among McGill University's [core principles](#), and “Expanding Diversity” is one of five objectives laid in our [Strategic Academic Plan 2017-2022](#).

Since 2015, McGill has taken important actions towards meeting our CRC targets and strengthening our EDI infrastructure. These efforts have focused on enhancing representation of federally designated groups (FDG) within our workforce, and on ensuring that FDG members can thrive and meet their highest potential. Our approach is grounded in research, and the framework we promote is one of integration and learning,<sup>i</sup> where the underrepresentation of FDG members within our faculty complement is seen as an unacceptable loss of human potential. We strive to create an environment in which FDG members are not only represented, but also encouraged to bring their perspectives and expertise to bear on their work, thereby enriching and affecting change across all levels of the institution. McGill's theoretical approach to EDI is operationalized through measures such as: setting and assessing hiring targets, capacity-building through education and training, equity analyses of policy and procedures, senior leadership engagement and accountability, stakeholder involvement and consultation, and quantitative as well as qualitative research that includes: benchmarking, gap analyses and climate surveys and studies.

Accountability for EDI rests at the highest level of the University with the Principal & Vice-Chancellor; policies related to Employment Equity and Harassment, Sexual Harassment & Discrimination Prohibited by Law are in the custody of the Provost & Vice-Principal (Academic). The Associate Provost (Equity and Academic Policies) (EAP) is the senior administrator responsible for oversight of equity matters at the University. Reports under these policies are delivered biennially and annually, respectively, to the University's Senate. For this CERC, the Dean of Medicine & Vice-Principal (Health Affairs) will monitor progress and, with the Provost, will ensure goals and targets are met, and will take prompt corrective action where necessary. These offices will collaborate with the Vice-Principal (Research & Innovation) (RI) to ensure full and careful alignment with the requirements of the CRC and CERC programs.

#### ***Representation of federally designated groups (FDG) within the professoriate***

Underrepresentation of FDG members within the professoriate remains a persistent problem at McGill. A [Report on Employment Equity](#) to our University Senate in May 2017 provided a baseline and confirmed that progress towards representation had not been sufficient since McGill's [Employment Equity Policy](#) was passed in 2007.

*Table 1 -McGill Employment Equity Snapshot 2017:  
Academic Tenure-Stream<sup>ii</sup>*

Women	33%
Racialized/Visible minority	13%
Persons with disabilities	1.7%
Indigenous	0.3%

The report showed some progress on gender balance, with women representing 22% of full professors, an increase of 4 percent. points in 10 years; women accounted for 37% of assoc. professors (+7 percent. points), and 43% of assist.

professors (+5 percent. points). In addition, 59% of senior academic administrators were women. Despite this progress, women remain underrepresented, and minimal progress has been made on the representation of racialized persons, Indigenous persons, and persons with disabilities in the tenure stream. Addressing this requires that we commit to being proactive in our recruitment, ensuring a diverse and representative applicant pool for all postings, and equity checks at every stage of the search process. While our success must be evaluated on more than numbers, we are encouraged by our 2017-2018 academic hiring, where more than 30% of new tenure track identified as racialized or Indigenous, 6% as LGBTQ, and 36% as women. Efforts to enhance equity within the tenure stream will be supplemented via parallel commitments to recruit and mentor FDG members to graduate and postdoctoral programs, building a diverse pipeline for the professoriate in the years to come.

#### ***Canada Research Chairs program***

Our 2017 CRC Equity Report shows that McGill currently meets its targets for women and racialized faculty. Between 2009-17, CRCs allocated to women increased from 24% to 37%; CRCs allocated to racialized people increased from 13% to 19%. However, Indigenous persons (1% gap) and persons with disabilities (2.6% gap) remain

underrepresented. We seek to address these gaps via concrete measures detailed in our [EDI Action Plan](#) (section 1, 2) and commit to closing these gaps by May 2019. Notably, we are deploying the following strategies (among others listed in the plan) to increase the number of CRC holders who self-identify as persons with disabilities:

- Prominent and clear display on McGill's CRC webpage of process related to accommodation of CRC candidates with disabilities, as well as to CRC chair-holders with disabilities; and
- Education designed to increase general knowledge and awareness of disability issues and rights across the University, foster disability pride, and lower stigma and fear around self-identification in this group.

