EQUITY, DIVERSITY AND INCLUSION
KEYS TO EXCELLENCE IN RESEARCH

ACTION PLAN TO PROMOTE EQUITY, DIVERSITY AND INCLUSION IN RESEARCH

2017-2019
TABLE OF CONTENTS

1. DEFINITIONS ___________________________3
   1.1 DESIGNATED GROUPS ______________________3
   1.2 ABORIGINAL PEOPLES ______________________3
   1.3 PERSONS WITH DISABILITIES ______________3
   1.4 MEMBERS OF VISIBLE MINORITIES __________3
   1.5 EQUITY __________________________________3
   1.6 DIVERSITY ______________________________3
   1.7 INCLUSION ______________________________3

2. MESSAGE FROM THE DIRECTOR OF
   HEC MONTRÉAL ________________________4

3. KEYS TO EXCELLENCE ___________________5
   3.1 MAINTAINING OUR COMMITMENT ___________5
   3.2 A BOLD ACTION PLAN _________________5

4. ABOUT HEC MONTRÉAL ________________6
   4.1 RENOWNED BUSINESS SCHOOL __________6
   4.2 FACTS AND FIGURES ___________________6

5. STATE OF AFFAIRS ______________________7
   5.1 CURRENT PROFILE ______________________7
      5.1.1 Canada Research Chairs _____________7
      5.1.2 Governance _________________________8
   5.2 PROGRESS ____________________________8
      5.2.1 Recruitment of Professors ___________8
      5.2.2 Recruitment and Selection of
         Research Chairholders ________________8
      5.2.3 Existing Policies and Regulations ______9
      5.2.4 Guidance for Research Chairholders __9
      5.2.5 Canada Research Chairs _____________9
      5.2.6 Pay Equity __________________________9
   5.3 CHALLENGES __________________________10
      5.3.1 Attracting Researchers _____________10
      5.3.2 Retaining Researchers ______________10
   5.4 OPPORTUNITIES ________________________10

6. ACTION PLAN __________________________11
   6.1 VISION ______________________________11
   6.2 PRIORITIES ANCHORED IN HEC MONTRÉAL’S
      VALUES _______________________________11
   6.3 OBJECTIVES __________________________11
   6.4 STRATEGIES AND ACTIONS _____________12

7. IMPLEMENTATION AND FOLLOW-UP ____15

APPENDIX A
   COMPOSITION OF THE SUPERVISORY COMMITTEE ___16

APPENDIX B
   EXTRACTS FROM THE POLICY ON THE
   MANAGEMENT OF CHAIRS ___________________17

APPENDIX C
   CRITERIA FOR ASSESSING CANDIDATES __________19

APPENDIX D
   EXAMPLE OF INTERNAL JOB POSTING __________20

APPENDIX E
   EXAMPLE OF EXTERNAL JOB POSTING __________21

APPENDIX F
   EXTRACT FROM THE REGULATIONS ON SABBATICALS,
   LEAVES AND SCHOLARSHIPS FOR CURRENT
   AND FUTURE PROFESSORS ____________________26

APPENDIX G
   EXTRACT FROM THE REGULATIONS ON
   APPOINTMENTS AND PROMOTIONS OF PROFESSORS __26

APPENDIX H
   EXTRACT FROM THE RESEARCH AND KNOWLEDGE
   TRANSFER STRATEGIC PLAN ____________________27

APPENDIX I
   EXTRACT FROM THE POLICY ON FACULTY ACTIVITIES __28

APPENDIX J
   TRAINING ON UNCONSCIOUS BIAS _____________28
1. **DEFINITIONS**

1.1 **DESIGNATED GROUPS**
Designated groups are women, Aboriginal Peoples, persons with disabilities, and members of visible minorities.¹

1.2 **ABORIGINAL PEOPLES**
Persons who are Indians, Inuit or Métis, in accordance with federal and provincial statutes.² ³

1.3 **PERSONS WITH DISABILITIES**
According to the Employment Equity Act of the Government of Canada, persons with disabilities means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who:
   a) consider themselves to be disadvantaged in employment by reason of that impairment, or
   b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment, and includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.²

According to the Equal Access Employment Program in the Act respecting equal access to employment in public bodies of the Government of Quebec, a person with disabilities refers to all persons living with a disability resulting in significant and persistent incapacitation and who is liable to encounter obstacles in the performance of everyday activities.³

1.4 **MEMBERS OF VISIBLE MINORITIES**
Visible minorities are persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour.⁴ They include Chinese, South Asian, Black, Filipino, Latin American, Southeast Asian, Arab, West Asian, Japanese, Korean, other visible minorities and multiple visible minorities.⁵

1.5 **EQUITY**
Equity guarantees fair treatment and equal access to employment or career advancement opportunities. The concept also refers to the efforts made by HEC Montréal to identify and eliminate potential barriers that prevent designated groups from fully participating in academic life.

1.6 **DIVERSITY**
Diversity refers to the plurality of personal and professional experiences, as well as differences between cultures. The concept reflects the differences in race, color, place of origin, religion, immigration status, Aboriginal status, ethnicity, abilities, gender, sexual orientation, gender identity and age.

1.7 **INCLUSION**
Inclusion is the action of creating and nurturing environments where each individual or group of individuals feels welcomed and respected in their differences, so that all people can participate fully in educational and research activities at HEC Montreal.

---

1. According to the Secretariat of the Canada Research Chairs Program
2. Employment Equity Act of the Government of Canada
3. Equal Access Employment Program in the Act respecting equal access to employment in public bodies of the Government of Quebec
4. According to the Secretariat of the Canada Research Chairs Program
2. **MESSAGE FROM THE DIRECTOR OF HEC MONTRÉAL**

HEC Montréal believes that diversity is a source of wealth that should not be the subject of any compromise. This is why the School fully adheres to the principles of equity, diversity and inclusion. Its commitment is clear: all qualified candidates have an equal opportunity to become Canada Research Chairs, regardless of their gender, race, disability or ancestry.

Therefore, this action plan serves as a benchmark for all the efforts made by HEC Montréal to honour this commitment.

The Director,

Michel Patry
3. KEYS TO EXCELLENCE

3.1 MAINTAINING OUR COMMITMENT

The Canada Research Chairs Program (CRCP) encourages the recruitment and retention of ambitious researchers pursuing promising research programs. As of May 2017, the CRCP had 1615 Chairs in over 75 Canadian post-secondary institutions. Of these, only 30% of the chairholders were women. In the case of Tier 1 chairholders, the number of women fell further to 20%.

In view of this under-representation of women — and other designated groups — in nominations to Canada Research Chairs, the Program has made a strong commitment to equity, diversity and inclusion. In order to bridge the existing gaps in the allocation of research chairs and to improve transparency and governance in the recruitment processes, institutions that administer funds obtained through the CRCP are therefore required to produce an action plan.

