

# McMaster University Horizon Europe

## Gender Equality Plan

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## Introduction

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.

McMaster’s mission statement affirms that the University values integrity, quality, inclusiveness, and teamwork in everything we do. We are committed to building a community in which the rights of all individuals and groups are protected, and all members feel safe and empowered, valued, and respected for their contributions. This commitment is evident in how we recruit, support, and nurture the careers of our faculty and staff. McMaster University has a vision to achieve creativity, innovation and excellence in teaching, research, and service by engaging a diverse and highly talented educational community and embodying the values of integrity, respect, and collaboration.

Our approach to equity, diversity, and inclusion McMaster is nuanced and multi-dimensional, so while we focus on sex and gender equality dimensions in this plan, we look to eliminate barriers for other historically disadvantaged groups, including First Nations, Métis, and/or Inuit peoples, racialized persons, persons with disabilities, women, as well as marginalized gender diversity and sexual orientation communities in our strategic plans at McMaster.

A handwritten signature in black ink, appearing to read 'DFR', with a long horizontal flourish extending to the right.

David Farrar  
President and Vice-Chancellor  
McMaster University

# Work-Life Balance and Organizational Culture

## Policies and Guidelines

McMaster is committed to promoting work-life balance with an understanding of the intersectional pressures on women, including caregiving responsibilities that disproportionately affect women of different socioeconomic statuses, races, and ethnicities.

In alignment with our institutional commitment, we prioritize work-life balance and foster a positive organizational culture. Our approach is guided by existing policies and guidelines, including:

- **[Flexible Work Guidelines:](#)**
  - McMaster University provides flexible work guidelines to enable a work culture that is safe, inclusive, collaborative, and engaging. These guidelines allow employees to explore and establish flexible work arrangements that meet their needs, the unit's needs, and the University's mission. The guidelines are interpreted in accordance with applicable laws and legal requirements.
- **[Statutory Leaves of Absence:](#)**
  - McMaster University adheres to the Employment Standards Act of Ontario, which provides job-protected leaves of absence. These include:
    - **Pregnancy Leave:** Up to 17 weeks for birth mothers.
    - **Parental Leave:** Up to 63 weeks for new parents or up to 61 weeks for birth mothers who also take Pregnancy leave.
    - **Family Caregiver Leave:** Up to 8 weeks per calendar year, taken consecutively or separately, per designated family member. This leave allows employees to care for a family member with a serious medical condition.
    - **Family Medical Leave:** This leave provides up to 28 weeks of unpaid leave in a 52-week period. Employees facing personal illness or injury can take job-protected Family Medical Leave under the Employment Standards Act of Ontario.
- **[Return to Work Program Policy:](#)**
  - McMaster University has a Return to Work Program Policy to support employees returning to work after a leave of absence. The policy outlines the process for gradual return, accommodation, and communication between the employee, supervisor, and Human Resources.
- **[Disconnecting from Work Policy:](#)**
  - To promote work-life balance, McMaster University encourages employees to disconnect from work during non-working hours. The Disconnecting from Work Policy emphasizes the importance of rest, well-being, and maintaining boundaries.

## Resources and Expertise

To successfully implement these policies and guidelines, we have established roles with a specific focus on fostering equity, diversity and inclusion, including:

- **[Vice-Provost, Equity and Inclusion](#)**
- **[Employment Equity Consultant](#)**
- **[Associate Director, Talent, Equity and Development, Organizational Development](#)**
- **[Program Manager, Talent Acquisition and Onboarding Initiatives](#)**

- [Manager, Research Equity, Diversity and Inclusive Excellence](#)
- [Director, Equity Inclusion and Anti-Oppression](#)
- **Diversity, Equity, Inclusion and Accessibility Strategist**

