



**EDI Action Plan: 2019 – 2022  
Faculty Retention and Promotion  
Implementation Team Terms of Reference  
September 2020**

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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 Faculty Retention and Promotion Implementation Team is tasked with advancing the following strategic priorities under *Objective 6i: to enhance the recruitment and retention of equity-seeking employees* of the 2019 – 2022 EDI Action Plan:

- i. To review and enhance the Tenure & Promotion (T&P) Policy and practices;
- ii. To review and enhance the Career Progression & Merit (CPM) Plan practices;
- iii. To explore new or enhance existing programs to support the career development and leadership advancement of faculty from equity-seeking groups.

For the 2021 – 2022 academic year, the Implementation team will focus on mobilizing the first priority listed above: to review and enhance the T&P Policy and practices. During this period, the Team will also provide input on the third priority listed above, which is being taken up as a central institutional effort – by the Office of the Provost – to establish more robust faculty career development and leadership advancement programs for equity-seeking groups. The Team will be mindful of alignment issues with CPM processes to prepare to comment on necessary updates those policies and practices in the near future.

In order to comply with Section VIII, clause 4 of the Tenure & Promotion Policy, which outlines the procedure for proposing amendments to the T&P Policy and its Supplementary Policy Statements (SPS), the Tenure & Promotion review priority will be implemented in two phases.

### **Phase I – Scoping Possible Policy Revisions or Practice Interventions**

#### **The Team will:**

- Apply an EDI analysis to identify possible systemic (policy) and cultural (practice) barriers to equitable and fair Tenure & Promotion processes. Information will be gathered from:
  - Experiences and insights of the Implementation Team members
  - Relevant McMaster and Sector Resources and Contextual Documents
  - Relevant extent literature on best practices for equitable and fair T&P processes
  - Audit of comparable U15 and other school processes to illuminate barriers/enablers
  - Consultation with relevant executive and stakeholder members of key campus community groups (IEC, ACFAM, PACBIC, WISE, AWSM, EAN)
  - Patterns/themes emerging from concerns/complaints received by:
    - Equity and Inclusion Office (EIO)
    - Employee and Labour Relations (ELR)
    - McMaster University Faculty Associate (MUFA)
    - Deans and Department Chairs

- Lived experiences of Four Designated Groups (FDGs) <sup>1</sup>
- Establish and recommend – to the Joint Administration/Faculty Association Committee (“Joint Committee”) – the scope of the potential revisions to the T&P Policy and/or interventions to enhance practices, depending on the findings from the consultation and environmental scan

## Phase II – Establishing a Process to Action Recommendations

The Joint Committee, MUFA and the Senate Committee on Appointments (“SCA”) will review the recommendations and agree to a process to action any proposed Policy revisions and/or practice interventions. If any Policy revisions are recommended, consideration will be given to establishing a drafting committee, constituted with a membership appointed in accordance with Section VIII, clause 4 of the T&P Policy. If only interventions to improve practices are recommended, the Joint Committee, MUFA and SCA will consult with appropriate Faculty leaders (Deans and Department Heads) to determine the most effective approach to influence changes in practice.

### 7. Membership

#### *Co-leads:*

- Arig al Shaibah, Associate Vice-President, Equity and Inclusion (Sociology)
- Kim Dej, Acting Vice-Provost, Faculty (Interdisciplinary Science)

#### *Members:*

- Sonia Anand, Associate Chair, Equity & Diversity, Professor, Medicine & Epidemiology (Health Sciences)
- Christina Baade, Professor and Chair, Communication Studies and Multimedia (Humanities)
- Ruth Chen, Associate Professor, Nursing/Assistant Dean, Academic Resources and Department Education Coordinator (Health Sciences)
- Mark Crowther, Professor and Chair, Medicine/Professor, Pathology & Molecular Medicine
- Rebecca Collier, Faculty Secretary (Health Sciences)
- Anna Danielova, Associate Professor, Finance & Business Economics (Business)/Associate Dean, Faculty Affairs and Accreditation
- Pam Elmhirst, Manager, Faculty Affairs, (Health Sciences)
- Khaled Hassanein, Professor, Information Systems (Business)/Associate Dean, Graduate & Research
- Bonny Ibhawoh, Professor, History (Humanities)/Co-founder African & African Diaspora Studies & ACFAM
- Tina Moffat, Associate Professor and Chair, Anthropology (Social Sciences)
- Alison Sills, Professor, Physics & Astronomy (Science)/Past President, MUFA
- Deb Sloboda, Professor and Associate Chair Research, Biochemistry and Biomedical Sciences (Health Sciences)
- Brenda Vrkljan, Professor, Rehabilitation (Health Science)/FHS EDI Advisory Committee Co-Chair

