CRC Equity, Diversity, and Inclusion

ACTION PLAN
McMaster’s mission statement affirms that the University values integrity, quality, inclusiveness and teamwork in everything we do. As articulated in our Statement on Building an Inclusive Community with a Shared Purpose, we are committed to building a community in which the rights of all individuals and groups are protected, and all members feel safe and empowered, valued and respected for their contributions. This commitment is evident in how we recruit, support and nurture the careers of our faculty and staff.

Contents

1.0 EQUITY, DIVERSITY, AND INCLUSION OBJECTIVES AND MEASUREMENT STRATEGIES 2

McMaster’s equity, diversity, and inclusion objectives 2
Achieving our objectives 2
Monitoring and measuring achievement of our objectives 6

2.0 MANAGEMENT OF CANADA RESEARCH CHAIR ALCORATIONS 8

Managing the allocation of CRC Chairs 8
McMaster’s chair allocation decision-making process 9
McMaster’s corridor of flexibility 9
McMaster’s policies and processes for recruiting Canada Research Chairholders 9
McMaster’s process and criteria for renewal 11
McMaster’s process and criteria for advancement 12
McMaster’s process and criteria for phasing-out a Chairholder 12
McMaster’s process for determining and safeguarding the level of support provided to Chairholders 12
Measures to ensure that CRC applicants are not disadvantaged due to career gaps 13
Training and development activities related to unconscious bias, equity, diversity and inclusion 13

3.0 COLLECTION OF EQUITY AND DIVERSITY DATA 14

McMaster’s processes and strategies for collecting and protecting data on the four designated groups 14
McMaster’s strategies for encouraging individuals to self-identify as members of the four designated groups 14

4.0 RETENTION AND INCLUSIVITY 15

Providing and monitoring a supportive and inclusive workplace; Procedures, policies, and supports that enable the retention of individuals from the four designated groups 15
The process for managing complaints from faculty members related to equity within the program 17
How concerns/complaints are monitored and addressed, and reported to senior management 17
1.0 Equity, Diversity, and Inclusion Objectives and Measurement Strategies

McMaster’s equity, diversity, and inclusion objectives

McMaster is committed to an open and equitable process in regard to the Canada Research Chairs (CRC) Program and the broader research enterprise. This long-standing commitment is particularly evident through our Chairholders, many of whom identify as a member of one or more underrepresented groups (visible minorities, persons with disabilities, Indigenous persons, and women).

At McMaster, we are aware that true equity is reflected in both numbers and changes to attitudes and practices. We have endeavoured to exceed our CRC targets, recognizing that they are low. The number of our Chairholders who identify as women and visible minorities was posted on the CRC website in January, 2016. As shown, we have consistently met institutional targets for Chairholders who identify as women since the 2012-2014 cycle, and have exceeded institutional targets for Chairholders who identify as members of visible minorities since the first reporting cycle in 2009. We have enhanced our efforts to attract and retain a diverse group of high quality researchers, including CRC Chairholders and, as of November 2017, we can report that twenty-three of our Chairholders (32%) identify as women, exceeding the CRC target of twenty-two. Sixteen of our Chairholders (23%) identify as members of visible minorities, exceeding the CRC target of eleven. Our numbers pertaining to Chairholders who identify as Indigenous persons or as persons with disabilities have been withheld to protect their privacy, however, our Chairholders identifying as Indigenous exceed the CRC target, while our target for Chairholders who identify as disabled has not yet been met in full; efforts to attract excellent candidates in this area are underway.

While we have achieved success with our CRC targets and policies we will, over the next 18 to 24 months, strive to meet or surpass expectations in every category, and maintain a truly diverse complement of Chairholders whose perspectives and leadership strengthen our research enterprise.

Achieving our objectives

McMaster will endeavour to achieve these objectives through the continuation of existing, and implementation of new, leadership, policy, awareness-raising, and training initiatives to promote an equitable, diverse, and inclusive environment for both the CRC Program and the broader research enterprise.

Leadership

In 2002, McMaster established the President’s Advisory Committee on Building an Inclusive Community (PACBIC) to further our goal of “building an inclusive community with a shared purpose”. PACBIC is composed of students, staff, and faculty who constitute a diverse mix of both individual members and representatives from organizations and groups key to its mandate. Central elements of PACBIC’s mandate include:

- Identifying and anticipating issues affecting equity-seeking communities both within the University and relevant to those seeking access to the University, and advising the President on such issues;
• Providing a forum for discussion, reflection, and learning on issues of inclusion, equity and community-building and, in keeping with the spirit of the University, creating spaces for respectful debate on important social issues; and
• Providing reports and making recommendations for action to the President, the University Planning Committee, and other relevant University bodies in order to channel advice through the University structure and thus sustain a University culture that advances equity and inclusion.

One of the key recommendations in PACBIC’s 2016 annual report was the creation of an Employment Equity Working Committee. Established that same year and co-chaired by the Vice- Provost, Faculty, and the Assistant Vice-President and Chief Human Resources Officer, the Employment Equity Working Committee was charged with developing a centralized framework for employment equity, and providing leadership, guidance, and advice in the implementation of the framework. Developed by a diverse group of faculty, staff, and senior administrators, the Employment Equity Framework recognizes employment equity as a fundamental element of McMaster’s commitment to building an inclusive community. The framework also promotes equitable treatment, recognition, and access to services, benefits, and opportunities, enabled by systems and structures that facilitate full participation by all community members.