**Vice-Provost, Equity and Inclusion:** The position of Vice-Provost, Equity and Inclusion (previously titled Associate Vice-President, Equity and Inclusion) was established in 2018. As the leader of the **Equity and Inclusion Office**, the Vice-Provost, Equity and Inclusion (VPEI) [plays a crucial role in promoting work-life balance and fostering a positive organizational culture](#). This work includes leading initiatives to foster a campus culture that values and respects equity, diversity and inclusion (EDI), and supporting the creation and enforcement of policies related to EDI, with a focus on developing institutional EDI policy, including the implementation, assessment, measurement, and realignment as needed. The VPEI also works with others on campus and community partners to address systemic equity and inclusion issues as well as providing guidance and support to administrators, faculty, staff, and students to advance unit-specific and institutional EDI goals.

Under the oversight of the VPEI, the **Equity and Inclusion Office (EIO)** at McMaster University leads efforts to advance EDI priorities. It provides education, training, and resources on accessibility, anti-racism, human rights, and sexual violence, while also offering prevention and response services for harassment and discrimination. The EIO is crucial in fostering an accessible, equitable, and inclusive environment free from harassment and discrimination. The EIO is also responsible for ensuring that the university is compliant with government directives and legislation as it pertains to accessibility, inclusivity, human rights, and sexual violence prevention.

**Human Resources:** At McMaster, there are several roles within Human Resources (HR) which are dedicated to promoting equity, diversity, and inclusion (EDI), including:

**Employment Equity Consultant:** The [Employment Equity Consultant](#) who is responsible for identifying and eliminating barriers in employment procedures and policies, ensuring fair representation of diverse groups.

**Associate Director, Talent, Equity and Development, Organizational Development:** This role oversees initiatives related to talent management, equity, and organizational development. The Associate Director, Talent, Equity and Development promotes equity, diversity, and inclusion within the university, and develops strategies to enhance employee engagement and professional growth.

**Program Manager, Talent Acquisition and Onboarding Initiatives:** This position manages the recruitment and onboarding processes at McMaster. The Program Manager, Talent Acquisition and Onboarding Initiatives focuses on creating equitable hiring practices and ensuring new employees have a smooth transition into their roles.

**HR Partners and EDI Specialists:** In addition to the centralized roles outlined above, McMaster has HR Partners and EDI Specialists embedded in several units that provide strategic support on EDI initiatives and priorities in their respective areas. These positions are crucial in building an inclusive community at McMaster University, ensuring that the values of respect, collaboration, and diversity are upheld.

**Manager, Research Equity, Diversity and Inclusive Excellence:** The position of [Manager, Research Equity, Diversity and Inclusive Excellence \(MREDIE\)](#) was established within the Office of the Vice-President, Research (OVPR) in 2022. This role is designed to advance inclusive excellence in research and commercialization, and focuses on promoting equity, diversity, and inclusion (EDI) within the research community at McMaster. The work of the MREDIE has implications for gender equality, as they help researchers develop EDI plans for their projects, including assessing gaps in diversity and inclusion within their disciplines, and developing strategies to address gaps identified.

**Diversity, Equity, Inclusion and Accessibility Strategist:** The [Diversity, Equity, Inclusion, and Accessibility Strategist](#) at McMaster Libraries, contributes to creating an inclusive environment across the university. The role involves several key responsibilities including embedding diversity, equity, inclusion and accessibility (DEIA) into library frameworks, creating educational resources (like primers on pronouns and onboarding documents), promoting an inclusive workplace, and engaging with the McMaster community through various activities and processes designed to enhance inclusion and collaboration.

### Data Collection and Monitoring

We actively measure and monitor our progress through various means, including census data analysis.

All distinct active employees as of September 13, 2024, by sex in the Mosaic HR system:

Sex	Distribution %
Another Gender Identity	0.22%
Female	59.33%
Male	38.22%
Unknown	2.23%
<b>Grand Total</b>	<b>100.00%</b>

It is important to note that if employees occupy more than 1 position, they have only been included once in the count.

