



EDI Action Plan: 2019 – 2022
Research Capacity Building
Implementation Team Terms of Reference
March 9, 2021

EDI Strategy Implementation Teams have been constituted to advance a set of assigned strategic priorities. The Teams will report activities and recommendations to the EDI Strategy Steering Committee for endorsement and engagement of appropriate leadership and governance bodies as appropriate.

1. Mandate

The Implementation Team is tasked with advancing a set of assigned strategic priorities, which support relevant Strategic Objectives listed in the 2019 – 2022 EDI Action Plan (See Strategic Alignment and Tasks section below).

2. Responsibilities

The Team will:

- Develop a task list with timelines and assigned team members and;
- Discuss historical and contemporary challenges and opportunities;
- Identify and review relevant resources and contextual information;
- Conduct environmental scan and comparative review of best practices;
- Develop models of initiatives that could be enhanced or piloted at McMaster;
- Engage appropriate campus partners for consultation and endorsement; and
- Report activities and recommendations to the EDI Strategy Steering Committee.

3. Constituting Teams

The Teams are constituted after a broad call for nominations, including self-nomination.

Nominees should demonstrate a commitment to advancing inclusive excellence and some expertise in an area that would advance the work of the Team. Additionally, experience implementing similar initiatives and an ability to share challenges and successes is an asset.

Nominees will be contacted by the AVPEI and invited to submit a paragraph describing how they meet the criteria for membership, and they will also be asked to select one or more Implementation Teams to which they would consider contributing.

The EDI Strategy Steering Committee will review nominations and appoint members accordingly, giving consideration to establishing diverse memberships.

Membership terms may be one, two, or three years in duration depending on the availability and interest of individual members.

The Team lead(s) may determine that additional members are required to support the work, in which case they may initiate a call for expressions of interest. If endorsed by the membership, the Team lead(s) may target their invitation if a particular set of experiences or expertise is required.

4. Operation

The Team lead(s) will:

- Obtain endorsement of the Terms of Reference from the Steering Committee;
- Establish the agendas for, convening, and facilitating meetings; and
- Submit a semi-annual brief of progress on tasks to the Steering Committee.

The Team will meet regularly on a schedule that is agreed by the membership.

Formal minutes are not required. A semi-annual brief on progress will be submitted. A final report and any recommendations will be submitted to the Steering Committee upon completion of all tasks assigned for the 2019 – 2022 EDI Action Plan time horizon.

5. Stakeholder Groups

To ensure that historically and contemporarily underrepresented, under-utilized, and under-served groups are consulted, meaningfully engaged, and part of the decision-making through the implementation process, the Team will include among its membership the voices and lived experiences of relevant equity-seeking community members, and meaningfully engage key institutional and community-organized groups, including: the Indigenous Education Council (IEC), the President's Advisory Committee on Building an Inclusive Community (PACBIC), the African and Caribbean Faculty Association of McMaster (ACFAM), Women in Science and Engineering (WISE), Academic Women's Success & Mentorship Network (AWSM), and the Employee Accessibility Network (AEN), for example.

6. Strategic Alignment and Tasks

The Research Capacity Building Implementation Team is tasked with advancing the following strategic priority: to strengthen campus-wide capacity to meet Tri-agency and other research funding EDI requirements, which falls under *Objective 3: to enhance inclusivity and opportunities for interdisciplinarity in curricula and scholarship across Departments and Faculties* of the 2019 – 2022 EDI Action Plan:

The focus for the 2020/2021 year will be to:

- Provide advice on the development of tools and resources (to be compiled into a Guide) to enable researchers to better understand and incorporate EDI in their research programs and specifically to better articulate these EDI considerations in their research grant proposals.
- Support pan-institutional efforts to integrate EDI principles of inclusive excellence practices through all CRC search, nomination, adjudication, and appointment activities.

Longer-term priorities, which may be taken up include:

- Enhancing Review internal and external research chair and (monetary or honorific) award nomination and selection policies, procedures, and practices (e.g., McMaster's University Scholar and Distinguished University Professor Awards, McMaster's unit-level research chairs and awards, other Tri-agency funded programs such as C150, CFREF, CERC, NFRF; other externally or donor funded chairs or awards).

7. Membership

A diverse membership was identified on the basis of:

- (a) their Faculty-specific roles to support unit-level research activities;
- (b) their status as current or recent Canada Research Chair holders and NSERC, SSHRC and CIHR Review Committee members and/or applicants; and/or
- (c) their capacity to identify (through lived and/or academic experience) biases and barriers experienced by the four designated groups (FDGs)¹, as well as effective strategies to address these biases and barriers to advance inclusive excellence across the research ecosystem.