Another key PACBIC recommendation was the creation of a senior administrative position charged with ensuring that issues of equity and inclusion are knowledgeably represented at higher levels of decision-making within the University. In response, McMaster has established a new position of Associate Vice-President (Equity and Inclusion). Working in collaboration with the Vice-Provost, Faculty, the Associate Vice-President (Equity and Inclusion), will play a central role in education and awareness-raising initiatives, with particular attention to faculty. Together, these two positions will ensure a visible presence for, and a sustained focus on, these issues, and will support the development and implementation of enhanced recruitment and retention policies. These positions will work with senior administration to coordinate and monitor the effectiveness of training, workshops, networking events, and mentoring programs designed to ensure equitable and inclusive hiring, career progression, recognition, and retention practices and supports across the career lifespan.

Policy

In keeping with McMaster’s commitment to equity, diversity, and inclusion, and in recognition of the efforts and recommendations of PACBIC and the Employment Equity Working Committee, in the spring of 2017, the University updated its Employment Equity Policy and Recruitment Statement, which aims to:

• Confirm McMaster’s commitment to Employment Equity and to identify, address, and mitigate systemic discrimination in employment policies, practices, and procedures;
• Establish the responsibility, with respect to Employment Equity, of each person in a position to make or influence employment decisions at McMaster University;
• Remedy the effects of any past discrimination through the development and implementation of Special Measures and Accommodation of differences; and
• Set attainable goals and timeframes to achieve a representative and engaged workforce that reflects the diversity of the local community, and to encourage understanding and mutual respect for the dignity and contributions of every person representative of the diversity of the local community.

As outlined in the Employment Equity Policy, these objectives will be achieved via an Employment Equity Program which will:

• Address and mitigate systemic discrimination by identifying and removing barriers in employment policies, practices, and procedures;
- Implement Special Measures and Accommodations to enable members of Designated Groups to compete on an equitable basis for employment opportunities;
- Collect, analyze, and report on workforce data to track progress in achieving representation of Designated Group members in the spirit of both the University’s Employment Equity policy and the Federal Contractors Program;
- Make efforts, where Designated Groups are under-represented, to achieve representation, including specific recommendations for action to be undertaken by senior administrators;
- Provide employees with training in the meaning and application of Employment Equity; and
- Pursue other initiatives to address ongoing systemic and structural gaps, as identified by the University Administration (for example, develop employment equity resources, guidelines for hiring).

McMaster is revising its policy on Recruitment and Selection of Faculty Members to further ensure that faculty recruitment and selection processes embody the principles of equity, diversity, and transparency, and that they encourage the participation of candidates representing the four designated groups. This policy provides clear principles and procedures that guide all aspects of the hiring process, including our best practice of validating multiple perspectives through inclusion of members of the four designated groups on search committees; expecting that all involved will consult the Ontario Human Rights Code, the requirements of Employment Equity Legislation, and the Faculty Employment Equity plans; and advising that atypical career paths do not imply a lack of qualifications. This policy is being updated to reflect recent evidence-based, best practices from sources including the Athena Swan program\textsuperscript{1}, the National Science Foundation’s Advance Program\textsuperscript{2} and the Tri-Agencies.

**Training**

The Office of the Provost, Human Resources, the Equity & Inclusion Office, and other equity-seeking groups and individuals collaborate to deliver diversity and equity training for staff, faculty, and students at McMaster. All personnel involved in the selection of Canada Research Chairs are required to attend training on unconscious bias. All senior leaders, hiring managers, selection committee members involved in the hiring process, staff, and faculty are strongly encouraged to complete diversity and equity training.

McMaster has invested in the best available training from leading agencies in diversity and inclusion to support further development of institutional culture related to recruitment and retention. McMaster hired a diversity and inclusion consulting firm to lead a fall 2016 workshop for senior management in unconscious bias and its impact on hiring, and invested in the training and certification of faculty and staff attending an intensive four day “Train the Trainer” Program in Washington; completion culminates in a two-year certification to lead workshops, and the provision of cutting edge research and materials in the ways diversity enhances research performance and productivity. Participants will lead workshops at McMaster for ~200 faculty deans, departmental chairs, and others involved in hiring.

We have invested in hiring a Canadian company specializing in training, coaching, and group facilitation who will work closely with senior administration to ensure that best practices identified by the Tri-Agencies and the CRC Program are adhered to across the University. The company will share strategies for broad effective dissemination of CRC opportunities to pro-actively attract members of the under-represented groups, advise on how to actively locate and encourage potential recruits, and provide training on assembling a focus group to assess the effectiveness of CRC job descriptions before they are published. The company will also provide workshops on enhancing skills in active recruitment and exploring alternative interview strategies to mitigate bias, delivering hands-on know-

\textsuperscript{1} an evaluation and accreditation program with success in enhancing gender equity for STEM
\textsuperscript{2} NSF-AP’s goal is to increase the representation and advancement of women in academic science and engineering careers
how to design, conduct, and evaluate effective interview processes, including a review of effective interview questions. They will conduct training on developing a fair and effective evaluation rubric to assess candidates while ensuring that the most qualified advance in the process. To ensure accurate assessment of applicants from under-represented groups and those at earlier career stages, the company will provide training on how to include more extensive information beyond simply vitas (i.e. references, publications); be aware of possible biases in letters of support; tackle resistance by dissolving myths about diversity hiring; and monitor the process by tracking the applicant pool.

McMaster has developed staff hiring guidelines which detail the benefit of, and need for, employment equity. The McMaster Staff Hiring Guidelines consolidate the necessary staff hiring tools into one central resource to provide a better understanding of the hiring process, outline best practices in selecting candidates, and provide the resources for additional assistance. The Guidelines outline recruitment and selection processes at McMaster, including roles and responsibilities of all parties involved in the hiring process. The Guidelines also clearly speak to “recruiting for diversity” and provide education on understanding diversity, equity, and inclusion at McMaster and challenging misconceptions. They also raise awareness of unconscious assumptions and rational bias, explain employment laws, the Ontario Human Rights Code and the need for accommodation, and provide tools, including examples of how to provide accommodation and best practices for equitable recruiting. The Guidelines are provided to all Faculties and Departments who are engaged in recruiting. A Faculty Hiring Handbook is also in development and will embrace these same principles. This Handbook will relate to all faculty hiring, including for the CRC program.

