Faculty Recruitment and Selection Handbook

A Companion to:

SPS A1 – Policy on Recruitment and Selection of Faculty Members

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I. PURPOSE

This Faculty Recruitment and Selection Handbook ("Handbook") is a companion to the McMaster University Policy on Recruitment and Selection of Faculty Members ("Policy"), which aims to guide Department Chairs and Search Committees through the implementation of the Policy and its procedures.

II. ACOUNTABILITY

In accordance with the Policy, Department Chairs[1] and Search Committees are expected to consult this Handbook throughout the search process. Department Chairs are responsible for completing the online *Search Summary Report* and reviewing with their Deans before finalizing an offer and appointment.

III. PRINCIPLES

McMaster 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.

Implicit in McMaster's vision and values is its aspiration towards inclusive excellence – the notion that diversity is integral to quality in teaching, research and service.

The Policy, its associated procedures and this Handbook are guided by principles of inclusive excellence, fairness and equity, and confidentiality. The Handbook provides information, resources and tools to guide Department Chairs and Search Committees in their application of these principles and best practices for faculty search and hiring processes.

See McMaster's EDI Strategy: *Towards Inclusive Excellence*, which describes the concepts of equity, diversity, inclusion (EDI) and inclusive excellence, and their relevance to the assessment of merit in the academy. The EDI Strategy Report Supplement details the seminal and extant literature which makes the case for EDI and the inclusive excellence imperative.

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[1] "Department Chair" also means "Director" of a School or an Area Chair.

IV. PROCEDURES

For ease of reference, the procedural information, tools and resources in this Handbook are organized under relevant headings and subheadings which are aligned with the procedures in the Policy.

1. Preparation for the Search

1.1. Review Applicable Policies/Consider Workforce Gaps

1.1.1. Applicable and Related Policies

While familiarizing themselves with the Policy, as well as the Employment Equity Policy and Recruitment Statement, Department Chairs and Selection Committee Chairs may also need to refer to one or more of the related equity, diversity, and inclusion policies listed in Appendix A.

1.1.2. Employment Equity Workforce Analysis and Gaps

The Employment Equity Act has designated four groups who continue to be under-represented in the Canadian workplace: 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", persons with disabilities, and women. These groups are referred to as "designated" or "equity-seeking" groups. McMaster University also recognizes persons who identify as LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer and sexual orientation and gender identity minority identities) also experience employment barriers.

The Employment Equity Report provides a biennial snapshot of workforce analysis and gaps, derived from a comparison of employee self-identification data from members of equity-seeking groups in the University's workforce (collected through McMaster's Diversity Counts: Employment Equity Workforce Census) with external labour market availability of equity-seeking groups (complied by Statistic Canada).

The Search Committee Chair may access institutional, Faculty, and, where feasible, Departmental workforce representation data and gaps in relation to equity-seeking groups. For institutional and Faculty data refer to the Consider Workforce Gaps section on the Employment Equity website. For Departmental data contact the Employment Equity Specialist at hr.empequity@mcmaster.ca.

More information about Employment Equity at McMaster University, the Employment Equity Team, and the Employment Equity Census can be found on the Human Resources Services Employment Equity website.

1.1.3. Exclusions to the Application of the Policy

All of McMaster's hiring processes under the SPS A1 Policy for Recruitment and Selection of Faculty are competitive and open to all, including proactive practices to attract the broadest diversity of qualified applicants and efforts to remove employment barriers that have contributed to the historic and contemporary underrepresentation of equity-seeking groups in higher education.

Exclusions for Clinical Faculty, Conversion of Individual Faculty, and Spousal Appointments
The SPS A1 Policy applies to all faculty appointments, excluding full-time Clinical Faculty and those individual appointments which fall under the purview of the SPS A3 – Procedures for Other Appointment (except in Health Sciences) or SPS A4 – Procedures for Other Appointments within the Faculty of Health Sciences. Deans and Department Chairs may make hiring decisions outside of the SPS A1 Policy for faculty recruitment and appointments which would fall under the SPS A2 – Conversion of an Individual Faculty Appointment Policy or the SPS A7 – Spousal Hiring Policy.

Exclusions for Strategic Faculty Appointments

Faculties may also implement strategic faculty hiring initiatives outside of the SPS A1 Policy process where there is justification and approval by the Office of the Provost and Vice-President Academic.

Where a Department has large and/or persistent gaps in representation among equity-seeking faculty members, on the basis of self-identification workforce data analysis contrasted with labour market availability data, the Ontario Human Rights Code permits the development of "special programs" to address the employment related inequities.

The Ontario Human Rights Commission has published a guidebook entitled: *Special Programs and the Ontario Human Rights Code* (2010/2013), which describes what and how permissible "special programs" may be developed by organizations. Specifically, under Section 14 of the Code, "it is not discrimination to put in place a program if it is designed to: relieve hardship or economic disadvantage; help disadvantaged people achieve, or try to achieve, equal opportunity, or help eliminate discrimination" (OHRC, 2013, p. 3).

Based on the criteria as set out in the guidebook, it is permissible to develop strategic hiring initiatives, which complement rather than replace the university's regular hiring processes, in order to accelerate the achievement of inclusive excellence goals in faculty hiring. Some institutions have introduced such initiatives as: interdisciplinary cluster hiring programs, accelerated faculty diversity hiring programs, and dual career partner/spousal hiring programs, for example. As mentioned above, McMaster already has a specific Spousal Hiring Policy.

Department Chairs must receive endorsement from the relevant Faculty Dean to pursue a strategic faculty hiring initiative. The Dean will submit a request to initiate a strategic faculty hiring process for approval by the Provost & Vice-President Academic, in consultation with the Associate Vice-President Equity and Inclusion (AVPEI) to ensure compliance with University policies and provincial human rights legislation. Contact the AVPEI at equity@mcmaster.ca for more information about strategic faculty hiring initiatives.

1.2. Drafting the Advertisement

1.2.1. Broadening Job Profile

To appeal to the broadest group of potential applicants, and if aligned with institutional, Faculty and departmental strategic priorities, consideration may be given to:

- writing the position posting in such a way as to invite excellent scholarship in broad and interdisciplinary fields, including disciplinary areas which typically attract a critical mass of equity-seeking groups;

- identifying a range of disciplines that may be relevant to an inter-disciplinary and community-engaged approach; and

- relating the position to work that may be at the edges of or emerging in the field.

1.2.2. Job Advertisement Templated Language

The job advertisement will be written in narrative form with the required templated wording referenced in the Policy (See Appendix B and C).