Strategies for increasing representation of Indigenous CRC holders are outlined in the final report (June 2017) of the [Provost's Task Force on Indigenous Studies and Indigenous Education \("Provost's Task Force"\)](#), which calls for the allocation of CRCs in the areas of Indigenous Sustainability Sciences, Indigenous Health Sciences and Indigenous Humanities, giving a preference to candidates who have "lived experience and expertise in Indigenous knowledges, epistemologies, methodologies, histories, traditions, languages, or systems of laws and governance."

#### ***Hiring targets and accountability within the broader faculty complement***

McGill's senior leadership has taken significant steps in the past two years to correct underrepresentation within the faculty complement. McGill's [Strategic Academic Plan 2017-2022](#) outlined clear and ambitious medium-term hiring targets within the professoriate, including increasing women's representation among full professors from 20% to 25%, and increasing the overall combined representation of other FDG members from 12.5% to 20%, by 2022. Moreover, the [Provost's Task Force](#) included a plan to hire ten Indigenous faculty by the end of 2020, which is already well underway, with two new hires in 2017 and at least three expected in 2018.

A new position, Employment Equity Advisor (EEA), was created in 2017 to guide and support employment equity implementation. Reporting to the Associate Provost (EAP), the EEA is responsible for developing and implementing equitable recruitment, hiring and retention strategies across McGill campuses. As of 2018-19, the Provost will work with Deans to create local FDG hiring targets. With the Faculty Deans, the Provost will review targets and set appropriate equity action plans annually as part of regular Faculty reporting requirements.

#### ***Culture, climate, discrimination and harassment***

Systemic discrimination, harassment, and sexual harassment are persistent social problems that must be addressed everywhere, including at universities. McGill conducts ongoing quantitative and qualitative studies to understand and respond to incidents or cultures of exclusion or discrimination. We have created an equity infrastructure to address discrimination and harassment via education, training, and resolution processes.

Surveys on diversity and discrimination were conducted among all students (2009 & 2013), and focus groups collected additional data from racialized, Indigenous, LGBTQ, religious minority, and international students ([report](#) to Senate in 2016). Of particular concern were the high rates of discrimination and feelings of alienation reported by racialized students, particularly by Black and Korean students. An *ad hoc* Working Group on Systemic Discrimination investigated the effects of systemic discrimination FDG members ([report](#) to Senate in 2016).

In response to these surveys and reports, McGill created the Senior Equity and Inclusion Officer (SEIO) position in 2016 to oversee the operation of our [Policy on Harassment, Sexual Harassment & Discrimination Prohibited by Law](#). The SEIO provides advice and guidance to our community on support resources and reporting, and offers formal and informal resolution options. McGill's [Social Equity and Diversity Education \(SEDE\) Office](#) undertakes equity education through sessions for students, staff and faculty. Targeted programming also has been developed to strengthen FDG members' sense of belonging (e.g., official [Black History Month](#) celebrations; [Café Collab](#) promoting campus dialogue).

#### ***Students: admissions and student employee recruitment***

McGill is committed to the recruitment, retention and success of a diverse student body. Survey data confirm that we have achieved and are progressing toward this goal in multiple ways<sup>iii</sup>. That said, Indigenous students and students from lower socio-economic status backgrounds remain considerably underrepresented. McGill's [Strategic Academic Plan](#) outlines a commitment to enhance accessibility, including tripling the number of registered Indigenous students within five years, and increasing student aid from 25% to 30% of net tuition revenue.



Demographic data for graduate students have not been captured with the same regularity as that for undergraduate students and tenure-stream faculty, hence we do not have reliable baseline metrics for target-setting. However, as detailed in section 3, the Faculty of Medicine is expanding its data collection to include graduate students.

