



McGill



**HEALTHY BRAINS
HEALTHY LIVES**

Equity, Diversity and Inclusion Action Plan and Report

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McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

The HBHL Equity, Diversity and Inclusion Action Plan and Report was developed by Falisha Karpati (Training and Equity Advisor, HBHL), Krystle van Hoof (Managing Director and CEO, HBHL) and the members of the HBHL EDI Committee:

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Introduction

Healthy Brains, Healthy Lives (HBHL) is a high-profile, high-priority transdisciplinary and cross-sectoral initiative located at McGill University made possible with support from the [Canada First Research Excellence Fund](#) (CFREF), Quebec's [Ministère de l'Économie et de l'Innovation](#) (MEI), and the Fonds de recherche du Québec ([FRQS](#), [FRQSC](#) and [FRQNT](#)). HBHL builds on McGill's scientific excellence and global leadership in areas of neuroscience that hold the greatest promise for delivering implementable, clinically effective outcomes in brain and mental health.

The HBHL Equity, Diversity and Inclusion (EDI) Action Plan aims to facilitate a world-leading neuroscience research and training environment at McGill. EDI is essential to ensuring excellence, and we aim to build a community where all are able to achieve their potential for success. We will build on existing institutional strengths and take action in areas requiring improvement in order to foster inclusion for all, and encourage advocacy and action throughout the university. We will leverage the opportunity provided by our funders to act as a leader in EDI, raising the standard and facilitating change at the institutional level, building on McGill's EDI plan with a particular focus in the neuroscience domain.

HBHL's EDI Action Plan builds on the foundation of [McGill's institutional EDI initiatives](#). Equity and inclusiveness are among McGill University's [core principles](#), and "Expanding Diversity" is one of five objectives laid out by the Provost in McGill's [Strategic Academic Plan 2017-2022](#). A team of equity-focused staff at the institutional level is responsible for the following four pillars of equity work at McGill: 1) Employment Equity, 2) Equity Education, 3) Research Equity, and 4) Preventing and Responding to Misconduct. The institutional EDI strategies and actions are continuously reviewed, adjusted and grown through groups ingrained within McGill's governance structure, such as the Joint Board-Senate Committee on Equity and faculty-level equity committees. McGill's institutional strategies are aimed at facilitating inclusion for all, with a focus on six designated equity groups, referred to as the McGill Equity Groups in this document. The McGill Equity Groups include the four Federally Designated Groups (FDGs; Women, Indigenous peoples, Persons with disabilities and Racialized people/Visible minorities), with the addition of Ethnic minorities and 2SLGBTQIA* (Sexual orientation and gender identity minorities). Consistently, the HBHL EDI Action Plan aims to promote an inclusive and accessible environment for all, with a particular focus on the six McGill Equity Groups. We will implement a data-driven approach to regularly assess strengths, areas requiring improvement and progress towards indicators, and will adjust actions and increase goals accordingly.

EDI LOGIC MODEL

Long-term Goal

Act as a leader in EDI at McGill and beyond, facilitating action at the institutional level and serving as a model for future interdisciplinary research initiatives



Short-term Goal

Build an inclusive environment among HBHL- and McGill neuroscience-affiliated faculty, staff and trainees



Strategic Objectives

Governance

Ensuring meaningful inclusion of diverse voices in HBHL decision-making

Recruitment and retention

Facilitating equitable recruitment and creating a positive climate to promote retention for faculty and staff

Training

Providing accessible professional development for neuroscience trainees and promoting EDI best practices in research training environments

Distribution of funding

Implementing equitable application and selection processes for HBHL funding programs

Research content

Considering sex- and gender-based analysis plus (SGBA+) factors in scientific research to inform equitable health care, technology and policy



Specific Objectives

Governance

- Ensure the composition of HBHL governance committees reflects the diversity of the McGill neuroscience community
- Integrate EDI as a key consideration in HBHL planning and decision-making

Recruitment and retention

- Ensure that at least 50% of HBHL-related hires, faculty and staff separated, are members of McGill Equity Groups
- Exceed by 3% the national average of representation of designated equity groups by discipline
- Raise awareness of EDI best practices among faculty leaders, members of search committees, and new recruits
- Facilitate positive climate to promote long-term success, growth and retention of faculty and staff, including new recruits as well as those who have been at McGill prior to HBHL
- Require applications for HBHL-related faculty and staff positions from candidates with a variety of backgrounds
- Ensure that candidates from designated groups are considered in an equitable manner throughout the hiring process by identifying and reducing unconscious bias in the review process
- Distribute speaking, research dissemination and other HBHL-related communication opportunities to HBHL-supported faculty and staff in an equitable manner that reflects the diversity of the HBHL community

Training

- Facilitate inclusive training environments to promote academic success and career growth for neuroscience trainees
- Encourage supervisors to implement EDI best practices when recruiting and interacting with their team
- Host/co-host at least 2 EDI training activities per calendar year and ensure that at least 50% of the HBHL community participates in EDI training
- Distribute speaking, research dissemination and other HBHL-related communication opportunities to HBHL-supported trainees in an equitable manner that reflects the diversity of the HBHL community
- Expose participants of HBHL training activities to many speakers and event leaders with various backgrounds and areas of expertise
- Contribute to diversifying the future neuroscience research community through outreach activities

Distribution of funding

- Obtain applicant pools for each funding program that reflect, at a minimum, the population of eligible researchers and trainees at McGill
- Ensure that funding recipients reflect the applicable applicant pool
- Award funding amounts within programs that are not lower for underrepresented groups
- Track the flow of individuals from underrepresented groups through the application and selection processes in order to identify and address barriers
- Identify and reduce unconscious bias in the peer review process

Research Content

- Educate all HBHL-funded researchers and trainees on the importance and proper implementation of SGBA+
- Encourage researchers to reflect on the use of SGBA+ in their projects and seek information or adjust projects as needed
- Integrate SGBA+ as a key component in funding decisions

Actions

Governance

- Form an EDI Committee
- Open calls for vacant roles
- Increase transparency

Recruitment and retention

- Integrate EDI best practices into HBHL Start-Up Supplements
- Mentorship requirement for new recruits
- Networking and visibility for researchers

Training

- Share EDI best practices for supervisors
- Organize inclusive training activities
- Provide EDI and SGBA+ training

Distribution of funding

- Wide promotion of funding calls
- Excellence levels selection process
- Data collection to determine and address barriers

Research content

- Require applicants for HBHL funding to demonstrate integration of SGBA+ in their research
- SGBA+ training modules added as funding eligibility requirement

Five Areas of Focus

HBHL emphasizes the following five areas in our efforts towards facilitating an inclusive, diverse, and equitable academic environment:

- Governance
- Recruitment and retention
- Training
- Distribution of funding
- Research content

Each focus area has associated action items and indicators described below, which are also highly interconnected. For example, policies determined within HBHL’s governance impact all areas and a researcher’s ability to obtain funding also impacts their retention. While working towards specific goals and actions in any one area, we will also consider their broader impact within HBHL and McGill.

Governance

Ensuring meaningful inclusion of diverse voices in HBHL decision-making.

Specific Objectives:

- Ensure the composition of HBHL governance committees reflects the diversity of the McGill neuroscience community.
- Integrate EDI as a key consideration in HBHL planning and decision-making.

Actions:

1. HBHL will integrate an EDI Committee into its governance structure. The committee will include HBHL-related faculty and trainees, as well as McGill equity staff to ensure coordination between HBHL’s EDI initiatives and McGill initiatives. The committee will be responsible for:
 - a. Providing guidance to HBHL staff and leadership on the continuous development and progress review of HBHL’s equity plan,
 - b. Developing a process for EDI data collection and analysis, and
 - c. Approving processes and decisions related to funding and hiring of faculty, staff and trainees to ensure adherence to EDI principles and commitments.
2. HBHL will fill open positions on its governance committees through open calls, which will include an equity statement. Individuals from underrepresented groups who may fit an open role will be encouraged to apply. Where candidates do not differ in merit, a candidate from group(s) underrepresented within HBHL will be selected.
3. HBHL will maximize transparency regarding its governance, such as sharing committee Terms of Reference, key decisions and statistics on HBHL initiatives publicly on the HBHL website.

Evaluation:

Indicator	Data Collection
Representation of McGill Equity Groups within HBHL’s governance committees compared to the representation of McGill Equity Groups within the McGill neuroscience community.	Self-identification in equity groups will be collected from governance members at mid-term and at the time of addition of new participants. This will be compared with the self-identification collected through McGill’s Employment Equity survey for the four academic departments most closely related to HBHL, aggregated (Neurology & Neurosurgery, Psychiatry, Psychology and Pharmacology & Therapeutics).

Integration of EDI considerations in HBHL's governance structure and decision-making processes.	HBHL's governance structure (i.e. committee organization and Terms of Reference) will be analyzed yearly to assess the integration of EDI.
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Recruitment and retention

Facilitating equitable recruitment and creating a positive climate to promote retention of faculty and staff.

Specific Objectives:

- Ensure that at least 50% of HBHL-related hires, faculty and staff separated, are members of McGill Equity Groups.
- Exceed by 3% the national average of representation of designated equity groups by discipline.
- Raise awareness of EDI best practices among faculty leaders, members of search committees, and new recruits.
- Facilitate positive climate to promote long-term success, growth and retention of faculty and staff, including new recruits as well as those who have been at McGill prior to HBHL.
- Require applications for HBHL-related faculty and staff positions from candidates with a variety of backgrounds.
- Ensure that candidates from designated groups are considered in an equitable manner throughout the hiring process by identifying and reducing unconscious bias in the review process.
- Distribute speaking, research dissemination and other HBHL-related communication opportunities to HBHL-supported faculty and staff in an equitable manner that reflects the diversity of the HBHL community.

Actions:

1. HBHL will exceed [McGill's Employment Equity requirements](#). Existing McGill requirements include EDI training for all members of academic search committees, public job postings including an equity statement, inclusion of at least one member of an equity group on the shortlist for each position and submission of a post-search equity report. HBHL will add the following requirements to integrate EDI best practices into the application and evaluation processes for all HBHL faculty hires (i.e. recipients of HBHL Start-up Supplements):
 - a. Candidates must be hired through an open search. The hiring faculty must notify HBHL at the start of any search process that may result in an HBHL hire.
 - b. No exceptions will be permitted for the requirement of at least one member of a McGill Equity Group on the shortlist.
 - c. The hiring faculty must assign a mentor for the new recruit. In the application, they must describe the mentorship plan as well as the EDI best practices that were implemented in the search committee formation and search process.
 - d. In the application, the candidate must provide a statement describing how EDI best practices will be implemented in their proposed research program and team.
 - e. The HBHL EDI Committee (see Governance section) must approve the above-listed components of the application in order for it to be sent for scientific review.
2. HBHL will disseminate Information regarding the Start-Up Supplements program and the above-listed EDI requirements to all McGill faculties.
3. HBHL will provide open networking opportunities to facilitate a sense of community among new recruits and existing hires. Additional networking and public visibility opportunities will be offered to facilitate connections specifically for HBHL new recruits and HBHL-funded researchers, aimed at maximizing the number of individual researchers benefiting from these opportunities.
4. HBHL will develop and implement a plan for the measurement of career growth and retention of HBHL-affiliated faculty and staff.