Note: the AODA requires that we acknowledge availability of accommodation at every stage in the search process, and the appropriate contact to request accommodations.

1.2.3. Applicant Self-Identification Survey

The Applicant Self-Identification Survey includes definitions of each equity-seeking group and an explicit privacy statement explaining the purposes of the questionnaire, the planned usages for information collected and the methods by which protection of privacy will be maintained.

If a non-MOSAIC applicant portal is used, the Search Committee Chair may request a custom survey and link, however, the development of the survey and reporting of the data to the Chair will be dependent on institutional capacity to manually support this process.

1.2.4. Letters of Recommendation

In addition to the administrative burden created for referees writing letters and for screening committees reading letters, studies demonstrate that letters of recommendation contribute to bias (e.g., privilege well-networked individuals and those who are able to obtain letters from prominent scholars and/or esteemed schools; and disadvantage women with more frequently use of "doubt-raising" language including vague or overtly negative descriptors, faint praise, and indirect criticism, for example). Appendix D includes sample text to use in formal requests for letters of recommendation from referees.

1.3. Obtaining Approval to Recruit and Budget Authorization

Subsequent to the annual budget approval processes for faculty, recruitment priorities are determined at the Faculty level and disseminated from the various Deans' Offices to Department Chairs.

1.4. Assembling and Training the Search Committee

1.4.1. Assembling a Diverse Search Committee

While consideration should be given to diversity of rank, experience, discipline (depending on the position available), it is essential, from an employment equity and inclusive excellence perspective, to ensure diversity in representation of committee members from equity-seeking groups. In order to provide diverse perspectives on evaluation and insight into the interpretation of the experience of candidates who belong to the *equity-seeking groups,* the Committee Chair shall strive to constitute a Committee which includes representation from *equity-seeking group* members, recognizing that individuals may represent multiple group identities.

The Search Committee Chair will need to navigate the process for diversifying the Committee membership on the basis of information that is public knowledge, as there is not an expectation to ask members to self-identify. Given the invisibility of some identities, you may not know, for example sexual orientation, ability, Indigenous status unless you have a personal relationship with the individual and you must be careful not to disclose this information if they have not publicly disclosed these identities.

For women and racialized persons, you may perceive, from visual cues, names and pronouns used, how they may identify, but this is an imperfect method for identifying gender and racial diversity – identities are complexly constituted, and you may visually code someone differently than they self-identify. That said, we know that this imperfect method is currently used and the advice here is to be mindful of its limitations, and, where possible, approach individuals with whom you have a relationship with to self-identify or approach their community members. Most importantly, through the process of discussing and managing invitations to diverse community members, ensure maximal sensitivity and respect.

Ideally, a Committee should have a "critical mass" of equity-seeking group members. The literature shows that group think is interrupted and voices of marginalized are surfaced when there are more than one of a particular equity-seeking group to bring and raise different perspectives and challenge cultural biases. If the Committee cannot achieve a 50% participation rate among women, then aspiring for a minimum of 30% representation of women is a realistic goal in a university setting. For representation from members of Indigenous and racialized communities, the Committee may wish to aim for a total of two to three members who identify as Indigenous and/or racialized.

In cases where the full-time faculty complement of a Department does not include *equity-seeking group* members, the Committee Chair may invite joint and/or Associate Members of the Department, or other affiliated or external faculty members, who are known self-identified members of those *equity-seeking groups* to join in the process, where they also bring the necessary expertise and committee experience, as well as capacity to promote inclusive excellence through the process. In other words, to achieve this diversity, you may use the strategy of inviting faculty from other Departments and Faculties, whose areas of expertise may intersect with the areas you will be hiring for – they do not have to be disciplinary experts. Given the interdisciplinary nature of much of research on campus, this may be a fruitful strategy. Chairs are to be mindful when approaching a person to enhance gender and racial diversity, or other additional equity-seeking group perspectives, that they ensure they also identify the qualities and expertise that the individuals would bring to the committee's work, in order to avoid inadvertently tokenizing individuals.

Departments are encouraged to avoid repeatedly relying on the same individuals to sit on search committees, as a disproportionately heavy service load, especially for a junior member, may negatively impact academic productivity and career progression. Individuals participating on a number of search committees should receive a redistribution of their time to account for this service and be appropriately recognized and credited with time or resources, as determined by the Department. The Committee Chair should recognize that individuals whose academic field is under-represented within the department or university face some of the same problems as individuals whose identity is under-represented in the department. When the hire is in such an area, the Committee Chair should make every attempt to achieve a "critical mass" of members who have expertise relevant to the research area on the committee.

1.4.2.   Employment Equity Facilitator

Employment Equity Facilitators are McMaster faculty members and staff hiring managers, representing a cross-section of Faculties and Departments, who are trained to facilitate the advancement of institutional and Faculty/Departmental employment equity priorities and goals.

The Employment Equity Facilitator will participate on search committees as a knowledgeable source of information concerning employment equity and as a process consultant, facilitating discussion about employment equity and inclusive excellence principles and best practices.

The Facilitator will:

- Attend search committee meetings, bringing an equity, diversity and inclusion lens to all ten steps of the search process;

- Work with the Employment Equity Specialist to present information to the search committee members on human rights and accessibility obligations, employment equity principles and practices, and unconscious and implicit bias;

- Support the committee to develop bona fide job criteria and use a robust candidate evaluation rubric;

- Receive self-ID data and monitor diversity of applicants, long/short lists, and finalists; and

- Ask and invite questions to assist the committee to reflect on bias and barriers that may be manifesting, and ensure adequate time is allotted to engage in these important conversations.

As time permits, the Facilitator may, after consultation with the Dean/Department Head, contribute to advancing employment equity priorities within Faculty/Department, such as: identifying related Faculty/Department training needs; supporting work to develop and implement employment equity plans; and assisting to raise awareness about and promote employment equity.

The Employment Equity Facilitator Program is overseen by the Employment Equity Specialist (Human Resource Services) and supported by the Equity and Inclusion Office. The Employment Equity Specialist maintains a list of trained Employment Equity Facilitators. Search Committee Chairs should identify a suitable Facilitator to support their search process. Individuals interested in becoming an Employment Equity Facilitator should contact the Specialist to sign up for one of the training programs scheduled through-out the academic year.

For more information, contact the Employment Equity Specialist at hr.empequity@mcmaster.ca

1.4.3. Recruitment and Selection Training

Human Resource Services (HRS) and the Equity and Inclusion Office (EIO) have collaborated to develop a standard Recruitment and Selection Training, which is required for Search Committee. HRS and EIO are working towards a train the trainer model, which will provide each Faculty with the ability to modify and/or add additional components that are relevant to their specific searches and to deploy this training in a way that is accessible to their committee members.

