

“Women faculty, now and in the future: Building excellence at McMaster University”

Submitted to Provost David Wilkinson

by Charlotte Yates, Dean of the Faculty of Social Sciences and Chair of the Equity Task Force
on behalf of the Task Force members

January 2014

Context:

In November 2012, Provost and Vice-President Academic David Wilkinson asked the Dean of Social Sciences, Charlotte Yates, to lead a task force to inquire into the status of women faculty and what, if any, barriers existed to women's advancement and inclusion at McMaster University. Dr. Wilkinson's request was prompted by the release of the report "Strengthening Canada's Research Capacity: The Gender Dimension" (2012) by the Expert Panel on Women in University Research, an ad hoc committee of Council of Canadian Academies, chaired by Dr. Lorna Marsden (henceforth referred to as the Marsden Report). This report was commissioned by the Ministry of Industry in the aftermath of concerns raised by the complete absence of women faculty researchers amongst the 19 Canada Excellence Research Chairs appointed in 2008. The report affirmed that while there has been some progress in women's status in Canadian universities, it remains uneven by discipline and rank. Many universities, like McMaster, have taken up these findings to examine their own practices, procedures and organizational cultures and to ask what may hinder or facilitate movement toward gender equity. This is the first time in more than twenty years that McMaster University has explored questions of equity and women faculty on campus, although the President's Advisory committee on Building an Inclusive Community (PACBIC) did release a report on Employment Equity at McMaster in 2013 (http://www.mcmaster.ca/pacbic/documents/PACBIC%20Reports/pacbic_plan_report2012_2013.pdf). In 1989, then Provost, Dr. Art Heidebrecht, commissioned the 'Report of the Task Force on the Integration of Female Faculty at McMaster University' (Nov 1990) to explore the status of women faculty on campus, which resulted in a series of policy and practice changes on campus.

The Marsden Report spent considerable time debunking several misperceptions about women and research excellence, concluding that the pursuit of gender equity does *not* compromise excellence, as some have argued, but rather enhances the pool of candidates and diversity of research questions and perspectives brought to research, all of which improve the opportunities for excellence and innovation (Marsden, 2012). Mounting evidence demonstrates that excellence and innovation are increasingly being linked to the ability of organizations such as Universities to recruit the best and the brightest – and the best and brightest include women. When organizations commit to excellence, they need to ensure that the pool of candidates from whom they are recruiting are the best of the best. As we train more women with PhDs, we would expect to see growing numbers of women faculty members on campuses including those in leadership positions. Completing a report card on the status and experiences of women faculty at McMaster is a valuable opportunity to assess what we have achieved and what, if anything, McMaster needs to do in order to achieve our goals of excellence, innovation and building an inclusive community.

To fulfill the committee's mandate, Dr. Yates assembled a group of faculty who reflected the diversity of experiences and Faculties on campus. This committee was tasked with exploring these issues and the female faculty experience at McMaster. Task Force members were:

Stephanie Atkinson, Professor and Associate Chair, Dept. of Pediatrics, Faculty of Health Sciences
Sigal Balshine, Professor, Dept. of Psychology, Neuroscience & Behaviour, Faculty of Science
Roy Cain, Professor, School of Social Work, Acting Chair, Dept. of Sociology, Faculty of Social Sciences
Amanda Coles, Research Coordinator, Faculty of Social Sciences
Juliet Daniel, Professor, Dept. of Biology, Faculty of Science
Sarah Dickson, Associate Professor, Dept. of Civil Engineering and Director, Water Without Borders Graduate Program, Faculty of Engineering
Susan Fast, Professor, Director Gender Studies & Feminist Research, Dept. of English & Cultural Studies, Faculty of Humanities
Maureen Hupfer, Associate Professor, Health Policy & Management, DeGroot School of Business
Celia Rothenberg, Associate Professor, Dept. of Religious Studies, Faculty of Social Sciences
Brian Baetz, Professor and Chair, Department of Civil Engineering and Director, Programs of Engineering & Society and Engineering & International Studies, Faculty of Engineering
Mark Lawford, Professor, Department of Computing and Software, Faculty of Engineering¹

Committee Chair: Charlotte Yates, Dean, Faculty of Social Sciences

The terms of reference for this working group were as follows:

- a) To examine the factors that influence the career trajectory and statistical profile of women faculty at McMaster University;
- b) To review the 31 recommendations made to McMaster University by the Task Force on the Integration of Female Faculty at McMaster University (1990) and evaluate what progress has been made on these recommendations between 1990 and today (See Appendix 3);
- c) To identify and evaluate key policies and procedures, including the implementation of policies, that are identified as potentially contributing to inequities between men and women faculty;
- d) To develop policies, procedures and guidelines that will work to eliminate existing inequities in the treatment of women and men at McMaster.