Evaluation:

Indicator	Data Collection
Percent of HBHL-related hires, faculty and staff separated, who self-identify as members of McGill Equity Groups.	Self-identification in McGill Equity Groups will be collected and analyzed yearly for HBHL faculty hires and HBHL-related staff through the McGill Employment Equity survey and the application for HBHL Start-Up Supplements.
HBHL-affiliated faculty and staff's perception of the climate of HBHL- and McGill-related spaces.	Climate will be assessed through HBHL's midterm survey and every two years following.
Percent of HBHL-affiliated faculty and staff who retained their position, transferred to a new McGill-affiliated position, or transferred to a new non-McGill position each year.	Employment records will be obtained from McGill Human Resources, and job satisfaction will be assessed through HBHL's climate surveys (see above).
The representation of McGill Equity Groups among HBHL-supported faculty and staff given communication opportunities compared to the representation of McGill Equity Groups in the overall HBHL community.	For HBHL-affiliated individuals, self-identification in McGill Equity Groups will be collected at the time of hiring (see above) or at the time of application for HBHL funding (see Distribution of funding section). The information for individuals given communication opportunities each calendar year will be extracted from this data.

Training

Providing accessible professional development for neuroscience trainees and promoting EDI best practices in research training environments.

Specific Objectives:

- Facilitate inclusive training environments to promote academic success and career growth for neuroscience trainees.
- Encourage supervisors to implement EDI best practices when recruiting and interacting with their team.
- Host/co-host at least 2 EDI training activities per calendar year and ensure that at least 50% of the HBHL community participates in EDI training.
- Distribute speaking, research dissemination and other HBHL-related communication opportunities to HBHL-supported trainees in an equitable manner that reflects the diversity of the HBHL community.
- Expose participants of HBHL training activities to many speakers and event leaders with various backgrounds and areas of expertise, with no more than 25% recurring speakers each year.
- Contribute to diversifying the future neuroscience research community through outreach activities.

Actions:

1. HBHL will require all supervisors of graduate students and postdoctoral fellows applying for HBHL fellowships to provide a reference letter that includes a description of how they implement EDI best practices with their team. We will develop a public resource for supervisors including a list of EDI training opportunities at McGill and online, and best practices for recruiting and maintaining their team.
2. HBHL will provide open networking opportunities to facilitate a sense of community among neuroscience trainees at McGill and partnering institutions, and connect them to faculty, staff and industry professionals. Additional networking and visibility opportunities will be offered to facilitate connections specifically for HBHL-affiliated trainees, aimed at maximizing the number of individual trainees benefiting from these opportunities.
3. HBHL will provide open professional skills training allowing all McGill neuroscience trainees to access a wide range of learning opportunities. Additional leadership and mentorship experiences will be provided specifically for HBHL-affiliated trainees.
 - a. The following steps will be taken to ensure that these and all other HBHL activities are inclusive and accessible:

- i. Event organization will follow EDI best practices as outlined by [McGill Sustainable Events](#).
 - ii. An Event Code of Conduct will be developed, to which all organizers and participants of HBHL events must agree to abide by at the time of registration for any event.
 - iii. At the time of registration for HBHL events, participants will be invited to indicate any accessibility needs and accommodation will be provided as needed.
 - iv. Organizing committees will be formed for major HBHL events (e.g. Symposium, Research Day) to solicit a range of perspectives on event activities, schedule and speakers.
 - v. The position of EDI Officer will be included in the HBHL Trainee Committee, who will be responsible for ensuring the Committee's activities (Trainee Get-Togethers, Research Day, trainee communications) are inclusive, accessible and highlight speakers that are representative of the McGill neuroscience community.
 - vi. Speakers/leaders at training events will be varied across events, including researchers, trainees, university staff and industry professionals with diverse backgrounds and areas of expertise.
4. HBHL will promote McGill's institution-wide EDI training and resources through its public (e.g. social media) and targeted communications (e.g. newsletters to the HBHL community).
 5. HBHL will organize targeted EDI activities for the McGill neuroscience community, including a combination of public events and specialized, small-group workshops. Collaborations and consultations with McGill's equity education staff will be integrated into the development of these activities.
 6. HBHL will develop a paid summer internship program to provide research experience and professional development training for undergraduate students from underrepresented groups.

Evaluation:

Indicator	Data Collection
HBHL-affiliated trainees' perception of the climate of HBHL- and McGill-related spaces.	Climate will be assessed through HBHL's midterm survey and every two years following. Participant feedback will be collected after each HBHL training activity.
Number of EDI training activities that HBHL hosted/co-hosted each calendar year.	The number of EDI training activities per year will be extracted from HBHL's record of training events.
Percentage of HBHL participants who have participated in EDI training.	Attendance will be taken at all HBHL EDI training activities, and the HBHL community will be invited to share confirmation of EDI training that they have completed through other McGill units or other institutions.
The representation of McGill Equity Groups among HBHL-affiliated trainees given communication opportunities compared to the representation of McGill Equity Groups in the overall HBHL trainee community.	Self-identification in McGill Equity groups will be collected at the time of application for HBHL fellowships (see Distribution of funding section). The information for individuals given communication opportunities each calendar year will be extracted from this data.
Number of different speakers/event leaders included in HBHL's training activities per calendar year and proportion who self-identify in McGill Equity Groups.	The number of speakers/leaders per year will be extracted from HBHL's record of training events. Self-identification for HBHL-affiliated trainees and researchers will be collected at the time of application for funding. An anonymous survey will be developed to collect aggregated self-identification for non-HBHL speakers.

Distribution of funding

Implementing equitable application and selection processes for HBHL funding programs.

Specific objectives:

- Obtain applicant pools for each funding program that reflect, at a minimum, the population of eligible researchers and trainees at McGill.
- Ensure that funding recipients reflect the applicable applicant pool.
- Award funding amounts within programs that are not lower for underrepresented groups.
- Track the flow of individuals from underrepresented groups through the application and selection processes in order to identify and address barriers.
- Identify and reduce unconscious bias in the peer review process.

Actions:

1. HBHL will promote open funding opportunities publicly through HBHL communications, other McGill communications and external communications, as appropriate for each competition, to facilitate a diverse applicant pool.
2. The HBHL EDI Committee will review all funding calls for inclusive language and an equitable application/selection process.
3. HBHL will extend a funding call if an insufficient number of applications or non-representative applicant pools are obtained from a first call. A minimum number of applications will be determined prior to the launch of each funding call dependent on the size of the pool of eligible applicants (e.g. faculty or trainees, general or related to a specific type of research) and number of available awards.
4. HBHL will implement an “excellence levels” selection process for HBHL funding programs where more than 10 applications are received; this process firstly prioritizes application quality, and allows for the selection of candidates from underrepresented groups in cases where merit is equal and not all candidates at a particular merit level can be awarded. Scores and comments from individual reviewers will be considered in this process.
5. HBHL will include an optional self-identification section accompanied by an equity statement in the application process for HBHL funding. Self-identification responses will not be sent to reviewers.
6. HBHL will send an equity statement and an EDI resource list to reviewers along with the applications to review.

Evaluation:

Indicator	Data Collection
The representation of McGill Equity Groups among applicants for each funding program compared to the representation of McGill Equity Groups in the relevant portion (e.g. faculty or trainees) of the McGill neuroscience community.	Self-identification from applicants to HBHL funding programs will be collected at the time of application. This will be compared with the self-identification collected through McGill’s Employment Equity survey for the four academic departments most closely related to HBHL, aggregated, and student data from the Integrated Program in Neuroscience.
The representation of McGill Equity Groups among awardees for each funding program compared to the representation of McGill Equity Groups in the respective applicant pool.	Self-identification of awardees will be extracted from that provided by all applicants, as listed above, for each funding program. This will be analyzed overall and separately for each research theme, for each competition.
The average amount of funding received by awardees identifying as members of McGill Equity Groups will be compared to the average amount received by awardees not identifying in equity groups, for each funding program.	Self-identification at the time of application for funding will be connected with the award amounts indicated in HBHL’s records of funding decisions.

Research content

Considering sex- and gender-based analysis plus (SGBA+) factors (e.g. sex, gender, age, ability, Indigeneity, geography, culture, income, sexual orientation, education, ethnicity, religion and language) in scientific research to inform equitable health care, technology and policy.

Specific objectives:

- Educate all HBHL-funded researchers and trainees on the importance and proper implementation of SGBA+.
- Encourage researchers to reflect on the use of SGBA+ in their projects and seek information or adjust projects as needed.
- Integrate SGBA+ as a key component in funding decisions.

Actions:

1. HBHL will require all applicants to HBHL funding programs to submit a certificate of completion of online training in SGBA+ in order to be eligible to apply.
2. HBHL will require all applicants to HBHL funding programs to describe how SGBA+ will be integrated in their proposed project, as applicable, consistent with the requirements for other federal research support programs.
3. HBHL will require peer reviewers for funding programs to provide a review of the SGBA+ description for each application, and applications with insufficient or inappropriate use of SGBA+ will not be funded.
4. HBHL will require all recipients of HBHL funds to describe how SGBA+ is/was implemented in their project in their mid-term and end-of-grant reports.

Evaluation:

Indicator	Data Collection
Percentage of HBHL-funded researchers and trainees who have completed SGBA+ training.	Certificates of training completion submitted with funding applications.
Percentage of applications per funding program that receive satisfactory SGBA+ reviews.	Peer reviews for each funding program.

Conclusion

Through the actions listed above, HBHL hopes to drive change towards inclusive research and training environments not only within the McGill neuroscience community, but also within the broader institution and beyond. The indicators included in HBHL's EDI Action Plan will be assessed and adjusted as needed.

We welcome feedback on the HBHL EDI Action Plan from the McGill community and beyond. Please feel free to contact us at hbhl@mcgill.ca with any questions regarding the plan, or suggestions for future revisions.

Progress Report: HBHL Midterm Review

The HBHL Equity, Diversity and Inclusion (EDI) Action Plan aims to facilitate a world-leading neuroscience research and training environment at McGill. EDI is essential to ensuring excellence, and we aim to build a community where all are able to achieve their potential for success. We will build on existing institutional strengths and take action in areas requiring improvement in order to foster inclusion for all, and encourage advocacy and action throughout the university. We strive to leverage the opportunity provided by our funders to act as a leader in EDI, raising the standard and facilitating change at the institutional level. The HBHL EDI Action Plan aims to promote an inclusive and accessible environment for all, with a particular focus on the six McGill Equity Groups: the four Federally Designated Groups (FDGs; Women, Indigenous peoples, Persons with disabilities and Racialized people/Visible minorities), with the addition of Ethnic minorities and 2SLGBTQIA* (Sexual orientation and gender identity minorities). We are implementing a data-driven approach to regularly assess strengths, areas requiring improvement and progress towards indicators, and are adjusting actions and increasing goals accordingly.