Training content includes: requirements set out in the Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act, expectations for applying inclusive excellence and employment equity principles through the search process, consideration of workforce data and how to manage self-identification information, discussion of how to develop robust job criteria and an equitable candidate evaluation rubric, reflection on implicit and unconscious bias and its potential impact on the evaluation of merit, and discussion of ways to mitigate bias or remove barriers.

For information about Recruitment and Selection Training visit:

https://hr.mcmaster.ca/employees/employment-equity/ee-training-and-resources/search-selection-committee-training/.

To request training, complete the online **training request form**.

1.5. Establishing Job Criteria and Developing an Evaluation Guide

1.5.1. Establishing Job Criteria

Departments shall carefully consider what qualifications are relevant for the position before the search commences and avoid being unduly narrow in their assessment, or unnecessarily limiting the pool of potential candidates.

Job criteria to be evaluated should be specific, measurable, and aligned with the requisite knowledge, skills and demonstrated performance required to teach, undertake research, and/or perform scholarly activities in the advertised field at the university level. Focusing on criteria or factors that are directly measurable will steer committees away from using various proxies for merit (e.g. assumptions about the quality of degree granting institution) that risk introducing biased evaluations of candidates. Appendix E provides a sample rubric of job criteria for research, teaching, service and leadership domains, using an integrated inclusive excellence lens.

The job criteria related to leadership roles are aligned with McMaster's defined Leadership Levels and Capabilities. Based on the influence and scope of a role, McMaster has identified five McMaster's Leadership Levels, with a focus on building organizational capability across the University in alignment with our strategy. These levels are only meant to be **guidelines** to support learning and development for leaders and they capture the breadth and span of leadership. All of the levels and supporting development programming can be grounded in McMaster's Leadership Capabilities, which are expected behaviours for all leaders.

1.5.2. Developing an Evaluation Guide

When developing and later discussing the rating of each criterion, the Department Chair, in consultation with Committee members, should strive to integrate equity, diversity and inclusion across teaching, research, service, and leadership criteria.

The following are steps to take to develop an evaluation guide for a fair and equitable process to assess candidate qualifications.

- Develop 8 – 10 clear job criteria that are sufficiently detailed to be able to discern specific qualifications across teaching, research, service and leadership qualifications, as appropriate to the position.

- Be mindful to include criteria that accurately reflect qualifications expected in each of the research, teaching and service areas, in proportions that are relatively equal to the 40:40:20 ratios applied and articulated, and against which faculty will be evaluated, in Career Progression/Merit and Tenure & Promotion processes.

- Include a criterion related to contributions to advancing EDI or inclusive excellence.
  - This is to assess individual **competencies (attitudes, knowledge, and skills) and capacities (affective, cognitive, and behavioural)** that relate to improving equity, diversity or inclusion in any academic context (e.g., teaching, scholarship, co-curricular educational involvements, community engagement, public service, professional practice).

- Better than, or in addition to, having separate criterion for contributions to EDI or inclusive excellence, integrate inclusive excellence competencies throughout all of the criteria.

1.5.3. Weighting and Scoring Qualifications

Appendix F includes samples of candidate evaluation guides to assist Search Committees in establishing clear evaluation criteria to guide their assessment of candidate qualifications. The first sample uses a qualitative assessment method, while the second and third samples use a quantitative scoring system.

The first method second is descriptive, and this approach may be the most inclusive, particularly important in early stages of the process where the goal is to 'screen in' rather 'screen out' prospective candidates.

The second and third methods use numerical approaches, which can pose a greater risk for reproducing inequities. Existing bias and barriers may mask talent and potential that exists and without due consideration of these biases and barriers equity-seeking groups may receive lower numeric scores. When these scores are further weighted, the perceived gap is intensified, systemically reinforcing the bias, barriers, and inequities.

Whichever method is used in these preliminary assessment exercises, the Committee Chair **must** engage the Committee membership in a robust discussion to comprehensively examine whether and how personally mediated biases and systemic barriers may be factoring into the assessment of candidate qualifications. In other words, the candidates who proceed to the next stage – shortlist or interview – will not simply be selected on the basis of a numeric score and rank order.

If you choose to use a numeric ranking, with or without a weighted score, when evaluating qualifications, be mindful that the ranking and weighting exercises may actually serve to reinforce the status quo by amplifying hidden biases and systemic barriers. Thus, it is preferable not to use a numeric ranking or weighting system, unless these systems are intentionally implemented to counteract potential biases and barriers.

Whatever system is used, ensure that decisions to narrow the candidate pool at the screening, long-listing, short-listing and selection stages are not based solely on numeric rank order of scores attributed. Rather than framing the process as a search for "the one best" candidate determined by rigid numeric rank order of scores, the Search Committee must discuss quantitative rankings in the context of qualitative aspects of each candidate's strengths.

Consideration should be given to whether one or more strong candidates fall within a defined "zone of excellence" – or acceptable level of demonstrated qualification and potential to not only succeed in the role but to also contribute to elevating disciplinary/interdisciplinary, departmental/Faculty, and institutional strength.

This above described process will help to expand and diversify the pool of excellent candidates that may be considered in the final stages of the selection process.

1.5.1. Evaluating Statement of Contribution to EDI and Inclusive Excellence

The New England Resource Center for Higher Education (NERCHE) has developed a Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education. NERCHE asserts that the capacity for faculty to engage EDI epistemologies, pedagogies, research, scholarship, and service is correlated to institutional success in advancing inclusive excellence. Appendix G provides rubrics that describe progressively greater capacities of faculty to advance EDI and inclusive excellence across teaching, research and service.

2. Advertising and Outreach

2.1. Finalizing and Placement of the Advertisement

In accordance with Canadian immigration laws, the Ministry of Immigration Refugees, and Citizenship Canada (IRCC) permits Canadian universities to hire international faculty members when it can be demonstrated that qualified Canadian citizens or permanent residents are not available for a particular position.

When a Department requests the hiring of an international employee ("foreign worker"), the university must apply for and receive approval through a positive Labour Market Impact assessment (LMIA), conducted by Employment and Social Development Canada (ESDC), to verify the claim that no qualified Canadians or permanent residents are available[2]. Among other criteria, the Ministry of Immigration Refugees, and Citizenship Canada (IRCC) will expect the university to demonstrate:

- Advertising for a "reasonable length of time (about a month) to allow broad exposure of the vacancy to Canadians and permanent residents";

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[2] "Foreign workers" is a term used by the Ministry of IRCC., though McMaster will refer to these individuals as international employees. International employees may be LMIA exempt if they are eligible for a work permit through the provisions of a free trade agreement.

