

Policy Title: Equity, Diversity and Inclusion Policy	
Related Procedure: N/A	Associated Policy and Procedure (if applicable): N/A
Originating Division/Department: The Human Resources and Environmental Health & Safety Division	Creation Date: April 12, 2021
Policy: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Reviewed	Effective Date: May 11, 2021
Key Words: equity, diversity, inclusion, discrimination	Revision/Review Date: N/A
Approved by: <input type="checkbox"/> Director/Manager <input type="checkbox"/> Risk/Ethics <input type="checkbox"/> Operations Committee <input checked="" type="checkbox"/> Board of Directors <input type="checkbox"/> Executive Committee Date: May 11, 2021	
Scope: <input checked="" type="checkbox"/> RI-MUHC <input type="checkbox"/> Division/Department: _____	
Site Specific: <input type="checkbox"/> Yes Site: _____ <input checked="" type="checkbox"/> No	Distributed to: <input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Director/Manager <input checked="" type="checkbox"/> Research Community Available on the Portal: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary: This policy aims to provide the Research Institute of the McGill University Health Centre (RI-MUHC) with a comprehensive approach to promote and maintain an equitable, diverse and inclusive workplace and research space, which otherwise could affect the work or service of persons working on RI-MUHC premises and have adverse effects on clients, colleagues, the public and the reputation of the RI-MUHC.	

I. EDI Statement of Intent

At the Research Institute of the McGill University Health Centre (the “Institute”), we are committed to identifying and fully recognizing our challenges in equity, diversity and inclusion (EDI), and we commit to working towards resolution of these challenges for the benefit of all members of our community regardless of their identities, affiliations and experiences.

We believe that diversity is a strength. We believe that our work, research and learning environment should allow individuals to express their differences, and that these differences should be welcomed and celebrated. We aim to prevent obstacles to attraction, recruitment, retention, recognition, and advancement particularly of underrepresented groups. Our goal is to strengthen our organization through listening, education, reflection, learning, and growth. To begin, we favor a position of openness and humility to achieve a better understanding of our community.

II. Purpose

This Equity, Diversity, and Inclusion Policy (the “Policy”) provides a structure to support ongoing, sustainable, and consistent change at the individual, group, and institutional levels. It provides a framework to better understand and address gaps in equity, diversity and inclusion within our community. It also supports allyship and sensitivity towards diversity beyond the Institute and into the broader community we serve.

The Institute’s aim through this Policy is to avoid systemic barriers and biases and commit to fostering an inclusive, equitable and accessible workplace and research space, where representation exists throughout the organization and every member feels valued, respected and supported to reach their full potential.

III. Persons/Areas Affected

This Policy applies equally to all members of the Institute’s work and research space, including staff, trainees, interns, researchers, clinician-scientists, institutional leadership, members of governing bodies and decision-making committees, including all persons participating in the Institute’s business or research activity (e.g., visitor, service provider, contractor, volunteer, partner, etc.). It applies to all regardless of their position, hierarchical level or status within the Institute, whether or not paid by the Institute.

We recognize that we have other policies in place that may relate to equity, diversity and inclusion. This Policy is intended to complement and build upon existing policy frameworks. This Policy should be used and read in conjunction with other corresponding policies such as:

- [Prevention of Psychological and Sexual Harassment in the Workplace and Research Space Policy](#)
- [MUHC Code of Conduct](#)
- [MUHC Code of Ethics](#)
- [Social Media Policy](#)

including best practices and relevant legislation:

- The [Charter of Human Rights and Freedoms](#)
- The [Act Respecting Occupational Health and Safety](#)
- The [Pay Equity Act](#)
- The [Employment Equity Act](#)

IV. References / Definition of Terms

Definitions of Equity, Diversity and Inclusion

Equity: Where everyone is treated according to their diverse needs in a way that enables all people to participate, perform, and engage to the same extent. ([Canadian Centre for Diversity and Inclusion](#)).