The HBHL community

HBHL reaches many researchers, staff and trainees at McGill University and beyond through its funding programs and activities. For the data analyses listed in this document, the “HBHL Community” is defined as the following, which includes 547 individuals as of the time of data analysis: 1) Principal Investigators and co-Principal Investigators on HBHL-funded projects, 2) Graduate student and postdoctoral recipients of HBHL Fellowships and their supervisors, 3) Trainees, staff and other personnel funded through their supervisors’ HBHL grants, 4) HBHL-affiliated administrative staff, and 5) Members of HBHL governance committees. To continually improve the accuracy of our data, these individuals are and will continue to be encouraged to complete the McGill Employment Equity survey and Tri-agency Institutional Programs Secretariat (TIPS) surveys. Although our data is focused on those most directly involved with HBHL, the actions taken through our EDI Action Plan will have a much wider impact as we continue to provide open activities and encourage HBHL-affiliated individuals to serve as EDI leaders within the greater community.

As of March 2020, 78% of faculty, 46% of staff and 58% of postdocs in the HBHL community responded to the McGill Employment Equity survey. Over 60% of faculty respondents and approximately 80% of both staff and postdoc respondents self-identified in at least one McGill Equity Group. Detailed data as permitted within confidentiality restrictions is shown in Table 1.

McGill Employment Equity data collected prior to 2020 was analyzed only for the HBHL community as a whole, and not separated by faculty/staff/trainees as we are currently doing in order to identify the different gaps for each group. A comparison of the overall data as collected in 2020 to that collected in 2018 suggests small increases over time (2-5% over 2 years) in the representation of Women, Persons with disabilities and 2SLGBTQIA* and large increases (10% or more) in the representation of Racialized people/Visible minorities and Ethnic minorities among HBHL participants who are McGill employees. The representation of Indigenous peoples has not changed.

HBHL aims to propel McGill to the forefront of inclusive research environments. As a measure of the status of EDI within HBHL relative to the national research community, we aim to exceed by 3% the national average of representation of designated equity groups by discipline. In complement to the data on climate, funding and training activities in the following sections, these statistics can help us determine where there may be barriers to participation in HBHL. National data is extracted from the 2016 Census, Statistics Canada University and College Academic Staff System, 2016 Canadian National Postdoctoral Survey and Statistics Canada Postsecondary Student Information System. A summary of the demographics of the HBHL community compared to the McGill neuroscience community and national data is shown in Table 1 below.

Table 1: Representation of McGill Equity Groups within HBHL and the wider McGill neuroscience community (respondents of the McGill Employment Equity survey for the 4 McGill departments most closely related to HBHL, aggregated) compared to national statistics. For the HBHL and McGill data, relative comparisons and ranges are provided due to confidentiality restrictions on the exact data.

		Data level		
Position	Designated group	National	McGill neuroscience	HBHL
Faculty	Women	As of 2016/2017, 24.8% of full-time teaching staff in the field of <i>Physical and life sciences and technologies</i> in Canada were women. As of 2016/2017, 45% of full-time teaching staff in the field of <i>Social and Behavioural Sciences and Law</i> in Canada were women. Approximately 75% of HBHL researchers fit into physical and life sciences and technologies (Research Themes 1-3), while 25% fit into social and behavioural sciences (Research Theme 4). Combining these ratios with the above data, HBHL's benchmark statistic is 30%. More recent data separated by discipline was not available, though the overall percentage of women faculty across disciplines increased by only approximately 1% between 2016/2017 and 2018/2019.	Exceeding the national statistic by at least 3%	Similar to McGill Exceeding the national statistic by at least 3%
	Indigenous peoples	Based on the 2016 Census, across all disciplines, 1.4% of individuals working as university professors and lecturers identify as Indigenous peoples. Discipline-specific data is not available.	Similar to the national statistic	Lower than McGill and the national statistic
	Persons with disabilities	Data not available.	Between 1 and 5%	Similar to McGill
	Racialized people / Visible minorities	Based on the 2016 Census, across all disciplines, 19% of individuals working as university professors and lecturers identify as Racialized people/Visible minorities. Discipline-specific data is not available.	Slightly lower than the national statistic	Similar to McGill Slightly lower than the national statistic
	Ethnic minorities	Data not available.	Between 10 and 20%	Over 15% higher than McGill
	2SLGBTQIA*	Data not available.	Data not available	Between 1 and 5%
		National	McGill neuroscience	HBHL
Staff	Women	Based on the 2016 Census, 57% of individuals working in the roles of <i>Administrators - post-secondary education and vocational training and Post-secondary teaching and research assistants</i> self-identify as women. Discipline-specific data is not available.	Exceeding the national statistic by at least 3%	Similar to McGill Exceeding the national statistic by at least 3%
	Indigenous peoples	Based on the 2016 Census, 0.02% of individuals working in the roles of <i>Administrators - post-secondary education and vocational training and</i>	Higher than the national statistic	Lower than McGill and the national statistic

		<i>Post-secondary teaching and research assistants</i> self-identify as Indigenous peoples. Discipline-specific data is not available.		
	Persons with disabilities	Data not available.	Between 1 and 5%	Over 5% higher than McGill
	Racialized people / Visible minorities	Based on the 2016 Census, 30% of individuals working in the roles of <i>Administrators - post-secondary education and vocational training</i> and <i>Post-secondary teaching and research assistants</i> self-identify as members of visible minorities. Discipline-specific data is not available.	Lower than the national statistic	Similar to McGill Lower than the national statistic
	Ethnic minorities	Data not available.	Between 10 and 20%	Over 15% higher than McGill
	2SLGBTQIA*	Data not available.	Data not available	Between 5 and 10%
		National	McGill neuroscience	HBHL
Postdoctoral fellows	Women	Among the respondents of the 2016 Canadian National Postdoctoral Survey , 48% self-identified as women. Discipline-specific insights are provided by the report on NSERC's 2018 Postdoctoral Fellowship Scholarship program. The proportion of women applicants varied across HBHL-related fields - 39% for Cellular and Molecular Biology, 47% for Psychology and 35% for Computing Sciences giving an average of 40%.	Slightly lower than the discipline-specific national statistic	Lower than McGill Lower than the national statistic
	Indigenous peoples	Among the respondents of the 2016 Canadian National Postdoctoral Survey , 1-2% self-identified as Métis, First Nations or Inuit. Discipline-specific data is not available.	Lower than the national statistic	Similar to McGill Lower than the national statistic
	Persons with disabilities	Among the respondents of the 2016 Canadian National Postdoctoral Survey , 2% self-identified as having a disability. Discipline-specific data is not available.	Lower than the national statistic	Higher than McGill and the national statistic
	Racialized people / Visible minorities	Among the respondents of the 2016 Canadian National Postdoctoral Survey , 33% indicated an ethnicity other than Caucasian/White or Métis, First Nations or Inuit. Discipline-specific data is not available.	Similar to the national statistic	Over 15% higher than McGill
	Ethnic minorities			
	2SLGBTQIA*	Data not available.	Data not available	Between 5 and 10%
		National	McGill neuroscience	HBHL
Graduate students	Women	In the field of <i>Physical and life sciences and technologies</i> in 2017-2018, 49% of students enrolled in graduate programs in Canada were women. In the field of <i>Social and Behavioural Sciences and Law</i> in	Data cannot be shared due to confidentiality restrictions	Over 55% of graduate students who have received fellowships as of March 2020 identify

		2017-2018, 66% of students enrolled in graduate programs in Canada were women. Approximately 75% of HBHL researchers fit into Physical and life sciences and technology, while 25% fit into social and behavioural sciences. Combining these ratios with the above data, HBHL's benchmark statistic is 53%.		as women
	Indigenous peoples	Based on the 2016 Census , approximately 0.01% of Canadian individuals with Masters or doctoral degrees in Biological and biomedical sciences and 0.02% of Canadian individuals with Masters or doctoral degrees in Psychology identify as Indigenous peoples.		Data not available - will be collected in future fellowship competitions
	Persons with disabilities	Data not available.		
	Racialized people / Visible minorities	Based on the 2016 Census , 33% of Canadian individuals with Masters or doctoral degrees in Biological and biomedical sciences and 13% of Canadian individuals with Masters or doctoral degrees in Psychology identify as a member of a visible minority.		
	Ethnic minorities	Data not available.		
	2SLGBTQIA*	Data not available.		

Strengths

Based on the above data, HBHL is currently exceeding the national representation of women faculty and graduate students in related disciplines as well as women staff across disciplines. The HBHL community has a higher representation of Persons with disabilities across both staff and postdoctoral fellows compared to the broader McGill neuroscience community and the national statistics. Among postdoctoral fellows, HBHL exceeds the representation of Racialized people/Visible minorities by over 15% compared to the wider McGill neuroscience community and national data across disciplines. HBHL has a higher representation of Ethnic minorities across faculty, staff and trainees compared to the broader McGill neuroscience community.

Areas for improvement

Women are underrepresented in the postdoctoral population in McGill neuroscience, and even more so within HBHL. While the proportion of Indigenous peoples within McGill neuroscience varies in comparison to national statistics across disciplines for faculty, staff and trainees, the participation of Indigenous peoples in HBHL remains very low. The representation of Racialized people/Visible minorities among faculty and staff is lower in the McGill neuroscience and HBHL communities compared to national statistics across disciplines.

Need for further national data

Comparisons with national statistics is not possible for the representation of Persons with disabilities and Ethnic minorities among faculty, staff and graduate students, as data is not available. Assessment of HBHL's representation of 2SLGBTQIA* individuals cannot be completed due to a lack of data at the national and institutional level.

Discipline-specific national data is currently available only for women faculty and postdocs, as well as Women, Indigenous peoples and Racialized people/Visible minorities in graduate studies. The [discipline-specific data for women faculty](#) demonstrates high variability between disciplines, which may also be the case for representation of other equity groups as well. Comparisons with discipline-specific national data, as available in the future, will provide further important insights.

Five Areas of Focus

The HBHL EDI Action Plan emphasizes the following five areas to build on existing strengths and diversity in our community, address underrepresentation, and facilitate an inclusive environment for all:

- Governance
- Hiring and retention
- Training
- Distribution of funding
- Research content

Progress towards indicators and action items for each of these areas is summarized below.

Governance

Ensuring meaningful inclusion of diverse voices in HBHL decision-making.