Raising Awareness

In 2016 an employment equity census was undertaken. The purpose of the census was threefold:

- To understand the current composition of our workforce including those involved in research;
- To identify our areas of greatest need; and
- To track our progress in working towards an equitable workplace.

The employment equity census focused on groups that have historically faced, and continue to face, barriers in employment. The census questions were intended to provide a more complete understanding of the representation of women, Indigenous peoples, persons with disabilities, and members of visible minorities, as well as the representation of LGBTQ+ employees at McMaster.

The census response rate for many of McMaster’s employee groups, including faculty, librarians, postdoctoral fellows, management, and senior administrators, was 70%. Of those employees who responded to the census 63.8% identified as women, 9.8% identified as members of visible minorities, 3.3% identified as persons with disabilities, and 1.1% identified as Indigenous persons.

To increase the diversity of our workforce, the Offices of the Provost and Human Resources have developed a cohesive and comprehensive plan to promote equity, diversity, and inclusion. Elements of the plan that have already been implemented include:

- Communicating the Employment Equity Framework, Policy, and Hiring Guidelines broadly to the University community, and ensuring the use of the updated Employment Equity Recruitment Statement in all advertisements for hiring;
- Defining key levels of accountability for ensuring equitable hiring practices, and empowering those individuals through initial training in recruitment and retention best practices, and the use of the new hiring guides;
- Introducing the concept of equity advisors, who will assist Faculties and Departments in advancing employment equity goals;
• Creating a standing Employment Equity Committee to provide leadership, guidance, and advice in the implementation of the Employment Equity Framework;
• Making a high-level workforce analysis available to the McMaster community;
• Where privacy standards permit, sharing workforce analysis details at Faculty and Departmental levels;
• Facilitating discussions and understanding of data emerging from the employment equity census;
• Commencing a systematic review of current hiring and retention practices, policies and processes for both faculty and staff to identify areas for immediate action, such as voluntary self-identification by job applicants, outreach to under-represented groups, or other special measures; and
• Building relationships with under-represented groups and engaging the members of diverse communities as partners in our employment equity efforts. As part of this initiative, McMaster's Human Resources is in the process of obtaining memberships to the career websites of organizations that represent one or more of the four designated groups, including Pride at Work Canada, Aboriginal Link, and Career Edge Organization. Once these memberships have been established, advertisements for staff and faculty positions, including external CRC positions, will be circulated to these organizations and posted on their websites.

Longer-term elements of the Employment Equity Plan include:

• Providing equity advisors with training, support, and guidance, and ensuring effective communication regarding their role;
• Planning and implementing evidence-based employment equity strategies, including leveraging our census data to identify areas of greatest priority, and looking to research outside our own institution to plan and implement employment equity strategies and practices;
• Further defining levels of accountability for ensuring inclusivity, including clarifying role-based accountability for progress towards employment equity; and
• Beginning in 2019, conducting an employment equity census on a biennial basis.

In addition to the institutional employment equity plan, each of McMaster’s six Faculties is developing an employment equity plan that:

• identifies policies, practices, procedures, and initiatives intended to ensure full representation of all designated groups within the respective area;
• outlines the short-term and long-term goals, as well as measures to correct any under-representation of designated groups; and
• proposes a practicable timeframe for the implementation of each of the measures identified and stated goals.

To assist with these efforts, information regarding the status of McMaster’s CRC institutional targets will be provided to Faculties, as they are in charge of recruiting, on a biannual basis. Historically, Faculties have been provided with information about institutional CRC targets for the four designated groups following each CRC allocation exercise. Providing this information on a more regular basis will emphasize the importance of diversity among Chairholders to the University’s efforts to build an inclusive community, and facilitate the attraction and retention of people within these groups.

Monitoring and measuring achievement of our objectives

McMaster's objectives have been developed with consideration of the following:

• the availability of CRC positions
• our current recruitment practices
• the workplace environment
• the unique characteristics of the institution

Availability of CRC positions

McMaster’s ability to achieve its objectives will be based, in part, on the availability of CRC positions. Based on McMaster’s current allocation, it is anticipated that within the next 18 to 24 months three Tier 2 Chairs will become available, and two Tier 1 and seven Tier 2 Chairs will be eligible for renewal.

Although it is anticipated that the number of available CRC positions within the next 18 to 24 months will be low, it is recognized that they will provide the opportunity to further communicate McMaster’s commitment to, and measure the effectiveness of, our initiatives pertaining to equity, diversity, and inclusion through the posting of advertisements on McMaster webpages, as well as the websites of organizations that represent members of the four designated groups, and assessment of the self-identification survey that all applicants to CRC positions will be encouraged to complete.

Current recruitment practices

As described below, McMaster’s existing recruitment practices include many of the best practices that have been identified by the Tri-Agencies, CRC and CERC programs. Moreover, as noted above, McMaster continues to review and update our recruitment policies and practices to ensure that they advance our efforts to create a diverse community.

It is anticipated that our existing recruitment processes, as well as our recent initiatives, will lead to an increase in the number of applicants to CRC positions who identify as members of the four designated groups, and help to create an environment that encourages inclusivity and fosters success for all groups.

Workplace environment

In both 2016 and 2017, McMaster University was recognized as a Hamilton-Niagara Top Employer by the editors of Canada’s Top 100 Employers on the basis of Physical Workplace; Work Atmosphere & Social; Health, Financial & Family Benefits; Vacation & Time Off; Employee Communications; Performance Management; Training & Skills Development; and Community Involvement. The results of the 2016 employment equity census have revealed that, while McMaster is an exceptional place to work, additional effort is required to create a more diverse and inclusive environment.

