CRC Equity, Diversity, and Inclusion

ACTION PLAN
McMaster University is located on the traditional territories of the Haudenosaunee and Mississauga Nations and within the lands protected by the “Dish With One Spoon” wampum agreement. 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. McMaster University has a vision to achieve creativity, innovation and excellence in teaching, research and service by engaging a diverse and highly talented educational community and embodying the values of integrity, respect and collaboration.

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1.0 Equity, Diversity, and Inclusion Objectives and Measurement Strategies

McMaster’s objectives, action plan and indicators

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 under-represented 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 not only meet but to exceed our CRC targets, recognizing that the targets are low, there are potential barriers to and complexities associated with self-identification, and the diversity of quality CRC Chairholders can only expand with the consistent application of inclusive excellence principles and best equity and inclusion practices.

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 2018, we can report that twenty-one of our Chairholders (31%) identify as women, meeting the CRC target of twenty-one. Seventeen of our Chairholders (25%) identify as members of visible minorities, exceeding the CRC target of ten. 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 been met.

Objectives
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.

To achieve these objectives, we will pursue the goals of McMaster’s Employment Equity Framework, which aims to:

- 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 recently updated Employment Equity Policy and Recruitment Statement 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).
**Action Plan**

To achieve the goals of McMaster’s Employment Equity Framework, meet or surpass our CRC targets in every category, and maintain a truly diverse complement of Chairholders we will undertake the following actions:

<table>
<thead>
<tr>
<th>Actions</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Address and mitigate systemic discrimination by identifying and removing barriers in employment policies, practices, and procedures</td>
<td>Committee was established in Spring 2017; meets monthly; anticipated launch of strategies and resources in January 2019</td>
</tr>
<tr>
<td>Establish a Hiring and Onboarding Committee to review hiring and recruitment practices, and develop strategies to enhance the onboarding experience</td>
<td>Committee was established in Fall 2018 as an Employment Equity Implementation Team to facilitate and support effective implementation of the goals of the Employment Equity Framework through research, exploration of best practices, collaboration and partnerships; meets bi-weekly; report of activities scheduled for September 2019</td>
</tr>
<tr>
<td>Establish an Employment Equity Advisory Committee to seek out and provide consultation on employment equity strategies and practices recognizing the expertise of equity-seeking groups</td>
<td>Committee was established in Fall 2018 as an Employment Equity Implementation Team to facilitate and support effective implementation of the goals of the Employment Equity Framework through research, exploration of best practices, collaboration and partnerships; meets bi-weekly; report of activities scheduled for September 2019</td>
</tr>
<tr>
<td>Revise the Recruitment and Selection of Faculty Members policy</td>
<td>In progress; anticipated completion in March 2019</td>
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<tr>
<td>Communicate the Employment Equity Framework, Policy, and Hiring Guidelines broadly to the University Community</td>
<td>Initiated in May 2017; posted on <a href="#">McMaster’s Employment Equity webpage</a></td>
</tr>
<tr>
<td>Require each of McMaster’s six Faculties to develop an employment equity plan</td>
<td>Requirement for an Employment Equity Plan communicated to Faculties in Fall 2017, with development and implementation currently in progress across Faculties; completion expected in Summer 2019</td>
</tr>
<tr>
<td>Introduce and train employment equity facilitators to assist Faculties and Departments in advancing employment equity goals</td>
<td>Employment Equity Facilitators Program launched in Fall 2018; facilitators to be identified by the end of 2018; orientation and training planned for February 2019</td>
</tr>
<tr>
<td>Require all recruitment and appointment committees to include members of designated equity groups</td>
<td>Initiated in Fall 2018</td>
</tr>
<tr>
<td>Implement Special Measures and Accommodations to enable members of Designated Groups to compete on an equitable basis for employment opportunities</td>
<td>Assisitve devices purchased in Summer 2017 to facilitate accessible interviews including FM Systems, magnifiers; interview questions provided to candidates in large print; Equitable and Accessible Workplace Accommodation training sessions held in November 2018; additional training sessions</td>
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<tr>
<td>Planned Action</td>
<td>Details</td>
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<tr>
<td><strong>Collect, analyze, and report on workforce data to track progress in achieving representation of Designated Group members</strong></td>
<td>Participation is promoted on an ongoing basis through the hiring process and McMaster’s Employment Equity webpage; response rates monitored annually by McMaster’s Employment Equity Specialist and senior leaders.</td>
</tr>
<tr>
<td>Promote and track participation in the employment equity census</td>
<td>Participation is promoted on an ongoing basis through the hiring process and McMaster’s Employment Equity webpage; response rates monitored annually by McMaster’s Employment Equity Specialist and senior leaders.</td>
</tr>
<tr>
<td>Produce a monthly report highlighting employee movements, hires and exits</td>
<td>Hiring and movement report initiated in Fall 2017; report is reviewed by the Employment Equity Specialist on a monthly basis; exit survey planned for 2019.</td>
</tr>
<tr>
<td>Provide a high-level workforce analysis to the McMaster community on a biennial basis</td>
<td>Inaugural employee census report completed in Spring 2017 and available on McMaster’s Employment Equity webpage; second employee census report planned for Fall 2019.</td>
</tr>
<tr>
<td>Provide Faculties with information regarding the status of McMaster’s CRC institutional targets</td>
<td>This information is provided prior to initiation of recruitment for, or renewal of, a CRC position.</td>
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**Make efforts, where Designated Groups are under-represented, to achieve representation**