Indicators and Progress:

1. **Representation of McGill Equity Groups within HBHL's [governance committees](#) compared to the representation of McGill Equity Groups within the McGill neuroscience community.**

Self-identification information was requested from committee members through a confidential survey. A response rate of 60% was received. The representation of women among respondents is similar to that of the general McGill neuroscience community. Comparisons involving the other McGill Equity Groups cannot be made as less than 5 individuals self-identified in each group.

2. **Integration of EDI considerations in HBHL's governance structure and decision-making processes.**

The HBHL EDI Committee was integrated into the HBHL governance structure in September 2019 and has met monthly since then. The committee currently consists of 9 members, including 4 members of HBHL research leadership (theme or subcommittee leaders), 2 faculty members-at-large, 2 HBHL-affiliated trainees, and the McGill Senior Research Equity Advisor. In addition, McGill's Associate Provost (Equity and Academic Policies) was a co-Chair of this committee from its formation until March 2020 (time had to be refocused on McGill's broader institutional response due to the COVID-19 crisis), and continues to serve as a consultant on HBHL's EDI initiatives.

The committee's mandate includes: 1) Providing guidance to HBHL staff and leadership on the continuous development and progress review of HBHL's EDI Action Plan, 2) Developing a process for EDI data collection and analysis, and 3) Approving processes and decisions related to funding and hiring of faculty, staff and trainees to ensure adherence to EDI principles and commitments. Decisions made and processes developed by the EDI Committee are implemented throughout HBHL's governance, including in the actions taken by the HBHL Research Management Committee, Innovation Committee, and Training Program Committee. The EDI Committee reports to the HBHL Board of Directors through the Executive Committee of the Board (i.e. the Strategic Steering Committee) on the work of the committee and the progress of HBHL on meeting its EDI commitments.

Strengths, Areas for Improvement and Future Plans:

The addition of the EDI Committee into HBHL's governance has been a major contributor to the progress made towards HBHL's EDI indicators across all areas. They have been a driving force in developing and implementing the policies and processes regarding hiring, funding and data collection that will be described in more detail for each area below. The EDI Committee is the first step of approval for hiring and funding processes as well as hiring decisions, prior to scientific review, which ensures that EDI is considered throughout HBHL's decision-making. The committee will continue to meet monthly to conduct reviews, approvals and new policy/process development as needs and opportunities arise.

The EDI Committee is actively working with other HBHL governance committees to ensure equitable response to the COVID-19 situation. We are raising awareness of how the situation may disproportionately impact certain groups through discussions with HBHL leadership. The EDI Committee will review any calls for funding and any other newly-developed initiatives to ensure that EDI is considered in all responses to this situation.

Given the response rate to the self-identification survey to committee members, additional data collection will be needed to give a better estimate of progress and areas for improvement. Action will continue to be taken to ensure diverse perspectives are meaningfully included in HBHL's decision-making. HBHL began implementing publicly-promoted open calls, including an equity statement, for open positions in HBHL governance in early 2020 when there was an opening for a Theme Leader. This will be continued for any future open governance positions, in order to encourage participation from new individuals that may not already be involved with HBHL. For each future open call, individuals from underrepresented groups who may fit the role will be individually contacted and encouraged to apply. Where candidates do not differ in merit, a candidate from group(s) underrepresented within HBHL will be selected.

Increasing transparency regarding HBHL governance will also help to encourage new participants in governance and HBHL in general. The [HBHL website](#) has been updated to include an overview of the governance structure as well as a member list for each committee and the scientific and administrative leadership of HBHL. Funded projects are also listed on the website. Our EDI Action Plan and this report will be shared publicly, and updated with new data as it becomes available. Transparency can be furthered by publicly sharing committee Terms of Reference and summaries of key decisions - we are currently working on a strategy to do this while maintaining any necessary confidentiality.

Recruitment and retention

Facilitating equitable recruitment and creating a positive climate to promote retention for faculty and staff.

Indicators and Progress:

1. Percent of HBHL-related hires, faculty and staff separated, who self-identify as members of McGill Equity Groups.

As of March 2020, we are exceeding our goal of at least 50% of HBHL-related hires being from McGill Equity Groups. Over 50% of HBHL faculty hired to date (i.e. recipients of HBHL Start-Up Supplements) self-identify as members of at least one Federally Designated Group, and therefore in at least one McGill Equity Group. In addition, approximately 80% of HBHL-affiliated staff who responded to the McGill Employment Equity survey as of March 2020 self-identify as members of at least one McGill Equity Group.

2. HBHL-affiliated faculty and staff's perception of the climate of HBHL- and McGill-related spaces.

A survey was distributed to HBHL participants in February 2020 to assess climate and identify barriers to inclusive, accessible and harassment-free environments. The survey questions are presented in Appendix A, and the results of this survey are presented in Appendix B.

3. Percent of HBHL-affiliated faculty and staff who retained their position, transferred to a new McGill-affiliated position, or transferred to a new non-McGill position each year.

Collection of baseline data and data specific to the HBHL community in collaboration with McGill Human Resources is currently in progress.

4. The representation of McGill Equity Groups among HBHL-supported faculty and staff given communication opportunities compared to the representation of McGill Equity Groups in the overall HBHL community.

The majority of HBHL-facilitated speaking opportunities for researchers is offered through our annual Symposium, which included 17 McGill speakers in 2018 and 21 in 2019. In addition, each year approximately 10 McGill neuroscience faculty and staff speak at HBHL training events (e.g. workshops, panels, Trainee Get-Togethers). HBHL-affiliated projects and researchers are also highlighted on HBHL's website and social media, including the monthly [Research Spotlight](#) that began in 2020.

Self-identification is currently available for less than 25% of these individuals, as collected through hiring and funding applications (see above and Distribution of funding section). This cannot provide an accurate measure of the representation of McGill Equity Groups among event speakers and researchers featured in HBHL's communications, but does confirm the inclusion of individuals identifying as Women and/or as Racialized people/Visible minorities. Further insight will be provided in the future as self-identification will be encouraged for all future funding applicants, and retroactive data will be collected for previously-funded researchers (see Distribution of funding section).

Strengths, Areas for Improvement and Future Plans:

Hiring is currently a strength within HBHL's EDI initiatives, as we are exceeding our initial goal of at least 50% of HBHL-related hires being members of McGill Equity Groups. From the beginning of HBHL, all faculty and staff hires adhered to [McGill's Employment Equity requirements](#) (e.g. EDI training for all members of academic search committees, public job postings including an equity statement, inclusion of at least one member of an equity group on the shortlist for each position and submission of a post-search equity report). As of December 2019, we moved beyond the existing requirements and implemented additional measures for HBHL faculty hires (i.e. recipients of HBHL Start-Up Supplements) to integrate EDI best practices into the application and evaluation processes. These requirements will continue to be implemented and publicized for all remaining HBHL faculty hire openings so that we can continue to raise the bar on equitable hiring in the neuroscience community.

- Candidates must be hired through an open search. The hiring faculty must notify HBHL at the start of any search process that may result in an HBHL hire.
- No exceptions will be permitted for the requirement of at least one member of a McGill Equity Group on the shortlist.
- The hiring faculty must assign a mentor for the new recruit. In the application, they must describe the mentorship plan as well as the EDI best practices that were implemented in the recruitment process.
- In the application, the candidate must provide a statement describing how EDI best practices will be implemented in their proposed research program and team.
- The HBHL EDI Committee (see Governance section) must approve the above-listed components of the application in order for it to be sent for scientific review.

Information regarding HBHL's Start-Up Supplements program and the above-listed EDI requirements was disseminated to all McGill faculties in December 2019.

Networking opportunities to facilitate a sense of community among new recruits and existing hires have been regularly provided through HBHL's annual Symposium, Knowledge Mobilization events and training events open to the public. To strengthen the connection among new recruits and HBHL leadership, a New Recruits Reception was held in August 2019 and another will be held once several more hires have been completed. Speaking opportunities at the HBHL Symposium and training events will continue to be offered, with flash talks and panels integrated into events to allow a higher number of researchers and projects to be highlighted. We are planning to increase the frequency of communications focused on researchers and funded projects, and each edition of HBHL's newsletter includes an open call for content inviting anyone funded by HBHL to submit their stories.

The climate assessment in HBHL's 2020 EDI survey (Appendices A and B), raised both strengths and areas in need of action. The vast majority of HBHL participants indicated satisfaction with the general climate at McGill, feel included in their lab or office space, and feel included in their research institute or research centre. The vast majority of respondents feel that their peers support their professional goals, feel physically safe on campus, and are comfortable sharing their opinions in professional discussions. The areas with the least satisfaction across all respondents (10% or more expressing dissatisfaction) include: receiving valuable mentoring, comfort in raising concerns with supervisors, accessing support and accommodations, and research/administration/teaching balance. These areas were shown as particularly problematic for individuals identifying in McGill Equity Groups. Faculty who identified in one or more equity groups were less likely to feel supported by their supervisors in their professional goals, feel comfortable raising opinions that may be different from others and feel comfortable bringing up concerns with their supervisors. Faculty identifying in at least one equity group were less likely to feel that their access to training opportunities is similar to that of peers in the same department and rank. Faculty respondents who identified as Racialized people/Visible minorities were also less likely to have positive role models at McGill. Individuals identifying as members of the 2SLGBTQIA* community were less likely to feel included in the general McGill community related to their field and less likely to have positive role models at McGill than those not identifying as 2SLGBTQIA*.

We have already begun addressing these areas, such as the addition of the requirement for mentorship of all HBHL faculty hires and organizing/funding open training activities. We will develop strategies to increase inclusion in professional discussions, such as HBHL's committee meetings, to facilitate comfort for all participants in expressing their opinions (e.g. giving each member a chance to speak before opening the discussion to any contributor). The balance of

research, teaching and administration for researchers involved in the leadership of HBHL will be assessed to determine if there is a discrepancy between individuals who do and do not identify in equity groups, with further action dependent on these findings (e.g. sharing data with faculties to raise awareness of discrepancies, collaborating with faculties to reduce faculty-related administrative load for researchers involved in HBHL administration). This data collection can be developed in connection with a plan to measure career growth and retention for these hires as well as other HBHL-affiliated faculty and staff.

Individuals identifying in McGill Equity Groups were also more likely to report experiencing harassment and discrimination within the McGill environment. 20% of survey respondents experienced harassment within the McGill environment, and 18% experienced discrimination. In addition to the measures put in place to prevent such behaviours at HBHL activities (see Training section below), we will develop strategies to reduce these behaviours within research environments as well such as publicizing HBHL's commitment to harassment-free environments and McGill's reporting procedures for harassment/discrimination.

The results of the climate survey also demonstrate differences in perception of EDI initiatives. While over 27% of individuals who do not identify in any equity groups feel that HBHL puts too much focus on EDI, only 17% of those who identify in one equity group and 13% of individuals who identify in 2 or more equity groups share that sentiment. Individuals who identify in at least one equity group were less likely to feel that McGill puts sufficient resources towards EDI. This raises the need for increased awareness of the importance of EDI initiatives and the experiences of individuals from marginalized groups, which we will pursue through the development of EDI training resources and activities (see Training section).

