

SSMU Equity Presentation to Council

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SSMU Equity Commissioner
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Report to Senate on Employment Equity (2013)

- *“The proportion of females to males has remained relatively stable in all sectors since 2008, with gradual increases in certain categories...”*
- In 2008:
 - TT Professor – 17.3% female
 - TT Assoc. Professor – 30.3% female
 - TT Asst. Professor – 37.7 % female
- In 2013:
 - TT Professor – 18% female
 - TT Assoc. Professor – 34.2% female
 - TT Asst. Professor – 42.6% female

- *“There has been little change in the proportion of any of the designated groups who have self-reported over the period under examination”*

| | % of 2008 | % of 2009 | % of 2010 | % of 2011 | % of 2012 | % of 2013 |
|------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Aboriginal | 0.4 | 0.5 | 0.3 | 0.3 | 0.3 | 0.3 |
| Disability | 1.7 | 1.6 | 1.7 | 1.5 | 1.5 | 1.5 |
| Ethnic minority | 23.5 | 23.6 | 23.3 | 23.7 | 23.4 | 23.5 |
| Visible minority | 13.8 | 13.8 | 14.5 | 14.2 | 14.3 | 14.4 |
| No minority | 60.5 | 60.6 | 60.2 | 60.2 | 60.5 | 60.4 |

- Canada National Household Survey (2011)
 - Montreal: 20.3% visible minority
 - Canada: 19.1% visible minority

McGill Diversity and Discrimination Report (2013)

Table 5 - Experienced discrimination by the different groups based on any personal characteristics.

| | | Count | % |
|---|--------------------|-------|------|
| Discrimination by professors or instructors | Not at all | 969 | 54.4 |
| | At a low degree* | 732 | 41.1 |
| | At a high degree** | 80 | 4.5 |
| Discrimination by teaching assistants | Not at all | 1,259 | 70.7 |
| | At a low degree | 503 | 28.3 |
| | At a high degree | 19 | 1.1 |
| Discrimination by administrative and other non-academic staff | Not at all | 1,214 | 68.2 |
| | At a low degree | 528 | 29.6 |
| | At a high degree | 38 | 2.1 |
| Discrimination by other students at McGill | Not at all | 807 | 45.3 |
| | At a low degree | 848 | 47.6 |
| | At a high degree | 126 | 7.1 |
| * low degree includes Very little and Somewhat | | | |
| ** high degree includes Quite a lot and Very much | | | |