### **EDI philosophy in practice within the Faculty of Medicine (FoM)**

The FoM has taken several steps in the past four years to promote EDI and to ensure broad adhesion to EDI principles among students and staff through education and training. The Faculty of Medicine Equity Committee (FOME) reports directly to the Dean of Medicine, and is headed by the Director of the Social Accountability and Community Engagement Office (SACE), who is also a full-time faculty member. FOME is mandated to administer faculty diversity surveys and interpret results for policy and procedural change. It develops evidence-based EDI communication strategies, with the understanding that changes may require structural and cultural change within the Faculty.

Many EDI initiatives within Medicine are already underway. For example, understanding that equity groups disproportionately benefit from mentorship, the FoM developed the *Telemachus Scholars Program*, a group mentorship program open to all faculty members.<sup>iv</sup> Following a successful pilot this year—more than half of the 50 participants are women—it will be renewed next year. Likewise, [Win4Science](#) “hacking the gender gap” is a critical initiative based on a seminar series accompanied by networking and informal peer mentoring for women in Life Sciences departments. It is open to graduate students, postdoctoral fellows, and faculty members and regularly draws 60-70 participants. The SACE office, in collaboration with the [Faculty Development Office](#) (FDO) is delivering a workshop series on EDI for department chairs. Moreover, other initiatives are constantly being added and revised by the FDO, including a teachers’ series on EDI—tailored for the specific contexts of clinical and basic sciences teachers. At the Genome Centre, the Queen Elizabeth II scholarship program helps recruit PhD students from Commonwealth African countries, who then return to their home countries with skills required for genomics analyses. In 2018-19, the Genome Centre will host a four-part lunchtime seminar series, with the support of SEDE and open to all in the FoM, to address relevant topics including: barriers in the field, challenges and modalities for enhancing inclusion within the lab environment, and how to integrate EDI—notably [Sex- and Gender-Based Analysis](#)—into research designs.

### **PART 2 Existing EDI issues/barriers within the field of genomics**

Data clearly show an underrepresentation of racialized and women scholars within genomic medicine, and Black and Indigenous scholars are identified as particularly underrepresented in the field.<sup>v</sup> The interdisciplinary genomics team at McGill is 22% women. To improve data collection, the Provost and the VP (RI) are encouraging all members of the McGill workforce, including members of this interdisciplinary team to complete McGill’s new Employment Equity Survey (see Measurement section below). The Faculty of Medicine’s [Widening Participation Committee](#) has identified Black and Indigenous students as well as students from rural and low-income backgrounds as underrepresented within professional programs in the faculty. Similarly, data on academic staff within the Faculty of Medicine and the Faculty of Science at McGill show an underrepresentation of all four FDGs, particularly Indigenous persons and persons with disabilities.

### **Making the career and training benefits from the CERC available to designated groups:**

The CERC team will be comprised of: faculty members (chairholder and 4-5 faculty), staff (research associates, technicians, and administrative and support staff), postdoctoral fellows, and graduate students. Our plan seeks to address barriers to entry, progression and retention for FDG members in all roles.

#### ***Recruitment and hiring: removing barriers***

Rigorous equity guidelines, detailed in McGill’s [CRC EDI Action Plan](#) and our CERC-specific plan, will surround the recruitment of the chairholder, as well as other staff (academic and support) and trainees at master’s, doctoral and postdoctoral levels. Overseen by the Associate Provost (EAP), all faculty member recruitment practices will be open, transparent and equitable, follow the [Employment Equity Guidelines](#), and include the following elements:

- i. Proactively soliciting applications from underrepresented groups. McGill job postings, which include an equity statement, will be disseminated through multiple channels, such as associations and institutions that explicitly seek to advance equity—e.g. CIHR Institute for Gender and Health and the Institute for Aboriginal Health, in addition to the Society for Canadian Women in Science and Technology, and Women in Biosciences—while also connecting with a wide range of leaders in the field;
- ii. Mandatory equity training for members of search committees led by the Employment Equity Advisor, Associate Provost (EAP), and Director (SACE) addressing the imperative of EDI in the Canadian academy, context

(including local employment equity data and gaps), best practices for fair recruitment and evaluation, and strategies for recognizing and addressing implicit bias. This training is based on peer-reviewed literature including resources highlighted by [WISELI](#) and [Athena Swan](#) and supplemented with material relevant to the field in which the search is being conducted. Sessions also integrate research that explains and engages critically with systemic discrimination in the Canadian and Quebec employment contexts.<sup>vi</sup> The training addresses misconceptions about EDI that leads to resistance and prepares participants to respond to common concerns (e.g. lack of qualified FDG member candidates, or that equity requires sacrificing quality for diversity, etc.).