The report begins with a description of the task force's data gathering and analytical procedures, followed by a discussion of findings on the status of women faculty members at McMaster University. A set of recommendations is presented in the final section.

Methodology

In order to assess the status and progress of women faculty on the McMaster campus, the committee gathered and reviewed a broad range of information on women faculty and the academic climate (See Appendix 1 for details of reports reviewed). This included government-sponsored reports, gender equity studies by a number of Universities from across Canada and the United States and a selective review of secondary literature on women and Universities. For a campus wide perspective on the role and place of women within the University, we analyzed existing institutional data, which are quite limited, as well as University policies. To delve into the

¹ Thank you to all Task Force members whose hours of discussions, participation in meetings and insight reflected in writing and editing made this process a success and this report possible.

particular experiences of women faculty at McMaster, however, task force members decided that we needed additional qualitative information. Given the constraints of time and resources dedicated to this project, we chose to develop a set of surveys aimed at collecting information from members of all McMaster Faculties, and from academic leaders at various levels of the University who are responsible for key decisions involving hiring, tenure and promotion and merit and for implementation of policy at the University (copies of the surveys can be found at <http://www.socialsciences.mcmaster.ca/documents/equity-survey>). This was the first time that Faculty of Health Sciences' faculty were included in such a report, an inclusion that allowed for a more comprehensive analysis of McMaster that recognizes the wide variety of academic positions within the University and thus better reflects McMaster's diverse experiences.

A special thank you to all faculty members who completed the survey as it was long and time-consuming.

All full-time faculty members at McMaster University were invited to participate in the *2013 Gender Equity Faculty Survey*. A total of 426 faculty members responded. Based on a total number of 1,394 full-time faculty members², this represents a response rate of 30.6%, and a 95% confidence interval of 3.96 percentage points. Table 1 shows the Faculty representation of the sample compared to the population of all full-time faculty. With some slight exceptions, the sample is a fair representation of the different Faculties.

Of those who identified their gender, females represented 64% of the sample, males 35.4% and transgendered 0.6%.³ The female share of the sample is overrepresented compared to the population, as only 35.6% of full-time faculty members on campus are female, although proportions vary considerably across Faculties. Table 1 shows the sample and population breakdown *within* each Faculty.

Table 1: Sample & faculty member Demographics: Faculty (%)

	Survey Sample	Proportion of total Univ. faculty complement	Female faculty members as % of total Faculty
	%	(% of total)	(%)
DeGroote School of Business	3.2	5.0	27.1
Faculty of Engineering	7.4	11.3	10.2
Faculty of Health Sciences	43.0	49.4	42.7
Faculty of Humanities	14.5	9.6	46.3
Faculty of Science	16.4	15.5	25.5
Faculty of Social Sciences	15.6	9.2	39.1
Total	100	100	35.6

Source: Office of Institutional Research and Analysis, *HR Database* (data current as of Oct. 1, 2012). [http://www.mcmaster.ca/avpira/statistics/mcmaster_statistics_full_time_faculty_by_gender_2012.html]

² Source: Office of Institutional Research and Analysis, McMaster University, '2012/13 Full-Time Faculty Count by Faculty and Department,' [http://www.mcmaster.ca/avpira/statistics/mcmaster_statistics_full_time_faculty_by_dept_2012.html]. Figures current as of October 1, 2012.

³ 17.1% of respondents did not indicate their gender.

In addition to the trends in faculty practices and experiences on campus revealed through the survey data analysis, the survey also provided us with a richly qualitative picture of work at the University. What was perhaps most revealing about the survey was the large number of faculty members who wrote extensive answers to the handful of open-ended questions posed. Questions on the overall climate at the University and work-life balance saw more than 160 faculty providing us with lengthy commentary on these issues, answers that provided us with tremendous insight into faculty experiences on campus but also underscored how important many faculty saw the work of this task force. Not surprisingly, some of these answers had little to do with gender equity per se but rather were comments on University life and practices. As much as possible these are reflected in our discussion below.