Training

Providing accessible professional development for neuroscience trainees and promoting EDI best practices in research training environments.

Indicators and Progress:

1. HBHL-affiliated trainees' perception of the climate of HBHL- and McGill-related spaces.

A survey was distributed to HBHL participants in February 2020 to assess climate and identify barriers to inclusive, accessible and harassment-free environments. The survey questions are presented in Appendix A, and the results of this survey are presented in Appendix B. Participant feedback is collected following HBHL training events, and EDI-related feedback has been summarized in the Strengths, Areas for Improvement and Future Actions section below. In addition, a climate survey was distributed by the McGill Faculty of Medicine to all their trainees in late 2019, and this data will be reviewed when available to contribute to the development of HBHL's EDI efforts.

2. Number of EDI training activities that HBHL hosted/co-hosted each calendar year.

HBHL has hosted/co-hosted 5 EDI training events to date: one in 2017, one in 2018 and three in 2019. Although we did not meet the goal of 2 events per year in the earlier years, this has improved as of 2019. Details of each event are listed in the Strengths, Areas for Improvement and Future Actions section below. New EDI training activities are currently in development for Fall 2020.

3. Percentage of HBHL participants who have participated in EDI training.

As of Spring 2020, the HBHL community consists of 547 individuals (see The HBHL Community section above). 51 of them (9%) participated in at least one of the five HBHL EDI training events hosted to date. We are not currently reaching our goal of having 50% of HBHL participants complete EDI training.

4. The representation of McGill Equity Groups among HBHL-affiliated trainees given communication opportunities compared to the representation of McGill Equity Groups in the overall HBHL community.

Each year, all recipients of HBHL Fellows present at the annual Research Day. In addition, approximately 10 HBHL Fellows speak at Trainee Get-Togethers each year and 3-5 [Fellow Features](#) are published by the HBHL Trainee Committee yearly. To date, 30 Fellows have been highlighted through a Get-Together and/or Fellow Feature (23% of all HBHL Fellows funded to date). The representation of women among these featured fellows is lower than that among all

fellows. Data including all McGill Equity Groups will be analyzed beginning with the 2020 Fellows, as we are now encouraging self-identification at the time of application for HBHL Fellowships (see Distribution of funding section).

5. Number of different speakers/event leaders included in HBHL's training activities per calendar year and proportion who self-identify in McGill Equity Groups.

In 2018 and 2019, over 20 speakers and event leaders were included in HBHL training events per year. This was greatly increased in 2020 with the addition of innovation training activities and the Neural Pathways podcast. In 2020 to date, over 50 speakers have been included in HBHL's training activities. As part of our aim of connecting the HBHL community with individuals from a wide variety of fields, this group of speakers includes industry professionals, non-McGill researchers, and McGill researchers not directly affiliated with HBHL. We do not currently have self-identification data available for the majority of speakers at HBHL training events, and will develop an anonymous survey to collect aggregate self-identification from future speakers.

Strengths, Areas for Improvement and Future Plans:

Building a positive climate for trainees is one of HBHL's strengths. As described in the previous section, the results from HBHL's EDI survey (Appendices B and C) demonstrate an overall positive climate in the McGill neuroscience community. The action areas discussed for faculty and staff above will apply for trainees as well.

We are taking action to create inclusive environments in research spaces, which will contribute to addressing these areas. As of January 2020, all supervisors of graduate students and postdoctoral fellows applying for HBHL fellowships are required to provide a reference letter including a description of how EDI best practices are implemented in their team. Examples of [EDI best practices](#) for supervisors are provided on the HBHL website, and we plan to continue to grow this resource into a comprehensive guide to EDI for research supervisors in neuroscience and related fields.

Communication opportunities provided for trainees contribute to building a collaborative and connected community. Open invitations to speak at Get-Togethers and submit content for Fellow Features are sent to all HBHL Fellows several times per year. Each edition of HBHL's newsletter includes an open call for content inviting anyone funded by HBHL to submit their stories. However, less than a quarter of HBHL Fellows have participated in these communication opportunities and the representation of women among those participants is lower than the general population of Fellows. A strategy will be developed in consultation with the HBHL Trainee Committee to encourage more Fellows to participate in communication opportunities.

HBHL strives to create inclusive training environments outside of the lab and office. Many open networking opportunities, such as the monthly Trainee Get-Togethers and annual Research Day, have been provided for trainees to facilitate a sense of community and build connections with peers, faculty, staff and industry professionals. A wide range of open professional skills training has been provided by HBHL for neuroscience trainees. Further leadership experience is offered through participation in the HBHL Trainee Committee, open to all recipients of HBHL fellowships, and the HBHL Postdoc Mentorship Program, open to all recipients of postdoctoral HBHL fellowships. HBHL's training and networking events have been ongoing since 2017 and will continue for the duration of our funding.

In the climate survey, 73% of respondents (79% of trainees) indicated that they feel included at HBHL events and activities. Individuals who identified in one or more equity groups were less likely to indicate that they feel included compared to those who did not identify in any equity groups. We have begun rigorously implementing EDI best practices in our training events, and we look forward to seeing the level of inclusion at our events grow as these practices become more consistent. The following steps have been taken for many previous HBHL activities, and will continue to be grown to ensure that all future training events and other HBHL activities are inclusive and accessible:

- Events are free of charge for participants.
- Physically-accessible venues with gender-neutral facilities are chosen, live-captioning of talks is provided where feasible, slides and documents follow accessibility best practices, and accessibility information is shared with participants prior to the event.
- Land acknowledgements are integrated into the event content.

- Activities are promoted publicly through HBHL communications and other McGill communications (e.g. through departments and student groups).
- An [Event Code of Conduct](#) was developed in August 2019, to which all organizers and participants of HBHL events must agree to abide by at the time of registration for any event. The Code is a dynamic document which may be revised based on community feedback at any time.
- At the time of registration for HBHL events, participants are invited to indicate any accessibility needs and dietary restrictions, and accommodation is provided as needed.
- Organizing teams have been formed for major HBHL events (e.g. Symposium beginning in 2020, Research Day and Trainee Get-Togethers beginning in 2017) to solicit a range of perspectives on event activities, schedule and speakers.
- Speakers and event leaders from various backgrounds and fields are highlighted.
- Participant feedback is collected after the activity, and considered in the organization of future activities.

A resource and checklist for accessible and inclusive HBHL activities will be developed and shared publicly, as well as specifically with event organizers and speakers, to ensure consistency in the application of EDI best practices for all our activities. The position of EDI Officer was added to the HBHL Trainee Committee in September 2019, who is responsible for ensuring the Committee's activities (Trainee Get-Togethers, Research Day, trainee communications) are inclusive, accessible and highlight speakers that are representative of the McGill neuroscience community. EDI-specific feedback will be collected for all future training events (e.g. asking participants to indicate whether they felt the event was inclusive) to assess the consistent integration of EDI best practices.

Our efforts are already showing with participant feedback demonstrating that HBHL's training events provide a welcoming, collaborative environment with accessible content for individuals with varying backgrounds. Examples of participant feedback are listed below:

- "The online class was very useful as it allowed me to go through the lesson at my own pace, which was very useful for me as a very beginner." (HBHL Coding Club, Fall 2019)
- "I very much appreciated the instructor's dedication and attention to making sure everyone understood and was able to progress during the course" (HBHL Coding Club, Winter 2020)
- "The most useful aspect of the workshop was learning other ways of thinking and collaborating with others in an open, welcoming environment" (From divergent thinking to convergent solutions, Fall 2018)
- "Great organization, so inclusive!" (Science Communication Day, Winter 2020)
- "The content of the talks seemed accessible to anyone." (Wellness Day, Winter 2020).

In addition to including EDI practices in our training activities, we have organized training activities specifically focused on EDI. Our previous EDI training has included three public events and two targeted events for specific HBHL-related groups. HBHL also provided five travel awards for McGill trainees to attend the Inspiring Young Women in STEM conference in March 2018 at Western University. Event details, including participant feedback, is listed below:

- **Sex Cells: A workshop on SGBA+ in research**, held on November 26, 2019 for 54 participants (public event).
 - 10 participants provided feedback. They all felt that the workshop was a valuable learning experience. Attendees benefited from the opportunity to discuss with peers how SGBA+ can be implemented in real, current research and would like a longer discussion session in future events.
- **Creating an Inclusive Science Ecosystem: A panel discussion on equity, diversity and inclusion in academia** for 40 participants on April 3, 2019 (public event).
 - 11 participants provided feedback. They felt that the most useful aspect was hearing about real, personal experiences from panelists from a variety of fields and backgrounds. Suggestions for future events included more time for Q&A and practical strategies that the audience can implement to improve EDI in their environments.
- **An HBHL Trainee Get-Together** with 71 participants on February 13, 2019 held in connection with the International Day of Women and Girls in Science (public event). The event included a talk on the current state of women in STEM, followed by a keynote lecture and trainee research talks given by women scientists.
 - Feedback gained through discussion with several participants at the event indicated that the presentation of data helped them to understand the severity of inequities in academia and motivated them to take action.

- A **training session on equity in the peer review process** given by McGill equity staff for 17 members of the HBHL Research Management Committee and HBHL staff in December 2018.
- **Creating Ethical Space for First Nations Led Neuroscientific Health Research** on August 23-24, 2017 for 17 participants.

New programming is in development for Fall 2020, including collaborations with the McGill Integrated Program in Neuroscience. We are on track to meet our goal of two training activities in this calendar year. Due to COVID-19, our Fall programming will be delivered primarily online. This will be leveraged as an opportunity to increase accessibility and reach of our activities, and EDI best practices will be integrated to reduce barriers to participation. The actions taken for our in-person training activities (listed above) will be transferred to an online format, as applicable. Additional measures will be taken as well, such as:

- Recording talks/workshops and sharing them publicly for access at any time (where speakers consent).
- Providing resources in document form (e.g. webpages, pdf, slides) in addition to video and audio recordings to facilitate access using various devices and software.
- Developing opportunities for online discussion and networking, such as breakout groups during a workshop and written discussion forums that can be accessed at any time.

Only a small portion of the HBHL community was reached by our past events, in addition to many participants from the larger McGill community. To reach a larger portion of the HBHL participants with future events, we will aim to organize a combination of public activities and specialized workshops as well as integrating EDI training with existing HBHL professional development and networking activities that already have a large audience. In addition, future climate surveys will include a question on participation in EDI training outside of HBHL, as there may be a portion of our community who has participated in EDI training through other McGill units (e.g. training for academic search committees, Safer Spaces workshops) or other institutions that we do not have a record of. This will also bring EDI training opportunities to our attention, which we can then further promote to the HBHL community and/or initiate collaborations as appropriate.