Diversity: Diversity is about the individual. It is about the variety of unique dimensions, qualities, and characteristics we all possess, and the mix that occurs in any group of people. Race, ethnicity, age, gender, sexual orientation, religious beliefs, economic status, physical abilities, life experiences, and other perspectives can make up individual diversity. Diversity is a fact, and inclusion is a choice. ([Canadian Centre for Diversity and Inclusion](#)).

Inclusion: Inclusion is creating a culture that embraces, respects, accepts, and values diversity. It is a mindful and equitable effort to meet individual needs so everyone feels valued, respected, and able to contribute to their fullest potential. Where diversity occurs naturally, creating the mix in the organization, inclusion is the choice that helps the mix work well together. ([Canadian Centre for Diversity and Inclusion](#)).

Other Definitions

The Institute will use the annually updated Glossary of Terms by the Canadian Centre for Diversity and Inclusion - Appendix I.

V. Policy

The Institute will:

1. Strive to provide an environment where all members are treated with fairness, dignity and respect, embedding equity, diversity and inclusion into all spheres of activity.
2. Affirm its commitment to principles of equity, diversity and inclusion and uphold these.
3. Strive to create and foster a supportive and understanding environment in which all individuals realize their maximum potential, regardless of their differences.
4. Actively encourage participation from underrepresented groups.
5. Implement and support an EDI Committee reporting to the Board of Directors of the Institute.
6. Support the collection and analysis of data for the purposes of measuring and advancing EDI at the Institute.
7. Ensure that its EDI Committee is responsible to develop the Institute's EDI Action Plan, based on the EDI Framework developed by the EDI Policy Development Committee working groups - [Appendix II](#).
8. Ensure the Policy continues to be a living document, re-visited regularly by the EDI Committee as the action plans progress. At minimum, it should be reviewed every two years, or in the event of any change to legislation or best practices.
9. [Acknowledge Indigenous peoples and traditional territories](#) at the beginning of meetings or conferences. This acknowledgement is important as it helps situate those invited to learn more about the lands they inhabit, the history of those lands and resources, and how to actively be part of a better future going forward together.
10. Strengthen our performance and results in Indigenous employment, workplace and research space engagement and inclusion.
11. Commit to meaningful consultation, building respectful relationships, long-term sustainable opportunities as well as education and training on the history of Indigenous Peoples, including the history and legacy of residential schools, intercultural competency, conflict resolution, human rights and anti-racism.
12. Recognize all underrepresented groups, namely: women, Indigenous Peoples (First Nations, Inuit and Métis), persons with neurodiversity and visible and non-visible disabilities, members of visible minorities or racialized groups, members of LGBTQ+

communities (lesbian, gay, bisexual, transgender, queer and two-spirit). The + recognizes that there are additional identities and that language is evolving.

VI. Roles and Responsibilities

The overall responsibility for Equity, Diversity and Inclusion lies with the Institute's leadership and Board of Directors.

The Institute's leadership and Board of Directors are accountable to:

- Model the way for the Institute by demonstrating commitment and action toward a more equitable, diverse, and inclusive community.
- Critically review institutional structures, systems, policies and procedures, and processes to address disadvantage and underrepresentation.
- Critically review official documents, publications, and other works to ensure the use of inclusive and non-discriminatory language and images that reflect social and cultural diversity.
- Create and sustain a safe, welcoming environment in common spaces that reflects social and cultural diversity.
- Make the RI-MUHC community aware of this Equity, Diversity and Inclusion Policy through the organization's internal portal, web site, publications, training provision and through its management structure, as appropriate.
- Ensure the fair and equitable treatment of all persons. Our diversity encompasses differences in origin, culture, ethnicity, gender or gender identity, language, age, sexual orientation, religion, socioeconomic or hierarchical status, neurodiversity and visible and non-visible disabilities, thinking styles, experience, education or any other characteristic. We believe that the wide array of perspectives that results from such diversity promotes innovation and success. Diversity makes us more creative, flexible, productive and competitive.
- Comply with the duty to accommodate to the point of undue hardship.
- Make available and publicize effective and confidential channels to address EDI concerns or complaints.
- Introduce a mandatory training program to persons and Search Committees involved in the recruitment process. Raise awareness about unconscious bias, discrimination, oppression, and their effects through training and education opportunities.
- Ensure that the diversity of the Institute's community is reflected in all promotional channels.
- Ensure that community events are held, wherever possible, in accessible locations and times.
- Gather and analyse demographic data. Collect, analyze, and report while maintaining strict confidentiality of personal information, to understand the composition of the Institute.
- Use data and analysis to develop then adapt an EDI Strategic Plan, addressing identified areas of underrepresentation.
- Provide regular reporting to the community on EDI initiatives and KPIs as determined by the EDI Strategic Plan.
- Remain up to date on the impact of EDI programs at our affiliated organizations.

