Towards Inclusive Excellence
McMaster University’s Equity, Diversity and Inclusion (EDI) Strategy | 2019
What is McMaster’s EDI Strategy?

Guiding Principles for Best Practice

McMaster’s EDI planning and implementation will be guided by the following principles for best practice:

- **Cultural relevance** – by responding to:
  - the distinct rights and entitlements of Indigenous peoples, and recognizing the primacy of education, relationship-building, and reconciliation in advancing Indigenous priorities; and
  - the unique lived experiences and barriers faced by different equity-seeking groups, and recognizing the importance of considering both intersectional and disaggregated issues and needs of these differently marginalized groups;

- **Critical analysis** – by acknowledging the role of power relations in systemic inequities, and working simultaneously to address personal, structural, and cultural barriers to change;

- **Community ownership** – by promoting transparent communication, regular consultation, and meaningful opportunities for campus-wide engagement;

- **Collective responsibility** – by building individual and organizational capacity, as well as urging senior institution-level accountability and distributed unit-level leadership;

- **Coordinated de-centralization** – by facilitating cross-campus collaborations and partnerships to elevate institution-level and unit-level priorities; and

- **Continuous improvement** – by undertaking research, assessment, and evaluation to inform planning and evidence-based decision-making.
McMaster’s EDI Strategy is a roadmap to advancing our equity, diversity, and inclusion priorities and goals.

It includes:

- Six Principles for Best Practice to guide planning and implementation;
- An EDI Framework for Strategic Action, with four pillars and areas of focus and impact; and

McMaster’s 2019 – 2022 EDI Action Plan

The EDI Action Plan identifies objectives and tactics across six themes:

1. Communication and coordination of the EDI imperative
2. Data-informed and evidence-based EDI planning and decision-making
3. Inclusivity and interdisciplinarity in curricula and scholarship
4. Baseline EDI leadership training and development
5. Equity-seeking group consultation, engagement, and support
6. Recruitment and retention of equity-seeking groups (students and employees)

Details about McMaster’s strategic planning and management process are documented in Towards Inclusive Excellence: A Report on McMaster University’s EDI Strategy, posted on the Equity and Inclusion Office website: equity.mcmaster.ca.
McMaster University has a vision to achieve international distinction for creativity, innovation, and excellence as a student-centred, research-intensive university.

The University distinguishes itself in its commitment to excellence through valuing and embodying integrity, inclusiveness, and teamwork alongside quality.

McMaster’s purpose is articulated as a dedication to advancing human and societal health and well-being locally and globally, by cultivating inclusive mindsets, collaborative learning, creativity, and innovative thinking.¹

In keeping with its *Statement on Building an Inclusive Community with a Shared Purpose*², McMaster strives to embody the values of respect, collaboration, and diversity across all areas of the University’s mission to achieve research, teaching, and service excellence.

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¹ Discover McMaster, https://discover.mcmaster.ca/our-story/
² McMaster Equity and Inclusion Office, https://equity.mcmaster.ca/publications/policies/
Defining EDI

Implicit in McMaster's vision, values, and purpose is its aspiration towards inclusive excellence — a concept that recognizes the integral relationship between diversity and quality in research, teaching, service, and governance.3

Inclusive excellence envisions diversity and quality as ‘two sides of the same coin’.

Diversity is a state or condition that reflects the broad ‘mix’ and layers4, of differences in any community. In the university setting, compositional diversity5 refers to the numeric and proportional representation of different peoples, across many intersecting dimensions of sociocultural group identities6.

Inclusion is a sense of belonging and dignity, as well as the experience of meaningful engagement, empowerment, and equality of opportunity7 in any community. A climate of inclusion is made possible through the intentional and ongoing development of community awareness, knowledge, and skills, and the application of these competencies to enhance personal and interpersonal capabilities, as well as institutional culture and climate.

Equity may be considered both an approach and a process that recognizes the existence of systemic social inequalities and introduces actions to proactively reduce, if not remove, institutional structural and cultural barriers8 to equal opportunity and inclusion.