### Awareness Raising and Training

McMaster provides comprehensive training to raise work-life balance awareness and promote a supportive work environment, including:

- **The Working Mind Mental Health Training:** An evidence-based program designed to promote mental health and reduce stigma around mental illness in the workplace.
- **Professor Hippo Mental Health Training:** A program that educates McMaster faculty and staff on student mental health and how to support students in distress.
- **Mastering the Balancing Act: Effective Workload Management for Managers:** A one-hour virtual session offering practical strategies for managers to effectively manage their team's workload.
- **Building Healthy Boundaries:** Training focused on understanding and setting personal boundaries to maintain healthy relationships and self-care.

- **[Navigating Busy Times: Prep for Fall](#)**: A webinar providing strategies and tools to optimize workflow and enhance productivity during busy periods.
- **[Breathe Among the Trees: A Mindfulness & Nature Session](#)**: An in-person session that uses nature to guide mindfulness practices, aimed at reducing stress and enhancing well-being.

# Gender Balance in Leadership and Decision-Making

## Policies and Guidelines

McMaster University is deeply committed to achieving gender balance in leadership and decision-making across the organization. Our dedication to equity, diversity, and inclusion (EDI) informs our approach. We recognize that diverse representation enhances decision-making processes and fosters an inclusive environment.

Additionally, McMaster University is dedicated to fostering an equitable and inclusive environment for all its employees. This commitment is reflected in several key documents that outline the university's approach to employment equity, as discussed below. These documents collectively emphasize the importance of diversity, inclusion, and the proactive elimination of systemic barriers within the workplace.

- [Employment Equity Policy](#)
  - McMaster University's [Employment Equity Policy](#) aims to create a diverse and inclusive workplace by identifying and addressing systemic discrimination in employment practices. It emphasizes the importance of equity, inclusion, and belonging for all employees.
- [Employment Equity Booklet](#)
  - The booklet outlines McMaster University's commitment to employment equity, focusing on eliminating barriers for women, Indigenous peoples, persons with disabilities, and racialized communities. The booklet details the roles and responsibilities of staff and faculty, the importance of diversity training, and the procedures for completing the Employment Equity Census.
- [Employment Equity Plan Template](#)
  - This template guides departments at McMaster University in creating plans to ensure equitable representation of designated groups, including women. This is particularly critical because McMaster recognizes that variations in equitable representation exist across departments and units. The template includes sections that enable departments set goals, identify barriers, and outline strategies for improvement as relevant to their context.

## Resources and Expertise

To successfully implement these policies and guidelines, we have established roles with a specific focus on fostering equity, diversity and inclusion, including the positions described above:

- [Vice-Provost, Equity and Inclusion](#)
- [Employment Equity Consultant](#)
- [Associate Director, Talent, Equity and Development, Organizational Development](#)
- [Program Manager, Talent Acquisition and Onboarding Initiatives](#)
- [Manager, Research Equity, Diversity and Inclusive Excellence](#)

McMaster has also established the Employment Equity Facilitator Program. Through the Program, [to date more than 300](#) faculty and staff have been trained as Employment Equity Facilitators (EEFs), responsible for advancing employment equity priorities. EEFs primarily serve on search committees as knowledgeable sources and process consultants, facilitating discussions about employment equity principles and best practices. Additionally, they contribute to advancing



employment equity priorities within their Faculty/Department by identifying training needs, supporting the development and implementation of equity plans, and promoting awareness about employment equity.

**Data Collection and Monitoring**

**Data Collection/Census Data:**

McMaster collects and rigorously analyzes census data to track gender representation across various leadership levels. This data informs decision-making and helps identify areas where targeted efforts are needed to enhance diversity (e.g., underrepresentation of groups such as women, Indigenous Peoples, members of visible minorities, etc.). The [Employment Equity Census](#) was recently updated to enable the collection of disaggregated data, enabling McMaster to address diversity through an intersectional approach.