To this end, HEC Montréal has developed ambitious strategies to create an inclusive workplace and address any disadvantages faced by designated groups within its research and knowledge transfer community.

HEC Montréal believes that diversity is a source of wealth that should not be the subject of any compromise. That is why the School fully adheres to the principles of equity, diversity and inclusion. Its commitment is clear: all qualified candidates have an equal opportunity to become Canada Research Chairs, regardless of their gender, race, disability or ancestry.

Therefore, this action plan serves as a benchmark for all the efforts made by HEC Montréal to honour this commitment.

3.2 A BOLD ACTION PLAN

The action plan to promote equity, diversity and inclusion in research at HEC Montréal entitled “Equity, Diversity and Inclusion: The Keys to Excellence in Research” is the result of an extensive consultative process. A supervisory committee was also involved at each stage of the plan's development process and will ensure its monitoring and implementation in the coming years.

This committee consists of the Director of HEC Montréal (Michel Patry), the Director of Research and Knowledge Transfer (Robert Gagné), the Faculty Affairs Director (Claude Laurin) and a research chair holder appointed by the Teachers’ Assembly (Gilbert Laporte). During the drafting of the action plan, this committee worked closely with a professor and an officer representing two of the designated groups, i.e., a woman (Caroline Aubé) and a visible minority member (Bernard Bizimana).

Furthermore, since there are no professors or officers in the School who voluntarily declared themselves to be either an aboriginal person or a person with disabilities, the committee requested a representative from the Human Resources Department (Geneviève Lutz) to closely monitor the issues related to these two designated groups. The composition of the committee is described in Appendix A.

The development of this action plan provided an opportunity for HEC Montréal to study its current practices in the recruitment, selection and retention of its researchers, and to also identify the progress, challenges and opportunities ahead. The results of such reflections are explained in the following section. This state of affairs led to the development of three priorities based on hard-hitting objectives. In order to meet these objectives, HEC Montréal has developed a strategic plan consisting of a series of tangible and measurable actions. This action plan, which is much more than just a list of objectives and strategies, is consistent with HEC Montréal’s tradition of excellence and serves as a source of inspiration for the entire academic community.
4. ABOUT HEC MONTRÉAL

4.1 RENOWNED BUSINESS SCHOOL

Quebec business leaders founded HEC Montréal at the turn of the 20th century to help Francophones assume the levers of business and economic power in their own province. Since then, HEC Montréal has asserted its leadership as a dynamic player in its own community, where it remains deeply rooted, as well as on the world stage.

Drawing on a remarkable pool of world-class teachers and researchers – experts in every field of management – the School plays a key role in advancing society through ground-breaking teaching that integrates innovative content and methods at all levels; pioneering research that continuously pushes the boundaries of management science; and fruitful partnerships that enable the transfer of new knowledge and fresh perspectives.

As testimony to its excellence, HEC Montréal was the first business school in North America to be awarded the three most prestigious international accreditations in its field: AACSB International, EQUIS and AMBA.

4.2 FACTS AND FIGURES

HEC Montréal has:
- 272 professors, including 18 members from the Royal Society of Canada;
- More than 13,000 students from 140 different countries;
- More than 7,000 executives and managers trained each year;
- More than 86,400 alumni, including 10,500 around the world;
- $14.7 million in research funds in 58 Research and Knowledge Transfer Units.

---

7. http://www.aacsb.edu/
10. This amount includes $3.3 million in funding for community service projects.
11. 2016-2017 data
5. **STATE OF AFFAIRS**

5.1 **CURRENT PROFILE**

5.1.1 **Canada Research Chairs**

The CRCP has allocated a total of seven Research Chairs to HEC Montréal, which are funded either by the Natural Sciences and Engineering Research Council of Canada (NSERC) or the Social Sciences and Humanities Research Council (SSHRC). The Chairs are distributed as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Holder</th>
<th>Tier</th>
<th>Source of funding</th>
<th>Beginning of the term</th>
<th>End of the term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRC in Distribution Management</td>
<td>Gilbert Laporte</td>
<td>1</td>
<td>NSERC (special allocation)</td>
<td>2001-04-01</td>
<td>2022-03-31 (3rd term)</td>
</tr>
<tr>
<td>CRC in Risk Management</td>
<td>Georges Dionne</td>
<td>1</td>
<td>SSHRC</td>
<td>2004-01-01</td>
<td>2024-12-31 (3rd term)</td>
</tr>
<tr>
<td>CRC In Economics</td>
<td>Decio Coviello</td>
<td>2</td>
<td>SSHRC</td>
<td>2016-06-01</td>
<td>2021-05-31 (1st term)</td>
</tr>
<tr>
<td>Application submitted in Fall 2017</td>
<td></td>
<td>2</td>
<td>SSHRC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Application submitted in Fall 2017 (visible minority)</td>
<td>2 (special allocation)</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be filled (February 2018)</td>
<td></td>
<td>2</td>
<td>(special allocation)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

As shown in the table, three Chairs are vacant. All three are Tier 2 Chairs, including two special allocations and one from SSHRC. A member of a visible minority will be nominated in the Fall 2017 to fill one of these three vacant chairs.

The corridor of flexibility is not being currently used, since, owing to its size, the school already has three Special Chair allocations.12

---

12. The corridor of flexibility provides universities with a set number of “flexible chairs”. This allows universities to change the tier or the research area of a limited number of their allocations. HEC Montréal’s corridor of flexibility is 5.
5.1.2 Governance

The creation of chairs and the selection of chairholders fall within the purview of HEC Montréal’s Chairs Committee. This committee, governed by the Policy on the Management of Chairs (Appendix B), consists of:

- the Director of the School, acting as Chairman;
- the Director of Research and Knowledge Transfer;
- the Director of Faculty Affairs;
- a chairholder from the School appointed by the Assembly of Professors (renewable term of two years).

This committee determines the process for recruiting and selecting Research Chairholders in the School. This is the same committee that ensures governance and follow-up of the action plan to promote equity, diversity and inclusion in research.

5.2 PROGRESS

HEC Montréal has long recognized the importance of creating a climate of research and knowledge transfer that promotes equity, diversity and inclusion. Over the years, several measures have been put in place to this end, and they are the solid foundations upon which this action plan is based. Here are some examples of the progress that has been achieved.

5.2.1 Recruitment of Professors

HEC Montréal selects new faculty members with the help of its eleven departments in which recruitment subcommittees are trained. Each time one of these ad hoc committees is formed, special attention is paid to equity, diversity and inclusion. Thus, HEC Montréal ensures that the people involved in the decision-making process regarding recruitment and selection of professors include, as far as possible, representatives from the designated groups. Between 2015 and 2017, nearly 25% of the members in these subcommittees were women.