The Equity, Diversity, and Inclusion Committee (the "EDI Committee") is accountable to the Institute's Board of Directors.

The roles and responsibilities of the EDI Committee are as stated in the Terms of Reference - [Appendix III](#).

All users of the Institute's work and research space share the responsibility for equity, diversity and inclusion; creating a supportive and inclusive environment for all and remain accountable to:

- Familiarize themselves with this Policy and comply with the associated principles.
- Foster a culture that embraces equity, diversity and inclusion.
- Participate in training or any related event which supports the implementation of this Policy, as appropriate.
- Acknowledge and address the biases, underlying beliefs and values, assumptions, and stereotypes that inhibit opportunity in work and the research space.
- Welcome, embrace, and foster positive, informed and inclusive attitudes towards each other.
- Provide environments that are free of discrimination and harassment, and inclusive of all individuals.
- Ensure the inclusion of perspectives and voices of underrepresented groups in consultation and decision-making processes.

VII. Procedures for addressing complaints

a. Informal Process

If an employee feels that they are or have been the victim of discrimination, they are encouraged to tell the person responsible for the conduct that their behaviour makes them uncomfortable, and request that it stop immediately. Although the Institute recognizes that in some circumstances this may be difficult, in many situations it will be the most effective method of eliminating the problem.

If the employee does not wish to bring the matter directly to the attention of the person responsible, or where such an approach is attempted and does not produce a satisfactory result, they should first discuss their concerns with their manager or otherwise directly to the Institute's Human Resources Director if desired.

If an employee brings the matter to the Institute's attention in such manner, the Institute will review the situation and will take further action as may be deemed appropriate in the circumstances. This may include, among other possible measures: advising the alleged respondent of the impact of their actions; requiring that conduct which is contrary to the principles of EDI cease immediately and be provided with training and education opportunities; or arranging a meeting with manager to resolve. Administrative or disciplinary measures may apply as deemed appropriate.

Retaliation is strictly prohibited and employees should feel free to report retaliation taken against them without fear of reprisal. Management will not retaliate against any employee for filing a complaint in good faith or participating in an investigation. Any report of retaliation will be promptly and thoroughly investigated in accordance with the investigation procedure outlined in the present Policy.

Should I make this complaint?

If an individual is certain (or moderately certain) that a discrimination or violation did in fact occur, they may ponder the potential risks or consequences of responding or not responding. Some questions include:

1. If I respond, could my physical safety be in danger?

2. If I respond, will the person become defensive, and will this lead to an argument?
3. If I respond, how will this affect my relationship with this person (e.g., colleague, etc.)
4. If I don't respond, will I regret not saying something?
5. If I don't respond, does that convey that I accept the behavior or statement?

Talk to someone about these. If any of these answers are a “yes”, your manager or Human Resources can help you navigate these.

b. Procedure Where a Person Believes That a Colleague Has Been Discriminated Against

Where a person believes that a colleague has experienced or is experiencing discrimination, that person should report this belief first to their manager. If this is not feasible and they wish to report anonymously, requests should be directed to: edi.ri@muhc.mcgill.ca.

c. Discrimination by a member of management

An employee of the Institute who considers that they have been subjected to discrimination by their supervisor(s) should report this belief to edi.ri@muhc.mcgill.ca or to the Institute's Human Resources Director if desired.