In addition to the survey of faculty members, the task force also designed and distributed surveys to Chairs and Directors, Deans and others who held positions within the University with considerable scope for influencing the career trajectories of faculty members on campus. A supplementary report based on an analysis of these data will be forthcoming in 2014. The sheer volume of material that needed to be analyzed and the desire for a timely report necessitated that the task force develop two reports. As the surveys of senior administrators and leaders on campus focused on implementation of University policy, a division of results into two reports was seen as a reasonable solution to these challenges.

One final note: The Task Force focused its analysis on the experiences of women only, notwithstanding our recognition that other dimensions of equity intersect with gender to shape outcomes and are also in need of attention. Our Task Force was tasked with completion of our report by the summer of 2013 (which has now been pushed back), and in the absence of regular reporting on gender and equity and to ensure timely completion, it was important to maintain this focus of our report.

Findings on the Status of Women Faculty Members at McMaster University

Where are the women on campus?

One of the building blocks for understanding the place and progress of women faculty on campus is statistics on faculty complement by gender. The gendered nature of our faculty complement is important for a number of reasons:

- Women students are more likely to choose a discipline and aspire for success if they see role models among their professors. Increasing the visibility of women as faculty becomes an important step in advancing gender equity on campus and encouraging student success.
- As the number of women pursuing PhD studies has increased, we would expect in a meritorious hiring system to see a commensurate increase in the number of women faculty members. If this is not the case, this would indicate the need to dig deeper to ensure there are no systemic hiring and training biases in our practices.
- Many studies have pointed to the biases that have historically shaped University hiring and promotion practices. Changes in the gender complement of faculty are indicators of change in this practice.

To get a sense of change within the University, we compared statistics on faculty complement by gender between two recent time periods, 2005/06 and 2011/12 (the latest year for which the University had published its Fact Book by the end of summer 2013). Unless otherwise noted, the data in this report are taken from the Office of Institutional Research and Analysis' published University Statistics.

As a starting point for our discussion of what our data reveal about gender equity at McMaster, the pie charts below (Figures 1 and 2) give a snapshot of faculty employment category by gender for 2011/12.

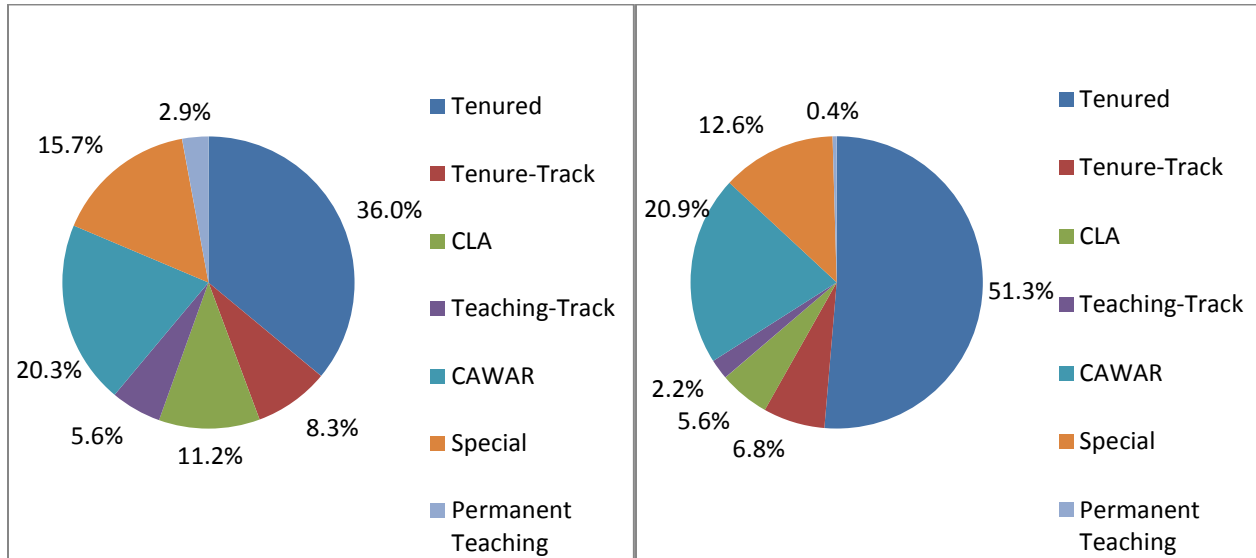


Figure 1: McMaster Female Faculty 2011/12⁴

Figure 2: McMaster Male Faculty 2011/12

From these charts we can see that a lower proportion of women faculty are tenured. This gap is unlikely to narrow much over the next few years as almost identical proportions of women and men faculty are either tenure-track or, the FHS equivalent, special term appointments and CAWAR.