In the Department of Logistics and Operations Management for example, three women were recruited in 2016, as against one man.

HEC Montréal is a French-language institution, open to the world. In accordance with its Language Policy,13 the normal language of instruction and daily operations is French, although it reserves the right to offer courses in other languages.

HEC Montréal offers French classes to all the new non-French-speaking teachers, so that they will be able to teach in French by their third year here (HEC Montréal prerequisite for each new teacher). This not only fosters the emergence of an inclusive culture within the academic community, but also helps to diversify the pool of researchers who can aspire to a Canada Research Chair.

5.2.2 Recruitment and Selection of Research Chairholders

In 2004, HEC Montréal introduced its Policy on the Management of Chairs (Appendix B). The setting up of an open and rigorous process for recruiting chairholders is at the crux of this policy, which has been revised and updated several times in order to continue observing best practices. For example, the criteria for assessing candidates (Appendix C) are related to research efforts, regardless of gender, race, disability or ancestry. The Director of the School (Michel Patry), the Director of Research and Knowledge Transfer (Robert Gagné) and the Director of Faculty Affairs (Claude Laurin) ensure that this recruitment process is as transparent as possible and consistent with the Program’s requirements.

Right from the beginning of the recruitment process, internal (Appendix D) and external (Appendix E) job postings contain statements about transparency and inclusion.

---

13. According to the School’s Language Policy, “HEC Montréal is a major French-language management school with an international reputation, and it is committed to being a leader in the quality of French used in management studies and in the dissemination of French business terminology.”
5.2.3 Existing Policies and Regulations

HEC Montréal has always focused specifically on challenges related to equity, diversity and inclusion, especially in the formulation of its regulations that frame research and knowledge transfer.

In its Regulations on sabbaticals, leaves and scholarships for current and future professors, the School is committed to reintegrating a professor upon his return from leave without pay (maternity or paternity leave, for example) in the same rank and in the same position, without penalties (Appendix F).

The aggregation and tenure processes for professors are governed by the regulations on appointments and promotions of professors (Appendix G). According to these regulations, paternity or maternity leave and leave without pay are not reflected in the service records. These provisions are in place to establish clear guidelines, but the School remains flexible in the application of the regulations in order to grant everyone fair treatment and equal access to opportunities for advancement.

5.2.4 Guidance for Research Chairholders

HEC Montréal has established certain guidelines to oversee research chairholders and to facilitate their integration into the workplace.

To start with, HEC Montréal’s Research and Knowledge Transfer Strategic Plan 2015-2020 (Appendix H) contains three priority research areas:

<table>
<thead>
<tr>
<th>RESEARCH AREA 1</th>
<th>Efficiency, effectiveness and management in organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This research area encompasses the operational and tactical aspects of organizations as well as their performance in both human and economic terms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH AREA 2</th>
<th>Strategic development of organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This area of research concerns the evolution of organizations and innovation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH AREA 3</th>
<th>The social, economic and political environment of organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This research area encompasses interactions between organizations and their environment.</td>
</tr>
</tbody>
</table>

HEC Montréal ensures the presence of Canada Research Chairs in these three research areas of the strategic plan, thereby creating a stimulating framework for its chairholders.

Furthermore, the Policy on the Management of Chairs provides for a teaching relief for all research chairholders. However, this release may not exceed two courses per year in order to allow HEC Montréal students to benefit from the expertise of its researchers (Appendix B). This measure greatly facilitates the integration of chairholders within the School.

The Policy on the Management of Chairs also establishes a protocol for the creation, in specific cases, of an Advisory Committee whose role is to support and advise the chairholder (Appendix B). Each chair shall also undergo rigorous periodic assessment by the Chairs Committee (Appendix B). By overseeing the work of the chairholders, HEC Montréal strives to create an open and transparent research environment within which a culture of equity, diversity and inclusion takes root.

Lastly, the rules governing the HEC Montréal faculty members are outlined in the Policy on Faculty Activities (Appendix I). These rules are based on collegiality and judgment by peers. These peer review practices are the ultimate safeguard against the gaps that undermine the moral and ethical values of the institution.

5.2.5 Canada Research Chairs

In 2017, HEC Montréal converted a Tier 1 Chair into two Tier 2 Chairs. This decision will ensure that targets are met by increasing the career advancement prospects for young researchers, including those from designated groups.

5.2.6 Pay Equity

HEC Montréal’s policy is to provide fair and equitable compensation to its employees in return for the work they perform. For this, the School’s remuneration is based on the principles of internal equity and ensures compliance with the principles of Québec’s Pay Equity Act.

A point-factor method has been chosen for evaluating all the jobs in the School because it is neutral, analytical and systematic in nature. All jobs are therefore evaluated on 18 factors and the result of the evaluation determines the salary class of the job.
5.3 CHALLENGES

Despite the progress made in recent years, HEC Montréal still needs to overcome certain barriers with regard to equity, diversity and inclusion. An analysis of the current situation has identified two main challenges: attracting researchers and retaining researchers.

5.3.1 Attracting Researchers

In recent years, HEC Montréal has stepped up efforts to attract highly qualified researchers through the CRCP, but it has encountered three major barriers:

• According to the School’s Language Policy,¹⁴ HEC Montréal is a Quebec institution of higher education whose main language of instruction is French. All researchers who are recruited in the School must therefore speak French by their third year of employment here. While many researchers are interested in the offer of a Canada Research Chair at HEC Montréal, few among them are ready to face the language challenge, despite the support provided by the School to promote the learning of French.

• The compensation offered by HEC Montréal, while competitive in comparison with other universities in Québec, does not match that of the North American universities with which it is competing.

• Family and personal circumstances prevent some researchers from leaving their current research institution to join HEC Montréal.

• In 2015 and 2017, HEC Montréal made two offers of Canada Research Chairs to women. Both these researchers were impressed by the School’s commitment to excellence and recognized the career advancement opportunities provided by a Canada Research Chair. However, they both refused the offer, one citing the basic salary as the reason, and the other mentioning unfavourable family conditions, despite HEC Montréal’s suggestion of a job offer for the spouse in another department.

5.3.2 Retaining Researchers

The School finds it difficult to attract high quality researchers, for the reasons mentioned above, and the CRCP is a valuable tool in this regard. In particular, it provides researchers with an environment that is conducive to research, a very valuable status, and easier access to other sources of funding. In April 2016, thanks to the CRCP and related funding from the Canada Foundation for Innovation, HEC Montréal was able to retain a researcher who was intending to leave the institution. Thus, since chairholders’ positions are often filled internally, the challenge lies in creating a diverse and representative pool of professors that promotes the tenure of researchers from designated groups.