- iii. A Dean’s representative on the selection committee, is responsible for ensuring that the search adheres to the University’s employment equity policies and to remind committee members of their obligation to report to the Associate Provost (EAP) who may intervene if the search is not compliant. These procedures include multiple checkpoints that rely on an equity survey applicants complete, from which data are used to: 1) *evaluate* the diversity of the applicant pool; where the pool is insufficiently diverse, the search may be extended or reset; 2) *verify* the composition of the shortlist; all shortlists must contain at least one member of a designated group and must be submitted to the AP (EAP) to verify and confirm compliance; and 3) *select* the candidate – where candidates do not differ in merit, search committees are instructed to select the candidate from the group that is most underrepresented in their area; and 4) *report* on the search - Before hiring, the chair of the committee must fill out an Employment Equity Data Report (EEDR), which provides the information listed above. If a FDG member on the shortlist is not recommended, the chair must provide a satisfactory explanation as to why this was the case. If the explanation is deemed unsatisfactory by the Provost the hiring will not be permitted.

Table 2 summarizes and outlines the recruitment targets, processes, and consequences for each category.

Table 2- Recruitment Targets

Category	Target	Process / Actions	Consequences
<i>Academic staff:</i> Chairholder and other CERC related faculty positions;	Of the 6 academic tenure positions we aim for at least half from FDG, incl. 2 women	i to iii detailed below	If answers in the EEDR report are unsatisfactory, <b>hiring is not allowed.</b>
<i>Non-tenure and non-academic staff:</i> Research Assistants/Associates, Tech and Admin support, Postdoctoral fellows	At least half will be members of at least one FDG	Extension of EEDR report process to the staff hired by CERC chair holder and other faculty members in the team.	If answers in the EEDR provided by the chairholder /team are unsatisfactory, <b>hiring is not allowed.</b>
<i>Trainees:</i> Doctoral, Master and undergraduate students	At least half will be members of at least one FDG	Baselines to be collected through surveys; based on results a plan will be developed in time for 2020-21	Based on results, corrective measures will be developed.

Recruitment of trainees and other CERC-funded positions is the responsibility of the chairholder with support from SACE. A framework for tracking of EDI data related to everyone in the CERC team will be developed by FOMECC. Annual reporting of recruitment metrics across all designated employee groups and trainees is expected. In addition, we will implement the EEDR reporting requirement for the recruitment of employees (including postdoctoral fellows) for the CERC team, which will be overseen by the Director of SACE. Moreover, the CERC team will have a clear and accessible **website** that sets out:

- The team’s vision of and commitment to an environment that is welcoming, inclusive and respectful.
- EDI targets, progress made in reaching them, and concrete measures to achieve EDI recruitment goals.
- Initiatives and programs put in place within the team to foster a respectful and inclusive working environment that is firmly committed to EDI (e.g., training on: what constitutes harassment & discrimination, universal access & reasonable accommodation; responding to disclosures of sexual violence).
- Contact persons within the Departments related to the CERC who are specially trained to receive disclosures of harassment, discrimination, or violence of any kind (as described below).
- Resources are in place, both at McGill and in local community, for support related to experiences of exclusion, harassment, sexual violence or discrimination.