To get a sense of change within McMaster, we compared statistics from McMaster's Institutional Research and Analysis (IRA) on faculty complement by type of appointment by gender between two recent time periods, 2005/06 and 2011/12 (the latest year for which the University had published its Fact Book as of August 2013). These data, as reported in Figure 3, tell us whether the female faculty complement at McMaster University has increased, decreased or stayed the same over time. **Whereas Figures 1 and 2 are percentages based on total**

⁴ *Continuing Appointment Without Annual Review (CAWAR)*: those full-time appointments that are similar to appointments that confer tenure in every aspect, save one: the continuation of the appointment is contingent upon the member's receiving and continuing to receive salary support from his or her outside funding agency.
Contractually Limited Appointments (CLA): those made for a contractually limited period which shall carry no implication of renewal or continuation beyond the period and no implication that the appointee will be considered for a tenure-stream, special-stream, or teaching-stream appointment.
Permanent Teaching: those made for teaching purposes that confer a permanent position
Special: those appointment for persons who receive their salary support from funds other than those allocated by the University; these are similar to tenure-track appointments...except that continuation of the appointment, for the length of the designated period, is contingent upon the member's receiving continuing salary support from his or her outside funding agency for that designated period.

males or females in each appointment category, Figure 3 graphs the data based on the total number of males or females in the given year, with the percentage of males vs. females noted for your information.

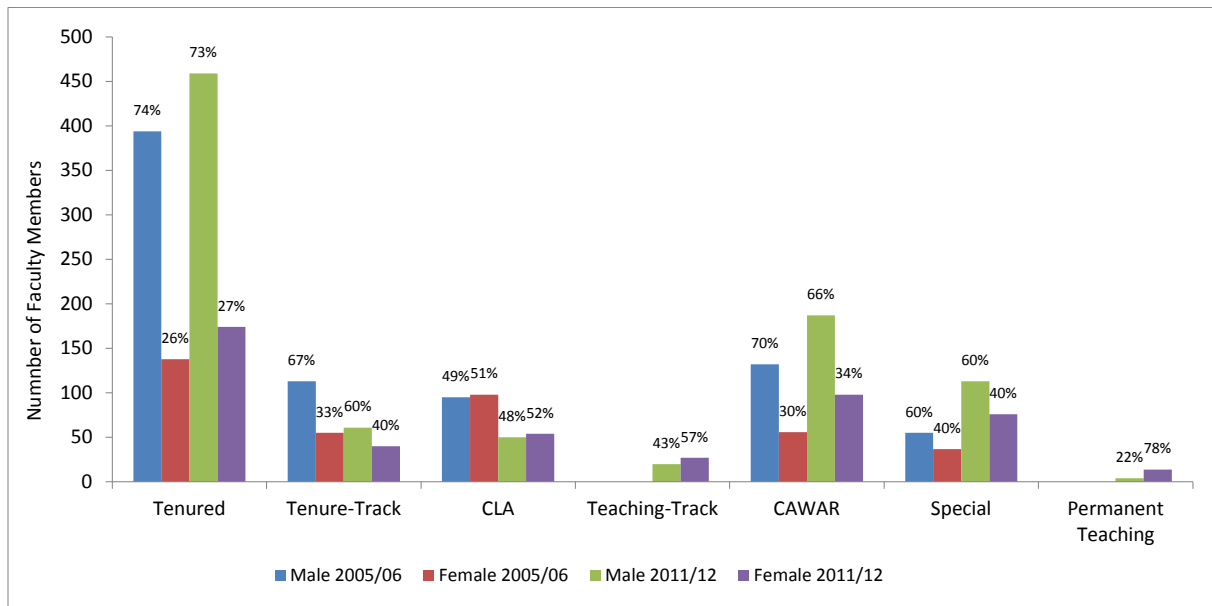


Figure 3: Total McMaster Faculty Count by Gender and Appointment Type 2005/06 and 2011/12