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<sup>1</sup> 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.

## List of Relevant Resources and Contextual Documents

- [Tenure & Promotion Policy](#)
- SPS Policies
- [Faculty Career Progression/Merit Plan](#)
- SPS A1 Handbook Tools
  - Faculty Search Summary Report (Appendix I)
  - Deans' Checklist for Offer Negotiations (Appendix II)
  - Sample Criteria for Assessment of Excellence in Research, Teaching and Service (Appendix III)
- [Recommendations of the Task Force on the Integration of Female Faculty at McMaster](#)
- Other internal and external documents to be compiled

## Appendix I

### Deans' Checklist for Offer Negotiations

#### Principles

This checklist, which is not exhaustive, has been generated to guide Deans in their consideration of issues of accessibility, equity and inclusion as they strive to foster a fair and transparent process for negotiating employment offers to recruit and retain new faculty hires.

#### Context

Starting salary is a key component of the offer package, and, therefore, it is important to understand the concepts of (1) Equal Pay for Equal Work and (2) Equal Pay for Work of Equal Value.

Equal pay **for equal work** addresses parity of compensation across identifiable groups, across gender or racial identity for example, who do the same work.

In 2012, McMaster established a Task Force to inquire into the status of women faculty and what, if any, barriers existed to women's advancement and inclusion at the university. In 2014, the Task Force submitted its report entitled: [Women faculty, now and in the future: Building excellence at McMaster University](#).

In a study of the earnings of university professors in Canada examining the factors that determine employment earnings and whether differences in earnings may be attributed to the visible minority status of professors, Ramos and Li (2017) conclude that "as a whole... visible minority professors are both underrepresented among the professoriate and earn lower wages (p. 63)<sup>2</sup>.

*Pay Equity* is a federally legislated concept, referring to equal pay **for work of equal value**. Pay equity requires a comparison of female dominated vs male dominated jobs of comparable value, on the basis of the level of skill, effort, responsibility and working conditions involved in doing the work. In 2016, the Canada government reaffirmed its commitment to develop proactive [pay equity reform](#).

McMaster's Human Resource Services is currently conducting a pay equity analysis aligned with the federal legislation.

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<sup>2</sup> Ramos, H. & Li, P.S. (2017). Differences in representation and employment income of racialized university professors in Canada. In Howard Ramos (Ed.), *The equity myth: Racialization and Indigeneity in Canadian universities* (pp. 46 – 64). Vancouver, BC: UBC Press.

## Guidance

Deans are encouraged to construct fair offer packages that are appropriately responsive to individualized faculty circumstances, while avoiding creating, reproducing or deepening any new, existing or future inequities across identifiable faculty groups. When negotiating with diverse candidates, consider accessibility, equity and inclusion implications for individuals and groups with respect to:

- starting salary<sup>3</sup>
- rank and tenure
- start date
- dual career/spousal/partner appointments or career supports [*See [Spousal Hiring Policy](#)*]
- reimbursement for visits to secure housing
- travel and home relocation reimbursement
- general benefits (e.g., health, tuition benefits for family)
- contract renewal and tenure
- retirement and pension
- distribution of time for teaching, advising, research, service and administration
- course release time
- research and teaching assistants
- research support (including creative work and lab start-up funds)
- travel and discretionary funds
- research leaves
- administrative support
- office and/or lab space, equipment and supplies
- mentorship

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<sup>3</sup> The Canadian Association of University Teachers has published a 2018 [Handbook for Negotiating Starting Salaries](#).