The latest census information McMaster collected was via the [2021 Employment Equity Census Report](#). As per the report, the **2021 Representation of Women** is as follows:

Employee Groups	Representation of Women
Staff	74.8%
Clinical Faculty	42.3%
McMaster University Faculty Association (MUFA) Faculty	44.1%
The Management Group (TMG)	73.6%
Unionized Employees (Unifor)	77.7%

Vice-President (VP) Groups	Representation of Women in Offices
VP Faculty of Health Sciences	73.7%
VP Advancement	72.2%
Office of the President	68.8%
VP Research	65.2%
VP Administration	61.2%
VP Academic	58.7%

<b>Faculties</b>	<b>Representation of Women</b>
Faculty of Health Sciences	73.3%
Faculty of Social Sciences	65.2%
Faculty of Humanities	64.6%
Faculty of Business	53.3%
Faculty of Science	50.9%
Faculty of Engineering	39.8%

### **Awareness Raising and Training**

McMaster provides comprehensive training on gender balance in leadership and decision-making. Workshops cover topics such as unconscious bias, strategies to promote inclusivity, and effective communication.

- **Leadership development programs**, like the [Inclusive Excellence Leadership Program](#), which is a professional development series designed to equip people leaders to action EDI priorities through their leadership practice. This program is open to academic and non-academic people leaders.
- **Employment Equity Facilitator Program**: The [Employment Equity Facilitator program](#) supports the development and implementation of employment equity plans across the university, ensuring that equity goals are met.
- **Unconscious Bias Training**: McMaster requires [unconscious bias training](#) as part of its Equitable Recruitment & Search/Selection Committee Training and other programs.
- **Inclusive Language Resources**: The University's [Inclusive Language Guidelines](#) provide tools to promote inclusive communication.
- **Open and Public Recruitment Strategies**: McMaster's hiring processes are designed to be open, fair, and competitive, as detailed in the [Faculty Recruitment and Selection Policy Handbook](#). Additionally, we have summarized some [Best Practices for Equitable Recruiting](#).
- **Gender Balanced Hiring Panels**: The university emphasizes the importance of diverse hiring panels to ensure fair and equitable recruitment processes. [Tips on Establishing a Selection Committee](#) reflect our commitment to gender balanced hiring committees.

By implementing these strategies, McMaster University aims to create an inclusive environment where women are well-represented in leadership and decision-making roles.

# Gender Equality in Recruitment and Career Progression

## Policies and Guidelines

McMaster University is deeply committed to promoting gender equality in recruitment and career progression. This commitment is reflected in our comprehensive policies and guidelines, discussed below. These documents outline the university's dedication to equitable hiring practices and the removal of employment barriers for underrepresented groups.

- [SPS A1 – Policy on Recruitment and Selection of Faculty Members](#)
  - The SPS A1 policy ensures equitable, inclusive, and merit-based recruitment of faculty members through structured preparation, advertising, assessment, and selection processes. It applies to most faculty appointments, with some exceptions, and aims to uphold academic excellence.
- [Faculty Recruitment and Selection Policy Handbook](#)
  - The SPS A1 Handbook provides detailed guidance for Department Chairs and Search Committees on implementing the equitable and inclusive recruitment of faculty members. It outlines procedures for preparation, advertising, assessment, and selection to ensure a fair hiring process. It is meant to be a companion to the SPS A1 – Policy on Recruitment and Selection of Faculty Members.
- [Staff Hiring Guidelines](#)
  - Staff Hiring Guidelines provides guidance and consolidates resources to assist in conducting fair and equitable searches for staff at McMaster University. It is meant to help departments and faculties lay the foundation for attracting and successfully recruiting diverse candidates.

## Resources and Expertise

To successfully implement these policies and guidelines, we have established roles with a specific focus on fostering equity, diversity and inclusion, including the positions described above:

- [Vice-Provost, Equity and Inclusion](#)
- [Employment Equity Consultant](#)
- [Associate Director, Talent, Equity and Development, Organizational Development](#)
- [Program Manager, Talent Acquisition and Onboarding Initiatives](#)
- [Manager, Research Equity, Diversity and Inclusive Excellence](#)

In addition to the roles previously discussed, McMaster implemented an Employment Equity Facilitator Program, discussed below.