Discrimination by professors or instructors: **45.6%**

Discrimination by teaching assistants: **29.4%**

Discrimination by administrative and other non-academic staff: **31.7%**

Discrimination by other students at McGill: **54.7%**

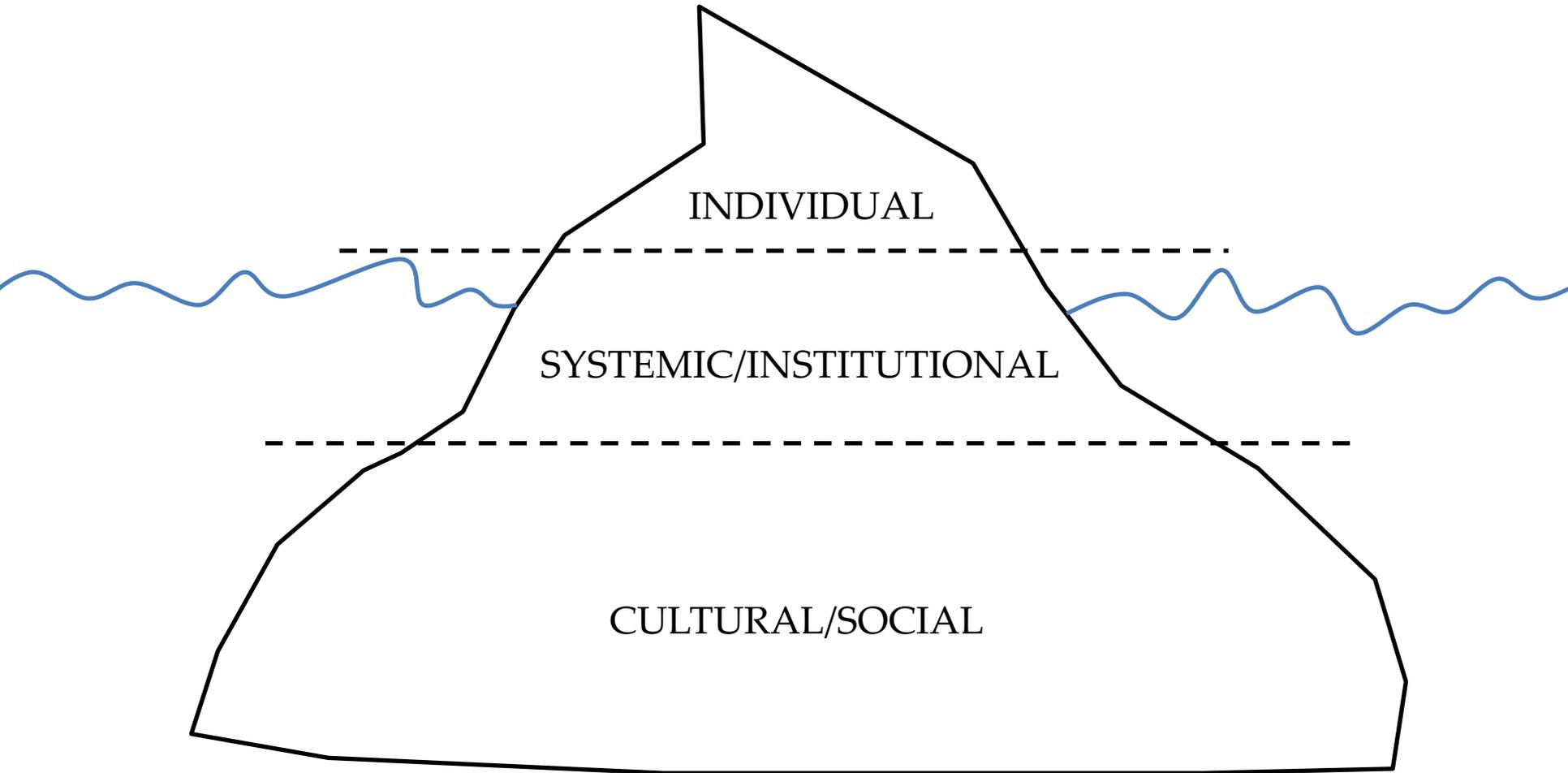
What is privilege?