With the introduction of a biennial employment equity census in 2019, McMaster will have the information required to assess the impact of existing initiatives and determine whether new efforts are required to achieve our employment equity goals.

Characteristics of the institution

McMaster’s equity, diversity, and inclusion efforts are complemented by initiatives underway in the Greater Hamilton Area. For example, the Hamilton Centre for Civic Inclusion (HCCI) and the Hamilton Immigration Partnership Council (HIPC) have partnered with the Ontario Council of Agencies Serving Immigrants (OCASI) to launch #HamiltonForAll, a public awareness campaign that celebrates diversity and promotes Hamilton’s vision to be a Hamilton For All.

We endorse and share their commitment, and are confident that our collective efforts, the geographic location of the University, and our international reputation for research excellence will enable us to achieve our employment equity goals.
McMaster is fortunate to be located in Hamilton, Ontario – the waterfall capital of Canada. Our campus is comprised of 300 acres of scenic property at the western end of Lake Ontario, between Toronto and Niagara Falls. Our 30-acre central core is designated for pedestrians and bicyclists. Nearby attractions include Cootes Paradise, the Bruce Trail, the Waterfront Trail, the Royal Botanical Gardens, and the Niagara Escarpment, a UNESCO World Biosphere Reserve.

Home to more than 70 research centres and institutes, McMaster is recognized internationally for research excellence. Indeed, McMaster is one of only five Canadian universities (and one of only two in Ontario) consistently ranked among the Top 100 in the world by the major global ranking systems. We are also the only university in Canada to serve as host to the United Nations University through the Institute for Water, Environment and Health (UNU-INWEH).

McMaster’s status in the international community is evident in the 55 countries represented by our faculty members and the 107 countries represented by our international students. As of 2016, international graduate students represent 22 per cent of the graduate student body.

Given that McMaster has met or exceeded our CRC targets for three out of the four designated groups, the University’s ongoing commitment to building an inclusive community, and existing and planned initiatives to promote equity and diversity, we are confident that we will achieve our objectives, meeting or exceeding all of our CRC targets, within the next 18 to 24 months. However, should ongoing reviews of the status of McMaster’s institutional targets reveal a lack of progress, this will be brought to the attention of the President and Vice-Presidents for further discussion.

2.0 Management of Canada Research Chair Allocations

Managing the allocation of CRC Chairs

McMaster’s institutional allocation of Canada Research Chairs is distributed among the six Faculties using a methodology similar to that employed by the Canada Research Chairs program; Chairs are allocated to Faculties in accordance with Tri-Agency funding received over a three-year period. Faculty allocation is prepared by the Office of the Vice-President, Research, upon review of the research funding data used by the CRC program to determine McMaster’s allocation. The recommended Faculty allocations are provided to McMaster’s President and Vice-Presidents (PVP) for their consideration and approval, with the approved allocations then provided to Faculty Deans and Associate Deans Research.

Each Faculty is responsible for determining the internal allocation of their Chairs. Chairs may be deployed by Faculties to develop a particular area of research or to support the most qualified candidate without a pre-determined focus area. Recognizing that strength comes from diversity, the benefit of attracting a candidate from an under-represented group is also a consideration and Faculties are advised by the Office of the Vice-President, Research, to consider the institution’s equity and diversity targets in making decisions regarding allocation of Chairs. Ensuring that diverse candidates will be attracted to an opportunity may guide the research area to which a Chair is allocated by the Faculty.
McMaster’s chair allocation decision-making process

Within each Faculty, decisions regarding the allocation of Chairs are made by a committee. While composition of the committee may vary across Faculties, it tends to include the Dean and Associate Dean Research. Other administrators within the Faculty, such as the Director of Finance and Research Support Facilitator, may also be consulted. Chair allocation decisions likely to be made by these committees include whether to allocate the Chair to an identified area of research or seek a high-quality candidate without defining a research area, and whether external candidates will be sought or the search will be restricted to internal candidates.

McMaster’s corridor of flexibility

Canada Research Chairs are allocated to institutions by Tier (1 and 2) and by agency (SSHRC, NSERC and CIHR). The CRC program recognizes that there may, on occasion, be need for a more flexible approach to Chair management and provides a “corridor of flexibility” which allows universities to change the tier or affiliated research agency of a limited number of Chairs. Each institution is provided with a number of “flexible Chairs” according to the number of regular Chairs in their allocation. McMaster has 10 flexible Chairs. However, universities are expected to contribute to the program’s national distribution of Chairs by making efforts to bring their allocation of Chairs back to its original distribution.

McMaster’s Research Office for Administration, Development, and Support (ROADS) manages McMaster’s CRC allocation on behalf of the Vice-President, Research. Faculties wishing to use a “flexibility right” contact ROADS for discussion. ROADS obtains approval from the Vice-President, Research, and then from the CRC program. Flexible Chairs are monitored across the country by the CRC program and within McMaster by ROADS. ROADS’ management of CRC allocation includes tracking the status of McMaster’s 10 flexible Chairs and possibilities for reversal. Use of McMaster’s flexible Chairs changes over time and has been as high as seven; it is currently three. In recent years, a significant portion of our flexibility rights have been used to successfully establish Chairholders from under-represented groups.

McMaster’s policies and processes for recruiting Canada Research Chairholders

Policies and processes for recruiting for CRC positions available to external candidates

The recruitment process for CRC positions that are available to external candidates is governed by McMaster’s Advertising of Appointments policy, the McMaster University Revised Policy And Regulations With Respect To Academic Appointment, Tenure And Promotion [2012]* [Tenure and Promotion Policy] policy, and the supplementary policy statement on the Recruitment and Selection of Faculty Members, which is currently being revised. In accordance with these policies, Department Chairs are responsible for leading the recruitment process, which is overseen by Faculty Deans.