Mobilizing EDI Commitments

To transform our values and commitments to EDI into meaningful actions and impacts, McMaster needs an intentional campus-wide strategy that will help the University to:

• Acknowledge and communicate the benefits of diversity to academic, educational, and organizational excellence;
• Recognize and address the persistent biases and inequities which contribute to barriers to diversity and inclusion; and
• Identify and implement best practices to build capacity and advance multi-level institutional EDI priorities and goals.

The Case for EDI and the Inclusive Excellence Imperative

Making the case for EDI and widely communicating the inclusive excellence imperative is critical to educational, academic, and organizational change efforts. An evidentiary Supplement to the Report on McMaster University’s EDI Strategy discusses and demonstrates the: benefits of diversity, barriers to equal opportunity and inclusion, and best practices to build capacity for inclusive excellence in higher education. The Supplementary Report is posted on the Equity and Inclusion Office website: equity.mcmaster.ca.

Pursuing inclusive excellence begins with the application of an equity lens as a means to remove barriers to diversity and meaningful inclusion.

Diverse peoples and perspectives, when intentionally and skillfully included, bring the opportunity for enhanced curiosity, creativity, and innovation, which are essential to driving excellence.

Excellence, then, must be viewed as a function of expansive quantitative and qualitative measures of quality of and merit in academic, educational, and organizational performance.
The Inclusive Excellence Framework

The inclusive excellence framework recognizes that meaningful inclusion of diverse peoples and perspectives is vital to stimulating the creativity and innovation needed to achieve the quality of research, teaching, service, and governance that drives academic, educational, and organizational excellence, distinguishing world-class institutions of higher learning. Foundational to fostering inclusion in higher education is ensuring that all community members experience equal opportunity to access, fully participate, and thrive in the life and work of the university. However, pervasive personally mediated biases and persistent systemic structural and cultural inequities continue to reproduce and reinforce barriers to equal opportunity and inclusion for particular equity-seeking groups\(^9\) who are underrepresented and underutilized in higher education\(^{10,11}\).

Inclusive Excellence and Meritocracy

*Meritocracy* refers to a system where people’s capacity (intellectual aptitudes and qualities of character) and desire to learn and work in the academy are the only considerations in assessing the quality of or merit in their past accomplishments and their future potential for excellence.

While a commitment to the ideal of meritocracy should remain a foundational higher educational virtue, the inclusive excellence framework acknowledges that not all peoples are on an “equal footing” when it comes to access and inclusion in the academy\(^12\).

The belief that a pure meritocracy exists, irrespective of social identity and positionality and unrelated to educational and economic prospects, is referred to as the *myth of meritocracy*.

The inclusive excellence framework represents a paradigm shift away from the *myth of meritocracy* – it recognizes that it is essential to apply a more expansive equity lens to all institutional policies and practices, in order to account for existing barriers to access and inclusion, thereby not only more successfully attracting but also more accurately assessing excellence among diverse talent pools. Figure 1 depicts the integral relationship between diversity and quality within the inclusive excellence framework.

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\(^9\) For the purposes of this policy, the term “equity-seeking groups” will refer to groups of people who have historically faced, and continue to face, barriers to equal opportunity in higher education. The Federal Employment Equity Act designates the following four groups for particular equity and inclusion attention: Indigenous peoples (First Nations, Métis, and Inuit peoples), persons who are members of racialized communities in accordance with the Act’s definition of “visible minorities”, women, and persons with disabilities. McMaster University also recognizes persons who identify as 2SLGBTQ+ (Two-spirited, Lesbian, Gay, Bisexual, Transgender, Queer) or belonging to marginalized sexual orientation and gender identity groups as equity-seeking groups.


Who is accountable for EDI progress?

The President and Vice-Presidents

The President is responsible for championing institution-wide EDI priorities and aspirations towards inclusive excellence.

The Vice-Presidents are responsible for motivating and mobilizing leaders across McMaster to integrate EDI principles and priorities into policies and practices, in order to advance inclusive excellence in research, teaching, service, and governance.

Associate Vice-President, Equity and Inclusion

The Associate Vice-President, Equity and Inclusion (AVPEI) oversees McMaster’s Equity and Inclusion Office (EIO), which includes: the Human Rights & Dispute Resolution Program; the Sexual Violence Prevention & Response Office; the AccessMAC Program; and the Equity and Inclusion Education Program. The EIO has a broad and proactive mandate to work with campus partners to develop, promote, and support initiatives which build McMaster’s capacity to foster a culture of respect, equity, and inclusion.