- Advertising using medium (web, print or online) effective in attracting qualified candidates who are Canadian or permanent residents; and

- Active recruitment, without interruption, until a positive (Labour Market Impact Assessment (LMIA) is received.

Therefore, advertising must remain active on Mosaic until an approved LMIA is received in order to facilitate the international recruitment process. Department Chairs must receive a waiver of advertising from the Provost or the Dean of Health Sciences to post for less than four weeks.

2.2. Active Targeted Recruitment Strategy

For some positions, it may be advantageous to use recruitment strategies in addition to posting on Mosaic and two external sites. For example, contacting relevant graduate programs and or academic departments; requesting that department members, distribute ads to their contacts, attending conferences, posting in niche sites, using social media, etc. In addition, posting to sites that actively target individuals from equity seeking groups is encouraged. Please refer to the current listing of diverse recruitment sites available on the Human Resources website. For additional support, you may contact the Talent and Recruitment Strategist in Human Resources Services.

3. Assessment of Applicants

3.1. Screening Applicants

The Statistics Canada Labour Market Availability data, against which workforce representation among equity-seeking faculty members is assessed, uses the National Occupational Code (NOC) 4011, which includes lecturers, assistant professors, associate professors, and full professors.

To obtain a report on the representation of equity-seeking applicants to the position, log into Mosaic and navigate to the Self-ID Analysis Hub. Please refer to the Instructional Guide on How to Request a Self-ID Analysis Report for more information.

The Search Committee Chair and the Employment Equity Facilitator will review the aggregate applicant demographic profile and discuss whether the applicant pool is sufficiently representative of equity-seeking group members, giving consideration to known trends in proportion of doctoral students and new professors from equity-seeking groups in the particular disciplinary, or related interdisciplinary, field(s).

On the basis of the applicant demographic profile analysis, and considering the depth and breadth of outreach and recruitment efforts, the Search Committee Chair will determine, in consultation with the Dean, whether and how to expand efforts to attract more applicants from particular equity-seeking groups.

3.2. Developing the Longlist (if applicable)

3.2.1. Preparing to Evaluate Candidates

When assigned and later discussing candidate ratings across each job criterion, Committee members should be prepared to consider **an integrated inclusive excellence lens – a view to considering contributions to and capacity in EDI not only as a standalone criterion but woven through all other criteria.** Refer again to examples in Appendix E, which includes lists of possible ways that candidates may demonstrate productivity and impact in research, effectiveness and innovation of teaching, as well as citizenship and collegiality through service, while contributing to EDI.

The Search Committee Chair and the Employment Equity Facilitator will review the aggregate demographic profile of the longlisted candidates and contrast representation with the representation in the applicant pool.

If the proportions of candidates from equity-seeking group members in the longlist has decreased substantively from the applicant pool, the Search Committee Chair will review the applications of candidates from equity-seeking groups who were close to the assessment threshold for inclusion in the longlist, and consider adding them to the longlist for further discussion.

3.2.2. Evaluating Candidates

It is not appropriate nor consistent with human rights and employment equity principles to rate or score candidates on their social group identity or membership in one or more of the identified equity-seeking groups for the reasons below.

It is tokenizing because:

- it is not focused on competencies and capacities of equity-seeking groups, but rather their presenting identities (self-identified or not); it does not actually identify and seek to remove the cultural biases and systemic barriers manifested in individuals and institutional processes;

It is not fair, nor transparent, because:

- it randomly and ambiguously advantages or disadvantages individuals of different social identities; it is a shortcut that feeds into the notion that excellence and diversity are mutually exclusive, creating a vulnerability for the individuals and institution

It is not appropriate, nor does it hold up to reasoned analysis because:

- one cannot infer intellectual capacity or ideological commitments from any aspect of and individual's identity
- one's identity is complex, with simultaneous affiliations across many different categories of social identity – (race, ethnicity, gender, sexual orientation, ability, age for example)
- one's identity is intersectional and cannot be disentangled from a multiplicity of disadvantaged/marginalized and empowered/privileged social positions
- how candidates experience or think about (or don't think about) their social identities cannot be assumed or projected

Avoid using the non-specific and abstract term "fit" in criteria or discussions as it lends to creating or activating biases; instead, use more words to describe which aspects of the individual's qualifications (competencies and capacities) will enhance or strengthen the department/Faculty and advance its current and future priorities.

- "fit" connotes assimilation to existing and dominant cultural norms
- It is a vague term, and ambiguity is a risk factor for the activation of unconscious biases
- It can be interpreted to mean "likeability", which should not be assessed
- Terms to consider include:
    - alignment with and enhancement of values and priorities;
    - ability to contribute to collegial and collaborative team environment and climate, etc.

The following are steps to take to develop an evaluation guide for a fair and equitable process to assess candidate qualifications.

- Write the job criteria such that consideration may be given to both evidence of <u>demonstrated</u> qualification or evidence of <u>potential</u> for each qualification.
- When evaluating qualifications, consider the ways unconscious and implicit bias may be activated and invite examination of biases in language and during deliberations.
- When screening candidates and developing the longlist, evaluate candidates against the established criteria, not against other candidates, and adopt a "screening in" vs. "screening out" approach to minimize the effect of biases activated in the early stages of the search process before the opportunity to learn about the candidate's qualifications from the in-person interview stages.
- When evaluating candidate records in research, teaching and service:
    - Examine biases that may be associated with perceived unconventional or non-traditional research and scholarship, to ensure candidates are not unfairly penalized as a consequence of these circumstances
    - Consider whether individuals may be drawn into disproportionately more university or community service, and mentorship of marginalized students, by virtue of their lived experiences as members of equity-seeking groups.

- Avoid relying on a narrow set of proxies for research excellence, including over-emphasis on journal-based metrics as indicators of research quality; instead; assess the research itself and use a wide range of quantitative and qualitative indicators:
  - citation-based journal metrics are inaccurate proxies for excellence (e.g., women are under-represented as authors in top tier journals); and
  - the following **methods are marginalized** by citation-based journal metrics:
    - Interdisciplinary and community-engaged work; Indigenous, critical race and feminist research paradigms; qualitative methods; and digital media, for example.
- Keep in mind that atypical career paths do not necessarily imply a lack of qualifications; consider identified life factors (e.g., caretaking roles, aging parents, etc.) which may have contributed to career interruptions. Career interruptions that have occurred (e.g., family/medical leaves, a delay in publication to protect intellectual property or stewardship of large initiatives with national or international impact, etc.) should not negatively impact hiring decisions. Refer to Tri-agency website for further guidelines: http://www.chairs-chaires.gc.ca/peer_reviewers-evaluateurs/productivity-productivite-eng.aspx

3.3. Preparing the Shortlist of Candidates to be Interviewed

The same job criteria and evaluation guide are to be used to assess candidates through the longlisting, shortlisting, interviewing and selection process. All guidance provided above regarding evaluating candidates applies through the search process.