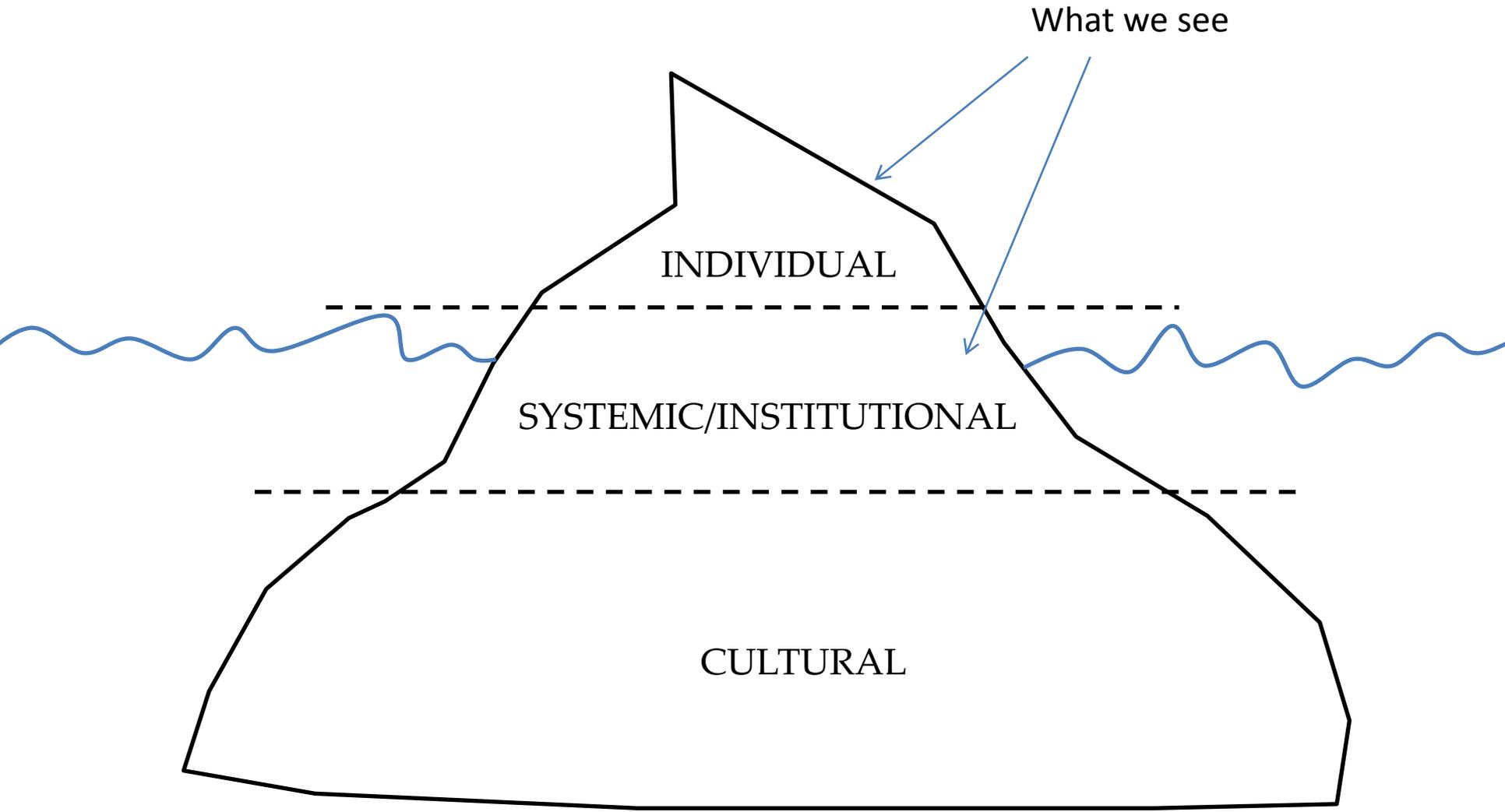
- **Privilege:** a benefit, right, advantage, or immunity usually allocated to and held by a small group of persons to the disadvantage of others
- **Intersectionality:** A person with membership in many groups can be said to have an intersectional identity. Oppression can have specific effects for different intersectional populations (i.e. not black sometimes and a woman sometimes, but a black woman all the time)

‘White Privilege: Unpacking the Invisible Knapsack’ by Peggy McIntosh

- “As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.”
- “I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege... I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools , and blank checks.”