d. Discrimination by Persons Who Are Not Employees of the Institute

An employee of the Institute who considers that they have been subjected to discrimination by a person who is not an employee of the Institute, such as a subcontractor, a supplier or any other person with whom the Institute does business, should report this first to their manager or otherwise directly to edi.ri@muhc.mcgill.ca or to the Institute's Human Resources Director if desired.

e. Discrimination by Employees of the Institute towards Persons with Whom the Institute Does Business

It is prohibited for an employee the Institute to engage in behaviour that is contrary to this Policy towards a client, a supplier or towards any other person with whom the Institute does business.

f. Individual Responsibility

It is the responsibility of each and every individual, at all levels, to ensure that the Institute's workplace (includes research space) are free of discrimination, violence and threatened violence, and to report any incidents of discrimination or any behaviour prohibited under this Policy. If you have been the subject of the incident or witnessed an incident, you have a responsibility to report it.

Thus, individuals must not only abstain from such prohibited conduct, but they must actively contribute to maintaining a workplace and research space free of discrimination, violence and threatened violence and comply at all times with the present Policy.

If you are unsure as to whether a particular situation or behaviour constitutes discrimination or is otherwise prohibited under this Policy, you should first speak with your manager or otherwise directly to edi.ri@muhc.mcgill.ca or to the Institute's Human Resources Director if desired.

In any situation where support would be required, the following resources are available to the community:

For employees working on RI-MUHC premises: The Employee Assistance Program is a voluntary, confidential counselling and information service, offered at any hour of the day. More information [here](#).

For research trainees and students working on RI-MUHC premises: Several resources are offered through McGill University. More information [here](#).

In any event, it is always possible to seek assistance from the Director of the Human Resources and Environmental Health & Safety Division, Sonia Rea, at sonia.rea@muhc.mcgill.ca, or by phone at 514 934-1934, ext. 43824.

g. Other Jurisdictions

Persons who are not employees of the RI-MUHC but are covered by Equity, Diversity and Inclusion policies of our affiliated institutions such as McGill University or MUHC may be referred accordingly.

VIII. Accessibility

While every reasonable effort has been made to ensure the accessibility of this online policy, some content or services might be inaccessible to some viewers. If you require further assistance, please contact ri.hr.centre@muhc.mcgill.ca.

APPENDICES

APPENDIX I

Glossary of Terms – A Reference Tool (January 2022)

By the Canadian Centre for Diversity and Inclusion (CCDI)

Available [here](#)

APPENDIX II

Working Document Framework

This EDI Framework document was developed by the EDI Policy Development Committee working groups using data from the EDI World Café community meetings held in January 2021.

The Framework consists of five key focus areas:

1. Developing diversity at all levels of the organization
2. Gathering and analysis of concrete diversity data
3. Improving awareness and education of Equity, Diversity and Inclusion
4. Embedding Equity, Diversity and Inclusion principles into the hiring process
5. Creating an organizational culture of inclusion and belonging

Framework Concept 1: Developing diversity at all levels of the organization.

Goal: Increase balance of underrepresented groups at all levels of the RI community, especially in leadership roles.

Next steps:

- Gather data
- Build action plan

Next phases (action plan development items):

A representative for each underrepresented group should advocate and follow up on changes that should be communicated.

- An action plan, a mechanism must be in place to report incidence of racism, emotional abuse, microaggressions, racial slurs that undercut the performance and undermine the confidence of the intended recipient to perform. It should not only be reported to HR; it should also be reported to the EDI Committee.
- An action plan to inform the committees of the changes that are being made at the highest level to address this issue.

There should be an advocacy officer to process the situations.

If you witness a microaggression, the following questions should serve as a process to assist you with how to react to this microaggression ([ELAMICRO](#)):

1. Did this microaggression really occur?
2. Should I respond to this microaggression?
3. How should I respond to this microaggression?

Changes are required to be more inclusive of women and underrepresented groups i.e. Board meetings: could they be scheduled earlier to accommodate mothers? There is a need to challenge the system.

Framework Concept 2: Gathering and analysis of concrete diversity data

The Research Institute's EDI Policy reflects the core set of equity, diversity and inclusion principles of its diverse community and will inform the development of the institutional EDI action plan. The Policy emerged from a clear understanding of our institutional needs and priorities as defined by the current EDI picture. Thus, investigation about the profile of and consultation with current members of the community from all sectors are key steps in the development process of the policy.