¹ The Employment Equity Act has identified Four Designated Groups (FDGs) who have historically faced, and continue to face, employment barriers in academia: Indigenous peoples (First Nations, Métis and Inuit Peoples), persons with disabilities, women and persons who are members of racialized communities in accordance with the Act's definition of "visible minorities": persons, other than Indigenous peoples, who do not identify as Caucasian, European, and/or White in race, ethnicity, origin, and/or colour, regardless of birthplace or citizenship.

Co-Lead(s):

Arig al Shaibah, Associate Vice-President, Equity and Inclusion (member of ACEDIP)
Sherisse Webb, Director, Research Office for Administration, Development & Support (ROADS)

Members:

School of Business

Catherine Connelly (Professor, Organizational Behaviour)
Khaled Hassanein (Professor, Information Systems) – AD, Graduate & Research
Milena Head (Professor Information Systems)

Faculty of Engineering

Kim Jones (Associate Professor, Chemical Engineering)
Ravi Selvaganapathy (Professor, Mechanical Engineering)
Zahra Motamed (Assistant Professor, Mechanical Engineering)

Faculty of Health Sciences

Tracy Arabski (Director, Health Research Services)
Lori Burrows (Professor, Pathology and Molecular Medicine) – McMaster’s CIHR Delegate
Zainab Samaan (Associate Professor, Psychiatry and Behavioural Neurosciences)
Gurmit Singh (Associate Chair Research and Professor, Pathology and Molecular Medicine)

Faculty of Humanities

Grace Pollock (Research Support Facilitator)
Chandrima Chakraborty (Professor, English and Cultural Studies)
Paula Gardner (Associate Professor, Communications)
Eugenia Zuroski (Associate Professor, English) – Faculty Co-Chair, PACBIC

Faculty of Science

Seanna-Lin Brodie-Keys (Director, Research and External Relations)
Baraa Al-Khazraji (Assistant Professor, Kinesiology)
Joanna Wilson (Associate Professor, Biology)

Faculty of Social Sciences

Chelsea Gabel (Associate Professor, Indigenous Studies/Health Aging and Society)
James Gillett (Associate Professor, Health Aging & Society) – AD (Graduate & Research)
Karen Bird (Professor, Political Science) – Department Chair

Appendix I

List of Relevant Resources and Contextual Documents

- 2017 Universities Canada [Inclusive Excellences Principles](#) and [EDI Action Plan](#)
- 2019 Federal Government [EDI Dimensions Charter](#) and [Pilot Program](#)
- [Advisory Committee on Equity, Diversity, and Inclusion Programs \(ACEDIP\)](#) for the Tri-agency Institutional Programs Secretariat (TIPS)
- Tri-Agency Programs:
 - [Canada Research Chairs Program \(CRC\)](#) - EDI Requirements and Practices
 - [C150](#) - Equity plans
 - [Canada First Research Excellence Fund \(CFREF\)](#) – Equity plans
 - [Canada Excellence Research Chair \(CERC\)](#) – Equity and diversity practices
 - [New Frontiers in Research Fund \(NFRF\) Best Practices Guide for EDI in Research](#)
- [Gender-Based Analysis Plus Course](#)
- [Canada Institute of Health Research EDI Resources](#)
- [Canada Foundation for Innovation \(CFI\)](#) – EDI Values
- [Genome Canada](#) – Commitment to EDI
- [Joint Statement](#) of the five major research funding agencies endorsing the San Francisco [Declaration on Research Assessment](#) (DORA)
- [McMaster's Commitments to EDI in the Canada Research Chair Program](#)
- McMaster's SPS A1 Faculty Recruitment and Selection Policy
- McMaster's Faculty Recruitment and Selection Handbook
- McMaster's [University Scholar](#) Policy
- McMaster's [Distinguished University Professor](#) Policy
- [U of T CRC Selection Process Guidelines](#)

Appendix II

Commitment to Inclusive Excellence in the Research Ecosystem

Tri-Agency Statement on EDI

Collectively referred to as the Tri-Agencies, the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC) have issued a [Tri-Agency Statement on Equity, Diversity and Inclusion \(EDI\)](#) to articulate their commitment and goals to achieve excellence across the Canadian research ecosystem. Their stated goals are to:

- enhance equitable access to research funding opportunities;
- promote equitable and inclusive participation in research activities and communities;
- inform decision-making through better EDI data collection and analysis.

Tri-Agency EDI Resources

The Tri-Agency has posted [Equity, Diversity and Inclusion Resources](#) online to guide researchers in their consideration and integration of EDI principles through their research design and practice, in order to advance the three stated goals listed above. These resources include information related to self-identification, unconscious bias in peer review, considerations for research merit review, initiatives to support particular equity-seeking groups, Indigenous research considerations, best practices for considering and integrating EDI in grant applications, etc.