The iceberg model



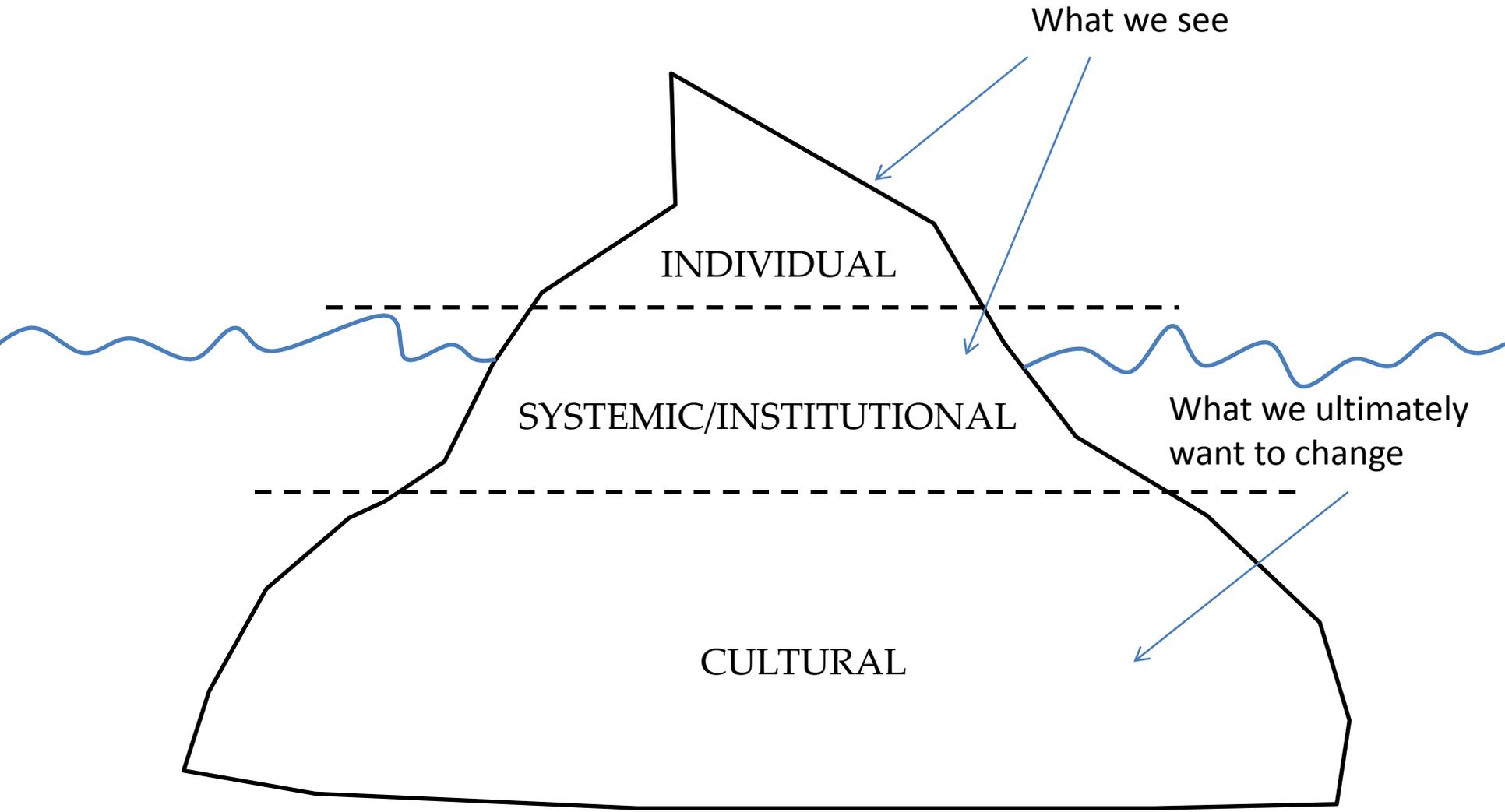


What we see

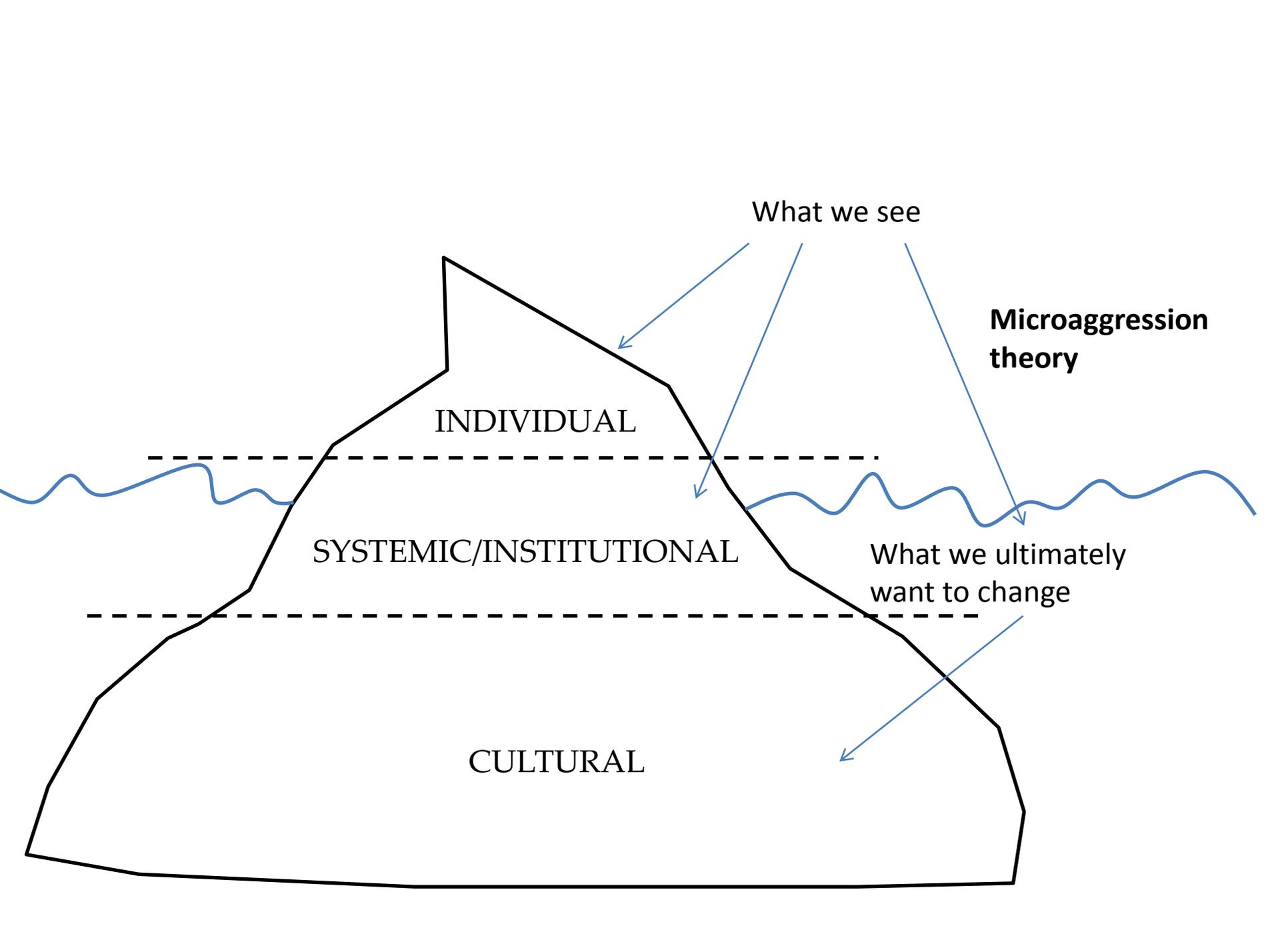
INDIVIDUAL

SYSTEMIC/INSTITUTIONAL

CULTURAL



- How do we begin to understand and address underlying systemic/institutional and cultural issues?
- “One factor seems clear about all of the interlocking oppressions. They take both **active forms**, which we can see, and **embedded forms**, which as a member of the dominant groups one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.”
 - ‘White Privilege: Unpacking the Invisible Knapsack’, Peggy McIntosh