The Search Committee Chair and the Employment Equity Facilitator will review the aggregate demographic profile of the shortlisted candidates and contrast representation with the representation in the longlist.

If the proportions of candidates from equity-seeking group members in the shortlist has decreased substantively from the longlist, the Search Committee Chair will review the applications of candidates from equity-seeking groups who were close to the assessment threshold for inclusion in the shortlist, and consider adding them to the shortlist for an interview.

3.4. Interviews and Associated Activities

3.4.1. Developing Interview Questions

Ensure you include interview questions that address EDI-related job requirements, which are aligned with the evaluation rubric developed. Review the list of Appropriate and Inappropriate Human Rights Related Questions to ensure questions during formal interviews and information conversations with candidates do not contravene Human Rights legislation.

3.4.2. Accessible Interviews

When inviting a candidate to interview, the Committee Chair should make clear that the institution will respect and adhere to any accommodations needs, and, if requested, arrange for the candidate to have a confidential meeting with a staff member from the Provost's Office or the Faculty of Health Sciences Faculty Relations Office, who can answer any questions the candidate may have of a personal nature about accommodations, family friendly provisions, etc.

3.4.3. Feedback from "Committees of the Whole"

If a Department employs a "Committee of the Whole" approach it is important to mitigate the risk of reinforcing the status quo through majority voting when "minority" experiences and perspectives may be absent or limited, thereby limiting the Department's capacity to notice and mitigate biases and barriers which influence the assessment of merit. If there is to be a vote by the Committee of the Whole, the Department Chair must make every effort to:

- expand implicit bias awareness and training to all Department members permitted to vote;
- communicate confidentiality expectations to Department members to maintain the privacy of candidates as appropriate;
- direct Department members to provide feedback that addresses the selection criteria established for the evaluation guide; and
- ensure that candidates are made aware which components of their application will be shared with Department members who are not a part of the Search Committee.

4. Selection of Finalist(s)

4.1. The Employment Offer

If several candidates are found to be relatively equally qualified, preference will be given to candidate(s) of an *equity-seeking group*, considering the greatest gaps in representation of *equity-seeking groups* within the Department, Faculty and institution, thereby enhancing the University's ability to reach its employment equity goals and advance inclusive excellence.

4.1.1. Notifying All Employees About Accessibility and Accommodations Supports

All offers of employment will notify the successful applicant of McMaster's policies and program for accommodating and supporting employees with disabilities, as required by the Accessibility for Ontarians with Disabilities Act, including:

- Accessibility HUB – a one stop online Accessibility resource
- Policy on Accessibility
- Policy on Workplace Accommodation
- Guide and Procedure on Workplace Accommodation
- Academic Accommodation of Students with Disabilities Policy
- Discrimination and Harassment Policy

4.1.2. Strategies to Mitigate Bias in Remuneration and Offer Packages

Department Chairs and Deans are responsible for implementing and documenting strategies to avoid inequities in negotiations related to remuneration and the level of institutional support provided to faculty upon acceptance of the position, including: starting salary; expected distribution of time between teaching, research, service and administration; availability of additional research funds, an RAship or other forms of administrative support, office space, lab equipment, mentoring, etc.

Department Chairs and Deans are expected to review the Checklist for Offer Negotiations (Appendix H) to ensure consideration of a range of variables which will factor into fair and equitable offer packages.

4.2. Record Keeping

4.2.1. Search Summary Report

The Search Committee Chair must compete an online *Search Summary Report* (See Appendix I) for every search completed. The *Summary 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.

4.2.2. Search Committee Records

The University must retain all search-related records for a minimum of two years. MOSAIC is the repository for all electronic search-related records. All other records must be stored in a secure location by Department.

Search Committee Chairs will be responsible for collecting all search-related documents and notes from Committee members and submitting these to the Department Chair.

Department Chair or their designates will be responsible for ensuring that any search-related records not already collected and stored in MOSAIC are stored for a minimum of two years.

The Provost's Office, or the Office of the Dean and Vice-President, Health Sciences for appointments in that Faculty, will retain all LMIA documentation for the successful candidate as well as the LMIA submission materials for a minimum of six years.

Appendix A – List of EDI-Related Policies

All Senate, Faculty and Departmental level faculty search processes and appointments must adhere to the) and with the McMaster University Revised Policy and Regulations with Respect to Academic Appointments, Tenure and Promotion (2012).

The SPSA1 Policy and information in this Handbook is aligned with the following McMaster policies, statements, and strategies, as well as federal and provincial legislation and imperatives:

McMaster Policies, Statements, and Strategies

- Statement on Building an Inclusive Community with a Shared Purpose
- McMaster's Equity, Diversity and Inclusion Strategy: Principles, Framework and Action Plan
- *Framework on Employment Equity* and *Employment Equity Policy and Recruitment Statement*
- McMaster's Equity, Diversity and Inclusion CRC Action Plan
- McMaster's Policy on Discrimination and Harassment: Prevention and Response

Related Federal and Provincial Legislation and Imperatives

- Federal Employment Equity Act (1977) and the Federal Contractors Program (1986)
- Canadian Human Rights Act (1977)
- Ontario Human Rights Code (1990)
- Pay Equity Act (1990)
- Employment Standards Act (2000)
- Accessibility for Ontarians with Disabilities Act (2005)
- Truth and Reconciliation Commission (2012/2015)
- Universities Canada Indigenous Education Principles (2015)
- Universities Canada EDI Principles and EDI Action Plan (2017)
- Tri-agency Canada Research Chair Program EDI Action Plan (2017/18)
- Natural Sciences and Engineering Research Council (NSERC) of Canada Framework on EDI (2018)
- NSERC-led Federal EDI Dimensions Program (2019)

Appendix B – Required Language for Job Advertisements

The following statements are required for every job posting, according to the context provide below:

McMaster's statement of commitment to employment equity:

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. The diversity of our workforce is at the core of our innovation and creativity and strengthens our research and teaching excellence. In keeping with its Statement on Building an Inclusive Community with a Shared Purpose, McMaster University strives to embody the values of respect, collaboration and diversity, and has a strong commitment to employment equity. The University seeks qualified candidates who share our commitment to equity and inclusion, who will contribute to the diversification of ideas and perspectives, and especially welcomes applications from First Nations, Métis and Inuit peoples, members of racialized communities ("visible minorities"), persons with disabilities, women, and persons who identify as 2SLGBTQ+.