- The purpose of data extraction and analysis has to be defined not to point blame or individualize EDI issues.
- **Phased approach:** Policy and action plans should be iterative and dictated by information collected in the pre-development, development and maintenance phases
- **Pre-development** phase will identify the data we have, decontextualize it (understand the environment versus evaluate people), identify data we do not have/cannot obtain, and define the data collection plan.
- **Development:** disseminate results within and beyond the Institute, define the action plan to consult with stakeholders (e.g. targeted surveys with clear objectives and outcomes, focus groups), compile and evaluate the information and develop a strategic dissemination plan.
- **Maintenance:** identify clear measures and outcomes to evaluate if action plans require adjustment and to inform if policy change is needed in light of the assessment of the EDI pulse. Continuous and reiterative process, including regular evaluations, a long-term plan and action-oriented measures to ensure continuity.
- Data collection should ensure inclusion of non-visible minorities, such as 2SLGBTQ+ or people with neurodiversity or visible or non-visible disabilities

Framework Concept 3: Improving awareness and education in Equity, Diversity and Inclusion

Goal: The Research Institute is a world-renowned institution dedicated to the highest quality of education and research. We strive to integrate the same level of high standards when it comes to education and awareness of staff about this EDI Policy. Within this spirit, it is imperative that education and awareness expand beyond this policy into offering learning opportunities to all about the diverse communities we serve and that are central to our success.

Next Steps:

1. Awareness of EDI Policy
2. EDI Training
3. Activities to promote EDI

Ideas from the World Café:

1. Awareness of EDI Policy

- Integrate a review of the EDI Policy into all seminars hosted by Human Resources including new employee orientation.
- Send bi-annual reminders to the community of the existence and purpose of Institute's EDI Policy with progress updates.
- Commit to host an annual World Café event for the community to provide feedback on the EDI Policy.
- Stay current on EDI best practices in similar organizations.

- Mandatory training requirement for those holding leadership/management positions.
- Share practices across teams and committees i.e. results from divisional EDI initiatives would be shared with HR and then communicated/integrated into the RI-wide EDI activities. Reports/summaries/presentations would be created and shared.
- Share progress reports on efforts as it is more actionable than open calls for information.
- Everyone has a unique perspective/something to offer to the discussion. Opportunities for people to share their individual experiences helps to build empathy between colleagues.
- Being aware of and taking advantage of activities organized by McGill, MUHC, RI and the Tri-council (CIHR, NSERC, SSHRC) and others in Montreal.
- Provide EDI training.
- Create partnerships with a variety of external organizations that aid in the advocacy of marginalized communities.
- Create other educational opportunities by Human Resources in collaboration with or hosted by outside groups.
- Commit to offering a diverse array of educational opportunities including but not limited to: race, ethnicity, nationality, gender, sexuality and disability.
- Include specific training on anti-racism, systemic racism and unconscious bias.
- Online access of live and/or recorded presentations should be available for the purpose of accessibility and time management.
- Commit to offer an array of presentations that not only address workplace discrimination and struggles but provide education about each community and their contributions to society. Mandate all supervisors to ensure adherence to diversity training for themselves and their employees and to report these activities to Human Resources on an annual basis i.e. a section will be included for this purpose on the annual performance review process
- Commit to encourage feedback on training sessions and addressing subject matter in a transparent manner.
- Self-paced education made available to all employees (i.e. a library of resources will be accessible to all, and community members can make requests for new material they wish to access). There will be an annual budget reserved for this.

2. Openness to enhanced awareness activities:

- EDI is an evolving concept, always changing.
- Individuals should feel empowered to take on their own initiatives i.e. an employee extends an open invitation to the community to join them at the Montreal Pride Parade.