***Beyond recruitment: culture and climate in the field of genomics***

The CERC team will have access to University-wide EDI resources such as EDI training, programming and support. Beyond these institution-wide resources, the team will benefit from EDI training within Medicine. Notably, the Faculty's SACE Office leads mandatory EDI training sessions for department chairs and directors. This signals a commitment to EDI culture change within the Faculty leadership and is intended to boost a climate and culture of equity and inclusion. The recruited CERC chair will be expected to have a commitment to EDI principles and best practices and a track record of previous EDI accomplishments. In the recruitment process, candidates will be invited to demonstrate their EDI literacy, achievements, and commitments, all of which will be given ample weight in the Chair's selection. The chairholder and all members of the CERC team will receive equity training to ensure their full awareness of EDI resources and policies specific to McGill. They will be informed of the contact persons in relevant Departments who can receive disclosures of exclusion, harassment, discrimination or violence. These persons will provide frontline support and can accompany a person who wishes to access resources at the University or wider Montreal community, and/or make a report to initiate a disciplinary investigation. They will also be in contact with the Director of SACE and the AP (EAP) to signal any issue that may be more systemic in nature, which would call for a more comprehensive intervention. If a report is filed, mechanisms are in place at the University to ensure that due process is followed and, if discipline is imposed, it is usually accompanied by corrective administrative measures with a view to rehabilitation and prevention of recidivism. The appropriate disciplinary authority (e.g., the Faculty Dean or Dean of Students) oversees the administration of sanctions and administrative measures.

We expect high retention of faculty members, staff and students within the CERC team given the exciting nature of the research program and our efforts to create an inclusive climate within the team and wider McGill community. We will conduct exit interviews with any staff or trainee who leaves the team to capture data on culture, climate, and systemic barriers. Issues arising in exit interviews will be documented, assessed and addressed. McGill's EEA will collect this data and report it, in a manner that preserves confidentiality, to the Provost with a view to ensuring that any systemic obstacles to success are identified and dismantled.

***Integrating EDI principles in the CERC research program***

The CERC team will join a vibrant research environment that is dedicated to addressing bias in biomedical research by expanding databases of human populations beyond the traditionally represented European and European-descended North American populations. Studies show that a persistent underrepresentation of racialized population samples exists in genomic research, particularly from people of African, Latin American, and Indigenous descent.<sup>vii</sup> In 2009, 96% of genome-wide association studies (GWAS) participants were of European ancestry; by 2016, that number had decreased to 81%, however many racialized groups remained largely unrepresented within this research, as the greatest progress in diversity was limited to increases of East Asian, South Asian and Southeast Asian groups.<sup>viii</sup> It is well understood that failure to include racialized groups in genomic research in sufficient numbers means that geneticists miss important information about disease biology, which has been shown to increase health disparities for underrepresented groups.<sup>ix</sup> Researchers at the Genome Centre are generating a personalized medicine focused database of whole genome sequences from Indigenous Canadian populations. Some of them have extensively studied underrepresented groups' genomics, including African American, Hispanic American and Caribbean and Central American Indigenous groups. This deep population genomics expertise at the Centre will ensure the CERC team can readily align their research towards diverse populations. CIHR expects that all research applicants integrate gender and sex into their research design. Beyond these variables, the central premise of personalized medicine is that a multitude of individual features can be identified and used to guide disease screening, prevention and/or treatment. By accessing large, well-phenotyped and diverse databases, the CERC team will be in the position to find meaningful relationships between genomic variations and measures of sex and other traits, and to determine potentially uniquely relevant factors impacting health and disease in diverse populations.

**PART 3: Measurement, Tracking and Course Correction**

McGill has been collecting employment equity data since 2007 and launched a new survey in September 2017 to collect more refined data for better analysis of progress (for example, the new survey asks for disaggregated data on race, Indigenous identity, and disability). Applicants to ranked academic positions affiliated with the CERC team will be asked to fill out this [equity survey](#) for tenure track candidates.

Other surveys provide qualitative data about the climate of equity and inclusion at McGill:

- The AAUDE Faculty Survey is conducted regularly, allowing us to benchmark with some U.S. peer institutions. This survey has informed our assessment of women's progression through the professorial ranks.<sup>x</sup>
- Diversity surveys were conducted in 2009 and 2013 among all McGill students. Developed by EDI experts, it allowed us to identify the frequency and type of discrimination experienced or witnessed on campus, and the actors involved. This data informs our strategies to raise awareness and reduce discrimination.<sup>xi</sup>
- The FoM conducts its own survey yearly in the health professions to track progress toward achieving the mandate of the Widening Participation Committee. The data collection will be expanded to graduate students in 2018-19.
- The CERC team will develop its own online anonymous survey to assess climate in the group. The chairholder will work with McGill analysts and EDI experts to develop strategies for taking immediate steps where results show that team members have experienced exclusion, harassment, discrimination or violence.