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<thead>
<tr>
<th>Planned Action</th>
<th>Details</th>
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<tbody>
<tr>
<td>Include the updated Employment Equity Recruitment Statement in all advertisements for hiring</td>
<td>Implemented in Fall 2017.</td>
</tr>
<tr>
<td>Integrate McMaster’s self-identification survey into the online application system, and include a link to the survey in all job postings</td>
<td>Currently being piloted within the Faculty of Science, Faculty of Humanities, Human Resources, Graduate Studies Department, Student Affairs and Financial Services Department; plans underway to implement institution-wide in 2019.</td>
</tr>
<tr>
<td>As part of the faculty and staff recruitment process include a request for candidates to provide a statement describing how they have contributed to advancing equity, diversity and inclusion in teaching, research, or service in the academy, in community or other professional settings</td>
<td>Piloted in Summer 2017; plans underway to implement institution-wide in 2019.</td>
</tr>
<tr>
<td>Establish and/or continue partnerships with organizations representing underrepresented groups to advertise job postings and enhance the relationships between McMaster and the communities we serve</td>
<td>Institutional partnerships established in Fall 2017 with Indigenous Link, Pride at Work Canada, Magnet and Turtle Island News; new recruitment partnerships and opportunities are being explored, including targeted recruitment strategies with Indeed, LinkedIn, and Magnet.</td>
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**Provide employees with training in the meaning and application of Employment Equity**
| Provide Diversity, Equity and Inclusion training to chairs, directors, hiring managers and supervisors, to facilitate greater understanding of human rights, equity and inclusion fundamentals | Initiated in Fall 2017 and provided on an ongoing basis; Recruitment and Selection/Search Committee training sessions held in November and December 2018; Equitable and Accessible Workplace Accommodation training sessions held in November 2018; Indigenous Cultural Competency training scheduled for January 2019 |
| Provide Unconscious Bias training to all department chairs and search committee members | Completed for all existing department chairs and selection committee members; provided to new department chairs and selection committee members. |
| Undertake consultations and collaborations with senior leaders, staff and faculty, with respect to understanding the census data and implementation of the Employment Equity Framework | Initiated in Spring 2017; meetings occur quarterly and upon request |

**Pursue other initiatives to address ongoing systemic and structural gaps**

| Develop new Staff Hiring Guidelines | Developed and communicated to hiring managers, supervisors and staff in Summer 2017 |
| Develop a Faculty Hiring Handbook | In progress; anticipated completion in March 2019 |
| Develop a guidance document to help Faculties, Department Chairs, and selection committee members meet the CRC Program’s Equity, Diversity and Inclusion Requirements and Practices | Completed June 2018; revised October 2018 in response to changes to the CRC Program’s Requirements and Practices |

**Indicators**

We will measure the success of our efforts by monitoring the following indicators:

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<tr>
<th>Indicators</th>
<th>Monitoring Frequency</th>
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<tbody>
<tr>
<td>Increase in the percentage of applicants, including applicants to CRC positions, identifying as a member of one or more of the four designated groups</td>
<td>Biannually beginning in 2018</td>
</tr>
<tr>
<td>Increase in the rate of response to McMaster’s employment equity census</td>
<td>Annually by McMaster’s Employment Equity Specialist and senior leaders</td>
</tr>
<tr>
<td>Increase in the percentage of employees, including CRC Chairholders, who identify as a member of one or more of the four designated groups</td>
<td>Biannually beginning in 2018</td>
</tr>
<tr>
<td>Improved understanding and consistency in application of inclusive excellence principles and equity and inclusion practices</td>
<td>Annually through meetings with Department Chairs and Employment Equity Facilitators to discuss the application of equity, diversity and inclusion practices and activities</td>
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</table>
Given the University’s ongoing commitment to building an inclusive community, and existing and planned initiatives to promote equity, diversity, and inclusion, we are confident that we will meet or exceed all of our CRC targets by December 2019. 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.