Once a Faculty has determined that a Department may seek an external candidate for a CRC position, a selection committee is developed. This committee is composed of the Department Chair, who is accountable to the Faculty Dean, the University’s Equity Officer or Faculty equity advisor, and other faculty members. Efforts are consciously made to include representation on the selection committee from members of the four designated groups, and all committee members are expected to consult the provisions of the Ontario Human Rights Code, the requirements of Employment Equity Legislation, and
the Employment Equity plans of the Faculty. In addition, all committee members receive training in unconscious bias, which is overseen by McMaster’s Vice-Provost, Faculty.

Prior to posting an advertisement of an available Chair position, the selection committee employs our best practice of determining and documenting the required qualifications and relative importance of each criterion and its weighting. In addition to identifying the required qualifications for the available CRC positions, the advertisement highlights McMaster’s commitment to building an inclusive community, includes our Employment Equity Statement, encourages applications from members of the four designated groups, and invites applicants to complete a brief diversity survey. The advertisement also requests that applicants explain how they will contribute to the University’s efforts to promote equity, diversity, and inclusion, and acknowledges the impact of, and asks applicants to explain, career interruptions.

Advertisements for Chairs available to external candidates are communicated broadly, as required by McMaster’s Advertising of Appointments and Recruitment and Selection of Faculty Members policies, via email, newspaper and through job boards, including those where the opportunity will be seen by members of under-represented groups. Recently, advertisements of Chair opportunities have been posted on the career webpages of the American Association of University Women, The Black Perspective, disABLEDperson, Inc., and as a Diversity Focus and a Disability Network listing on Inside Higher Ed Careers. McMaster has also taken a pro-active approach, reaching out to potential candidates at conferences and through discussion with colleagues and networks. Equity related training sessions will ensure that these outreach efforts are informed by considerations related to equity.

Selection committees are encouraged to employ a hiring rubric based on key criteria from the advertisement when reviewing applications and identifying potential candidates to ensure that all aspects of the evaluation process are applied consistently to all candidates throughout the process. Our Recruitment and Selection of Faculty Members policy advises selection committee members to be mindful of the fact that atypical career paths do not necessarily indicate a lack of qualifications.

Prior to the interview, candidates are given information about the City of Hamilton, including information about schools, childcare, housing and other information to assist in their potential transition to a new community. In addition, to ensure there are no barriers to access, the invitation for an interview states that the interview room is accessible and equipped with technology to support candidates who are hearing- or visually-impaired. The invitation also provides a name for candidates to contact, should other types of accommodation be required.

In accordance with the McMaster University Revised Policy And Regulations With Respect To Academic Appointment, Tenure And Promotion [2012]* [Tenure and Promotion Policy] and Recruitment and Selection of Faculty Members policies, all candidates go through the equivalent interview experience and are subjected to equal methods for evaluating the candidates. The procedures to be followed in interviewing and hosting candidates are applied consistently to all interviewees. All candidates receive an interview schedule which provides the basic framework and informs each candidate of what to expect, have equal opportunities to meet and interact with potential colleagues, and are interviewed by one or more of the Faculty Dean, the Provost and Vice-President Academic, the Dean and Vice-Provost of Graduate Studies, or the Associate Dean of Graduate Studies, in addition to the Department Chair or Program Director. Also, all candidates are provided with information about the Canadian funding environment, research support services available at McMaster, and research facilities and infrastructure available on campus. Candidates are also provided with information about McMaster’s Spousal Hiring policy, which has been established in order for the University to compete effectively in the recruitment and retention of faculty, by being able to find a suitable faculty position for a candidate’s spouse, without advertising.
When the assessment of the candidates’ qualifications, based on the previously established criteria, is complete, the candidate who is best qualified to meet the requirements of the job, the needs of the Department, and the goals of the University, is recommended by the Department Chair to the Faculty Dean. When candidates do not differ in merit and one of the equally meritorious finalists is a member of the four designated groups, the Recruitment and Selection of Faculty Members policy requires that department selection committees consider the University’s employment equity goals. Employment offers are made and negotiated by the Department Chair or Faculty Dean with the approval of the Vice-President Health Sciences or the Provost and Vice-President Academic.

The Faculty provides the outcome of the search for a CRC candidate and a description of the selection process to McMaster’s Research Office for Administration, Development and Support (ROADS). ROADS provides McMaster’s Provost and Vice-President Academic with the selection process description, as well as the curriculum vitae of the candidate, and a Canada Research Chair Nomination Biography, which includes a brief summary of the candidate’s program of research, recent achievements, and relevance of the proposed research to institutional priorities. Following review, the Provost submits the CV and Nomination Biography to the Senate Committee on Appointments for review and approval prior to development of the CRC nomination.

**Policies and processes for recruiting for CRC positions restricted to internal candidates**

For available CRC positions restricted to internal candidates a selection committee is established. This committee is typically composed of the Faculty Dean, Associate Dean Research, the University Equity Officer or Faculty equity advisor, and other faculty members. All committee members receive training in unconscious bias and efforts are consciously made to include representation from the four designated groups. Other Faculty administrators, such as the Director of Finance or the Research Support Facilitator may be consulted.

Faculty selection committees for CRC positions restricted to internal candidates employ the same best practices as used by selection committees for CRC positions available to external candidates when developing the required qualifications and assessment criteria for a position, and when preparing an advertisement. The advertisement is circulated throughout the Faculty via email and posted on the Faculty website for a minimum of 30 days.