## Appendix II

### Faculty Search Summary Report

#### Position Information

Position Title: (drop down)

Posting #: (drop down)

Faculty: (drop down)

Department: (drop down)

Department Chair: \_\_\_\_\_

Committee Chair: \_\_\_\_\_

*(if not Department Chair)*

Candidate of Choice: \_\_\_\_\_

Starting Date: (drop down)

#### Process Checklist

##### 1. *In the Preparation Phase...*

- Employment Equity Facilitator participated throughout the search process
- Committee included members of equity-seeking groups:
  - Women (at least 30%)       Yes       No       UNK
  - Indigenous person(s)       Yes       No       UNK
  - Racialized person(s)       Yes       No       UNK
  - Persons with disabilities       Yes       No       UNK
  - 2SLGBTQ+ person(s)       Yes       No       UNK
- Search Committee members received recruitment and selection training
  - Chair and all members       Yes       No
  - Over 50% including Chair       Yes       No
  - Less than 50% including Chair       Yes       No
- Committee reviewed institutional/faculty/department employment equity gaps

##### 2. *In the Recruitment Phase...*

- Institutional Statement of Commitment to EDI/Inclusive Excellence included in Job Ad
- A consistent process for recommendation letters was communicated and followed
- Invitation to complete Diversity Survey included in the Job Ad
- Statement of contribution to EDI and inclusive excellence requested in Job Ad
- Diverse venues and strategies were used to attract applicants from equity-seeking groups.  
List: \_\_\_\_\_



**3. In the Assessment Phase...**

- Contributions to EDI and inclusive excellence integrated into job criteria evaluation rubric
- Committee discussed candidate evaluations and examined possible biases/barriers
- Long/shortlisted candidate diversity profile was reviewed and competitive equity-seeking applicants included
- Questions about contributions to EDI and inclusive excellence were included in the interview

Upload rubric template

**4. In the Selection Process...**

There were more than one finalists who were relatively equal in qualification:  Yes  No

If yes:

- Diversity gaps and goals were considered, and employment equity principles were applied when recommending candidate of choice
- It was unknown whether finalists were members of equity-seeking groups

A member of an equity-seeking group was recommended for hire:  Yes  No  UNK

**Narrative Comments:**

Briefly discuss any challenges encountered in applying any of the above listed employment equity best practices and strategies attempted to overcome the challenges.

**Dean's Approval:**

Dean: \_\_\_\_\_

- The Dean has reviewed the Search Summary Report and endorses the candidate of choice
- The Dean was provided the Checklist for Offer Negotiations

**Accountability:** The Search Committee Chair must complete a *Search Summary Report* for every search completed. *Reports* will be accessible to the Office of the Provost or the Office of the Dean and Vice-President, Health Sciences for appointments in that Faculty. On an annual basis, Human Resource Services will review and analyze the responses submitted to identify opportunities to further support Deans and Department Heads where appropriate.

## Appendix III

### Sample Criteria for Assessment of Excellence in Research, Teaching and Service

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:
<b>Research Productivity and Impact, and Scholarly Achievement</b>				
<p><b>Research productivity and scholarly impact*</b>  <i>*fixating on certain journal rankings as proxies excellence can create bias and barriers</i></p>	<ul style="list-style-type: none"> <li>• acceptance of papers and manuscripts for peer-reviewed publication (if applicable)</li> <li>• invitations to present conference papers, university seminars, or exhibitions or performances</li> <li>• critical reviews of published works and/or research creations</li> <li>• innovations in research, scholarship and creative achievements that advance EDI</li> <li>• research and scholarship that address diverse societal issues and needs</li> <li>• artistic expression, cultural production or innovation activity that reflects culturally diverse communities and amplifies the voices of historically underrepresented or absent communities</li> <li>• research that addresses the experiences of equity-seeking groups in higher education</li> </ul>			
<p><b>Research collaboration and Interdisciplinarity</b></p>	<ul style="list-style-type: none"> <li>• participation or leadership on collaborative and interdisciplinary research programs</li> <li>• engagement in collaborative and interdisciplinary research programs</li> <li>• constitution of and engagement with diverse research teams</li> <li>• work to examine unconscious bias and foster EDI in research programs and teams</li> <li>• interculturally competent mentoring in graduate supervisory and research team settings</li> </ul>			
<p><b>Acquisition of research funding</b></p>	<ul style="list-style-type: none"> <li>• approval of research grants</li> <li>• academic awards</li> <li>• ability to acquire and/or renew funding by demonstrating application of EDI principles</li> <li>• ability to collaborate/partner to secure/ leverage funding requiring application of EDI principles</li> </ul>			
<p><b>Strategic priorities alignment and enhancement</b></p>	<ul style="list-style-type: none"> <li>• alignment with McMaster’s current and/or emergent areas of research strength</li> <li>• alignment/ enhancement of Indigenous, Internationalization or Inclusive Excellence priorities</li> <li>• expertise in serving diverse national and regional economic, social and cultural needs</li> <li>• broader program of research concerned with eliminating social disparities (e.g., access to health care, educational advancement, political engagement, social mobility, human rights)</li> </ul>			