Framework Concept 4: Embedding EDI principles into the hiring process

Goal: “The development and application of equitable practices in the hiring, promotion, and retention of all staff” (McGill)

“Ensuring that all employment-related and professional development and advancement decisions are fair and based on the knowledge, skills, abilities relevant to the person’s ability to perform the job.” (World Café)

Next Steps: Collaborate with HR and EDI Committee to develop best practices

Ideas from the World Café:

- Ensure Institute’s recruitment practices are built on authentic relationships grounded in trust, mutual respect and care. We support diversity and reject all forms of discrimination based on culture, race, ethnicity, sexual orientation, gender, identity, religion, visible and non-visible disability, age, socioeconomic origins or individual self-expression. Ensuring the use of efficient, inclusive, non-discriminatory and systematic method of recruitment and selection. Positioning the RI-MUHC as an attractive place to work on adverts and interviews

by showcasing our flexible workplace policies, benefits, work-life balance options and pay transparency.

- We must allow fair and equitable access to opportunities, ensuring balanced representation and true belonging from attraction to recruitment, onboarding development and retention. Ensuring transparent communication throughout the process.
- Our people leaders and their delegates responsible for the hiring process are to ensure to apply the right conditions for each individual, including those from underrepresented groups and the four designated groups: women, Indigenous peoples, persons with disabilities and members of visible minorities, to bring their true selves to work to reach their full potential and contribute to the RI-MUHC's success.
- We believe that we need different perspectives to make the best decisions, including the best hiring decisions that will drive innovative research and success at both an individual and organizational level.
- This includes applying inclusive practices to increase the participation of underrepresented groups. Using inclusive, unbiased and gender neutral language and avoiding unnecessary barriers throughout the recruitment and selection practices, ensuring to remove systemic and racial bias.
- The RI-MUHC strives to create and sustain a productive, supportive and open environment that engages a critical mass of talented staff that fully represents excellence and diversity.
- We commit to embed EDI best practices into our full cycle recruitment at all levels of the organization.
- Educating the people leaders and their delegates and search committees on the importance of diversity and inclusion which is critical to increasing diversity and inclusion in the workplace and research space.
- Update recruitment and selection procedures to include an EDI Best Practices Guide for attraction, recruitment and retention tailored to people leaders and their delegates and search committees.
- Some examples:
 - https://www.chairs-chaires.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx
 - https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf
- Update recruitment procedures to ensure the compulsory completion of two online trainings prior to the recruitment process being undertaken; namely: Fundamentals of Diversity and Inclusion and Unconscious Bias Training.
- Search committees to be used in circumstances where gender is underrepresented.
- Set targets to increase the number of hires from underrepresented groups. This can be achieved by compulsory advertising to specialized job boards targeting underrepresented groups.
- Content of adverts are gender-proofed.
- Promote work life balance on job adverts by visibly including options for telework, compressed workweek, flex schedule.
- Increase the engagement of people leaders and their delegates to hire, support and mentor women through career development.
- Examine exit interviews to determine if gendered patterns exist.

Framework Concept 5: Creating an organizational culture of inclusion and belonging

Goal: Ensure everyone feels welcomed and their contributions matter.

Next Steps: To be elaborated by EDI Committee

Ideas from the World Café:

The RI-MUHC should promote a climate where everyone is welcome to express their ideas, especially when those ideas are different from the majority. At every level, in every process, supporting those among us who may feel isolated due to differences. This should be achieved by taking a proactive approach of openness and acceptance. We must also provide tools and support to individuals to ensure they feel included.

Improving our sense of belonging has the potential to positively impact mental well-being and productivity as work is a core component of an individual's life as a whole.

Factors that may influence our EDI culture:

- **Silos:** How do we break them?
- **Personal connections:** How to create opportunities to learn about others?
- **Uniqueness:** How can both visible and non-visible minorities feel included?

Silos

- Vertical silos
 - Researchers and students may feel more like they belong to a team and not the RI.
 - Experiences of diversity, inclusion, wellbeing, awareness of EDI can be completely different from one team to the other.
- Horizontal silos
 - These experiences are also very different from one hierarchical level to the other.
 - It is very difficult to find anything that is shared in the experience working at the RI of someone at one hierarchical level vs another level.
- How to break the silos?
 - Website, training sessions
 - Increase communication among teams and hierarchical levels (have committees of students, staff, etc.)
 - Such events, sessions and committees should reflect our EDI policy.