Development of our objectives

McMaster’s objectives have been developed with consideration of:

- our current recruitment practices;
- the institutional support provided to our Chairholders;
- the workplace environment; and
- the unique characteristics of the institution.

Current recruitment practices

McMaster’s Recruitment and Selection of Faculty Members policy provides clear principles and procedures that guide all aspects of the hiring process, including our best practice of validating multiple perspectives by ensuring diversity among search committee members; 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 in the process of being revised (anticipated completion in March 2019) to further ensure that faculty recruitment and selection processes embody the principles of equity, diversity, and transparency, and that they encourage applications from candidates representing the four designated groups. The updated policy will reflect recent evidence-based, best practices from sources including the Athena Swan program\(^1\), the National Science Foundation's Advance Program\(^2\) and the Tri-Agencies.

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, completion of which is anticipated by March 2019, will relate to all faculty hiring, including for the CRC program.

\(^1\) an evaluation and accreditation program with success in enhancing gender equity for STEM
\(^2\) NSF-AP’s goal is to increase the representation and advancement of women in academic science and engineering careers
To support further development of institutional culture related to recruitment and retention, McMaster has invested in the best available training from leading agencies in diversity and inclusion. 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-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.

**Institutional support**

A comparative review of both the salary and institutional non-salary support provided to McMaster’s current CRC Chairholders was conducted. The review revealed that CRC salary support is commensurate with salaries of other researchers within the same area of research and at the same level of career. Although the level of institutional non-salary support varies significantly across our Chairholders, this is explained by the divergent needs associated with their unique research programs. Currently our Chairholders represent 32 departments and 44 different research disciplines.

**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. While McMaster is an exceptional place to work, the results of our 2016 employment equity census revealed that additional effort is required to create a more diverse and inclusive environment.

The purpose of the 2016 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.

Beginning in 2019, an employment equity census will be conducted on a biennial basis, which will provide McMaster with 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 56 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.

## 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, minus a few identified exclusions as per CRC policy. These research revenues constitute the amount of
“credits” that are entered into McMaster’s calculations of Faculty Chair allocations. 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.

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3 Institutional research revenues from the three granting agencies constitute the amount of “credits” that are entered into the calculations of chair allocations. Funding credit for multi-institutional grants is typically divided proportionally among participating institutions based on the number of participating researchers from each institution.
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 employment equity facilitator, and other faculty members. The selection committee includes members from one or more 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 posted on McMaster’s Public Accountability and Transparency website. In addition, advertisements 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. Another example of the pro-active approach taken by McMaster is 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, healthcare and access insurance coverage, 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 the Vice-President, Research, and 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 employment equity facilitator, and other faculty members. All committee members
receive training in unconscious bias and include representation from one or more of 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 posted on McMaster's Public Accountability and Transparency
website, 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 the Vice-President, Research, and 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 the Vice-President, Research, and 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 1.

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 32 departments and 44 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 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.
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.

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.

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. In the Fall of 2018 an Employment Equity Implementation Team was established
to facilitate and support effective implementation of the goals of the Employment Equity Framework by conducting research, exploring best practices, and establishing collaborations and partnerships.

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, in June 2017 McMaster initiated a national search which culminated in the appointment of an Associate Vice-President, Equity and Inclusion, in January 2018. Working in collaboration with the Vice-Provost, Faculty, and Human Resources, the Associate Vice-President, Equity and Inclusion, and the Employment Equity Specialist, play a central role in education, training and awareness-raising initiatives for faculty and staff. Together, these offices ensure a visible presence for, and a sustained focus on, these issues, and support the development and implementation of enhanced recruitment and retention policies. These offices 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, and developed an Employment Equity Framework to guide our efforts as we strive to build an inclusive community. As part of that Framework, McMaster is revising its policy on the Recruitment and Selection of Faculty Members to ensure that it reflects internationally-recognised best practices for promoting equity, diversity and inclusion.

**Training**

The Offices of the Provost, Human Resources, and Equity and Inclusion, as well as 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.