Looking at Figure 3, we can see that between 2005/06 and 2011/12 the number of women and men faculty who held **tenured positions** increased although men continued to occupy almost 75% of tenured positions at the University in 2011/12. The pipeline of **tenure-track positions** that will lead into tenured positions reveals similar trends. In 2005/06 women faculty members constituted approximately 32.7% of total tenure-track positions which increased to a proportion of 40% in 2011/12. These figures suggest that women will make small gains in their proportion of tenured positions in future years. It is important, however, to be cautious about this conclusion. Firstly, overall hiring into tenure-track positions has declined considerably between 2005/06 and 2011/12. This slower rate of hiring into tenure track positions will slow down the rate of progress towards gender equity. Further, equity hiring strategies at the University play an important role in contributing to the current, and any future, narrowing of the gender gap in faculty complement. In the Faculty of Engineering, for example, the Faculty’s strategic plan includes a goal of increasing the number of women faculty. This Faculty has worked hard with some success in hiring women faculty, without which it is possible that McMaster might not see the same trajectory of improvement on gender equity for faculty. In turn, gender equity could be accelerated if more Faculties pursued such equity hiring plans.

Between 2005/06 and 2011/12:

The total number of tenured appointments increased from 532 to 633, or by 19%.

Tenured positions held by men increased by 16%

Tenured positions held by women increased by 26%

The total number of tenure-track appointments decreased from 168 to 101, or by 40%

Tenure-track positions held by men dropped by 46%

Tenure-track positions held by women dropped by 27%

In 2005/06, there were no **teaching track appointments or permanent teaching positions** at McMaster. By 2011/12, there were 47 teaching track, and 18 permanent teaching positions. Women hold 14 of 18 (or 77%)

permanent teaching positions and 27 of 47 (or 57%) teaching-track positions. These data are consistent with University-wide trends noted in the Marsden report and elsewhere that women tend to be overrepresented in strictly teaching roles in the University. Interestingly, this gender bias is declining as seen in the gender make-up of faculty in current teaching track positions.

Not surprisingly, and consistent with the University's commitment to replace **contractually limited appointments** with more permanent teaching track positions, the total number of contractually limited appointments fell by 46%, from 193 to 104 between 2005/06 and 2011/12. In 2005/06 men held 49% of CLA positions and women 51%, a ratio that remained similar in 2011/12.

The total number of **CAWAR** positions (which are limited to the Health Sciences only) increased by 52%, from 188 to 285. Whereas men held 70% of these positions in 2005/06, they held 66% of CAWAR positions in 2011/12.

The total number of **Special appointments** rose by 105%, from 92 to 189, equal proportions going to women and men.

Our survey of University faculty added more depth to our understanding of the career paths of women and men. Women were more likely to have been hired initially as a lecturer or CLA than men, and men were more likely to be hired as a full professor, although the total numbers of the latter are small. These findings are reinforced by answers to a question about employment type on our survey, as more women than men reported beginning their career on a part-time basis, which we interpreted to mean that they spent time as sessional lecturers prior to securing a full-time position. No statistically significant difference was found in the rate at which women and men completed post-doctoral fellowships before becoming faculty members.

Next, we broke down the data on numbers of faculty by gender and employment type at the Faculty level. This is a more instructive level of analysis as we know that women enter into fields of study at different rates, the result of which should be differences in faculty numbers by gender in different Faculties. Beyond determining whether the female faculty complement in different Faculties at McMaster University has increased, decreased or stayed the same over time, it is important to have a benchmark against which to determine what faculty levels should be in different Faculties, and disciplines, and where we need to pay attention to any systemic barriers to the advancement of women as faculty. With the exception of the Faculty of Health Sciences where MDs and nurses are hired as faculty without holding a PhD, Universities recruit faculty from among those with PhDs. Given that the numbers of PhDs trained differs by gender according to different subject matters, it would be unreasonable to use gender parity at 50% as the goal for University female faculty complement. If however we hire non-MD women faculty at a comparable rate to our training of women with PhDs, we can be said to have achieved some level of employment equity for women faculty. In the absence of publicly available data on many of the potential benchmarks (such as PhD graduation rates across the country or world by field of study) we decided to use data on PhD graduates by field of expertise and by gender as a benchmark against which to assess expected faculty hiring patterns by gender. So for example, if the Faculty of Social Sciences confers 50% of PhDs to women, then one would expect that faculty positions awarded to women would approach a similar proportion. While imperfect, this measure allows us a means by which to assess progress on gender equity amongst faculty.