Based on review of the documentation provided by the internal applicants in response to the advertisement, application of the previously established evaluation criteria, and consideration of the University’s employment equity goals, an internal candidate is selected. As is the case for an external candidate, the Faculty provides ROADS with a description of the selection process, as well as the curriculum vitae of the candidate, and a Canada Research Chair Nomination Biography. ROADS provides the required documentation to McMaster’s Provost and Vice-President Academic for review and approval of the Senate Committee on Appointments prior to development of the CRC nomination.

**McMaster’s process and criteria for renewal**

When selected for nomination, CRC candidates are advised that the possibility of renewal at the end of their term will be based on the CRC selection criteria, including whether the chairholder has achieved the objectives set out in the original nomination and upheld the standards of excellence of the CRC program, and whether the Chair has contributed to institutional priorities; diversity among CRC Chairholders is a high priority for McMaster.

Approximately one year prior to the end of a CRC Chairholder’s first term, ROADS contacts the Faculty Dean and Associate Dean Research to advise them of the upcoming end date and to confirm that a performance report and updated curriculum vitae will be requested from the Chairholder to facilitate the
renewal review process. Upon receipt of confirmation from the Faculty that renewal of the Chairholder will be considered, central or Faculty-level research administrators request the documentation from the Chairholder and share it with the Faculty. These documents are most commonly reviewed by, at minimum, the Faculty Dean and Associate Dean Research, as well as the Department Chair. Other administrators within the Faculty, such as Director of Finance and Research Support Facilitators, may also be consulted. If the performance documents provided by the Chairholder do not clearly indicate whether or not the CRC selection criteria have been met, input from other established researchers will be sought.

Once the Faculty has made a decision regarding renewal of a Chairholder, as is the case for a CRC nomination, the Faculty provides ROADS with a description of the selection process, as well as the curriculum vitae of the candidate, and a Canada Research Chair Nomination Biography. ROADS provides the required documentation to McMaster’s Provost and Vice-President Academic for review and approval of the Senate Committee on Appointments prior to development of the CRC renewal application.

**McMaster’s process and criteria for advancement**

Whether a Tier 2 Chairholder is considered for advancement to a Tier 1 Chair depends on the availability of a Tier 1 Chair, whether the Chairholder satisfies the [CRC Selection Criteria](#), and whether the Chair will contribute to institutional priorities, including our increased focus on diversity. Availability of Tier 1 Chairs is limited, resulting in some high-quality Tier 2 Chairholders not having the opportunity to advance to Tier I.

When a Tier 1 Chair becomes available, selection of a nominee is governed by the recruitment and selection processes described above. A high-performing Tier 2 Chairholder whose second term will soon come to an end may be considered with all other applicants for an available Tier 1 Chair. The same selection criteria and processes apply to all applicants.

**McMaster’s process and criteria for phasing-out a Chairholder**

ROADS manages McMaster's CRC allocation on behalf of the Vice-President, Research. If, as a consequence of the CRC Program’s re-allocation process, it is apparent that a Faculty will lose a Chair, ROADS prepares options for managing the loss. These options are reviewed by the Vice-President, Research, and presented to McMaster’s President and Vice-Presidents (PVP) for discussion and approval. Critical considerations include the impact on the individual Chairholder and on McMaster’s commitment to diversity. Following PVP approval, the loss of the Chair is discussed with the appropriate Faculty Dean and Associate Dean Research. McMaster has employed the CRC Program’s “phase out mechanism” where the institution absorbs the costs of the lost CRC funding, and the Chairholder is allowed to retain the title of Canada Research Chair for the remainder of the term.

**McMaster’s process for determining and safeguarding the level of support provided to Chairholders**

Institutional support for McMaster’s CRC Chairholders is determined by the Faculty Dean and Department Chair, in consultation with the Chairholder. At the outset of the CRC program, salary and other institutional support for a Chairholder was often determined solely through negotiation between the Faculty Dean and the candidate. In recent years the process by which institutional support is determined has become more standardized, though needs associated with a Chairholder’s program of research are also taken into account. This revised process aims to provide equitable support to all Chairholders, while recognizing the unique needs of each of their research programs.
CRC salary support is commensurate with salaries of other researchers within the same area of research and at the same level of career. For example, the salary for new hires is often calculated according to a standard “years past Ph.D.” formula, though this could be revised on an individual basis to accommodate for the external market at the time of hire. McMaster is aware of the need to ensure that faculty members from under-represented groups are not disadvantaged.

As evidence of our commitment to equity, McMaster recently completed an analysis of salaries among faculty members, making an adjustment of $3,515 to the base salary of each female faculty member on the career progress/merit scheme at a cost of $1.1M; we will regularly analyze salary levels to maintain gender pay equity. A similar analysis was performed for post-doctoral students; to ensure those salaries are fair and equitable across all groups, all offers will be monitored by each Faculty’s Associate Dean of Graduate Studies.

Our current CRC Chairholders represent 33 departments and 46 different research disciplines. Accordingly, the level of institutional non-salary support varies significantly. As a consequence of the divergent needs associated with their unique programs of research, standardized non-salary support would prove insufficient for some Chairholders and unnecessary for others. McMaster continues to monitor the levels of institutional non-salary support provided to our Chairholders, bringing to the attention of Department Chairs, Associate Deans Research, and Faculty Deans, any significant departures from the norm for researchers working in the same research disciplines.

**Measures to ensure that CRC applicants are not disadvantaged due to career gaps**

Advertisements for CRC positions acknowledge the potential impact that career interruptions and personal circumstances (e.g., pregnancy, early childcare, eldercare, illness, etc.) can have on an applicant's record of research achievement. Applicants are encouraged to explain in their applications the impact that career interruptions, or other issues, may have had as described under “Career Interruptions” in the CRC Program’s [Guidelines for ensuring a fair and transparent recruitment and nomination process](#) and in the [Guidelines for Assessing the Productivity of Nominees](#).