5.4 OPPORTUNITIES

The equity targets for the Canada Research Chairs are defined in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Visible minorities</th>
<th>Persons with a disability</th>
<th>Aboriginal Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity targets</td>
<td>25%</td>
<td>11%</td>
<td>5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Targets for the 7 chairs</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Current profile (HEC)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

6. **ACTION PLAN**

6.1 **VISION**

Building on its extensive skills and the strengths of its milieu and striving for continuous improvement, HEC Montréal is committed to playing a leading role in all these spheres. In research and knowledge transfer specifically, HEC Montréal aspires to further expand its international reputation as a world-class institution for research and knowledge transfer in all fields of management.

6.2 **PRIORITIES ANCHORED IN HEC MONTRÉAL’S VALUES**

<table>
<thead>
<tr>
<th>Relevance and Boldness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster a proactive and innovative research community by encouraging researchers to prioritize research that contributes to business development and the betterment of society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlight the individual and collective commitment of members of the HEC Montréal community in the business world, academia and society, so that a maximum number of people can reap the benefits of a research and knowledge transfer ecosystem that is equitable, diverse and inclusive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rigour and Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a climate of intellectual rigour, collegiality, collaboration, integrity and respect at every level of the institution.</td>
</tr>
</tbody>
</table>

6.3 **OBJECTIVES**

The actions and strategies of the action plan meet five distinct objectives:

<table>
<thead>
<tr>
<th>RELEVANCE AND BOLDNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
</tr>
<tr>
<td>Expand the pool of qualified researchers who fully represent excellence and diversity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 2</strong></td>
</tr>
<tr>
<td>Ensure that information and awareness resources are in place to promote and support an equitable, inclusive and diverse environment across the entire campus.</td>
</tr>
</tbody>
</table>

| **Objective 3** |
| Meet the equity, diversity and inclusion targets as calculated by the CRCP. |

<table>
<thead>
<tr>
<th>RIGOUR AND RESPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4</strong></td>
</tr>
<tr>
<td>Establish processes to address and report concerns regarding equity, diversity and inclusion.</td>
</tr>
</tbody>
</table>

| **Objective 5** |
| Foster a climate conducive to equity, diversity and inclusion within the entire HEC Montréal community. |
### 6.4 STRATEGIES AND ACTIONS

#### RELEVANCE AND BOLDNESS

**Objective 1**

Expand the pool of qualified researchers who fully represent excellence and diversity.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 1.1 Create, update and promote tools and resources to improve the hiring, promotion and retention practices of faculty members. | • Ensure that all individuals taking part in the process of recruiting and selecting faculty members, including department chairs, subcommittee members in charge of recruiting and selecting professors undergo training on the negative impact of unconscious bias [description of the training in Appendix J].  
• Develop a Recruitment and Selection Guide to raise awareness about hiring researchers from designated groups. The Guide shall be presented to the department chairs by the Director of Faculty Affairs.  
• Identify an equity officer from among the HEC Montréal staff, who must, among other things:  
  – Provide advice to senior management on how best to incorporate equity, diversity and inclusion in planning and procedures;  
  – Implement educational and awareness resources to promote and support an inclusive and diverse environment;  
  – Coordinate the development of the Recruitment and Selection Guide;  
  – Develop and coordinate an accessible and effective complaints process;  
  – Approve job postings before they are published.  
• Conduct exit interviews when a researcher leaves his job, in order to identify the School’s strengths and weaknesses in matters of retention. |
| 1.2 Create, update and promote tools and resources to improve the hiring, promotion, development and retention practices of faculty members and research chairholders. | • Ensure that members of the Chairs Committee undergo training on the negative impact of unconscious bias.  
• Develop clear guidelines in the Recruitment and Selection Guide mentioned in 2.1, to guide the Chairs Committee on best practices for recruitment, hiring and retention of Research Chairs.  
• Review the internal and external recruitment and selection processes of researchers, with or without the Canada Research Chair offer so that these processes meet the requirements of the Program.  
• Provide teachers with the necessary resources for reconciling work-study-family. |
| 1.3 Promote the recruitment and retention of students representing one of the four designated groups to higher studies at HEC Montréal. | • Include a statement on diversity, equity and inclusion in promotional materials to recruit new students.  
• Establish partnerships with academic institutions that serve as representatives of the designated groups.  
• Provide Masters’ and PhD students with the necessary resources for reconciling work-study-family. |

**Performance Indicators**

• Evaluate the practices of recruitment subcommittees.  
• Creation of the Recruitment and Selection Guide.  
• Calculate the number of exit interviews/number of departures.
## COMMITMENT

### Objective 2
Ensure that information and awareness resources are in place to promote and support an equitable, inclusive and diverse environment across the entire campus.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 2.1 Strengthen and maintain a climate of transparency between the School and the general public, but also vis-à-vis partners, financial donors and other specific audiences. | • Create a Diversity, Equity and Inclusion section in the HEC Montréal website. This section should contain, but not be limited to:  
  - The action plan to promote equity, diversity and inclusion in research;  
  - The report outlining the progress made by the School towards meeting the CRCP targets regarding equity, diversity and inclusion.  
• Review internal and external job postings to include any information that may be required in the interests of transparency (for example: department conducting the recruitment process, subject area of the chair in question, etc.)  
• In the case of a recruitment or retention process for an internal position, share the information with all the internal and external stakeholders. |

2.2 Demonstrate strong leadership in matters of diversity, equity and inclusion so as to encourage best practices at every hierarchical level of the School and in all departments. | • Reiterate HEC Montréal’s commitment to equity, diversity and inclusion every year through a formal statement from its senior representatives. |

### Performance Indicators
- Regular updates of the website.  
- Regular updates of job postings.  
- Expand the number of recruitment sources (media) to target specific audiences, in connection with the four designated groups.

### Objective 3
Meet the equity, diversity and inclusion targets as calculated by the CRCP.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 3.1 Identify members of designated groups and actively seek to recruit them | • Establish a process to identify designated group members within the current pool of professors, in compliance with best practices¹⁵. The process will encourage voluntary disclosures, and take into account how the data will be used, privacy safeguards and double counting.  
• Review the assessment criteria of research chair candidates to reflect designated groups, for example by requesting a statement of commitment to diversity, equity and inclusion, or by including a criterion that allows a candidate’s life experiences to be considered more broadly.  
• Invite the person who will take over as equity officer to attend the Chair Allocation Committee to ensure that the elements of the action plan are taken into account. |

### Performance Indicators
- Number of applications submitted by members of the four designated groups, based on efforts to diversify recruitment sources.  
- Number of chairs allocated to members of the four designated groups.