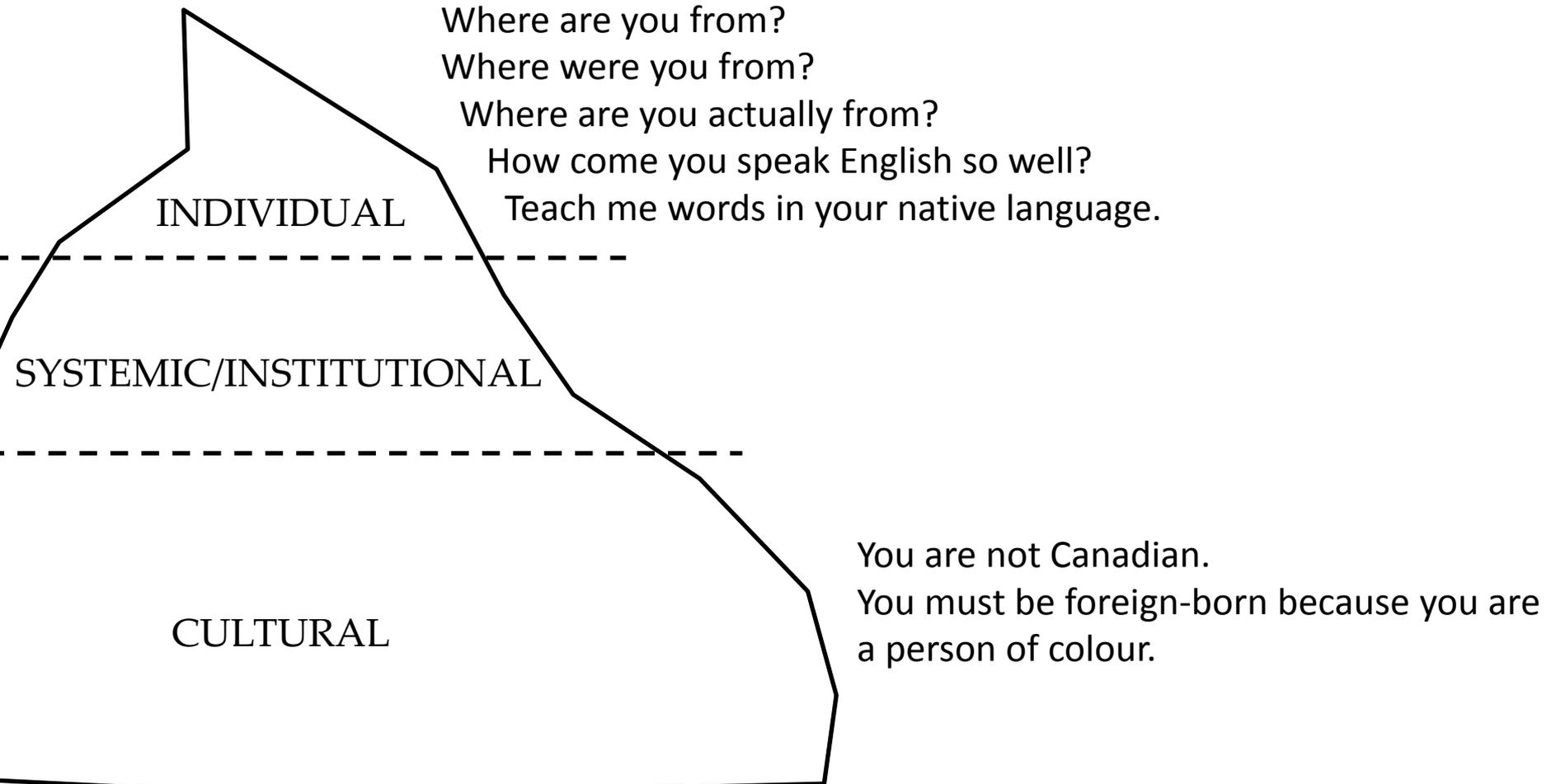


Sue et. al (2007)

- Racism is more likely than ever to be disguised and covert, and has evolved from the “old fashioned” form, in which overt racial hatred and bigotry is consciously and publicly displayed, to a more ambiguous and nebulous form that is more difficult to identify and acknowledge.

- *“Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities.”*
- Term first coined by Pierce (1970). Grounded in empirical and experiential evidence from professional literature and personal narratives.

An example:



Examples from McGill

- In a lecture, when two Asian students had to leave class early, the professor said to them “here in North America, we sit in aisle seats when we have to leave early”.

- “I walk into my computer science class at the same time as several other students. Our professor’s PhD student is teaching that day, and he looks up as we all sit down. Turning away from the other (all male) students and looking straight at me (a woman) he says, “You know this is (class name), right?”. I say yes, and he raises his eyebrows and looks back down.”

- “As [the professor] discusses the no cell phone use in class on the first day of school, he says,” we have sharia law here, you’ll get stoned on the third ring.”
- An Asian student living in residence was tagged on Facebook because someone had dropped their phone in water, and needed rice to dry it out.

- SSMU Constitution Preamble VIII. The Students' Society commits itself to groups, programs and activities that are devoted to the well-being of a group disadvantaged because of irrelevant personal characteristics that include but are not limited to race, national or ethnic origin, colour, religion, sex, gender identification, age, mental or physical disability, sexual orientation or social class.”
- SSMU Equity Policy Section 2.5. The SSMU condemns harassment or discrimination of disadvantaged groups on the basis of, but not limited to, gender identity, gender expression, age, race, ethnic or national origin, religion, sexuality, sexual orientation, mental and/or physical abilities, language, size, or social class. The SSMU regards harassment and or discrimination on the basis of these considerations as serious offences that undermine its constitutional commitment to respect.

Any questions?

Please e-mail us anytime at

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