The (AVPEI) is responsible for providing leadership, and working in close collaboration with colleagues across the institution, on the development, implementation, and evaluation of the EDI Strategy.
Campus-wide Change Efforts

Everyone has a responsibility to help foster a diverse, equitable, and inclusive campus community.

All students, faculty, and staff can effect change through their circles of influence, and those in formal positions of leadership will have an even greater opportunity to make a difference.

Although all campus community members have a role to play, accountability for progress on the EDI Strategy falls to the senior leadership, as well as certain University units tasked with particular EDI-related mandates.

Advancing EDI priorities will require comprehensive campus-wide efforts to influence personal, structural, and cultural change\(^\text{13}\) (Figure 2). Key metrics and performance indicators of progress will be identified and monitored as part of the EDI Action Plan.

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**FIGURE 2** | Advancing the EDI Strategy: University Levels for Change

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The EDI Strategy Steering Committee

A diverse pan-institutional Steering Committee, comprising senior leaders and campus community influencers and stakeholders, has been established to support the AVPEI, to inform strategic directions, to drive implementation and evaluation, and to facilitate a ‘coordinated decentralized’ model to ensure communication and collaboration between institution-wide and unit-level efforts.

EDI Action Plan Implementation Teams

Several Implementation Teams have been established to advance strategic actions across six objectives. Eight teams have been established, and they are focused on:

1. Assessment and Evaluation,
2. Interdisciplinary Area Studies,
3. Research Capacity-Building,
4. Inclusive Teaching and Learning,
5. Strategic Faculty Hiring,
6. Faculty Retention and Promotion,
7. Inclusive Leadership Development, and
8. Graduate and International Student Experience.
McMaster’s EDI Framework is aligned with best practices for building institutional capacity to advance EDI in a university setting. 


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OBJECTIVE 1
To enhance campus community understanding of inclusive excellence as an institutional imperative, and to improve campus-wide EDI efficacy

<table>
<thead>
<tr>
<th>Short-term Priority</th>
<th>Medium-term Priority</th>
<th>Long-term Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI Strategy Steering Committee and Action Plan Implementation Teams</td>
<td>Strategic Integration of EDI and Inclusive Excellence Principles and Priorities</td>
<td>Integration of EDI and Inclusive Excellence in Fundraising Plans</td>
</tr>
<tr>
<td>Institutional Profile of Inclusive Excellence Imperative and EDI Strategy</td>
<td>Accessibility in Branding and Visual Standards</td>
<td>Engagement of Alumni in Advancing EDI Goals</td>
</tr>
<tr>
<td>Support for Distinct Indigenous Strategy</td>
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<td>Integration of EDI and Inclusive Excellence in Employee Awards</td>
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</tbody>
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### FIGURE 6 | Strategic Actions Towards Objective 2

**OBJECTIVE 2**

To enhance systems and resources to support data-informed and evidence-based EDI-related planning, decision-making and practice

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<thead>
<tr>
<th>Short-term Priority</th>
<th>Medium-term Priority</th>
<th>Long-term Priority</th>
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<tbody>
<tr>
<td>Expand Student Diversity Census</td>
<td>Metrics, Performance Indicators (KPIs) and Measurement Instruments</td>
<td>Employee Climate Survey</td>
</tr>
<tr>
<td>Enhancement of Employment Equity Census and Applicant Diversity Survey Tools</td>
<td>Baselining and Benchmarking of Current State and Goals</td>
<td>Student Climate Survey</td>
</tr>
<tr>
<td>Engage Research on EDI-Related Best Practices</td>
<td>Integrated EDI-Related Planning and Reporting Tools and Processes</td>
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### FIGURE 7 | Strategic Actions Towards Objective 3

**OBJECTIVE 3**

To enhance inclusivity and opportunities for interdisciplinarity in curricula and scholarship across Departments and Faculties