---

**RIGOUR AND RESPECT**

**Objective 4**

Establish processes to address and report concerns regarding equity, diversity and inclusion.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 4.1 Establish a complaints process. | • Entrust the equity officer with the responsibility of developing and coordinating an accessible and effective complaints process.  
• Include a complaint form in the Diversity, Equity and Inclusion section of the website, to make the process as accessible as possible. |
| 4.2 Review policies periodically. | • Amend the Policy on Faculty Activities [Appendix I] to include a clear commitment to equity, diversity and inclusion.  
• Amend the Policy on Faculty Activities [Appendix I] to include a description of the process for reporting complaints to the management. |

**Performance Indicators**

• Amendments to the Policy on Faculty activities [Appendix I].  
• Lead time for handling complaints.  
• Production of an annual report on the handling of these complaints.

**Objective 5**

Foster a climate conducive to equity, diversity and inclusion within the entire HEC Montréal community.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 5.1 Encourage the participation and advancement of people from designated groups. | • Promote the equity officer and his role in the process of identifying problems and barriers to diversity and inclusion when welcoming and integrating new professors.  
• Take the pulse of the HEC Montréal community in terms of equity, diversity and inclusion, including through an annual survey, to identify the challenges to be addressed in a proactive manner. |

**Performance Indicator**

• Count the promotion opportunities for the four designated groups.
The equity targets for HEC Montréal’s Canada Research Chairs consist of awarding two chairs to women and one to a visible minority person, out of a total of seven chairs. HEC Montréal is therefore committed to meeting at least two of these three targets, i.e., two chairholders from the designated groups (women and visible minorities) during the allocation of new chairs between now and 2019. During the renewal of the Chairs, the School will aim to meet the targets required by the CRCP.

**2017**

Tabling of the action plan to promote equity, diversity and inclusion in research.

**New Chairholders in 2018 and 2019**

Two chairholders representing the designated groups.

**Renewal of Chairholders in 2021, 2024 and 2026**

Meeting targets.
APPENDIX A
COMPOSITION OF THE SUPERVISORY COMMITTEE

The supervisory committee for the Action Plan to promote equity, diversity and inclusion in research at HEC Montréal consists of the following members:

Michel Patry, Director of the School and Full Professor (Department of Applied Economics)

Robert Gagné, Director of Research and Knowledge Transfer and Full Professor (Department of Applied Economics)

Claude Laurin, Director of Faculty Affairs and Full Professor (Department of Accounting Studies)

Gilbert Laporte, Holder of the Canada Research Chair in Distribution Management and Full Professor (Department of Decision Sciences)

For the action plan, the committee collaborated with:

Caroline Aubé, Full Professor (Department of Management)

Bernard Bizimana, HEC Montréal Library Director

Geneviève Lutz, Director - Organizational Development and Quality of Life in the Workplace (Human Resources Department)

Robert Gagné and Claude Laurin are responsible for answering questions and concerns related to equity, diversity and inclusion:

Robert Gagné
robert.gagne@hec.ca
514-340-6255
Office 3.460f

Claude Laurin
claude.laurin@hec.ca
514-340-6536
Office 5.410D
APPENDIX B

EXTRACTS FROM THE POLICY ON THE MANAGEMENT
OF CHAIRS

1. Creation of a chair

The purpose of creating a chair is to improve, promote and disseminate knowledge in specific fields of research and teaching, fields which are consistent with the mission, vision and strategic objectives of HEC Montréal.

HEC Montréal may create various types of chairs: short-term or long-term chairs, chairs focused on basic, applied or professional research activities, chairs created by HEC Montréal or arising from a partnership between HEC Montréal, a funding agency or industry, “joint” chairs created in association with one or more institutions, research center[s], etc.

The creation of a chair is a prerogative of HEC Montréal’s Chairs Committee. This Committee is composed of:
• the Director of the School, acting as Chairman;
• the Director of Research and Knowledge Transfer;
• the Director of Faculty Affairs;
• a chairholder from the School appointed by the Assembly of Professors [renewable term of two years].

A proposal for the creation of a chair must be submitted to the Chairs Committee and this may be done by one or more persons from the School itself [professor, department, director of the HEC Montréal Foundation, etc.] or from outside [potential partner, center or institute, etc.]. Such a proposal should provide all the essential information for its analysis [objectives of the chair, connection to HEC Montréal’s strategy, planned activities, confirmed or potential sources of funding, strategy for attracting and retaining researchers, etc.].

2.2 Terms of Appointment

[...] During their term, chairholders may not obtain more than six credits worth of teaching relief per year, so that HEC Montréal students may benefit from their considerable expertise. Holders who do not claim their six maximum annual teaching relief credits cannot extend them to another professor. All teaching reliefs requested by chairholders must be paid out of the operating budget of their chair at a percentage of their annual salary [the percentage in force is the same for all chairholders]. [...]

4. Follow-up of activities of a chair

[...] An Advisory Committee may need to be created for certain chairs. Its role is to support and advise the chairholder so as to maximize the chair’s productivity and benefits. This committee may consist of representatives from HEC Montréal [researchers, Director of Research and Knowledge Transfer or his representative, etc.] and elsewhere [representative[s] of one or more partners, researchers, members of the business community, etc.]. [...]

5. Assessment of a chair and its holder

Every chair as well as its holder should undergo periodic assessment. Regardless of whether the mandate is renewable or not, the assessment process is initiated at the end of the year preceding the end of the current term so that the results of the assessment may be available upon expiry of this term.

The assessment of a chair and its holder is subject to review by the Chairs Committee, which must first decide if the chair shall be maintained or closed down, on the basis of various criteria [capitalization, willingness or agreement of the partners, importance of the field, availability of funds, productivity of the chair, etc.]. If the Chairs Committee decides to maintain the chair, it must decide whether to renew the term of the current chairholder or select and recruit another chairholder for the next term.

A list of criteria that may be used to assess a chair and its holder is provided in the Appendix.
For the purposes of an end-of-term assessment, the chairholder must submit a productivity report to the Chairs Committee, which should contain the following information:

- summary including a brief presentation of the chair and its mission;
- a positioning table that shows the distribution of activities in connection with the type of chair, i.e., a professional/applied or research chair;
- of the Advisory Committee, if any, and meetings and decisions taken with it;
- status of the inflows (internal and external financing) and outflows of the chair’s funds for the period under review;
- of the resources (human, physical and material) made available to the chair;
- summary of achievements over the period under review (the Appendix lists achievements in each of these areas):
  - publications;
  - training and development;
  - internal and external outreach;
  - procurement of research funds and benefits;
- a chairholder may also add his curriculum vitae for the period under review if he considers this document to be sufficiently different from the chair’s activity report.