In Fall 2017, training on Human Rights and Equity Fundamentals was provided by Human Resources, in collaboration with the Office of the Provost, the Equity and Inclusion Office and the President’s Advisory Committee on Building Inclusive Communities, to department chairs, directors, hiring managers and supervisors, to provide foundational learning of human rights and equity principles. Currently underway is a workshop series focused on Advancing Employment Equity and Inclusive Excellence and topics include Recruitment and Selection/Search Committee Training, and Equitable and Inclusive Disability/Medical Workplace Accommodation Training. In January 2019, an Indigenous Cultural Competency Program will be introduced in collaboration with the Faculty of Social Sciences, the Indigenous Studies Program, Human Resources and the Equity and Inclusion Office. A Recruitment and Selection/Search Process Checklist, evaluation criteria and rubric have been developed and are currently being piloted within various Faculties and departments to provide guidance
and consistency in selection and search processes. We anticipate university-wide implementation in 2019-2020.

To complement and strengthen McMaster’s internal training activities, 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-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.

In addition, McMaster’s Research Office for Administration, Development & Support (ROADS) has developed a guidance document to assist Faculties with the CRC recruitment, nomination and renewal processes and ensure that they are adhering to the CRC program’s equity, diversity, and inclusion requirements. The document includes a summary of the CRC program’s requirements as well as job advertisement templates, checklists, and links to relevant institutional policies.

**Raising Awareness**

In addition to the Equity, Diversity and Inclusion (EDI) Action Plan for the CRC program, McMaster has developed a university-wide EDI Action Plan, which includes employment equity as one of its four pillars. Developed by the offices of the Provost and Human Resources, the university-wide EDI Action Plan aims to:

- mobilize McMaster’s commitment and capacity to advance inclusive excellence by establishing and resourcing structures, systems, policies and processes that facilitate equity, diversity and inclusion leadership, governance and accountability;
- enhance the content and context of academic programs, practices and scholarship, as well as the broader educational experience at McMaster, such that teaching, learning and research exemplify inclusive excellence, and demonstrate relevance and impact to diverse local, regional, national and global communities;
• build individual interactional capabilities (attitudes, knowledge, skills) among the McMaster community to foster positive intergroup relations, a culture of respect and inclusion, and a climate where all members feel and experience a sense of dignity and belonging; and
• broaden McMaster’s campus compositional diversity by engaging marginalized communities, enhancing employment equity, and improving student access and holistic success among historically under-represented learners, faculty and staff.

The EDI Action Plan will enhance McMaster’s Employment Equity Framework by recognizing inclusive excellence as fundamental to the institutional mission, identifying qualitative and quantitative measures of success beyond representational numbers (such as workplace experience, engagement, leadership development, and career progression), and promoting a holistic approach to employment equity that considers how it is related to institutional commitment, capacity and leadership, educational content and methods, and interactional capabilities and climate (e.g. campus community knowledge, skills and attitudes, and intergroup relations).

The EDI Action Plan and the Employment Equity Framework will be complemented by the employment equity plans currently being developed by each of McMaster’s six Faculties. The Faculty employment equity plans:

• identify policies, practices, procedures, and initiatives intended to ensure full representation of all designated groups within the respective area;
• outline the short-term and long-term goals, as well as measures to correct any under-representation of designated groups; and
• propose 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.

Support

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 also commits to proactive employment practices for persons who identity as LGBTQ+ identified and Trans individuals, who experience employment barriers due to sexual orientation and gender identity.

The Employment Equity Specialist within Human Resources Services, in collaboration and consultation with the Equity and Inclusion Office, provides expert leadership, guidance, and advice, supporting a culture which embraces equity, diversity and inclusivity. Working with senior leaders, managers, equity seeking groups and Human Resources partners, the Employment Equity Specialist supports and encourages equity, and develops tools, templates, resources and training to foster change and compliance. A search process is currently ongoing for a newly created Talent and Recruitment Strategist role within Human Resources to support senior leaders, directors, chairs, hiring managers and supervisors in their recruitment and talent acquisition efforts. The Employment Equity Specialist will work collaboratively with the Talent and Recruitment Strategist to advance employment equity and diverse recruitment, onboarding, engagement and retention strategies across the institution.

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 MUFA 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 issue-specific 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, which provides peer support, consultation and strategizing related to workplace accommodations, employment equity, career advancement, accessibility in the workplace (e.g. work schedules, parking), and negotiating disability/ disclosure at work.

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.

Monitoring
Instances of Chairholders who identify as members of the four designated groups leaving McMaster to pursue their research careers elsewhere has been incredibly rare over the entire history of the CRC program. This indicates that our initiatives have met with Chairholder approval and achieved some success in retaining these Chairholders. 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 and the indicators that we will be monitoring, should provide McMaster with the data required to measure the extent to which our efforts to build an inclusive community have been successful.

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.
McMaster Self-Identification Survey for Applicants

There are 10 questions in this survey.