While all members of the McMaster academic community are encouraged to take the [Tri-agency Unconscious Bias Training Module](#), all faculty members adjudicating peers for Tri-Agency programs and awards **must** complete this training.

Tri-Agency Programs:

- [Canada Research Chairs \(CRC\)](#) - EDI requirements and practices
- [C150](#) - Equity plans
- [Canada First Research Excellence Fund \(CFREF\)](#) – Equity plans
- [Canada Excellence Research Chair \(CERC\)](#) – Equity and diversity practices
- [New Frontiers in Research Fund \(NFRF\) Best Practices Guide in EDI](#)

Declaration on Research Assessment

In November of 2019, the Government of Canada's five major research funding agencies, the Tri-agencies (CIHR, NSERC, and SSHRC) as well as the [Canada Foundation for Innovation \(CFI\)](#) and [Genome Canada](#), signed a [Joint Statement](#) endorsing the San Francisco [Declaration on Research Assessment](#) (DORA), which affirms a commitment to inclusive excellence in research evaluation.

EDI Capacity-Building for McMaster Researchers

This Guide (to be developed) offers a set of tools and resources to build-capacity among researchers to advance EDI and inclusive excellence in their own research activities and communities, as well as through the research ecosystem.

Appendix III

Criteria for Assessing Excellence in Research

Excerpt from Companion Handbook for the SPS A1 Policy on Faculty Recruitment and Selection

CRITERIA	NO No Evidence of potential for or demonstrated:	LO Little or no evidence of potential for or demonstrated:	ME Some evidence of potential for or demonstrated:	HI Considerable evidence of potential for or demonstrated:
Research Productivity and Impact, and Scholarly Achievement				
<p>Research productivity and scholarly impact* *fixating on certain journal rankings as proxies excellence can create bias and barriers</p>	<ul style="list-style-type: none"> • acceptance of papers and manuscripts for peer-reviewed publication (if applicable) • invitations to present conference papers, university seminars, or exhibitions or performances • critical reviews of published works and/or research creations • innovations in research, scholarship and creative achievements that advance EDI • research and scholarship that address diverse societal issues and needs • artistic expression, cultural production or innovation activity that reflects culturally diverse communities and amplifies the voices of historically underrepresented or absent communities • research that addresses the experiences of equity-seeking groups in higher education 			
<p>Research collaboration and Interdisciplinarity</p>	<ul style="list-style-type: none"> • participation or leadership on collaborative and interdisciplinary research programs • engagement in collaborative and interdisciplinary research programs • constitution of and engagement with diverse research teams • work to examine unconscious bias and foster EDI in research programs and teams • interculturally competent mentoring in graduate supervisory and research team settings 			
<p>Acquisition of research funding</p>	<ul style="list-style-type: none"> • approval of research grants • academic awards • ability to acquire and/or renew funding by demonstrating application of EDI principles • ability to collaborate/partner to secure/ leverage funding requiring application of EDI principles 			
<p>Strategic priorities alignment and enhancement</p>	<ul style="list-style-type: none"> • alignment with McMaster’s current and/or emergent areas of research strength • alignment/ enhancement of Indigenous, Internationalization or Inclusive Excellence priorities • expertise in serving diverse national and regional economic, social and cultural needs • broader program of research concerned with eliminating social disparities (e.g., access to health care, educational advancement, political engagement, social mobility, human rights) 			

Appendix IV

Assessing Faculty Capacity to Advance EDI and Inclusive Excellence in Research

Relevant components take from the New England Resource Center for Higher Education (NERCHE), [Self-Assessment Rubric](#) for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

Legend

- Emerging: beginning to recognize EDI as a strategic priority relevant to academic work.
- Developing: acquiring the capabilities to incorporate EDI into academic work.
- Transforming: integrating and continuing to assess EDI in academic work.

COMPONENTS	EMERGING (LOW)	DEVELOPING (MEDIUM)	TRANSFORMING (HIGH)
KNOWLEDGE AND AWARENESS	You recognize your ways of knowing as one worldview among multiple ways of knowing.	You recognize how your ways of knowing impact your teaching and research.	You support consideration, and, where possible, incorporation of multiple ways of knowing into teaching and learning practices, as well as research and scholarship.
RESEARCH	You are aware of and support the pursuit of research which in form, content, or both, reflects a commitment to equity, diversity and inclusion as an integral asset to disciplinary and institutional excellence.	You are exploring ways in which you might pursue research (on your own or collaboratively across disciplines) which in form, content, or both, reflects a commitment to equity, diversity and inclusion as an integral asset to disciplinary and institutional excellence	You conduct disciplinary and/or interdisciplinary research which in form, content, or both, reflects a commitment to equity, diversity and inclusion as an integral asset to disciplinary and institutional excellence.