To decide if the chair and a chairholder’s term should be renewed, the Chairs Committee may appoint an external expert in the chair’s field of specialty to provide the Committee with his opinion on how the chair and its holder have performed. The Chairs Committee may also take the help of such people who might assist in the decision-making process (Director of the master’s or doctoral programs, subject matter experts, colleagues, co-researchers, partners, etc.).

Furthermore, in consultation with the Director of HEC Montréal, the Director of Research and Knowledge Transfer shall seek the advice of at least three external experts in HEC Montréal whom he can choose on the basis of suggestions from the holder. The advice of the external experts shall pertain to the end-of-term productivity report of the chairholder.

In exceptional cases, the Chairs Committee may conduct the assessment of a chair and its holder before the end of his term. In such a situation, the Chairs Committee shall evaluate the productivity report for the period in question, by following the same process and respecting the same criteria applied to an end-of-term assessment.

Before publicly announcing the renewal of a chairholder’s term, the Director of HEC Montréal must notify the members of the Academic Council.
APPENDIX C
CRITERIA FOR ASSESSING CANDIDATES

The Research and Knowledge Transfer Office evaluates each internal candidate according to a statistical grid. This grid presents the researcher’s total number of publications and citations (Google Scholar, Web of Science and Publish or Perish), as well as the number of publications which are accepted, forthcoming, submitted or in revision.

The Human Resources Department has also created evaluation grids used to analyze the performance of Canada Research Chair candidates.

The indicators used for the appointment and assessment of a chairholder are clearly identified in the appendix of the Policy on the Management of Chairs (see Appendix B), also see below:

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications</strong> [e.g., articles in scientific and professional journals, books or parts of books, research papers, papers published in conference proceedings, expert reports, monographs, book reviews or summaries]</td>
</tr>
<tr>
<td>• Quantity and quality assessed by the research excellence recognition policy;</td>
</tr>
<tr>
<td>• Originality and impact on the discipline or field;</td>
</tr>
<tr>
<td>• Importance and relevance of dissemination to a lay audience.</td>
</tr>
<tr>
<td><strong>Training and development</strong></td>
</tr>
<tr>
<td>• Teaching: number and type of courses taught, student evaluations of the teaching, teaching provided in the master’s and doctoral programs at HEC Montréal and elsewhere;</td>
</tr>
<tr>
<td>• Supervision of master’s theses and doctoral theses and awarding of scholarships to students;</td>
</tr>
<tr>
<td>• Development of programs, courses, educational material [e.g., cases, videos, software] focused on the objectives of the chair. When a holder accumulates significant achievements in this respect, he may attach the corresponding appraisals made by the program directors concerned;</td>
</tr>
<tr>
<td>• Contribution to the development of young colleagues and involvement of other HEC Montréal researchers in the activities of the chair.</td>
</tr>
<tr>
<td><strong>Internal and external outreach</strong></td>
</tr>
<tr>
<td>• Participation in scientific or professional symposia as a speaker, moderator, chairperson, etc.;</td>
</tr>
<tr>
<td>• Organization of scientific or professional symposia, seminars or conferences;</td>
</tr>
<tr>
<td>• Collaboration with other HEC Montréal researchers and researchers from other universities or research organizations in Quebec, Canada and abroad;</td>
</tr>
<tr>
<td>• [e.g., books, conference proceedings, manuals];</td>
</tr>
<tr>
<td>• Extent and nature of involvement in editorial committees of scientific or professional journals and executive committees of scientific or professional associations;</td>
</tr>
<tr>
<td>• Evaluation of papers submitted to journals, grant applications, etc.;</td>
</tr>
<tr>
<td>• Awards, scholarships, accolades or honours in research and education;</td>
</tr>
<tr>
<td>• Presentations in HEC Montréal [e.g., Midis de la Recherche];</td>
</tr>
<tr>
<td>• Community services related to the field of the chair;</td>
</tr>
<tr>
<td>• Successful attraction of students or postdoctoral interns, etc.</td>
</tr>
<tr>
<td><strong>Research funds and benefits</strong></td>
</tr>
<tr>
<td>• Requests for external research funding [e.g., grants, contracts] and successful procurement of these funds;</td>
</tr>
<tr>
<td>• Extent and quality of the chair’s results and activities with respect to the size of the funds and resources it receives;</td>
</tr>
<tr>
<td>• Efficiency and relevance of use of the chair’s funds with respect to the chair’s mission.</td>
</tr>
</tbody>
</table>
HEC MONTRÉAL

Appel de candidatures pour une chaire de recherche

HEC Montréal sollicite la candidature de chercheurs d’exception pour combler un poste de titulaire pour une Chaire de recherche du Canada (niveau II)

Exigences

Le candidat doit :

• Être professeur adjoint ou agrégé à HEC Montréal;
• Avoir obtenu un doctorat en 2008 ou après, dans une discipline reliée aux sciences de la gestion;
• Être un excellent nouveau chercheur de calibre mondial faisant preuve d’une très grande créativité en recherche et d’un intérêt marqué pour la publication; des écrits et des conférences antérieures en témoigneront;
• Démontrer qu’il est susceptible de gagner la reconnaissance internationale à titre de chef de file dans son domaine au cours des cinq à dix prochaines années;
• Pouvoir, une fois titulaire de chaire, recruter d’excellents stagiaires, étudiants aux cycles supérieurs et futurs chercheurs;
• Faire preuve d’excellentes qualités de pédagogue;
• De manière générale, répondre aux exigences du Programme des chaires de recherche du Canada (http://www.chairs-chaires.gc.ca/).

Soumission d’une candidature

Les candidats intéressés doivent soumettre leur dossier (en 4 exemplaires) au plus tard le 2 juin 2017 à :

Robert Gagné
Directeur de la recherche et du transfert

Le dossier de candidature doit comprendre :

• Une lettre décrivant les motivations pour le poste offert;
• Une description du programme de recherche de la chaire (au maximum 5 pages);
• Un curriculum vitae à jour;
• Les coordonnées de deux répondants à l’extérieur de HEC Montréal.

Nous encourageons les femmes, les Autochtones, les personnes handicapées et les minorités visibles à soumettre leur candidature.

Des renseignements additionnels peuvent être obtenus en s’adressant au directeur de la recherche et du transfert (514 340-6255 ou robert.gagne@hec.ca).

Dans ce document, l’emploi du masculin pour désigner des personnes n’a d’autres fins que celle d’alléger le texte.
APPENDIX E
EXAMPLE OF EXTERNAL JOB POSTING

HEC MONTREAL

HEC Montréal est une grande école de gestion d’envergure internationale. Elle mise sur un corps professoral qui excelle en matière d’enseignement et de recherche en gestion. Elle offre des programmes de premier cycle ainsi que des diplômes d’études supérieures, un MBA, un EMBA, une M. Sc. et un Ph. D. en administration. Elle offre des cours principalement en français, mais également en anglais et en espagnol.