Personal Connections

Ask RI community to sign-up for zoom meetings to learn to know each other. Use the CCDI multicultural calendar to create communities of practice. Use of introductions with pronouns.

- It is clear there needs to be a very strong link between the EDI Committee and the various social committees that exist in our community
 - Resources available are not clear
 - I.e. If a research program is organizing and promoting a games and pizza night consider extending the invite for others outside of the program to join.
- Greater representation of research and students beyond their research team.
- Meeting others, listening to them, being seen by them could create openness, tolerance, interest in diverse experiences, inclusion and belonging.
- 1st month: 15-minute meeting with a different RI member each week (discussion topic: Discuss your role and responsibilities, share a work experience that you appreciated, etc.).
- Month 2 to 12: 30-min meeting with a different community member each month
 - We provide a list of possible discussion topics, e.g.,
 - the first thing you want to do after COVID-19
 - sharing a life experience
 - sharing an experience related to EDI
 - how do you think you are different from one of your colleagues/ peers? (to realize that everyone is different, but not meant to downplay that certain

differences are discriminated against while other differences are appreciated)

- what was the best advice that you ever got from someone? What's on your mind today? Do you think more about the past, the present or the future? What was the biggest priority for you in the past year? Etc.

Silos and personal connections can both be addressed via a commitment to events that build and nurture relational culture in a deep and sustainable manner at the RI,

Uniqueness: How can non-visible minorities feel included?

Inclusion of non-visible minorities, such as 2SLGBTQ+ or people with mental disabilities or conditions, need to be treated according to the specificities of these groups; by nature, this reality is often unknown and sometimes hidden.

Subjects of Discussion:

- Not all differences are 'expressible' in a work environment ('what does it mean to be LGBTQ+ at work?')
- Maybe we should aim for a more organic process of communication and dialogue to better share different experiences of working at the RI and acknowledging/sharing different experiences

APPENDIX III – EDI Committee

Mandate

The Institute's EDI Committee is a sub-committee of the Institute's Board. The Committee is responsible for providing advice and recommendations on matters relating to EDI, in particular as it relates to the EDI Policy.

The Committee is tasked with translating the EDI Policy and principles into action plans. The action plans should specify how the EDI strategy and objectives have been identified and progressed, outcomes tracked, and risks managed. The five themes generated at our World Café event provided the framework from which the EDI Committee will work with.

The Institute is committed, through its EDI Committee, to ensure that the impact and outcomes of the actions are accurately and consistently measured, monitored, and reported.

Composition

The EDI Committee has 15 voting members, including the chair.

Internal: Key members of leadership from the Institute's administration, Research Programs, CORE and Platforms, EDI specialist and community members

Members are welcome to the committee on a first-come-first serve basis. Ensure a diversity of perspectives and gender-balanced representation.

Accountable to: Board of Directors

Chair: Executive leader

Non-voting Guests: Consultants, Employer Partners, Guest Speakers, etc.

Non-voting guests may attend meetings and provide input and suggestions but shall not be counted for the purposes of establishing quorum.

Term of Office:

- All members are appointed for two (2) years, renewable once (maximum of four years)

Meetings:

- The Committee usually meets every two months.
- Quorum consists of a majority of the voting members of the Committee (50% plus one). The Chair is counted as a voting member in constituting quorum.

Objectives

- Develop an EDI Strategic Plan, including an implementation plan.
- Provide a forum for the identification and consideration of equity and inclusion issues, intended to enhance diversity.

- Advise on equity aspects warranting attention to strategic, functional and operational plans and develop broad position statements to assist in this regard.
- Host EDI training sessions, events, etc. for the community to participate, learn and share ideas.
- Advise on responses to Policy initiatives.
- Track demographics.
- Identify EDI gaps, formulate and prioritize objectives, and review progress.
- Review the impact of policies, procedures and processes, identify remaining gaps and recommend relevant actions.
- Foster cohesion and eliminate discrimination, by promoting the involvement and interaction of a diverse community.
- Engage with all Institute committees and governing bodies as required to ensure EDI matters are a part of their agendas as required.