- **Employment Equity Facilitators:** Through the [Employment Equity Facilitator Program](#), to date more than 300 faculty and staff have been trained to advance employment equity priorities. EEFs will primarily serve on search committees as knowledgeable sources and process consultants, facilitating discussions about employment equity principles and best practices. Additionally, they will contribute to advancing employment equity priorities within their Faculty/Department by identifying training needs, supporting the development and implementation of equity plans, and promoting awareness about employment equity.

## Data Collection and Monitoring

### Data Collection

McMaster conducts an Employment Equity Census to collect data on workforce diversity and identify barriers to gender equality. This data helps the university make evidence-based decisions

to advance its equity goals. Employee diversity data is collected through the [University's Employment Equity census](#), with anonymized data shared with senior leaders.

As outlined in the [Faculty Recruitment and Selection Policy Handbook](#), all applicants to faculty and staff positions must complete a brief [Diversity Survey](#). All questions are voluntary, with an option to decline to answer. All information collected is confidential and is used to support efforts to broaden the diversity of the applicant pool and to promote a fair, equitable and inclusive talent acquisition process.

Applicant responses from the survey are aggregated for institutional reporting and planning purposes, and to support initiatives intended to advance employment equity goals and inclusive excellence priorities. The data allows us to better understand the diversity profile of our applicants to improve outreach and recruitment efforts and develop initiatives to remove barriers to employment for the designated groups.

### **Monitoring of Pay Equity**

The [Update Analysis of Gender Pay](#) at McMaster University conducted in 2015 revealed a **gender pay gap** where female faculty earned **86-87%** of their male counterparts' salaries. The gap varied by rank, with female full professors earning **95%** of male full professors' salaries and female assistant professors earning **96%** of male assistant professors' salaries. The report highlighted the need for ongoing efforts to address these disparities. As a result, in April 2015, the McMaster University Joint Administration/Faculty Association Committee made the decision to apply an adjustment of \$3,515 to the base salary of each female faculty member, which was paid out in July 2015. Follow-up studies, conducted in 2016, 2017, and 2019 revealed that the adjustment of \$3,515 to the base salary of each female faculty member in 2015 resolved the average annual salary disparity.

### **Awareness Raising and Training**

McMaster provides extensive training and awareness programs pertaining to gender equality in recruitment and career progression through:

- **Leadership development programs**, like the [Inclusive Excellence Leadership Program](#), which is a professional development series designed to equip people leaders to action EDI priorities through their leadership practice. This program is open to academic and non-academic people leaders.
- **Employment Equity Facilitator Program**: The [Employment Equity Facilitator program](#) supports the development and implementation of employment equity plans across the university, ensuring that equity goals are met.
- **Unconscious Bias Training**: McMaster requires [unconscious bias training](#) as part of its Equitable Recruitment & Search/Selection Committee Training and other programs.
- **Inclusive Language Resources**: The University's [Inclusive Language Guidelines](#) provide tools to promote inclusive communication.
- **Open and Public Recruitment Strategies**: McMaster's hiring processes are designed to be open, fair, and competitive, as detailed in the [Faculty Recruitment and Selection Policy Handbook](#). Additionally, we have summarized some [Best Practices for Equitable Recruiting](#).
- **Gender Balanced Hiring Panels**: The university emphasizes the importance of diverse hiring panels to ensure fair and equitable recruitment processes. [Tips on Establishing a Selection Committee](#) reflect our commitment to gender balanced hiring committees.

# Integration of the Sex/Gender Dimension into Research and Teaching Content at McMaster

## Policies and Guidelines

McMaster University is dedicated to incorporating gender equality in its research and teaching priorities. This commitment is reflected in various responses and guidelines aimed at fostering an inclusive and equitable academic environment.