PROFESSEURS, PROFESSEURES

Affaires internationales  Management
Économie appliquée  Marketing
Finance  Sciences comptables
Gestion des opérations et de la logistique  Sciences de la décision
Gestion des ressources humaines  Technologies de l’information

EXIGENCES

• Posséder ou être sur le point de terminer un doctorat dans la discipline appropriée.
• Faire preuve d’excellentes qualités de pédagogue.
• Démontrer des habiletés au niveau de la recherche et un intérêt marqué pour la publication; des écrits et des conférences antérieurs témoigneront de cette capacité.
• Posséder une très bonne connaissance des environnements technologiques et des logiciels couramment utilisés en gestion.

TITULAIRES D’UNE CHAIRE DE RECHERCHE DU CANADA DE NIVEAU 2

Dans le cadre du processus de sélection des professeurs, les candidats qui postuleront pourraient se voir offrir la possibilité de devenir titulaire d’une Chaire de recherche du Canada de niveau 2. Pour ce faire, les candidats devront :
• être nommés au rang d’adjoint ou d’agrégé ou posséder les qualifications nécessaires pour occuper un poste de ce niveau;
• avoir obtenu un doctorat en 2005 ou après, dans une des disciplines susmentionnées;
• être d’excellents nouveaux chercheurs de calibre mondial faisant preuve d’une très grande créativité en recherche et d’un intérêt marqué pour la publication; des écrits et des conférences antérieurs en témoigneront;
• démontrer qu’ils sont susceptibles de gagner la reconnaissance internationale à titre de chefs de file dans leur domaine au cours des cinq à dix prochaines années;
• pouvoir, une fois titulaires de chaire, recruter d’excellents stagiaires, étudiants aux cycles supérieurs et futurs chercheurs;
• faire preuve d’excellentes qualités de pédagogue;
• répondre aux exigences du Programme des chaires de recherche du Canada (www.chairs-chaires.gc.ca).

HEC Montréal désire pourvoir des postes au 1er juin 2015.
Les personnes intéressées feront parvenir leur curriculum vitae accompagné d’une lettre de présentation, en précisant leur citoyenneté, avant le 15 octobre 2014.

Par courriel: rh.prof@hec.ca
Par courrier: HEC Montréal - Direction des ressources humaines
3000, chemin de la Côte-Sainte-Catherine
Montréal (Québec) H3T 2A7

www.hec.ca
University Affairs | Affaires universitaires

La source la plus fiable de nouvelles pour les universités et les collèges du Canada

Plusieurs domaines/disciplines

HEC Montréal

Endroit: Québec
Date d’affichage: 2014-08-12

HEC Montréal est une grande école de gestion d’envergure internationale. Elle mise sur un corps professoral qui excelle en matière d’enseignement et de recherche en gestion. Elle offre des programmes de premier cycle ainsi que des diplômes d’études supérieures, un MBA, un EMBA, une M.Sc. et un Ph.D. en administration. Elle offre des cours principalement en français, mais également en anglais et en espagnol.

HEC Montréal désire pourvoir des postes au 1er juin 2015.

Professeurs, professeures

• Affaires internationales
• Économie appliquée
• Finance
• Gestion des opérations et de la logistique
• Gestion des ressources humaines
• Management
• Marketing
• Sciences comptables
• Sciences de la décision
• Technologies de l’information

Exigences :

• Posséder ou être sur le point de terminer un doctorat dans la discipline appropriée.
• Faire preuve d’excellentes qualités de pédagogue.
• Démontrer des habiletés au niveau de la recherche et un intérêt marqué pour la publication; des écrits et des conférences antérieures témoigneront de cette capacité.
• Posséder une très bonne connaissance des environnements technologiques et des logiciels couramment utilisés en gestion.

Titulaires d’une Chaire de recherche du Canada de niveau 2
Dans le cadre du processus de sélection des professeurs, les candidats qui postuleront pourraient se voir offrir la possibilité de devenir titulaire d'une Chaire de recherche du Canada de niveau 2. Pour ce faire, les candidats devront :

- être nommés au rang d'adjoint ou d'agrégé ou posséder les qualifications nécessaires pour occuper un poste de ce niveau;
- avoir obtenu un doctorat en 2005 ou après, dans un des disciplines susmentionnées;
- être d'excellents nouveaux chercheurs de calibre mondial faisant preuve d'une très grande créativité en recherche et d'un intérêt marqué pour la publication; des écrits et des conférences antérieures en témoigneront;
- démontrer qu'ils sont susceptibles de gagner la reconnaissance internationale à titre de chefs de file dans leur domaine au cours des cinq à dix prochaines années;
- pouvoir, une fois titulaire de chaire, recruter d'excellents stagiaires, étudiants aux cycles supérieurs et futurs chercheurs;
- faire preuve d'excellentes qualités de pédagogue;

Les personnes intéressées feront parvenir leur curriculum vitae accompagné d'une lettre de présentation, en précisant leur citoyenneté, avant le 15 octobre 2014.

Par courriel :
rh_prof@hec.ca
Par courrier :
HEC Montréal
Direction des ressources humaines
3000, ch. de la Côte-Sainte-Catherine
Montréal (Québec) H3T 2A7
Canada

http://www.hec.ca

HEC Montréal applique un programme d'accès à l'égalité en emploi et invite les femmes, les Autochtones, les minorités visibles, les minorités ethniques et les personnes handicapées à présenter leur candidature.

Conformément aux règles d'immigration, nous encourageons tous les candidats qualifiés à postuler, la priorité sera toutefois accordée aux Canadiens ainsi qu'aux résidents permanents.

L'École remercie les personnes qui manifestent leur intérêt en déposant leur candidature. Toutefois, seules les personnes retenues pour une entrevue recevront une réponse.
University Affairs | Affaires universitaires

The most trusted news source for Canada's universities and colleges

Multiple Positions

HEC Montréal

Location: Quebec
Date posted: 2014-08-12

HEC Montréal is recognized as a world leader in business education. HEC professors maintain high standards of excellence both in their teaching and in their research. The school offers undergraduate programs, as well as Graduate diplomas, MBA, EMBA, Master's degree and Ph.D. in Administration. The main language of instruction at HEC is French; however, there are also programs and courses offered in English and in Spanish.

HEC Montréal has openings beginning June 1, 2015.

