INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: McMaster University

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Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution’s equity, diversity and inclusion action plan by December 15, 2018, to edi-edi@chairs-chaires.gc.ca. If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its public accountability web page.

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program’s recognition. The evaluation process for the recognition will be based on the committee’s assessment of this progress report and the institution’s corresponding action plan.

Yes:____x________ No:___________

PART A: Equity and Diversity Targets and Gaps
A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

<table>
<thead>
<tr>
<th>Designated group</th>
<th>Target (percentage)</th>
<th>Target (actual number)</th>
<th>Representation (actual number)</th>
<th>Gap (actual number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>31%</td>
<td>21</td>
<td>21</td>
<td>No gap</td>
</tr>
<tr>
<td>Indigenous peoples</td>
<td>1%</td>
<td>1</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Persons with disabilities</td>
<td>4%</td>
<td>3</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Visible minorities</td>
<td>15%</td>
<td>10</td>
<td>17</td>
<td>No gap</td>
</tr>
</tbody>
</table>

*In keeping with the Privacy Act, if the number of chairholders who self-identified is less than five, it is not provided to protect the privacy of the chairholders.

Number of currently active chairs: ____68___________

Number of empty chairs: ____6___________
Number of chairs currently under peer review: 3

A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

There are currently two active CRC postings, since October 2018. The hiring Faculties have been informed of McMaster’s CRC equity, diversity and inclusion targets and are actively encouraging individuals representing the four designated groups to apply.

PART B: Results of the institution’s Employment Systems Review, Comparative Review and Environmental Scan

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

Prior to development of McMaster’s CRC Equity, Diversity and Inclusion Action Plan, the University had already undertaken a number of policy, leadership, training and awareness-raising initiatives pertaining to employee recruitment and retention. These initiatives informed our Action Plan.

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 being revised 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. It is anticipated that revisions to the policy will be completed by March 2019.

McMaster has developed staff hiring guidelines that clearly speak to “recruiting for diversity” and provide education on understanding diversity, equity, and inclusion 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.
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.

B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):

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 all 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.

B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

In 2016 McMaster undertook its first employment equity census. 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.
B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

Development of the institutional Equity, Diversity and Inclusion Action Plan for Management of McMaster’s Canada Research Chairs program was led by the Office of the Vice-President, Research. A working group, which included representation from the Office of the Vice-President, Research, the Office of the Provost, Human Resources (including the Employment Equity Specialist), Faculties, and members of historically underrepresented groups, met on a biweekly basis to develop an initial draft of the Action Plan. The draft Plan was then shared with CRC Chairholders, Faculty Deans, and Associate Deans Research for their review and input.

The final Plan was presented by the Vice-President, Research, to McMaster’s President and Vice-Presidents, who are responsible for ensuring employment policies, practices and procedures are consistent with the Employment Equity framework, and for the overall achievement of Employment Equity in their respective divisions. McMaster’s President and Vice-Presidents provided final approval of the Plan. Faculty Deans, Associate Deans Research and Department Chairs are responsible for the day-to-day implementation of the plan and its principles within their respective areas.

PART C: Objectives, Indicators and Actions

Indicate what your institution’s top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

Key Objective 1:
Address and mitigate systemic discrimination by identifying and removing barriers in employment policies, practices, and procedures

Corresponding actions:
- Establish a Hiring and Onboarding Committee to review hiring and recruitment practices, and develop strategies to enhance the onboarding experience;
- 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;
- Revise the Recruitment and Selection of Faculty Members policy;
- Communicate the Employment Equity Framework, Policy, and Hiring Guidelines broadly to the University Community;
- Require each of McMaster’s six Faculties to develop an employment equity plan;
• Introduce and train employment equity facilitators to assist Faculties and Departments in advancing employment equity goals;
• Require all recruitment and appointment committees to include members of designated equity groups

**Indicator(s):**

- Increase in the percentage of applicants, including applicants to CRC positions, identifying as a member of one or more of the four designated groups;
- Increase in the rate of response to McMaster’s employment equity census;
- Increase in the percentage of employees, including CRC Chairholders, who identify as a member of one or more of the four designated groups;
- Improved understanding and consistency in application of inclusive excellence principles and equity and inclusion practices

**Progress:**

- A Hiring and Onboarding Committee was established in Spring 2017;
- An Employment Equity Implementation Team was established in Fall 2018 to facilitate and support effective implementation of the goals of the Employment Equity Framework through research, exploration of best practices, collaboration and partnerships;
- The Employment Equity Framework, Policy, and Staff Hiring Guidelines were communicated broadly to the University community;
- Requirement for an Employment Equity Plan communicated to Faculties in Fall 2017, with development and implementation currently in progress across Faculties;
- Employment Equity Facilitators Program launched in Fall 2018

**Next steps:**

- Launch of strategies and resources to enhance the onboarding experience in January 2019;
- Completion of revised Recruitment and Selection of Faculty Members policy in March 2019;
- Completion of Faculty employment equity plan by summer 2019;
- Identification of employment equity facilitators to assist Faculties and Departments by end of 2018 and orientation and training planned for February 2019.

**Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):**

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**Key Objective 2:**

Implement Special Measures and Accommodations to enable members of Designated Groups to compete on an equitable basis for employment opportunities

**Corresponding actions:**

Advise hiring managers and applicants of accommodations available to facilitate accessible interviews

**Indicator(s):**

- Increase in the percentage of applicants, including applicants to CRC positions, identifying as a
member of one or more of the four designated groups;
• Increase in the rate of response to McMaster’s employment equity census;
• Increase in the percentage of employees, including CRC Chairholders, who identify as a member of one or more of the four designated groups;
• Improved understanding and consistency in application of inclusive excellence principles and equity and inclusion practices

Progress:
• Assistive 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

Next steps:
Additional training sessions planned for Winter 2019

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 3:
Collect, analyze, and report on workforce data to track progress in achieving representation of Designated Group members

Corresponding actions:
• Promote and track participation in the employment equity census;
• Produce a monthly report highlighting employee movements, hires and exits;
• Provide a high-level workforce analysis to the McMaster community on a biennial basis;
• Provide Faculties with information regarding the status of McMaster’s CRC institutional targets

Indicator(s):
• Increase in the percentage of applicants, including applicants to CRC positions, identifying as a member of one or more of the four designated groups;
• Increase in the rate of response to McMaster’s employment equity census;
• Increase in the percentage of employees, including CRC Chairholders, who identify as a member of one or more of the four designated groups;
• Improved understanding and consistency in application of inclusive excellence principles and equity and inclusion practices

Progress:
• 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;
• Hiring and movement report initiated in Fall 2017;
• Report is reviewed by the Employment Equity Specialist on a monthly basis;
• Inaugural employee census report completed in Spring 2017 and available on McMaster’s Employment Equity webpage;
• McMaster’s CRC institutional target information is provided prior to initiation of recruitment for, or renewal of, a CRC position.

Next steps:
• Implementation of exit survey planned for 2019;
• Second employee census report planned for Fall 2019.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

Key Objective 4:
Make efforts, where Designated Groups are under-represented, to achieve representation

Corresponding actions:
• Include the updated Employment Equity Recruitment Statement in all advertisements for hiring;
• Integrate McMaster’s self-identification survey into the online application system, and include a link to the survey in all job postings;
• 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;
• 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

Indicator(s):
• Increase in the percentage of applicants, including applicants to CRC positions, identifying as a member of one or more of the four designated groups;
• Increase in the rate of response to McMaster’s employment equity census;
• Increase in the percentage of employees, including CRC Chairholders, who identify as a member of one or more of the four designated groups;
• Improved understanding and consistency in application of inclusive excellence principles and equity and inclusion practices

Progress:
• Updated Employment Equity Recruitment Statement implemented in Fall 2017;
• Integration of McMaster’s self-identification survey into the online application system being piloted within several Faculties and Departments;
• Institutional partnerships established in Fall 2017 with Indigenous Link, Pride at Work Canada, Magnet and Turtle Island News
Next steps:

- Institution-wide implementation of self-identification survey into online application system, as well as a request for candidates to provide a statement regarding how they have contributed to advancement of EDI;
- Exploration of new recruitment partnerships and opportunities, including targeted recruitment strategies with Indeed, LinkedIn, and Magnet

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

<table>
<thead>
<tr>
<th>Key Objective 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide employees with training in the meaning and application of Employment Equity</td>
</tr>
</tbody>
</table>

**Corresponding actions:**

- Provide Diversity, Equity and Inclusion training to chairs, directors, hiring managers and supervisors, to facilitate greater understanding of human rights, equity and inclusion fundamentals;
- Provide Unconscious Bias training to all department chairs and search 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

**Indicator(s):**

- Increase in the percentage of applicants, including applicants to CRC positions, identifying as a member of one or more of the four designated groups;
- Increase in the rate of response to McMaster’s employment equity census;
- Increase in the percentage of employees, including CRC Chairholders, who identify as a member of one or more of the four designated groups;
- Improved understanding and consistency in application of inclusive excellence principles and equity and inclusion practices