### Guidelines:

- **McMaster Tip Sheet on Incorporating EDI in Grant Applications:** The [tip sheet](#) developed by McMaster's Research Office for Administration, Development & Support, provides strategies for effectively incorporating Equity, Diversity, and Inclusion (EDI) into grant applications, emphasizing specific actions over generic statements. It highlights the importance of addressing barriers and demonstrating active responsibility for EDI in research.
- **SGBA+:** As a result of the Government of Canada's commitment to [Sex- and Gender-Based Analysis \(SGBA\)+](#) and particularly [integration of SGBA+](#) into Canadian Institutes of Health Research (CIHR) funding, sex/gender considerations are necessary to discuss and include in CIHR funded research at McMaster University.
- **Endorsing the Tri-Agency Dimensions Charter:** In 2019, McMaster became one of the first postsecondary institutions in Canada to endorse [Dimensions: Equity, Diversity and Inclusion Canada](#), a pilot program from the Government of Canada designed to transform research culture by strengthening equity, diversity and inclusion.

## Resources and Expertise

McMaster has established several resources to support the integration of the sex/gender dimension into research and teaching content:

- **Gender and Social Justice Program:** This program offers interdisciplinary courses and research opportunities focused on gender and social justice.
- **Guidance on Demographic Questions:** The DeGroote School of Business, housed within McMaster has developed guidelines for researchers on collecting demographic data, including sex and gender, to ensure inclusivity and respect for participants.
- **Equity, Diversity, and Inclusion (EDI) Strategy:** This strategy exemplifies McMaster's commitment to EDI by promoting intersectional studies of gender, sexuality, race, and other social differences, as well as outlining the principles and practices for fostering an inclusive academic community.
- **Teaching and Learning Strategy 2021-2026:** The teaching and learning strategy focuses on advancing innovation in teaching, fostering interdisciplinary and inclusive learning, and creating active, flexible learning spaces. It aims to elevate teaching as a professional discipline and equip students with skills for transformative impact.
- **Research Design and Outputs:** Researchers are encouraged to incorporate sex and gender analysis in their methodologies. For instance, the McMaster Research Ethics Board (MREB) provides guidance on demographic questions to ensure comprehensive data collection. MREB has a [webpage](#) for guidance on demographic questions, including sex and gender from the research ethics slant, e.g., inclusive language, not "othering" people, etc.

### Expertise:

To successfully implement these policies and guidelines, we have established roles with a specific focus on fostering equity, diversity and inclusion, including following positions described above:

- [Vice-Provost, Equity and Inclusion](#)
- [Manager, Research Equity, Diversity and Inclusive Excellence](#)

In addition, the [MacPherson Institute](#) at McMaster University provides leadership in teaching and learning by supporting and collaborating with the university's teaching community. The Institute provides inclusive teaching and learning resources to help instructors create equitable learning environments.

The MacPherson Institute offers a variety of services to support teaching and learning at McMaster University, including:

- **Professional Development:** Workshops and programs to enhance teaching skills throughout educators' careers.
- **Curriculum Development:** Assistance with course design and revision to improve student learning experiences.
- **Educational Technology:** Support for integrating technology into teaching practices.
- **Scholarship of Teaching and Learning:** Conducting and recognizing research to inform and enhance educational initiatives

### Data Collection and Monitoring

McMaster is committed to measuring and monitoring the integration of the sex/gender dimension.

For instance, we have examined the number of McMaster research publications from 2015-2024 dealing with "gender equality" in the Dimensions database.

Over the last 10 years (2015-2024)<sup>1</sup>:

- McMaster researchers published 282 articles with a focus on gender equality.
- These articles have been cited 4,172 times.
- These articles have a Field Citation Ratio (FCR) of 3.9 in Sustainable Development Goal 5 (Gender Equality), meaning they are cited 3.9x as often as the average publication categorized under SDG 5 (Gender Equality).