Professors

- Accounting Studies
- Applied Economics
- Decision Sciences
- Finance
- Human Resources Management
- Information Technologies
- International Business
- Logistics and Operations Management
- Management
- Marketing

Requirements:

- Candidates must either have a Ph.D., or be near completion of a Ph.D. in the relevant discipline.
- Teaching excellence is required, as well as a strong aptitude for research and a marked interest for publication; recent conferences and publications will attest to this ability.
- Candidates must have a very good knowledge of technological environments and of software applications commonly used in business.

Tier 2 Canada Research Chairholders
In the course of the selection process for faculty positions, candidates may be invited to apply for a Tier 2 Canada Research Chair. To be considered, candidates must:

- be assistant or associate professors, or possess the necessary qualifications to be appointed at these levels;
- have obtained a Ph.D. in 2005 or later, in one of the above-mentioned discipline;
- be excellent emerging world-class researchers who have demonstrated particular research creativity and marked interest for publication; conferences and publications will attest to this ability;
- have demonstrated the potential to achieve international recognition in their fields in the next five to ten years;
- as a chairholder, have the potential to attract excellent trainees, graduate students and future researchers, demonstrate teaching excellence skills;
- meet the Canada Research Chairs program requirements (http://www.chairs-chaires.gc.ca).

Candidates must forward a full curriculum vitae with cover letter, specifying citizenship, by October 15th, 2014.

By e-mail:
rh.prof@hec.ca
By mail:
HEC Montréal
Direction des ressources humaines
3000, ch. de la Côte-Sainte-Catherine
Montréal (Québec) H3T 2A7
Canada
http://www.hec.ca

HEC Montréal is committed to Employment equity and encourages applications from women, Aboriginal peoples, visible and ethnic minorities and persons with disabilities.

All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.

We thank all applicants for their interest. However, only those selected for an interview will be contacted.
APPENDIX F
EXTRACT FROM THE REGULATIONS ON SABBATICALS, LEAVES AND SCHOLARSHIPS FOR CURRENT AND FUTURE PROFESSORS

4.5. Obligations de l’École

1. L’École s’engage envers le bénéficiaire d’un congé sans traitement à le réintégrer à son retour au même rang et au même poste.

2. Le professeur peut maintenir sa participation aux régimes d’assurances collectives et au régime de retraite, dans le dernier cas au moyen du rachat d’années de service uniquement, à la condition qu’il en assume la totalité des coûts.

APPENDIX G
EXTRACT FROM THE REGULATIONS ON APPOINTMENTS AND PROMOTIONS OF PROFESSORS

3.1.2 États de service

Pour devenir agrégé, le professeur doit, en date du 1er juin de l’année de promotion, satisfaire à l’une des conditions suivantes :

a) soit avoir enseigné à titre de professeur adjoint pendant une période d’au moins cinquante-trois mois et avoir accumulé au moins sept années d’expérience depuis l’obtention du diplôme qui a servi de point de départ à son classement;

b) soit avoir assumé une pleine charge de travail pour une durée minimale de trente-trois mois consécutifs à titre de professeur invité avec perspective de carrière;

c) soit se trouver dans une situation jugée équivalente à l’une des deux premières.

Les états de service pour l’agrégation sont déterminés à partir de l’entrée en fonction comme professeur adjoint ou de l’entrée en fonction comme professeur invité avec perspective de carrière. Les périodes où le candidat a été en congé de maladie, en congé parental, en congé de maternité ou en congé sans traitement (à l’exception des congés sans traitement dans une autre université) ne sont pas comptées dans les états de service. Toutefois, le candidat peut inclure dans son dossier d’enseignement les évaluations d’enseignement reçues et les pièces pédagogiques réalisées à l’intérieur d’une période de sept ans (à laquelle on ajoute les périodes de congé) calculée à compter de la date limite de dépôt des dossiers de candidature à l’agrégation. Le candidat peut également inclure dans son dossier de recherche les publications et les travaux produits à l’intérieur de ce même délai. Tous les autres éléments inclus ou évoqués dans le dossier portent exclusivement sur les états de service tels que défis ci-haut.
PRIORITY AREAS FOR RESEARCH AND KNOWLEDGE TRANSFER

In keeping with HEC Montréal’s mission, its research and knowledge transfer activities span all fields of management. These activities are focused in three priority research areas based on current and future issues relevant to the management world.

Research area 1: Efficiency, effectiveness and management in organizations

This research area encompasses the operational and tactical aspects of organizations as well as their performance in both human and economic terms.

In particular:
- Decision support and the optimization of business processes;
- Supply chain management;
- Development of skills and know-how;
- Work organization, re-engineering of business processes and change management;
- Governance and financial management.

Research area 2: Strategic development of organizations

This area of research concerns the evolution of organizations and innovation.

In particular:
- Entrepreneurship and leadership;
- Development and assessment of new business models;
- Business development;
- Implementation and use of new technologies;
- Design and deployment of marketing strategies;
- Creation, production and delivery of value.

Research area 3: The social, economic and political environment of organizations

This research area encompasses interactions between organizations and their environment.

In particular:
- The dynamics of financial markets and of investments;
- Evolution of the international context;
- Integration in value chains and strategic partnerships;
- Understanding consumer needs;
- Competitive intelligence and technology watch;
- All types of risk management;
- Evolution of the labour market;
- Sustainable development and corporate social responsibility;
- Public policy development and impacts.
APPENDIX I
EXTRACT FROM THE POLICY ON FACULTY ACTIVITIES

PRÉAMBULE:

1.1 HEC Montréal est un établissement séculaire où, au fil des ans, les règles de fonctionnement du corps professoral (celui-ci comprend les professeurs adjoints, agrégés, titulaires, invités et visiteurs) se sont forgées en se basant sur la collégialité et le jugement des pairs. Ce sont ces pratiques de contrôle par les pairs qui, ultimement, constituent le dernier rempart contre tout écart qui mettrait en cause les contributions intellectuelles et sociales, ainsi que l’intégrité et les valeurs morales de l’établissement et de tous ses professeurs. Ainsi, les règles qui suivent doivent être comprises comme un guide complémentaire explicite à ces grands éléments de principe qui souvent restent implicites. Elles encadrent le comportement du corps professoral, mais ne peuvent se substituer au Règlement de nomination et de promotion des professeurs (RNPP).

APPENDIX J
TRAINING ON UNCONSCIOUS BIAS

All individuals taking part in the process of recruiting and selecting faculty members and research chair holders at HEC Montréal, including department chairs, subcommittee members in charge of recruiting and selecting professors and the Chairs Committee must undergo training on the negative impact of unconscious bias.

The online training entitled Unconscious Bias: What to do about it in the search and recruitment process and developed by the Association of American Medical Colleges, is around 25 minutes long. Apart from defining unconscious bias and highlighting its impact on the assessment and recruitment of researchers, it proposes a series of individual and institutional guidelines that are applicable to all areas of research and teaching.