During the review and selection process for CRC candidates, selection committee members are asked to review the CRC Program’s documentation pertaining to career interruptions; applicants who have experienced career interruptions are given credit for that period, and not disadvantaged in review of their achievements and in regard to starting salary. For example, where starting salary is based on the number of years past earning a Ph.D., the calculation remains the same regardless of whether the candidate was working or on leave during that period. Career interruptions are also taken into account when determining whether a candidate meets the 10-year requirement for Tier 2 Chairs.

Consideration of the potential impact of career interruptions on a candidate’s research record is just one of the areas on which training will be provided by the Canadian company that has been hired by McMaster to assist with the implementation of best practices.

**Training and development activities related to unconscious bias, equity, diversity, and inclusion**

McMaster has invested in the best available training from leading agencies in diversity and inclusion to support further development of institutional culture related to recruitment and retention. We have hired a diversity and inclusion consulting firm to lead a workshop for senior management on unconscious bias, and provide certification to faculty and staff so that they may lead workshops at McMaster for
Faculty deans, department chairs, and others involved in hiring. All personnel involved in the selection and hiring process of CRC positions receive training on unconscious bias; this training is overseen by McMaster’s Vice-Provost, Faculty.

We have also invested in hiring a Canadian company specializing in training, coaching, and group facilitation who will work closely with senior administration to ensure that best practices identified by Tri-Agency, CRC and CERC are adhered to across the University and for the CRC program.

3.0 Collection of Equity and Diversity Data

McMaster’s processes and strategies for collecting and protecting data on the four designated groups

McMaster takes great care in gathering and anonymizing data, strictly limiting access, and reporting only when privacy can be maintained. All personal information collected is handled in compliance with McMaster’s Statement on Collection of Personal Information and Protection of Privacy and the Freedom of Information and Protection of Privacy Act of Ontario (FIPPA).

All advertisements for CRC positions encourage applicants to complete a brief diversity survey as part of the application process. They are advised that the survey is voluntary, will take approximately two minutes to complete, and can be accessed online via McMaster’s LimeSurvey system. Survey responses are only accessible to our Employment Equity Specialist in the Human Resources office. A summary of the anonymized survey data is provided by the Employment Equity Specialist to ROADS for the purposes of statistical review.

The CRC nomination and renewal application forms ask candidates to indicate whether they are members of the four designated groups. At McMaster access to those applications is restricted to research administration personnel responsible for development and submission of the CRC nomination and renewal applications, and the appropriate Faculties.

In an effort to obtain a current picture of the diversity of McMaster’s CRC Chairholders, they were recently asked to complete the same diversity survey that applicants to available CRC positions are asked to complete. Only ROADS has access to the survey responses as required for reporting to the CRC program.

McMaster’s strategies for encouraging individuals to self-identify as members of the four designated groups

All advertisements for CRC positions advise potential applicants of McMaster’s commitment to building a diverse community, and encourage applications from highly qualified candidates with skills and abilities that will contribute to the values of equity, diversity, and inclusion in research, teaching, and the workplace. The advertisements explain that the survey is part of our effort to fulfill our commitment to diversity, and encourage applications from women, persons with disabilities, Indigenous persons, members of racialized communities, and LGBTQ-identified persons.

Although the CRC nomination and renewal applications allow applicants to address whether they identify with an under-represented group, we recently gave our current CRC Chairholders the opportunity to update their information via a diversity survey. Communication to Chairholders advised
that the purpose of the survey was to both help assess the University’s equity, diversity, and inclusion efforts, and meet the CRC Program’s Equity, Diversity, and Inclusion Action Plan requirements. Chairholders were advised that, for those who chose not to update their information via the survey, representation data from their CRC nomination or renewal form would be gathered. Through the survey or CRC nomination and renewal forms we have had responses from all of our Chairholders.

4.0 Retention and Inclusivity

Providing and monitoring a supportive and inclusive workplace; procedures, policies, and supports that enable the retention of individuals from the four designated groups

McMaster has introduced, and continues to develop, leadership, policy, awareness-raising, and training initiatives to advance our commitment to building an equitable, diverse, and inclusive community. The success of these endeavours can already be seen in the support available to all faculty members, including those who represent the four designated groups.

McMaster has an Equity and Inclusion Office (EIO) which sits within the Office of the Associate Vice-President (Equity and Inclusion). The EIO works with campus and community partners to ensure that McMaster is a place where all students, staff, and faculty are treated equitably and respectfully in all areas of campus life. Services provided by the EIO include:

- The Human Rights Program, which provides confidential complaint resolution according to the policies on Discrimination, Harassment, and Sexual Violence.
- The Equity Services Program, which provides educational opportunities related to harassment, discrimination, anti-oppression, accessibility, accommodation, and other human rights-related issues.
- AccessMAC, which provides consultation and advice on the identification, removal and prevention of barriers to accessibility within the University’s systems, structures, and policies.
- The Sexual Violence Response Protocol is a site where survivors of all backgrounds and social identities can find support and information about sexual, intimate partnership, or family violence. It is also a place where campus members can find tips on how to provide the best support possible to survivors who disclose experiences of violence.
- EIO also provides support to the President’s Advisory Committee on Building an Inclusive Community (PACBIC).

At the institutional and Faculty level, workshops are offered to new faculty members to welcome them to the University, to provide them with information about available support and resources, and to provide opportunities for networking with colleagues. For example, since 2014, the Vice-Provost, Faculty, has organized a monthly workshop series for new faculty members to help them navigate their first year at McMaster, to learn what resources the University has to offer, and to help them feel like they are part of a community. Senior leaders from across McMaster are invited to speak on a variety of topics, including time management, student assessment, the granting landscape, student mental health, McMaster’s research office, media relations, and working with graduate students. At the end of the series new faculty members who have attended the workshops are invited to serve as mentors to the following year’s cohort of new faculty.