### Awareness Raising and Training

McMaster provides extensive training and awareness programs to promote the integration of the sex/gender dimension:

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<sup>1</sup> These are publications that were either classified under SGD 5 ("Gender Equality") in the *Dimensions Analytics* database OR that included any of the following keywords in their titles / abstracts: ("gender equality" OR "gender equity" OR "gender balance" OR "gender dimension" OR "gender rights" OR "gender based violence" OR "sexual violence" OR "gender inequity" OR "gender inequality" OR "gender inequities" OR "gender inequalities").

### **Awareness-Raising Activities:**

The MacPherson Institute offers support for instructors through [teaching and learning resources](#) including:

- **Teaching Assistant Guide:** Strategies for teaching assistants (TAs) to create inclusive and dynamic teaching environments. The inclusivity element focuses on creating a learning environment where all students feel valued and supported. Some key aspects include:
  - **Flexible Assessment Options:** Offering different ways for students to demonstrate their understanding, such as written assignments, presentations, or projects, to accommodate diverse learning styles and abilities.
  - **Varied Instructional Methods:** Using a mix of teaching techniques, including lectures, group work, hands-on activities, and multimedia resources, to engage all students and cater to different learning preferences.
  - **Supportive Classroom Culture:** Fostering a classroom environment that encourages respect, collaboration, and open communication. This includes being mindful of language, promoting positive interactions, and addressing any discriminatory behavior promptly.
  - **Student-Centered Approach:** Involving students in the learning process by seeking their input, providing choices in how they learn, and being responsive to their feedback and needs.
  - **Accessibility of Materials:** Ensuring that all course materials are accessible to students with disabilities. This might involve providing materials in multiple formats (e.g., text, audio, video) and using accessible technologies.

Additional Resources:

- **Technology Supports:** Tools and resources to help with the use of technology in teaching.
- **Academic Supports:** Resources to support academic success.
- **University Supports:** Various supports available at McMaster University.
- **Well-being Supports:** Resources to support the well-being of students and staff.

These resources are designed to assist instructors at all levels and help create an inclusive and effective teaching and learning environment.

### **Training:**

The MacPherson Institute offers training sessions and workshops for researchers and instructors on integrating sex and gender analysis into their work and classrooms.

- **[Building Gender-Inclusive Classrooms](#):** This workshop teaches participants how to recognize and address transphobia and cisnormativity in educational settings. It also provides best practices for creating equitable learning spaces and offers resources to support transgender and nonbinary students.
- **[Inclusive Teaching and Learning Resources](#):** include tools and resources that instructors may find helpful in creating inclusive teaching and learning spaces. These resources are based on principles of equity, diversity, inclusion, and accessibility.

The [Manager, Research Equity, Diversity and Inclusive Excellence](#) also provides training modules across faculties that cover the following:

- awareness-raising activities among researchers and prospective applicants about the sex/gender dimension of R & I, for instance through academic conferences, briefings and training opportunities;

- integration of the sex/gender dimension as a criterion in the quality assurance and approval processes for research and teaching programmes, including a review of whether the sex/gender dimension has been appropriately considered in their design;
- Examples include:
  - [Equity, Diversity, and Inclusion Training](#)
  - Workshops related to the Natural Sciences and Engineering Research Council of Canada (NSERC) Discovery Grant (DG) every year. Faculty in Science and Engineering participate in this event.



# Measures against Gender-Based Violence Including Sexual Harassment

## Policies and Guidelines

McMaster University is deeply committed to combating gender-based violence and sexual harassment. The university has a **zero-tolerance policy** towards such behaviors, as outlined in existing policies. Our approach is guided by existing policies including:

- **Sexual Violence Policy**
  - McMaster University's Sexual Violence Policy emphasizes the university's commitment to preventing and responding to sexual violence. It outlines the resources and services available to support community members and details the procedures for reporting and resolving incidents.
- **Discrimination & Harassment Policy**
  - McMaster University is committed to preventing and addressing discrimination and harassment within its community. The policy outlines available resources and services for all members to resolve related issues and details the procedures for reporting and resolving disputes, including seeking external options if necessary.