McMaster's immigration statement as required by Employment and Social Development Canada:

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

Additional language to facilitate LMIA completion for international candidates:

To comply with the Government of Canada's reporting requirements, the University is obliged to gather information about applicants' status as either Permanent Residents of Canada or Canadian citizens. Applicants need not identify their country of origin or current citizenship, however, all applications must include one of the following statements:

☐ Yes, I am a citizen or permanent resident of Canada

☐ No, I am not a citizen or permanent resident of Canada

McMaster's invitation to complete a voluntary Self-Identification Survey:

All applicants must complete a brief Diversity Survey, which takes approximately two minutes to complete. All questions are voluntary, with an option to decline to answer. All information collected is confidential and will be used to support efforts to broaden the diversity of the applicant pool and to promote a fair, equitable and inclusive talent acquisition process. Click here to complete the survey. Inquiries about the Diversity Survey may be directed to [email].

McMaster's accommodation statement as required by the Accessibility for Ontarians with Disabilities Act:

Job applicants requiring accommodation to participate in the hiring process should contact the Office of the Dean of [Faculty] at [905-525-9140 ext. XXXXX] to communicate accommodation needs.

McMaster's request to submit a statement of contributions to EDI and inclusive excellence:

Submit a brief statement describing any contributions made or planned in relation to advancing equity, diversity and inclusion or inclusive excellence in teaching, research or service within higher education, community-based or other profession settings (2-page maximum)

Additional Language for Canada Research Chair Advertisements:

McMaster University recognizes 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. We encourage applicants to explain in their applications the impact that career interruptions, or other issues may have had as described under "Career Interruptions" at CRC's Guidelines for ensuring a fair and transparent recruitment and nomination process at *http://www.chairs-chaires.gc.ca/program-programme/equity-equite/index-eng.aspx*

Further detail may be found under Guidelines for Assessing the Productivity of Nominees at *http://www.chairs-chaires.gc.ca/peer_reviewers-evaluateurs/productivity-productivite-eng.aspx*

Appendix C – Sample Job Advertisement

The *italicized* text in the sample advertisement below is required.

Tenure-Track Position – Feminist Philosophy

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.

Position Description

The McMaster University Department of Philosophy invites applications for a tenure-track position at the rank of Assistant Professor to begin July 1, 2020. Applicants must have an area of specialization in feminist philosophy, broadly construed to encompass any number of feminist approaches (including Indigenous, post-colonial, and critical race feminisms, for example) to any area within philosophy, such as history, metaphysics, epistemology, political philosophy and/or ethics, to name just a few possibilities. The areas of competence and all other areas of specialization are open. The successful applicant must have or be very near completion of a PhD in philosophy by the time of the appointment. The applicant must also demonstrate a record of excellence in teaching and research and a willingness and ability to contribute to the department's collegial and collaborative intellectual community as well as university-wide inclusive excellence goals and priorities.

The typical teaching load in the Philosophy Department is 2 courses per term (4 per academic year), plus graduate supervision. The department hosts an M.A. and a PhD Program in Philosophy. Departmental teaching also supports the MA and Diploma (PhD) Programs in Gender Studies and Feminist Research. The department's two main undergraduate programs are the BA Honours in Philosophy and the BA Honours in Justice, Political Philosophy and Law. Philosophy department faculty also provide undergraduate teaching for the BA Honours Program in Peace Studies, the Integrated Business and Humanities Program, and the Arts and Science Program. For information about the Department of Philosophy, visit https://philos.humanities.mcmaster.ca.

Commitment to Inclusive Excellence

The diversity of our workforce is at the core of our innovation and creativity and strengthens our research and teaching excellence. In keeping with its Statement on Building an Inclusive Community with a Shared Purpose, McMaster University strives to embody the values of respect, collaboration and diversity, and has a strong commitment to employment equity.

The University seeks qualified candidates who share our commitment to equity and inclusion, who will contribute to the diversification of ideas and perspectives, and especially welcomes applications from First Nations, Métis and Inuit peoples, members of racialized communities ("visible minorities"), persons with disabilities, women, persons who identify as 2SLGBTQ+.

If via Mosaic

All applicants must complete a brief Diversity Survey, which takes approximately two minutes to complete. All questions are voluntary, with an option to decline to answer. All information collected is confidential and will be used to support efforts to broaden the diversity of the applicant pool and to promote a fair, equitable and inclusive talent acquisition process. Click here to complete the survey. Inquiries about the Diversity Survey may be directed to [email].

If not via Mosaic:

We invite all applicants to complete a brief Diversity Survey, which takes approximately two minutes to complete. All questions are voluntary, with an option to decline to answer. All information collected is confidential and will be used to support efforts to broaden the diversity of the applicant pool and to promote a fair, equitable and inclusive talent acquisition process. Click here to complete the survey. Inquiries about the Diversity Survey may be directed to [email].

Job applicants requiring accommodation to participate in the hiring process should contact the Office of the Dean of [Faculty] at [905-525-9140 ext. XXXXX] to communicate accommodation needs.

How to Apply:

Please submit the following materials through the University's electronic portal: workingatmcmaster.ca/careers/[Job Opening #] by [application deadline date]:

- Submit a letter of application together with a curriculum vitae, writing sample, research statement, and statement of teaching interests and philosophy (including evidence of teaching effectiveness)
- *Submit a brief statement describing any contributions made or planned in relation to advancing equity, diversity and inclusion or inclusive excellence in teaching, research or service within higher education, community-based or other profession settings (2-page maximum)*
- Provide the names of at least three referees; letters of reference are not required and will not be reviewed at the application stage; the Department will request letters of recommendation from referees at later stages of the search process**.**

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. To comply with the Government of Canada's reporting requirements, the University gathers information about applicants' status as either a permanent resident of Canada or Canadian citizen. Applicants need not identify country of origin or current citizenship; however, all applications must include one of the following statements:

☐ Yes, I am a citizen or permanent resident of Canada

☐ No, I am not a citizen or permanent resident of Canada

Direct any inquiries about this position to [Email]

Appendix D – Sample Text for Soliciting Letters of Recommendation

Sample 1: Text for Job Advertisement – No Letters Requested at Application

Please note that no reference or letters of recommendations are required at the time of application. These will be solicited at later stages of the search process. Unsolicited letters will not be reviewed until later stages of the search process.