Equity metrics – both quantitative and qualitative – will be monitored by the EEA, Medicine's SACE Office, and the Office of the VP (RI). They will be reported to the Provost who will in turn report on this information to Senate as part of the Biennial Report on Employment Equity, which provides quantitative data and specific measures at the University to promote a climate of inclusiveness on campus.

If annual reporting indicates that the equity targets (presented in Part 2, Table 2) are not met, the Provost will collaborate with the Dean of Medicine to apply course-correction measures in consultation with, and in support of, the CERC chairholder. Important corrective measures regarding the achievement of our targets are detailed in the section *Recruitment and Hiring: Removing Barriers* and are in force *a priori* (before any annual reporting takes place). If survey results reveal specific problems among the CERC team, SACE will adjust, improve and expand its EDI training in the Faculty. While we know some colleagues may resist EDI measures, we have become skilled at addressing this with an effective strategy: showing data and research demonstrating that embracing EDI deepens the quality of learning and research within academic settings. Most members of our University community appreciate EDI strategies once they come to understand that these are imperative if we want to maintain our success as a cutting-edge research institution in a globalized world. If an individual formally reports an incident of misconduct, McGill's processes – framed by University regulations, policies, and collective agreements – will be duly followed. Any individual found responsible for misconduct can be subject to disciplinary action up to and including termination/expulsion and may also be subject to administrative measures (e.g., mandatory training) that seek to correct and monitor adverse behaviour.

In sum, this plan reflects McGill's firm commitment to EDI. We will implement it carefully and rigorously, and we will engage in an ongoing, critical collection and review of data to assess our progress in deepening representation of FDG members, while also cultivating and maintaining a respectful and inclusive work and learning/training environment. Should our review reflect insufficient progress on EDI, we commit to taking swift, effective improvement measures. Finally, we note that EDI lies at the very core of this CERC project, which promises to improve knowledge and advance health outcomes for diverse populations globally.

<sup>i</sup> David, A. T., & Robin, J. E. (June 01, 2001). Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Processes and Outcomes. *Admin. Science Quarterly*, 46, 2, 229-273.

<sup>ii</sup> Mutually exclusive except for women, may result in under-reporting.

<sup>iii</sup> See [summary data on page 1](#), where 45% report being racialized and 7.6% identify as persons with disabilities.

<sup>iv</sup> Zambrana RE, et al. J. "Don't leave us behind": the importance of mentoring for underrepresented minority faculty. *Am Educ Res J*. 2015; 52:40–72.

<sup>v</sup> Popejoy, A. B., & Fullerton, S. M. (January 01, 2016). Genomics is failing on diversity. *Nature*, 538, 7624, 161-164.

<sup>vi</sup> Examples of Canadian and Quebec research that we employ include name bias studies such as Oreopoulos, P., Dechief, D. Y., & Metropolis British Columbia. (2011). *Why do some employers prefer to interview Matthew, but not Samir?: New evidence from Toronto, Montreal, and Vancouver*. Vancouver, B.C: Metropolis British Columbia and research on Resume whitening including Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (September 01, 2016). Whitened Résumés: Race and Self-Presentation in the Labor Market. *Admin. Science Quarterly*, 61, 3, 469-502.

<sup>vii</sup> Bentley, A. R., Callier, S., & Rotimi, C. N. (October 01, 2017). Diversity and inclusion in genomic research: why the uneven progress? *Journal of Community Genetics*, 8, 4, 255-266.

<sup>viii</sup> Popejoy, A. B., & Fullerton, S. M. (Jan. 2016). Genomics is failing on diversity. *Nature*, 538, 7624, 161-164.

<sup>ix</sup> Manrai, A. K., et al. Genetic Misdiagnoses and the Potential for Health Disparities. *N. Eng. J. of Med.*, 375, 7, 655-65.

<sup>x</sup> See the presentation at the [Academic Leadership Forum](#) in 2014 for example.

<sup>xi</sup> [Other surveys](#) (NSSE and CGPSSS) conducted at McGill also provide benchmarking and information about EDI.