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<tr>
<th>Short-term Priority</th>
<th>Medium-term Priority</th>
<th>Long-term Priority</th>
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</thead>
<tbody>
<tr>
<td>Online Inclusive Teaching and Learning Handbook</td>
<td>EDI Capacity for Tri-agency Program and Research Grant Funding Requirements</td>
<td>Critical Intercultural Competency Development for International and Graduate Student Supervisors</td>
</tr>
<tr>
<td>African and African Diaspora Studies Minor Expansion</td>
<td>EDI Training and Resources for Faculty</td>
<td>EDI-Related Learning Outcomes and Pedagogical Resources</td>
</tr>
<tr>
<td>Area Studies Synergies</td>
<td>EDI Training and Resources for Sessionals and TAs</td>
<td>EDI Integration in Institutional Quality Assurance Process (IQAP)</td>
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</tbody>
</table>
## OBJECTIVE 4
To enhance inclusive leadership capabilities by establishing baseline EDI training requirements and offering ongoing professional development

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<thead>
<tr>
<th>Short-term Priority</th>
<th>Medium-term Priority</th>
<th>Long-term Priority</th>
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</thead>
<tbody>
<tr>
<td>Senior Administration Inclusive Leadership and EDI Training</td>
<td>Online Training Opportunities</td>
<td>Integration of EDI Principles in Collection Agreements</td>
</tr>
<tr>
<td>Senate and Board Inclusive Leadership and EDI Training</td>
<td>Accessibility and Accommodation Management Resources for Supervisors</td>
<td>Integration of EDI through McMaster’s Six Core Leadership Capabilities</td>
</tr>
<tr>
<td>Manager and Supervisor Inclusive Leadership and EDI Training</td>
<td>Student Leader and Student Group EDI Training</td>
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## OBJECTIVE 5
To enhance opportunities for meaningful consultation with, engagement of, and provision of support to equity-seeking groups

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<tr>
<th>Short-term Priority</th>
<th>Medium-term Priority</th>
<th>Long-term Priority</th>
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<tbody>
<tr>
<td>Discrimination &amp; Harassment and Sexual Violence Policies and Procedures</td>
<td>Accessibility and Accommodations Policies and Procedures</td>
<td>Leadership development and Succession Planning for Faculty</td>
</tr>
<tr>
<td>Equity-Seeking Group Networks and Consultation Mechanisms</td>
<td>Profile of EDI-Related Supports and Services</td>
<td>Leadership development and Succession Planning for Staff</td>
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<td></td>
<td>EDI-Related Communities of Practice</td>
<td>Physical and Virtual Wayfinding Navigation Tools</td>
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### FIGURE 10 | Strategic Actions Towards Objective 6 (i)

**OBJECTIVE 6 (i)**
To enhance the recruitment and retention of equity-seeking employees

<table>
<thead>
<tr>
<th>Short-term Priority</th>
<th>Medium-term Priority</th>
<th>Long-term Priority</th>
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</thead>
<tbody>
<tr>
<td>Employment Equity Facilitator Program</td>
<td>Strategic Faculty Hiring Initiatives</td>
<td>Early Career Faculty Development</td>
</tr>
<tr>
<td>Search Committee Training</td>
<td>Tenure &amp; Promotion Policy and Practices</td>
<td>Employment Systems Review</td>
</tr>
<tr>
<td>Institution-wide Faculty Hiring Practices</td>
<td>Career Progression &amp; Merit Policy and Practices</td>
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### FIGURE 11 | Strategic Actions Towards Objective 6 (ii)

**OBJECTIVE 6 (ii)**
To enhance the recruitment and retention of equity-seeking students

<table>
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<tr>
<th>Short-term Priority</th>
<th>Medium-term Priority</th>
<th>Long-term Priority</th>
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</thead>
<tbody>
<tr>
<td>Student Access Strategy</td>
<td>Admissions Policies and Practices</td>
<td>Pathways Programs</td>
</tr>
<tr>
<td>International Student Experience and Success</td>
<td>Admissions Personnel Training</td>
<td>Financial Aid and Awards (Bursaries and Scholarships)</td>
</tr>
<tr>
<td>Graduate Student Experience and Success</td>
<td>Mentorship Programs</td>
<td></td>
</tr>
</tbody>
</table>
Contact Information

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