Sample 2: Text for Job Advertisement – Letters Invited at Application

Please submit 3-5 recommendation letters, guiding referees to comment on your:
- demonstrated scholarly excellence and research potential in the field of XXX;
- demonstrated ability and/or potential to successfully teach undergraduate students and supervise graduate students;
- the candidate's ability to work in a collaborative and interdisciplinary environment; and
- contributions to university and/or community service;

Sample 3: Text for Communication to Referees for Letters of Recommendation

(adapted from the UBC Faculty of Education, Faculty Recruitment Guidelines)

Dear Dr. [Name of Referee]:

[CANDIDATE'S NAME] has applied for the position of [Title] in the Department of [Name of Department], McMaster University. Please find attached the advertisement for the position, which describes the qualifications we are seeking for the appointment. At the time of application, no letters of recommendation letters were required or requested. We are now seeking references for candidates, and [CANDIDATE] has listed you as someone who is willing to provide a letter of recommendation.

In your letter, please comment on [CANDIDATE'S] qualifications for the appointment. Specifically, please address the candidate's:

- demonstrated scholarly excellence and research potential in the field of XXX;

- demonstrated ability and/or potential to successfully teach undergraduate students and supervise graduate students;

- ability to work in a collaborative and interdisciplinary environment; and

- contributions to university and/or community service.

We would very much appreciate receiving your letter by [date]. Please e-mail the letter to me to the following address: [email address].

Thank you in advance,

Sincerely,

[Title of Chair of Search Committee], Chair of Search Committee, [Department Name]

Appendix E - Sample Rubric Job Criteria for Research, Teaching, Service and Leadership

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				
Research productivity and scholarly impact* *fixating on certain journal rankings as proxies for demonstrated or potential for excellence can create bias and barriers*	- acceptance of papers and manuscripts for peer-reviewed publication (where 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			
Research collaboration and Interdisciplinarity	- 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			
Acquisition of research funding	- 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			
Strategic priorities alignment and enhancement	- 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)			

Teaching Effectiveness and Innovation	
Effectively teach and supervise undergraduate students	- high quality teaching - teaching awards - able to assess students' performances in an equitable and effective manner - supporting and mentoring diverse undergraduate, and particularly equity-seeking, students
Attract and effectively supervise graduate students	- scholarly command of subject - supervising and mentoring diverse graduate students (particularly equity-seeking students) - engagements with students that advance diversity and inclusion
Support and mentors a diversity of students	- willing and able to assist students in understanding the subject - participating in recruitment/retention effort to enhance EDI among students and faculty - experience mentoring students from underrepresented groups in higher education - a record of service aimed at expanding educational access, including building or leading bridge and mentoring programs for undergraduate and graduate students
Innovate practice and curriculum design	- excellence in teaching practices - adoption of teaching innovations of others - curriculum development and/or evaluation - research on teaching or pedagogy and presentation of scholarship (for teaching track) - leadership in experiential and/or community engaged learning (teaching track) - mentoring of other teachers (for teaching track) - engagement in interdisciplinary and/or intersectional teaching practices - curricular innovation and diversification - engaging with diverse learning communities in and outside of the classroom - experience innovating pedagogy and curriculum to engage a diversity of learners

Service, Citizenship, and Collaboration	
Foster collaboration and positive climate	- assist at some level in committee work of University - perform assignments diligently and effectively - engagement in service related to professional association - employing effective conflict resolution and coaching skills in interactions with peers and community members - work to examine unconscious bias and foster EDI in the workplace and learning environments - effective facilitation, conflict resolution and coaching skills to manage classroom discussions - contribution to understanding of conditions that enhance accessibility and inclusion
Support inclusive excellence priorities	- engagement in service related to international activities - work as a change agent/ally to advance inclusive excellence in unit or university - involvement in and/or leadership on formal committee work to advance inclusive excellence
Support community engagement priorities	- engage in service related to the role of the University in the local community - engagement with diverse communities and contribution to social development goals - mentorship and support of the career development of more junior peers - partnerships in outreach and service that promotes EDI among students
Leadership	
Takes a Strategic Approach	- promoting McMaster culture and values - understanding global trends and impacts - anticipating challenges, risks and outcomes - gathering key information and resources - enabling strategic plans through their role
Communicates and Collaborates	- identifying opportunities to collaborate - generating trust and inclusivity - listening with insight and respect - leveraging networks - providing meaningful recognition

Drives Result	- advancing the University's strategy - delivering what you do with integrity - balancing priorities - accepting responsibility and accountability - taking prudent risks - operating with fiscal responsibility
Champions Change & Innovation	- being a change agent - demonstrating resilience and adaptability - championing innovations and improvements - seeking and using feedback
Develops People	- engaging in personal and team development - turning learning into action on the job - inspiring others via a coaching approach - celebrating diversity - providing balanced feedback
Invests in Relationships	- enhancing the university brand, reputation and financial success - building relationships using a service model approach - creating positive student, employee and partner experiences - demonstrating creativity in resolving issues

Appendix F – Examples of Candidate Evaluation Guides

Sample Guide #1 – Qualitative Rating

Category of Qualification	Research (Productivity and...				Teaching (Effectiveness and...				Service (Citizenship and...			Scoring
Rate the candidate's potential for and/or demonstration of each of the selection criteria which are aligned with the job requirements/qualifications: NO – none LO – low ME – medium HI – high	Research productivity and scholarly impact*	Research collaboration and Interdisciplinarity	Acquisition of research funding	Strategic priorities alignment and enhancement	Attracting and effectively supervising G students	Effectively teach and supervise UG students	Support and mentors a diversity of students	Innovate practice and curriculum design	Foster collaboration and positive climate	Support inclusive excellence priorities	Support community engagement priorities	Describe the candidate's qualification as NO, LO, ME, or HI for each criterion. The Committee Chair must engage the Committee membership in a robust discussion to comprehensively examine whether and how personally mediated biases and systemic barriers may be factoring into the assessment of candidate qualifications. In other words, the candidates who proceed to the next stage – shortlist or interview – will not simply be selected on the basis of a numeric score and rank order.