An example of a Faculty-level initiative to support new faculty members is the McMaster Engineering Faculty Development Academy, which recognizes the importance of integrating new faculty into the
community, and ensuring that new faculty are equipped with the necessary resources to help them successfully navigate through their first year and subsequent years so that they can build a strong foundation for a rewarding career. Orientation provided by individual Departments and Schools is complemented by orientation and mentorship sessions offered by the Office of the Dean, providing practical advice on a variety of topics, including finding a mentor, time management, teaching, service, research, and work/life balance.

Another example is the Program for Faculty Development (PFD) in the Faculty of Health Sciences, which provides orientation and skills workshops, events, and tools for new faculty members with the aim of:

- Preparing faculty for their professional and academic roles;
- Supporting faculty in their personal growth and professional career development;
- Facilitating the development of educational leaders and leadership;
- Promoting academic scholarship, life-long learning, and curricular renewal; and
- Celebrating and recognizing faculty achievement, excellence, innovation, and collaboration.

To create an inclusive environment for faculty members with children, McMaster’s Pregnancy/Parental Leave Policy for Faculty and NUFA Librarians was recently revised. Time off and financial benefits are among the best in Ontario, with a combined pregnancy and parental leave top up totaling 30 weeks at 95% of salary. Also, we have introduced a new flexible child benefit of $2500 per year to be used at the discretion of faculty members to offset child care costs for each child up to age 7, and are pursuing a proposal with McMaster Children’s Centre to double our day care capacity on campus.

McMaster has developed initiatives specifically designed to enhance the environment for members of under-represented groups. For example, the McMaster Women in Science and Engineering (WISE) Initiative is an integrated network of students and faculty who work to support, celebrate, and advocate for women in STEM at McMaster by creating a supportive network of female mentors, increasing issuespecific education for students, and facilitating interdisciplinary collaboration and communication. Established in 2014, the Academic Women’s Success & Mentorship (AWSM) committee is dedicated to stimulating dialogue on ways to integrate and sustain a culture of leadership, mentorship, and success among academics who identify as female across the University. The AWSM lecture series aims to provide a dynamic forum for open discussion to facilitate mentorship and networking across all ranks throughout McMaster.

The University’s commitment to the creation of an accessible environment for all personnel is evident in our establishment of the Accessibility Hub, an online one-stop-shop providing information and links to accessibility-related information at McMaster; the McMaster Accessibility Council, responsible for addressing identified barriers, developing plans for their removal, and taking steps to prevent future barriers; and the recently-launched Accessibility Network for faculty and staff with disabilities.

Examples of our efforts to ensure that faculty who identify as Indigenous recognize themselves as part of the McMaster community include development of the Indigenous Circle Teaching and Gathering Space, a new outdoor space for classes, ceremonies, performances, and other activities, designed to affirm the importance of Indigenous knowledge to the university community. The recently developed McMaster Indigenous Research Institute (MIRI) aims to support interdisciplinary research and serve as a gateway to partnership building with Indigenous research collaborators across the University, facilitate and promote increased visibility of Indigenous Knowledge and methodologies, create space for dialogue between Western research approaches and Indigenous research collaborations, and support both Indigenous and non-Indigenous researchers, ethics boards, and decision makers in the area of Indigenous research.

Instances of Chairholders who identify as members of the four designated groups leaving McMaster to pursue their research careers elsewhere is incredibly rare over the entire history of the CRC program.
This indicates that our initiatives have met with Chairholder approval and achieved some success. McMaster is in the process of developing an exit survey to better understand why faculty members, including CRC Chairholders, might choose to leave the University. The exit survey, combined with the planned biennial Employment Equity Census, should provide McMaster with the data required to measure the extent to which our objective of building an inclusive community has been achieved.

The process for managing complaints from faculty members related to equity within the program

Concerns related to equity, diversity, and inclusion are addressed through McMaster’s Human Rights Program, a confidential program managed by the Equity and Inclusion Office (EIO) within the Office of the Associate Vice-President (Equity and Inclusion). This program deals with discrimination, sexual harassment, and general harassment complaints. Processes are complainant driven, confidential and available to all members of the McMaster community. EIO administers the University’s Policy on Discrimination and Harassment: Prevention & Response (PODH), and Accessibility policies. A resource is available for raising a concern and providing assistance to someone raising a concern under the PODH policy. As outlined on McMaster’s Discrimination, Harassment and Sexual Harassment: Prevention & Response website, complainants have the option of 1) raising a concern without filing a complaint about comments and/or conduct they have experienced that they feel may be in breach of the Policy, 2) making an informal complaint and working with the EIO to resolve it, 3) filing a formal complaint, which will result in a written Investigator Report, or 4) referring the matter to a formal Tribunal Hearing conducted by the Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Harassment.

How concerns/complaints are monitored and addressed, and reported to senior management

Individuals with equity concerns/complaints regarding the management of McMaster’s CRC allocations are asked to contact:

Kathy Charters
Assistant Vice-President, Research Administration
Office of the Vice-President, Research
McMaster University
905-525-9140 Ext. 23735
chartersk@mcmaster.ca

To date, McMaster has not received any complaints regarding the management of our Canada Research Chairs allocation. However, if the Assistant Vice-President, Research Administration, (AVP,RA) were to receive a complaint, depending on its nature and severity, the AVP,RA would bring it to the attention of the Vice-President, Research, and, as appropriate, the Faculty Dean, University Research Council, and/or President and Vice-Presidents. The concern could also be discussed with the Vice-Provost Faculty and/or Associate Vice-President (Equity and Inclusion), along with the Equity and Inclusion office.