We are developing an internship program for senior undergraduate students with an interest in pursuing further studies or work in research, with a focus on students from underrepresented groups. This will begin in summer 2021, and will be organized in collaboration with BrainsCAN at Western University. It will include summer-long paid internships on a research team for several students as well as skills development workshops specially-designed for program participants.

Distribution of funding

Implementing equitable application and selection processes for HBHL funding programs.

Indicators and Progress:

1. **The representation of McGill Equity Groups among applicants for each funding program compared to the representation of McGill Equity Groups in the relevant portion (e.g. faculty or trainees) of the McGill neuroscience community.**

Trainee Fellowships

Gender self-identification was collected for the 2017-2019 HBHL graduate student and postdoctoral fellowship competitions. In 2020, the optional self-identification at the time of application was expanded to include all six McGill Equity Groups.

The overall proportion of women applicants for HBHL postdoctoral fellowships is higher than that of the proportion of women postdoctoral fellows in the McGill neuroscience community (see The HBHL Community section above) and the estimate of women postdocs in Canada provided by the [2016 Canadian National Postdoctoral Survey](#). Differences are observed across research themes, with the lowest proportion of women applicants in Theme 1. Further insight will be provided in future postdoctoral fellowship competitions where we will collect self-identification in all McGill Equity Groups.

The proportion of women applicants to the two most recent HBHL Graduate Student Fellowships is greater than the proportion of women enrolled in graduate studies in related fields in Canada (Table 1). In the 2020 graduate student fellowship competition, the proportion of applicants who identify as Indigenous peoples or Racialized people/Visible minorities is at least consistent with the representation of these groups in graduate studies in related fields in Canada (Table 1). Discipline-specific information regarding the remaining equity groups at the national level is not currently available.

Researcher Grants

Prior to Fall 2019, no self-identification information was collected from applicants. Retroactive collection of this information is planned. Since adding an optional self-identification in McGill Equity Groups on applications for HBHL funding in Fall 2019, data has been collected for the 2020 Knowledge Mobilization and Neuro-Commercialization grants. The applicant pools were not representative of the McGill neuroscience community.

2. The representation of McGill Equity Groups among awardees for each funding program compared to the representation of McGill Equity Groups in the respective applicant pool.

Trainee Fellowships

Between 2017 and 2019, the overall proportion of women awardees was higher than the proportion of women applicants for 1 fellowship competition, and lower than the proportion of women applicants for 4 competitions. The proportion of women awardees in Theme 1 was always lower than its respective applicant pool for all competitions. The proportion of women awardees in Themes 2, 3 and 4 was higher than the proportion of women applicants in some competitions, and lower in others. In the 2020 graduate student fellowship competition, a higher representation of women, Indigenous peoples, Persons with Disabilities, Racialized People/Visible Minorities and 2SLGBTQIA* is observed among the awardees than applicants. The representation of Ethnic Minorities was lower in the awardees compared to the applicants.

Researcher Grants

Data will be analyzed when the retroactive self-identification for previous competitions is complete.

3. The average amount of funding received by awardees identifying as members of equity groups compared to the average amount received by awardees not identifying in equity groups, for each funding program.

Trainee Fellowships

All fellowship recipients at the same level of study (Master's, PhD or Postdoc) receive the same amount of funding.

Researcher Grants

Recipients of HBHL Start-Up Supplements who identified as members of at least one McGill Equity Group were awarded, on average, 14.5% less HBHL funds than recipients who did not identify in any McGill Equity Groups. Further data will be provided when the retroactive self-identification for previous competitions is complete.

Strengths, Areas for Improvement and Future Plans:

The addition of optional self-identification in McGill Equity Groups, accompanied by an equity statement and indication that the responses will not be sent to reviewers, has allowed us to improve tracking of the flow of individuals through the application and review process. First insights are provided through the data collected in the HBHL Fellowship competitions and recent funding programs for researchers, with additional information to be provided through retroactive analysis of HBHL's early funding programs. Data collected to date cannot be shared beyond the general comparative statements listed above, as a notice regarding data sharing was not presented to the applicants at the time of data collection. As part of our effort to maximize transparency and share progress on EDI initiatives, a statement indicating that anonymized, aggregate data may be shared will be included for all future data collection.

For trainees, the overall applicant pools have been generally consistent with or higher than the representation of equity groups in similar disciplines at McGill and nationally, based on available data. Across all competitions, the lowest proportion of women applicants is found in the research theme of Neuroinformatics and Computational Modelling. However, for graduate students, the proportion of women applicants in this research theme has increased over time. To continue to grow our applicant pools for HBHL Fellowships, future competitions will continue to be promoted publicly through HBHL and McGill communications. To encourage applications from individuals in underrepresented groups, particularly for groups where we experience the highest discrepancy with the wider community (e.g. women postdoctoral fellows in neuroinformatics), open funding opportunities will be specifically shared with initiatives targeted towards these groups (e.g. participants and alumni of the [AI For Good Summer Lab](#), [Women in AI](#)).

For researchers, the pool of applicants for the recent competitions has not been representative of the McGill neuroscience community. As these are specialized funding programs for innovation and knowledge mobilization, this may not be representative of the applicant pool for general research funding. Improved data collection for future general funding programs (e.g. Innovative Ideas) will provide additional insight into gaps between our applicants and the pool of eligible

researchers. Strategies we will employ to solicit applications from all eligible researchers for future specialized and general funding programs include: public information sessions, increasing promotion of funding opportunities through a variety of McGill communication channels, reaching out to specific individuals who may be working on eligible projects to inform them of open funding opportunities, and extending application deadlines if an insufficient number of applications or non-representative applicant pool is obtained in a first call. As of Fall 2019, calls for funding have been reviewed by the EDI Committee for inclusive language and an equitable application/selection process, and this will continue for future funding programs.

The similarity in representation of McGill Equity Groups in awardees of a funding program versus the respective applicant pool has been varied. There are theme-specific patterns, such as the consistency of a lower proportion of women in Theme 1 receiving fellowships compared to the applicant pool for the 2017-2019 fellowship competitions. In the first implementation of an excellence levels selection process for the 2020 HBHL Graduate Student Fellowships, the group of awardees better represents the applicant pool. However, a discrepancy was observed in the representation of Ethnic Minorities (i.e. individuals with a first language other than English or French, who do not identify as Indigenous or Racialized/Visible Minorities) between applicants and awardees. As the applications must be submitted in English, this discrepancy may be caused by challenges experienced by individuals with less experience writing in English. For future competitions, writing resources including those designed for individuals with English as a second+ language (e.g. workshops, courses and tutoring offered by the McGill Writing Centre) will be publicized with the call for applications. Excellence levels selection processes will be implemented for future funding programs for both trainees and researchers, where more than 10 applications are received. For future funding programs, an equity statement and resources on bias in peer review will be distributed to reviewers along with the evaluation instructions.

The discrepancy in the amount awarded in HBHL's Start-Up Supplements program between recipients who do and do not self-identify in McGill Equity Groups stems from differences in the amount requested by the hiring faculty. All successful Start-Up Fund applications so far were awarded the amount that they requested in the application. The HBHL EDI Committee will develop a process to communicate with faculties to further encourage EDI considerations when developing a budget for potential new hires. Budget information will be added to the components reviewed by the EDI Committee for future Start-Up Supplement applications.

Research content

Considering sex- and gender-based analysis plus (SGBA+) factors (e.g. sex, gender, age, ability, Indigeneity, , geography, culture, income, sexual orientation, education, ethnicity, religion and language) in scientific research to inform equitable health care, technology and policy.

Indicators and Progress:

1. Percentage of HBHL-funded researchers and trainees who have completed SGBA+ training.

All applicants to the 2020 HBHL Fellowship competition were required to submit a certificate of completion of online training in SGBA+. This will be required for all funding programs as of Summer 2020, therefore 100% of researchers and trainees funded by HBHL after this time will have completed training in SGBA+.

2. Percentage of applications per funding program that receive satisfactory SGBA+ reviews.

Peer review of SGBA+ was added to HBHL funding programs in Fall 2019. However, significant discrepancy was observed across reviewers so the process will need to be adjusted before future competitions in order to have a more accurate indication of SGBA+ quality.

Strengths, Areas for Improvement and Future Plans:

HBHL has taken substantial action to raise awareness of the importance of proper implementation of SGBA+, and ensure that it is brought to the attention of each researcher and trainee supported by HBHL or applying for funding. This has been done through requirements in HBHL funding applications and reports as well as in-person training, such as our workshop on SGBA+ held in November 2019. As of January 2020:

- applicants for all HBHL funding programs must include a statement of sex- and gender-based analysis plus (SGBA+) considerations as part of the project proposal. All reviewers must indicate whether SGBA+ is a strength, weakness or not applicable to the proposed project.
- HBHL Fellowship applicants must complete CIHR's online training in SGBA+ and include their certificate of completion in their application.
- applicants to HBHL's Knowledge Mobilization program must describe how their project facilitates EDI at McGill or in the wider community.
- all recipients of HBHL funds must describe how SGBA+ is/was implemented in their project in their mid-term and end-of-grant reports.

The requirement for completion of training in SGBA+ at the time of application will be expanded to all HBHL funding programs as of Summer 2020. Researchers who previously received HBHL funding will be encouraged to complete the training as well.

An area that we plan to improve further is the quality assessment of the SGBA+ components of funding applications in order to ensure that the work we are funding is including SGBA+ appropriately. Currently, peer reviewers of applications for HBHL funding are asked to indicate whether the integration of SGBA+ is a strength, weakness or not applicable. However, as each reviewer may have different levels of knowledge and experience with SGBA+, we have found significant discrepancies between the evaluations provided by different reviewers. For future funding programs, the SGBA+ section will be evaluated separately from the remainder of the application, with one researcher with expertise in SGBA+ evaluating all SGBA+ sections for all applications in the same HBHL research theme. With this improvement to the reliability of our SGBA+ reviews, we can then choose to fund only applications deemed to have sufficient and appropriate use of SGBA+.

Conclusion

We have made much progress towards exceeding our objectives and facilitating EDI within and beyond the McGill neuroscience community. A major contributor to this progress has been the integration of the HBHL EDI Committee into our governance structure, which ensures that EDI is a key consideration in HBHL's decision-making. EDI and SGBA+ components have been added to applications for HBHL funding for researchers and trainees, to facilitate awareness and implementation of best practices. Extensive efforts have been made to maximize the accessibility and inclusion of HBHL's events and activities.

Our areas for growth are centered on the expansion of our EDI training and public resources, increasing our connections with the Indigenous community, as well as ensuring consistency in EDI best practices across all funding programs and activities. We are working on the development of both interpersonal training sessions as well as online resources that can be accessed by the McGill neuroscience community and beyond. Activities are in development to increase access for Indigenous individuals to the research community (e.g. summer internship program for students) and integrate Indigenous knowledge into HBHL's research (e.g. collaborative training and discussion sessions). Processes for the implementation of best practices for event organization and funding application review will be refined and shared to ensure they are fully applied in all relevant scenarios.