**Progress:**

- EDI training was initiated in Fall 2017 and is being 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 provided November 2018;
- Completed unconscious bias training for all existing department chairs and selection committee members

**Next steps:**

- Indigenous Cultural Competency training scheduled for January 2019;
- Unconscious bias training to be provided to new department chairs and selection committee members
**Key Objective 6:**

Pursue other initiatives to address ongoing systemic and structural gaps

**Corresponding actions:**

- Develop new Staff Hiring Guidelines;
- Develop a Faculty Hiring Handbook;
- 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

**Indicator(s):**

- Increase in the percentage of applicants, including applicants to CRC positions, identifying as a member of one or more of the four designated groups;
- Increase in the rate of response to McMaster’s employment equity census;
- Increase in the percentage of employees, including CRC Chairholders, who identify as a member of one or more of the four designated groups;
- Improved understanding and consistency in application of inclusive excellence principles and equity and inclusion practices

**Progress:**

- New Staff Hiring Guidelines have been developed and communicated to hiring managers, supervisors and staff in Summer 2017;
- Development of a Faculty Hiring Handbook is in progress;
- CRC recruitment and nomination guidelines have been developed based on changes to the CRC Program's requirements and best practices and communicated to all Faculties.

**Next steps:**

Completion of the Faculty Hiring Handbook (anticipated in March 2019)

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

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**PART D: Challenges and Opportunities**

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):
Development and implementation of McMaster’s action plan has provided us with the opportunity to re-examine and build on our existing efforts to create an equitable, diverse and inclusive community. It has also brought to light the challenges associated with developing and sustaining a University culture where all students, staff and faculty are treated equitably and respectfully in all areas of campus life.

For example, we are committed to ensuring that all recruitment and selection committees include representation from the four designated groups. However, it is unclear how we achieve this goal and, at the same time, maintain the privacy of committee members. Certainty with regard to the composition and diversity of a committee can only be achieved by requiring all committee members to complete a self-identification survey. Given that the number of committee members in each instance is likely to be low, sharing the aggregate results with the committee chair may be problematic.

Moreover, requiring that all recruitment and selection committees include representation from at least one of the four designated groups may place a disproportionate burden on members of the four designated groups who are willing to self-identify as such.

It has also been noted that the targets established by the CRC Program are low and may be based on surveys that rely on, but do not adequately account for potential barriers to, self-identification. Therefore, when establishing and monitoring representational goals, there is a need to take into consideration the complexities of self-identification and numeric targets, and focus on applying principles and values to achieve greater diversity and inclusive excellence.
Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the institution’s equity gaps) from the four designated groups (FDGs)—women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders’ terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary. Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaires.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled.

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaires.gc.ca.

On December 15, 2018, institutions will be required to report to the program using the Equity, Diversity and Inclusion Progress Report, and publicly on their public accountability and transparency web pages, on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
  - addressing disadvantages currently experienced by individuals of the FDGs; and
  - meeting the institution’s equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).

- objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
  - an employment systems review to identify the extent to which the institution’s current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the Ontario Human Rights Commission website);
• a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;

• an environmental scan to gauge the health of the institution’s current workplace environment and the impact that this may be having (either positive or negative) on the institution’s ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and

• the institution’s unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.

• institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

• the institution’s policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;

• how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);

• the institution’s decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;

• the decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions;

• the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;

• the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;

• the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions;

• the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;

• safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);

• measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and

• training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias
can have adverse, unintended and negative impacts on the overall success/career of
individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

- the institution’s processes and strategies for collecting and protecting data on the
  FDGs (both applicants to chair positions and successful candidates);
- the institution’s strategies for encouraging individuals to self-identify as a member of the
  FDGs; and
- an example of the institution’s self-identification form as an appendix.

4) Retention and Inclusivity

Provide a description of:

- how the institution provides a supportive and inclusive workplace for all
  chairholders (including those from the FDGs) and how this is monitored (e.g., survey of
  chairholders, monitoring why chairholders leave the institution);
- the procedures, policies and supports in place that enable the retention of individuals
  from the FDGs;
- the process by which the institution manages complaints from its chairholders/faculty
  related to equity within the program;
- the contact information of an individual or individuals at the institution responsible for
  addressing any equity concerns/complaints regarding the management of the
  institution’s chair allocations; and
- a mechanism for how concerns/complaints are monitored and addressed, and reported
  to senior management.