Responsibilities

- Providing the Committee with their views and expertise so as to make informed recommendations.
- Undertaking/leading relevant EDI initiatives.
- Keeping up to date with EDI issues and research at large.
- Influencing organisational and cultural changes.
- Communicating and embedding EDI practices into all meetings/committees/events that they participate in.

APPENDIX IV – Timeline

Equity, Diversity and Inclusion Initiatives held at the RI-MUHC

- **December 21, 2021:** Announcement of mandatory Indigenous Awareness Training by the MSSS
- **November 30, 2021:** Submission of the Research Institute of the McGill University Health Centre Equity, Diversity and Inclusion Action Plan to the FRQS
- **November 2, 2021:** Panel event: Truth and Reconciliation in Practice – session given by McGill University
- **May 25, 2021:** The RI-MUHC was featured as a CCDI Employer Partner in a special section of the Globe and Mail entitled [Time for Change](#) to acknowledge the anniversary of George Floyd's death, and to build on the current wave of awareness and reinforce the need for change by focusing on the contributions that Black Canadians are making daily. [See the complete article here.](#)
- **March 24, 2021:** Third EDI Policy Development Committee Meeting
- **March 15, 2021:** Second EDI Policy Development Committee Meeting
- **February 23, 2021:** First EDI Policy Development Committee Meeting
- **January 27, 2021:** World Café Event on Equity, Diversity and Inclusion
- **January 2021:** Confirmed partnership with Indigenous Works
- **December 2020:** Confirmed partnership with the Canadian Centre for Diversity and Inclusion
- **December 15 and 16, 2020:** Goals and commitment presented to RI Management Committee and RI Board of Directors
- **December 14, 2020:** Design Team Meeting for EDI World Café
- **November 2020:** Racism; Understand it, Fight it - session given in collaboration with the Commission des droits de la personne et des droits de la jeunesse
- **October 2020:** Leadership for Women - session given in collaboration with Morneau Shepell
- **July 2020:** Effective allyship against anti-Black and systemic racism: an open discussion - session offered by McGill University
- **February 2020:** Exploring Diversity - session offered by Morneau Shepell
- **June 2019:** Session on Prevention of Psychological and Sexual Harassment in the Workplace and Research Space - session given in collaboration with BLG
- **March 2019:** Elevating Women in Leadership Series: Panel Discussion - session facilitated by the RI-MUHC

- **March 2018:** Women in Leadership: What it Takes to be Perceived as Strategic - session given in collaboration with Lee Hecht Harrison Knightsbridge
- **February 2018:** Session on Civility and Respect - in collaboration with MUHC



R.I.-MUHC LAUNCHES EDI INITIATIVE

Education, allyship & awareness
of EDI and systemic barriers
at the R.I.

2018-19

COMMUNITY
participation in
LEARNING SESSIONS +
PANEL DISCUSSIONS

Civility
+
RESPECT

PREVENT
SEXUAL +
PSYCH.
HARASSMENT

WOMEN
IN
LEADERSHIP

2020

R.I. positions
itself as anti-racist
and BEGINS DEEP WORK
of EDI as ORG CHANGE

ANTI-black
RACISM
+ allyship

NEW
PARTNERS
CCDI +
INDIGENOUS
WORKS

diversity
lunch + LEARN
HIRE EXT. CONSULTANTS
IN EDI
WORLD CAFE
DESIGN TEAM MEETS

COMMUNITY-LED
CREATION of E.D.I.
policy

2021

Collectively -
GENERATED data
BECOMES policy

* R.I. HIRES PROF.
RHIAN M. TOUZZ
AS E.D.

WORLD
CAFE to
GENERATE
data ON
EDI at R.I.

E.D.I.
policy-
WRITING-
COMMITTEE
PRODUCES
1st draft

formation
of
E.D.I.
COMMITTEE

EMBEDDING EDI AND ENACTING STRATEGIC
DIRECTIONS OUTLINED IN POLICY