Through actions taken to date and those to be expanded in the future, we strive to facilitate an inclusive research and training environment at McGill where all are able to achieve their potential for excellence.

Appendix A: EDI Survey Questions

Equity, Diversity and Inclusion / Perceptions Survey

HBHL is committed to facilitating inclusive research and training environments where all feel comfortable and able to achieve their potential. To this end, we encourage all HBHL participants to complete the below survey which will be used to inform HBHL's equity, diversity and inclusion strategy, as well as gauge overall perception of the HBHL initiative and its communication efforts. The data will be used to understand the demographic profile and the experience of HBHL participants in their academic environments in order to inform how and where HBHL may contribute to facilitating equity, diversity and inclusion, as well as refine HBHL communications efforts.

The survey includes the following components:

- Identification of your status within HBHL;
- Self-identification as belonging to specific demographic groups;
- Questions about your experiences in your academic environment, including any experiences of harassment and discrimination; and
- Questions about your perception of HBHL and how you receive information about the initiative.

All questions are optional.

The survey is anonymous and confidential. Individual responses will be accessed only by three members of HBHL staff. Pooled data may be shared publicly on the HBHL website as part of HBHL's efforts to maximize transparency in its equity, diversity and inclusion strategy. Any data derived from a group of fewer than five people will not be shared.

As the survey is anonymous and responses cannot be linked to specific individuals, any information provided cannot be considered as an official report of discrimination, harassment and/or any other violations of McGill policies. If you would like to make an official report, please consult McGill's [equity resource list \(https://www.mcgill.ca/equity/resources\)](https://www.mcgill.ca/equity/resources).

Select your status:

Faculty - Tenure-Track

Specify your status:

Associate Professor

Specify your connection to HBHL (select all that apply):

I currently receive or previously received funding directly from HBHL (e.g. PI or co-PI on a grant, recipient of a student or postdoc fellowship)

I currently receive or previously received HBHL funding indirectly (e.g. funded from a supervisor's HBHL grant)

I currently participate or previously participated in HBHL leadership and/or governance (e.g. any HBHL committee)

How often do you attend, speak at and/or otherwise participate in HBHL events and activities?

Events and activities can include HBHL-related meetings, training workshops, Trainee Get-Togethers, Symposium, Research Day and HBHL-sponsored events.

- None -

Self-identification in demographic groups

	Yes	No	Prefer not to answer
I self-identify as a woman.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I self-identify as an Indigenous person (First Nations, Inuit, or Métis, status or non-status) or Native American from the USA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I self-identify as a person with a disability. For the purposes of this question, "persons with disabilities" refers to people who experience significant or persistent physical, mental, sensory, psychiatric or learning impairments. This definition also includes persons whose functional limitations owing to their impairment have been accommodated in their current place of work or study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I self-identify as a racialized person or member of a visible minority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mother tongue is neither English nor French; and I am NOT a racialized/visible minority or an Indigenous person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I self-identify as a person of minority sexual orientation or gender identity (LGBTQI2S+).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am/was a first-generation university student (neither of my parents completed a college or university degree).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a Canadian citizen or permanent resident.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced one or more acute or chronic physical health conditions that has affected my work or training in the past 12 months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced one or more acute or chronic mental health conditions that has affected my work or training in the past 12 months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past 12 months, I have been a primary caregiver for one or more children. You do not have to be the sole caregiver to consider yourself a primary caregiver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past 12 months, I have been a primary caregiver for one or more adult dependents (i.e. individual(s) who rely on you for regular day-to-day care). You do not have to be the sole caregiver to consider yourself a primary caregiver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select your age group:

If you would like to expand on any of your responses above or provide any additional demographic information, please feel free to do so in the space below.

Experiences in your academic environment

Please indicate your level of agreement with each of the following statements.

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	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable	Prefer not to answer
I am satisfied with the overall climate at McGill University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in my lab or office space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in my research institute or research centre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in my McGill department or unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in the general McGill community related to my field of research, study or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have positive role models at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive valuable mentoring from one or more member(s) of the McGill community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers are supportive of my professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor(s) are supportive of my professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In professional discussions, I am comfortable raising opinions that may be different from those expressed by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable bringing up concerns with my supervisor(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill puts too much focus on equity, diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HBHL puts too much focus on equity, diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill puts sufficient resources towards facilitating equity, diversity and inclusion for all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to access any support and/or accommodations that I need to be able to fully participate in my job/education and professional activities at McGill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel physically safe on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoid HBHL activities due to concerns of physical safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included at events and activities organized or funded by HBHL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included at other McGill neuroscience events and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work balance and access to opportunity

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable	Prefer not to answer
I have similar access to training opportunities (e.g. conferences, workshops) as other individuals in the same department and rank.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have similar access to advancement opportunities (e.g. funding, publications, publicity, promotions) as other individuals in the same department and rank.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my balance of research, teaching and administrative work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My balance of research, teaching and administrative work is similar to that of others in the same rank and department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Harassment and discrimination

Please indicate whether you have experienced and/or observed harassment and/or discrimination within the McGill environment. Harassment is repeated unwanted or hostile conduct that has a negative impact on the person and results in a harmful environment for the person. In the employment context, a single serious incident may constitute harassment. Discrimination is any action that disadvantages someone based on any prohibited ground of discrimination (i.e. race, colour, sex, gender, 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).

	Never	Once or twice	Three or more times
I have experienced harassment within the McGill environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed harassment experienced by others within the McGill environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced discrimination within the McGill environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed discrimination experienced by others within the McGill environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced harassment and/or discrimination and feel able and comfortable to elaborate, please select the type(s) of comments or behaviours that you experienced:

You may select more than one option, if applicable.

- Sexism
 Racism
 Religious Intolerance
 Homophobia
 Transphobia
 Another type of harassment or discrimination not listed above

If you have witnessed harassment and/or discrimination and feel able and comfortable to elaborate, please select the type(s) of comments or behaviours that you witnessed:

You may select more than one option, if applicable.

- Sexism
 Racism
 Religious Intolerance
 Homophobia
 Transphobia
 Another type of harassment or discrimination not listed above

Please feel free to provide any comments to expand on your responses above, or any other equity, diversity and inclusion experiences in your academic environment that you would like to share.

Appendix B: EDI Survey Results

Response Rate

The survey was sent to all: 1) Principal Investigators and collaborators on HBHL-funded projects, 2) graduate student and postdoctoral recipients of HBHL Fellowships and their supervisors, 3) trainees, staff and other personnel funded through their supervisors' HBHL grants, 4) HBHL-affiliated administrative staff, and 5) members of HBHL governance committees. The response rate overall and among faculty, staff and trainees is presented in Table A.

Table A: Response rate for the HBHL EDI survey, and representation of individuals who self-identify in at least one McGill Equity Group among respondents compared to the HBHL community.

Position	Number invited	Number / percent completed	Percent of HBHL EDI survey respondents who self-identify in at least one McGill Equity Group	Percent of McGill Employment Equity Survey respondents who self-identify in at least one McGill Equity Group
Faculty	235	88 / 37%	56%	Over 60%
Administrative Staff, Research Staff and Industry Professionals	130	31 / 24%	93%	Approximately 80%
Trainees (Students and Postdoctoral Fellows)	182	44 / 24%	84%	Approximately 80% of postdoctoral fellows, student data not currently available
Total	547	163 / 30%	71%	

Among respondents of the HBHL EDI survey, 32% of faculty, 77% of staff and 36% of trainees self-identified as women (42% of total respondents). Less than 5 respondents self-identified as Indigenous peoples. 5.5% of total respondents self-identified as Persons with Disabilities - separation by position is not possible as this includes less than 5 individuals in some categories. 19% of faculty, 16% of staff and 34% of trainees self-identified as Racialized People/Visible Minorities (23% of total respondents). 18% of faculty, 26% of staff and 34% of trainees self-identified as Ethnic Minorities (24% of total respondents). 9% of total respondents self-identified as persons of minority sexual orientation or gender identity (2SLGBTQIA*) - separation by position is not possible as this includes less than 5 individuals in some categories. 19% of faculty, 35% of staff and 32% of trainees self-identified in two or more McGill Equity Groups (26% of total respondents).

Response to Climate-related Statements, by Position and McGill Equity Group Self-Identification

Respondents were presented with the following statements related to inclusion and accessibility in their academic environment and were asked to indicate their level of agreement with each statement (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The response distribution and differences by position and self-identification in equity groups is presented in Table B.

Chi square tests were performed to assess the difference in frequency of Strongly Agree/Agree (combined) and Disagree/Strongly Disagree (combined) responses between those who did not identify in any McGill Equity groups (n=48), those who identified in one McGill Equity Group (n=74), and those who identified in two or more McGill Equity Groups (n=42). This was performed across all respondents, as well as for faculty, staff and trainees separately. Chi square tests were also run for each McGill Equity Group separately, comparing the frequency of Strongly Agree/Agree and Disagree/Strongly Disagree between those who did and did not self-identify in that group, overall and separated by position. Significant differences based on groups of at least 5 respondents are reported in Table B. As this survey is exploratory, all results of the Chi square tests with a $p \leq 0.1$ are reported.

Table B. Summary of responses to statements related to inclusion and accessibility in the academic environment.

Statement	Number of responses, excluding those who did not respond, or indicated “Not applicable” or “Prefer not to answer”	Mean response across all respondents (1=Strongly Agree, 3=Neutral, 5=Strongly Disagree)	Agree or Strongly Agree(%)	Disagree or Strongly Disagree (%)	Statistically significant differences by equity group and position (Agreed/Strongly Agreed and Disagreed/Strongly Disagreed)
I am satisfied with the overall climate at McGill University.	154	1.94	87%	6%	Respondents who identified as 2SLGBTQIA* were less likely to agree with this statement than those who did not identify as 2SLGBTQIA*.
I feel included in my lab or office space.	149	1.66	90%	4%	No statistically significant differences.
I feel included in my research institute or research centre.	147	1.93	80%	7%	No statistically significant differences.
I feel included in my McGill department or unit.	153	2.05	75%	8%	No statistically significant differences.
I feel included in the general McGill community related to my field of research, study or work.	152	1.97	78%	7%	Respondents who identified as 2SLGBTQIA* were less likely to agree with this statement than those who did not identify as 2SLGBTQIA*.
I have positive role models at McGill.	152	1.93	80%	9%	<ul style="list-style-type: none"> Across all respondents and among faculty, individuals who identified as Racialized people/Visible minorities were less likely to agree with this statement than those not identifying as Racialized people/Visible minorities. Respondents who identified as 2SLGBTQIA* were less likely to agree with this statement than those who did not identify as 2SLGBTQIA*.
I receive valuable mentoring from one or more member(s) of the McGill community.	149	2.01	76%	11%	No statistically significant differences.
My peers are supportive of my professional goals.	155	1.87	83%	6%	Among trainees, individuals identifying in any 2 or more equity groups were less likely to agree with this statement than those identifying in one or no equity groups.
My supervisor(s) are supportive of my professional goals.	124	1.89	78%	7%	<ul style="list-style-type: none"> The more equity groups an individual identified with, the less likely they were to agree with this statement. Across all respondents and among trainees, individuals who identified as Racialized people/Visible minorities were less likely to agree with this statement compared to those not identifying in this group.
In professional discussions, I am comfortable raising opinions that may be different from those expressed by others.	160	1.92	83%	5%	<ul style="list-style-type: none"> Respondents who identified as Persons with Disabilities had lower agreement with this statement than those not identifying as Persons with Disabilities. Among faculty, those who identified in any one or more equity groups were less likely to agree with this statement than those identifying in no equity groups.