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:
<b>Teaching Effectiveness and Innovation</b>				
<b>Effectively teach and supervise undergraduate students</b>	<ul style="list-style-type: none"> <li>• high quality teaching</li> <li>• teaching awards</li> <li>• able to assess students' performances in an equitable and effective manner</li> <li>• supporting and mentoring diverse undergraduate, and particularly equity-seeking, students</li> </ul>			
<b>Attract and effectively supervise graduate students</b>	<ul style="list-style-type: none"> <li>• scholarly command of subject</li> <li>• supervising and mentoring diverse graduate students (particularly equity-seeking students)</li> <li>• engagements with students that advance diversity and inclusion</li> </ul>			
<b>Support and mentors a diversity of students</b>	<ul style="list-style-type: none"> <li>• willing and able to assist students in understanding the subject</li> <li>• participating in recruitment/retention effort to enhance EDI among students and faculty</li> <li>• experience mentoring students from underrepresented groups in higher education</li> <li>• a record of service aimed at expanding educational access, including building or leading bridge and mentoring programs for undergraduate and graduate students</li> </ul>			
<b>Innovate practice and curriculum design</b>	<ul style="list-style-type: none"> <li>• excellence in teaching practices</li> <li>• adoption of teaching innovations of others</li> <li>• curriculum development and/or evaluation</li> <li>• research on teaching or pedagogy and presentation of scholarship (for teaching track)</li> <li>• leadership in experiential and/or community engaged learning (teaching track)</li> <li>• mentoring of other teachers (for teaching track)</li> <li>• engagement in interdisciplinary and/or intersectional teaching practices</li> <li>• curricular innovation and diversification</li> <li>• engaging with diverse learning communities in and outside of the classroom</li> <li>• experience innovating pedagogy and curriculum to engage a diversity of learners</li> </ul>			

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:
<b>Service, Citizenship, and Collaboration</b>				
<p style="text-align: center;"><b>Foster collaboration and positive climate</b></p>	<ul style="list-style-type: none"> <li>• assist at some level in committee work of University</li> <li>• perform assignments diligently and effectively</li> <li>• engagement in service related to professional association</li> <li>• employing effective conflict resolution and coaching skills in interactions with peers and community members</li> <li>• work to examine unconscious bias and foster EDI in the workplace and learning environments</li> <li>• effective facilitation, conflict resolution and coaching skills to manage classroom discussions</li> <li>• contribution to understanding of conditions that enhance accessibility and inclusion</li> </ul>			
<p style="text-align: center;"><b>Support inclusive excellence priorities</b></p>	<ul style="list-style-type: none"> <li>• engagement in service related to international activities</li> <li>• work as a change agent/ally to advance inclusive excellence in unit or university</li> <li>• involvement in and/or leadership on formal committee work to advance inclusive excellence</li> </ul>			
<p style="text-align: center;"><b>Support community engagement priorities</b></p>	<ul style="list-style-type: none"> <li>• engage in service related to the role of the University in the local community</li> <li>• engagement with diverse communities and contribution to social development goals</li> <li>• mentorship and support of the career development of more junior peers</li> <li>• partnerships in outreach and service that promotes EDI among students</li> </ul>			