In our efforts to fulfill McMaster’s commitment to equity, diversity and inclusivity, you are invited to complete McMaster’s confidential diversity survey, as part of the application process. The diversity of our community is at the core of our innovation and creativity and strengthens our research, teaching excellence. As such, we welcome candidates who share our commitment to advancing equity, diversity and inclusion.

In keeping with our commitment to advancing employment equity, we particularly welcome applications from women, persons with disabilities, First Nations, Metis and Inuit peoples, racialized persons (members of visible minorities), and LGBTQ+ identified persons. The survey is voluntary and will take approximately two minutes to complete. Information collected will support our efforts to ensure a diverse applicant pool and to promote equity and inclusion in our hiring practices.

Responses are confidential and will be analyzed and reported in an aggregate form for employment equity purposes.

Instructions

Should you wish to complete a confidential paper copy of the survey, please request an electronic or paper copy by email to attention: May-Marie Duwai-Sowa, Employment Equity Specialist, Human Resources at duwaisom@mcmaster.ca. Upon completing the survey, scan and email to duwaisom@mcmaster.ca OR

Print and return in a sealed envelope to:

May-Marie Duwai-Sowa
Employment Equity Specialist
Gilmour Hall, Rm 304
McMaster University
1280 Main Street W.
Hamilton, ON L8S 4L8

Consent

If you do not wish to complete the diversity survey, please check the “No, I do not want to complete the survey” box below. In addition, each question allows you to select “I do not wish to answer this question” as a response.

Choose one of the following answers
☐ Yes, I want to complete the survey
☐ No, I do not want to complete the survey

Please provide your given name and surname:
Indigenous Peoples (Aboriginal Peoples)

For the purposes of employment equity, an Indigenous person is a universal and umbrella term which includes a wide range of communities who are indigenous to their countries.

For the purposes of employment equity do you self-identify as an Indigenous person?

Please choose only one of the following:
- Yes
- No
- I do not wish to answer this question

Members of Racialized Communities (Members of a Visible Minority)

For the purposes of employment equity, the term “Member of a Visible Minority” is used to describe persons of colour or members of racialized communities. A member of a visible minority in Canada is someone (other than an Indigenous person as defined in question 1) who self-identifies as non-white in colour or non-Caucasian in racial origin, regardless of birthplace or citizenship. Members of ethnic or national groups (for example: Portuguese, Italian, Greek) would not be considered members of a visible minority unless they also identify as non-white in colour.

For the purposes of employment equity do you self-identify as a member of a visible minority?

Please choose only one of the following:
- Yes
- No
- I do not wish to answer this question

Persons with Disabilities

For the purposes of employment equity, the term “Persons with Disabilities” means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment AND

A. Who consider themselves to be disadvantaged in employment by reasons of that impairment

OR

B. Who believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reasons of that impairment.

This definition includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.

For the purposes of employment equity do you self-identify as a person with a disability?

Please choose only one of the following:
- Yes
- No
- I do not wish to answer this question

Women

For the purposes of employment equity, Women are a designated group.
For the purposes of employment equity, do you self-identify as a woman?
Please choose only one of the following:
□ Yes       □ No       □ I do not wish to answer this question

**NOTE:** The information collected in the following questions is not a requirement of the Federal Contractors Program but can help the University to develop employment equity strategies that eliminate additional barriers to employment. The information is reported on an aggregate basis and is not shared with the selection committee.

**Gender Identity and Gender Expression**

For the purposes of employment equity, transgender persons are a group that may face employment barriers. Trans or transgender is an umbrella term referring to people with diverse gender identities and expressions that differ from stereotypical gender norms. It includes but is not limited to people who identify as transgender, trans women (male-to-female MTF), trans men (female-to-male FTM), transsexual, Two-Spirit (as it relates to gender identity) or gender non-conforming, gender variant or gender-queer.

For the purposes of employment equity, do you self-identify as a person who is trans, transgender, gender non-conforming, gender variant, gender-queer or an analogous term?

Please choose only one of the following:
□ Yes       □ No       □ I do not wish to answer this question

**Sexual Orientation**

For the purposes of employment equity, persons who identify as Lesbian, Gay, Bisexual/Pansexual, Queer, and/or Two-Spirit (as it relates to sexual orientation) are a group that may face employment barriers.

For the purposes of employment equity do you self-identify as a person who is Lesbian, Gay, Bisexual/Pansexual, Queer, Two-Spirit or an analogous term?

Please choose only one of the following:
□ Yes       □ No       □ I do not wish to answer this question

Thank you for taking this survey. Your answers are a valuable part of this process.

Please visit the Employment Equity website for more information on Employment Equity, including:

- Our full statement on privacy and the collection of employment equity data; and
- Frequently Asked Questions.