Statement	Number of responses, excluding those who did not respond, or indicated "Not applicable" or "Prefer not to answer"	Mean response across all respondents (1=Strongly Agree, 3=Neutral, 5=Strongly Disagree)	Agree or Strongly Agree(%)	Disagree or Strongly Disagree (%)	Statistically significant differences by equity group and position (Agreed/Strongly Agreed and Disagreed/Strongly Disagreed)
I am comfortable bringing up concerns with my supervisor(s).	125	2.03	75%	11%	Among faculty, those who identified in any one or more equity groups reported lower agreement than those identifying in no equity groups.
McGill puts too much focus on equity, diversity and inclusion.	151	3.62	17%	55%	<ul style="list-style-type: none"> • The more equity groups an individual identified with, the more likely they were to disagree with this statement. • Across all respondents and among faculty and trainees each separately, respondents who self-identified as women were less likely to agree with this statement than those not identifying as women. • Across all respondents and in trainees separately, those who identified as Ethnic Minorities were more likely to agree with this statement compared to those who did not identify as Ethnic Minorities. • Respondents who identified as 2SLGBTQIA* were more likely to disagree with this statement than those who did not identify as 2SLGBTQIA*.
HBHL puts too much focus on equity, diversity and inclusion.	150	3.56	19%	53%	<ul style="list-style-type: none"> • The more equity groups an individual identified with, the more likely they were to disagree with this statement. • Across all respondents and among faculty and trainees each separately, respondents who self-identified as women were less likely to agree with this statement. • Across positions and among trainees separately, respondents who identified as Racialized people/Visible minorities were more likely to disagree with this statement compared to those not identifying as Racialized people/Visible minorities. • Across all respondents and in trainees separately, those who identified as Ethnic Minorities were more likely to agree with this statement compared to those who did not identify as Ethnic Minorities.
McGill puts sufficient resources towards facilitating equity, diversity and inclusion for all.	151	2.7	44%	19%	<ul style="list-style-type: none"> • Individuals identifying in one or more equity groups were less likely to agree with this statement than those not identifying in any equity groups. • Respondents who identified as 2SLGBTQIA* were more likely to disagree with this statement than those who did not identify as 2SLGBTQIA*.
I am able to access any support and/or accommodations that I need to be able to fully participate in my job/education and professional activities at McGill.	134	2.16	72%	10%	Among faculty, respondents identifying in any one equity group were less likely to agree with this statement compared to those identifying in zero and 2+ equity groups.

Statement	Number of responses, excluding those who did not respond, or indicated "Not applicable" or "Prefer not to answer"	Mean response across all respondents (1=Strongly Agree, 3=Neutral, 5=Strongly Disagree)	Agree or Strongly Agree(%)	Disagree or Strongly Disagree (%)	Statistically significant differences by equity group and position (Agreed/Strongly Agreed and Disagreed/Strongly Disagreed)
I feel physically safe on campus.	155	1.59	96%	Fewer than 5 respondents	Statistical analysis not conducted for statements with fewer than 5 responses in either response category.
I avoid HBHL activities due to concerns of physical safety.	137	4.57	4%	92%	Respondents who did not identify in any equity groups were more likely to avoid HBHL activities due to concerns of physical safety. This stems from faculty respondents, which showed that those who did not self-identify as women were more likely to agree with this statement.
I feel included at events and activities organized or funded by HBHL.	146	2.05	73%	8%	Across all respondents and in faculty separated, individuals identifying in one or more equity groups were less likely to agree with this statement than those not identifying in any equity groups.
I feel included at other McGill neuroscience events and activities.	139	2.04	76%	5%	Among faculty, individuals identifying in any one equity group were less likely to agree with this statement than those identifying in zero or 2+ equity groups.
I have similar access to training opportunities (e.g. conferences, workshops) as other individuals in the same department/unit and level of study.	42 (trainees only)	1.69	90%	Fewer than 5 respondents	Statistical analysis not conducted for statements with fewer than 5 responses in either response category.
I have similar access to training opportunities (e.g. conferences, workshops) as other trainees who work under my supervisor.	40 (trainees only)	1.45	98%	Fewer than 5 respondents	Statistical analysis not conducted for statements with fewer than 5 responses in either response category.
I have similar access to advancement opportunities (e.g. funding, publications, publicity, promotions) as other individuals in the same department/unit and level of study.	42 (trainees only)	1.98	79%	Fewer than 5 respondents	Statistical analysis not conducted for statements with fewer than 5 responses in either response category.
I have similar access to advancement opportunities (e.g. funding, publications, publicity, promotions) as other trainees who work under my supervisor.	40 (trainees only)	1.73	83%	Fewer than 5 respondents	Statistical analysis not conducted for statements with fewer than 5 responses in either response category.
I have similar access to training opportunities (e.g. conferences, workshops) as other individuals in the same department/unit and type of position.	28 (staff only)	1.68	96%	Fewer than 5 respondents	Statistical analysis not conducted for statements with fewer than 5 responses in either response category.
I have similar access to advancement opportunities (e.g. publicity, promotions, funding, publications) as other individuals in the same department/unit and type of position.	27 (staff only)	1.7	93%	Fewer than 5 respondents	Statistical analysis not conducted for statements with fewer than 5 responses in either response category.

Statement	Number of responses, excluding those who did not respond, or indicated “Not applicable” or “Prefer not to answer”	Mean response across all respondents (1=Strongly Agree, 3=Neutral, 5=Strongly Disagree)	Agree or Strongly Agree(%)	Disagree or Strongly Disagree (%)	Statistically significant differences by equity group and position (Agreed/Strongly Agreed and Disagreed/Strongly Disagreed)
I have similar access to training opportunities (e.g. conferences, workshops) as other individuals in the same department and rank.	80 (faculty only)	2.03	79%	13%	Individuals identifying in one or more equity groups were less likely to agree with this statement compared to those who did not identify in any equity groups.
I have similar access to advancement opportunities (e.g. funding, publications, publicity, promotions) as other individuals in the same department and rank.	80 (faculty only)	2.13	75%	14%	No statistically significant differences.
I am satisfied with my balance of research, teaching and administrative work.	81 (faculty only)	2.44	59%	20%	No statistically significant differences.
My balance of research, teaching and administrative work is similar to that of others in the same rank and department.	79 (faculty only)	2.63	56%	25%	<ul style="list-style-type: none"> • Individuals identifying in one or more equity groups were less likely to agree with this statement compared to those who don't identify in any equity group. • Respondents who identified as women were less likely to agree with this statement compared to those who did not identify as women.

Harassment and Discrimination Experienced and Witnessed, by Position and McGill Equity Group Self-Identification

All respondents were invited to share whether they had experienced and/or witnessed harassment and/or discrimination within the McGill environment and if so, the type of harassment/discrimination witnessed and/or experienced. The response distribution and differences by position and self-identification in equity groups is presented in Table C. Chi square tests were performed to assess the difference in frequency of Never and Once or twice/Three or more times (combined) responses between those who did not identify in any McGill Equity groups (n=48), and those who identified in at least one McGill Equity Group (n=116). Individuals who identified in one or 2+ equity groups were combined, and those who indicated experiencing/witnessing harassment once or twice / three or more times were combined as to reduce the number of measurements based on a group of less than 5. This was performed across all respondents, as well as for faculty, staff and trainees separately. Chi square tests were also run for each McGill Equity Group separately, comparing the frequency of Never and Once or twice/Three or more times between those who did and did not self-identify in that group, overall and separated by position. Significant differences based on groups of at least 5 respondents are reported in Table C. As this survey is exploratory, all results with a $p \leq 0.1$ are reported.

15% of respondents report experiencing sexism and 4% of respondents report experiencing racism. 13% of respondents report experiencing other types of harassment or discrimination.

27% of respondents report witnessing sexism, 17% report witnessing racism, 7% report witnessing religious intolerance, 7% report witnessing homophobia, and 10% report witnessing other types of harassment or discrimination.

Table C. Summary of responses to statements related to harassment and discrimination in the academic environment.

Statement	Number of responses, excluding those who did not respond, or indicated "Prefer not to answer"	Percent of respondents who responded "Never"	Percent of respondents who responded "Once or twice" or "Three or more times"	Statistically significant differences by equity group and position
I have experienced harassment within the McGill environment.	155	80%	20%	<ul style="list-style-type: none"> • Across all respondents and for faculty separated, respondents who identified in at least one equity group were more likely to have experienced harassment compared to those who did not identify in any equity groups. • Across all respondents and for faculty and trainees each separated, respondents self-identifying as women were more likely to have experienced harassment than those not identifying as women. • Respondents identifying as Persons with Disabilities were more likely to have experienced harassment than those not identifying as Persons with Disabilities..
I have witnessed harassment experienced by others in the McGill environment.	154	64%	36%	Among trainees, individuals identifying as women were more likely to have witnessed harassment than those not identifying as women.
I have experienced discrimination within the McGill environment.	154	82%	18%	<ul style="list-style-type: none"> • Respondents identifying as Persons with Disabilities were more likely to have experienced discrimination than those not identifying as Persons with Disabilities. • Across all respondents and for faculty separated, respondents who identified in at least one equity group were more likely to have experienced discrimination than those not identifying in any equity groups. • Across all respondents and for faculty and trainees each separated, respondents self-identifying as women were more likely to have experienced discrimination than those not identifying as women.
I have witnessed discrimination experienced by others within the McGill environment.	155	63%	37%	<ul style="list-style-type: none"> • Respondents identifying as Persons with Disabilities were more likely to have witnessed discrimination than those not identifying as Persons with Disabilities. • Respondents identifying as 2SLGBTQIA* were more likely to have witnessed discrimination than those not identifying as 2SLGBTQIA*. • Across all respondents and among trainees separately, respondents identifying as Ethnic Minorities were less likely to have witnessed discrimination.