## Resources and Expertise

McMaster has established several resources to ensure the effective implementation of its policies:

- **Equity and Inclusion Office:** Oversees the implementation of equity policies and provides support for discrimination and harassment issues.
- **Sexual Violence Prevention and Response Office (SVPRO):** Provides support, education, and resources to all community members. This office offers several [victim support measures](#) including:
  - **Medical care:** Access to urgent medical care and referrals to counselling services.
  - **Accommodations:** Academic, residence, and workplace accommodations to support survivors.
  - **Complaint Intake:** Guidance on submitting complaints to the university.
  - **Safety Planning:** Development of personalized safety plans.
  - **Trauma-informed support:** Including counseling, medical care, and assistance with accommodations.

## Data Collection and Monitoring

McMaster has participated in surveys like the [Student Voices on Sexual Violence Survey](#), conducted in 2018, to gather data on the prevalence and response to sexual violence. The [Student Voices on Sexual Violence Survey](#) gathered insights from over 160,000 Ontario postsecondary students about their experiences and perceptions of sexual violence to improve institutional responses and prevention efforts.

The survey, conducted by the Ministry of Training, Colleges and Universities in Ontario, aimed to gather insights into students' experiences and perceptions of sexual violence on and off campus. The survey covered various aspects, including incidents of sexual assault, harassment, and stalking, as well as students' knowledge of institutional supports and their satisfaction with the responses from university staff and faculty. The findings were intended to inform policies and

initiatives to improve prevention, support, and education related to sexual violence in postsecondary institutions.

### Monitoring

The [April 2019 President's Report to McMaster University's Board of Governors](#) highlights the results of the Student Voices on Sexual Violence Survey. Key findings include data on students' experiences with harassment, stalking, and non-consensual sexual experiences, both on and off campus. The report also discusses students' awareness of available supports and their satisfaction with the university's responses to sexual violence. [McMaster's participation rate was 31%, higher than the provincial average of 26%.](#)

### Awareness and Training

McMaster offers extensive [training](#) sessions and [workshops](#) for students, staff, and faculty to raise awareness and educate on gender-based violence and harassment, including:

- **"It Takes All of Us"** is an online module to raise awareness of gender-based and sexual violence. All incoming students are automatically enrolled, while other students, staff, and faculty can self-enroll. The module, led by the SVPRO, covers consent, bystander intervention, supporting survivors, and accessing resources, and is part of broader initiatives to reduce sexual violence on campus.
- **Responding to Disclosures of Sexual Violence:** This workshop focuses on how to support someone who discloses an experience of sexual violence. It covers the Recognize, Respond, Refer model, key points of McMaster's Sexual Violence Policy, and introduces campus and community resources available to the McMaster community.
- **Men's Allyship in Ending Sexual Violence:** Designed for a men-only audience, this interactive session explores the role and responsibility of men in ending sexual violence. Participants learn about the realities of sexual violence in post-secondary institutions and practical ways to practice allyship.
- **Bystander Intervention:** This workshop teaches participants how to safely intervene in situations where sexual violence may occur. It aims to empower individuals to act and support a culture of intervention and prevention.
- **Building Gender-Inclusive Spaces:** This session educates participants on creating spaces that are inclusive of all genders. It covers topics such as gender diversity, discrimination, harassment, and ways to contribute to more inclusive environments.

Initiatives like the [SVPRO's educational programs](#) and regular updates to policies help cultivate sensitivity and awareness across the university.

## Conclusion

As evidenced throughout this document, McMaster University demonstrates a strong commitment to gender equality through comprehensive policies and significant investments in resources. The university actively engages in data collection and monitoring to ensure progress and accountability. Additionally, McMaster provides extensive training programs to foster an inclusive and equitable environment for all.