Candidate Name	Rating												Comments	Rank

* fixating on certain journal rankings as proxies for demonstrated or potential for excellence can create bias and barriers

Sample Guide #2 – Numeric Rating of Criteria with no Weighting

Category of Qualification	Research (Productivity and Impact)				Teaching (Effectiveness and				Service (Citizenship and			Scoring
Rate the candidate's potential for and/or demonstration of each of the selection criteria which are aligned with the job requirements/qualifications: 1 – poor 2 – fair 3 – good 4 - excellent	Research productivity and scholarly impact*	Research collaboration and Interdisciplinarity	Acquisition of research funding	Strategic priorities alignment and enhancement	Attracting and effectively supervising G students	Effectively teach and supervise UG students	Support and mentors a diversity of students	Innovate practice and curriculum design	Foster collaboration and positive climate	Support inclusive excellence priorities	Support community engagement priorities	Rate the candidate's qualification as poor, fair, good, or excellent for each criterion and attributed the corresponding numeric rating. The Committee Chair must engage the Committee membership in a robust discussion to comprehensively examine whether and how personally mediated biases and systemic barriers may be factoring into the assessment of candidate qualifications. In other words, the candidates who proceed to the next stage – shortlist or interview – will not simply be selected on the basis of a numeric score and rank order.
Candidate Name												Comments	Rank
	Rating												

* fixating on certain journal rankings as proxies for demonstrated or potential for excellence can create bias and barriers

Sample Guide #3 – Numeric Rating and Weighted Criteria

Category of Qualification		Research (Productivity and Impact)				Teaching (Effectiveness and ...)				Service (Citizenship and ...)			Scoring	
Rate the candidate's potential for and/or demonstration of each of the selection criteria which are aligned with the job requirements/qualifications: 1 – poor 2 – fair 3 – good 4 - excellent		Research productivity and scholarly impact*	Research collaboration and Interdisciplinarity	Acquisition of research funding	Strategic priorities alignment and enhancement	Attracting and effectively supervising G students	Effectively teach and supervise UG students	Support and mentor a diversity of students	Innovate practice and curriculum design	Foster collaboration and positive climate	Support inclusive excellence priorities	Support community engagement priorities	Rate the candidate's qualification as poor, fair, good, or excellent for each criterion and attributed the corresponding numeric rating. The Committee Chair must engage the Committee membership in a robust discussion to comprehensively examine whether and how personally mediated biases and systemic barriers may be factoring into the assessment of candidate qualifications. In other words, the candidates who proceed to the next stage – shortlist or interview – will not simply be selected on the basis of a numeric score and rank order.	
Candidate Name	Weight	10%	15%	5%	10%	5%	15%	10%%	10%	5%	10%	5%	Comments	Rank
	Rating													

* fixating on certain journal rankings as proxies for demonstrated or potential for excellence can create bias and barriers

Appendix G - Examples of Rubrics to Assess Faculty EDI and Inclusive Excellence Capacity

Sample Rubric #1: Assessing Faculty Support for and Involvement in EDI to Advance Inclusion Excellence

Source: The New England Resource Center for Higher Education (NERCHE), Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

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.
COURSE CURRICULUM	Your course curriculum as it is currently constituted is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of equity, diversity and inclusion as an asset to innovative curricular practice.	Your current courses reflect a value for equity, diversity and inclusion in certain areas and not in others. Curricular change efforts acknowledge the importance of equity, diversity and inclusion but not consistently.	You demonstrate strong value for equity, diversity and inclusion in your course design. Curricular change efforts integrate a value for equity, diversity and inclusion as a dynamic informing influence.
TEACHING AND LEARNING STRATEGIES AND METHODS	You are aware of and interested in learning more about a variety of inclusive teaching and learning approaches to respond to the diverse experiences of students in your classes.	You are learning about and exploring how to integrate a variety of inclusive teaching and learning approaches designed to respond to the diverse experiences of students in your classes.	You integrate a variety of inclusive teaching and learning approaches designed to respond to the diverse experiences of students in your classes.
STUDENT LEARNING OUTCOMES	You are aware of and interested in learning more about equity, diversity and inclusion learning outcomes to incorporate into your student assessment practices.	You are learning about and exploring how to incorporate equity, diversity and inclusion learning outcomes into your student assessment practices.	You incorporate equity, diversity and inclusion learning into your student assessment practices.

SERVICE	You are aware of university service efforts which support the advancement of equity, diversity and inclusion.	You include service efforts which support equity, diversity and inclusion among your priorities.	You participate in service which either primarily supports the advancement of equity, diversity and inclusion and/or you use an equity, diversity and inclusion lens in all of your university service.
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.

Sample Rubric #2: Assessing Faculty Teaching, Research and Service to Advance EDI and Inclusion Excellence

Source: The New England Resource Center for Higher Education (NERCHE), Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

COMPONENTS	EMERGING (LOW)	DEVELOPING (MEDIUM)	TRANSFORMING (HIGH)
KNOWLEDGE AND AWARENESS OF EDI IN RELATION TO DISCIPLINES	Few faculty members recognize how their ways of knowing impact their teaching and learning in the classroom.	Many faculty members recognize multiple ways of knowing and some incorporate multiple ways of knowing into teaching and learning practice.	Most faculty members incorporate multiple ways of knowing into teaching and learning practices
CURRICULUM	The curriculum as it is currently constituted is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of EDI as an asset to innovative curricular practice.	The current curriculum reflects a value for EDI in certain areas and not in others. Curricular change efforts acknowledge the importance of EDI but not consistently.	Evidence of a strong value for EDI is easily apparent throughout the curricular offerings at the institution. Curricular change efforts integrate a value for EDI as an informing influence. Curricular change is a reciprocal process in which the institution changes by learning from new, diverse influences.

FACULTY TEACHING AND LEARNING STRATEGIES AND METHODS	Few faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Some faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Most faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.
TEACHING AND LEARNING RESOURCES	The campus offers few if any resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)	The campus offers resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)	The campus offers many resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)
STUDENT LEARNING OUTCOMES	Few if any faculty have identified the need for EDI learning outcomes for students; student learning outcomes developed in academic departments do not address diversity	Some faculty include student learning outcomes focusing on EDI as part of their typical assessment practices.	Most if not all faculty include student learning outcomes focusing on EDI as part of their typical assessment practices
SERVICE	Few if any faculty incorporate EDI as an informing quality of their college service efforts.	Some faculty incorporate EDI as an informing quality of their college service efforts.	Many faculty incorporate EDI as an informing quality of their college service efforts.

Appendix H – 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.

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[3]

- ❒ 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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[3] The Canadian Association of University Teachers has published a 2018 Handbook for Negotiating Starting Salaries.

Equal Pay for Equal Work vs 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)[4].

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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[4] 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.

Appendix I – 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