We chose two sources of data for this analysis, a decision that was dictated by the lack of consistent and widely available data on PhD graduation rates by gender. We used PhD graduation rates by Faculty by gender at McMaster as well as PhD graduation rates by field and gender for McMaster in the context of five of its peers who together with McMaster constitute the U6 (See Appendix 2 for details). Ideally, a further refinement of this

analysis would be achieved by comparing numbers of faculty members at each rank in different fields of study across time and by gender, thus allowing us to determine whether improvements in gender equity are generational and therefore likely to continue to improve. We were limited in this analysis by the lack of available data on many of these issues⁵.

Appendix 2 presents data on PhD Graduates from McMaster compared to the average of other Ontario peer universities (University of Toronto, Waterloo, Queen’s, Western, and Ottawa) for 2010/11. The “disciplines” are classified according to the CIP code (Classification of Instructional Programs Code).

The limitation of these data is that CIP codes do not map readily onto our Faculties, which is the category by which faculty numbers by gender are collected and reported at McMaster. We therefore relied more heavily on PhD graduates from McMaster by Faculty by gender as a rough proxy for the pool of possible candidates available for faculty positions. These data are presented in Figure 4.

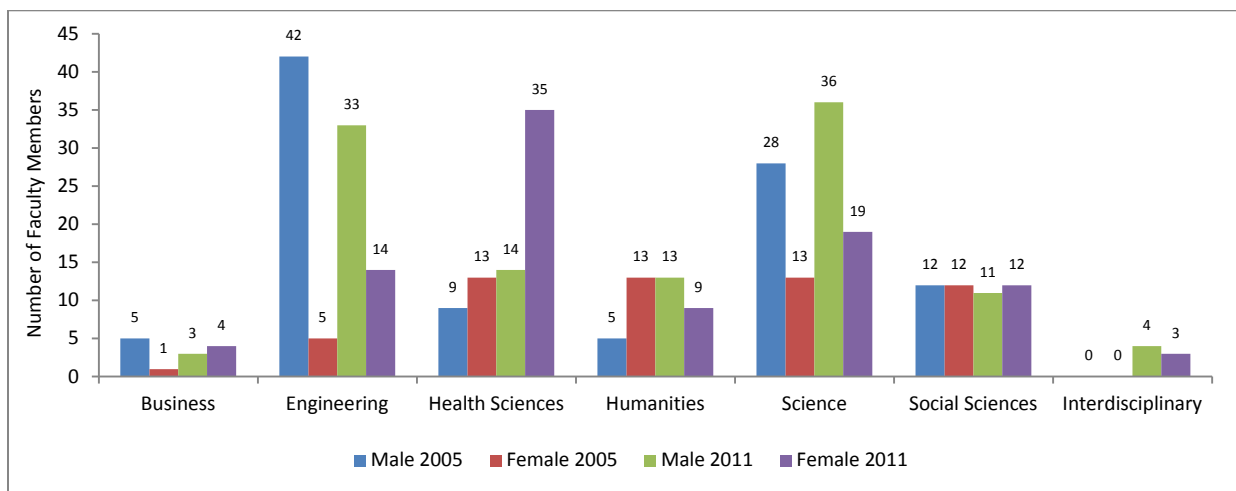


Figure 4: Total PhDs Awarded by Faculty and Gender
Source: Office of Institutional Research and Analysis Fact Book 2012/13

In Figure 4, we see that the percent of women awarded PhDs has climbed in the **Faculties of Business, Engineering, Health Sciences and Science**, whereas it has remained fairly constant in the **Faculty of Social Sciences**. Men being awarded PhDs continue to outnumber women in the **Faculties of Engineering and Science**, whereas women outnumber men in awarding of PhDs in the **Health Sciences**, possibly a consequence of PhD programs having been introduced within the last ten years in Rehabilitation Science and Nursing where women constitute a significant majority of candidates. Within the **Faculty of Social Sciences**, women are awarded PhDs at a comparable rate to men and this has remained steady over time. Trends in the **Faculty of Humanities** are the most puzzling to decipher. Whereas women overwhelmingly outnumbered men in being awarded PhDs in 2005, this trend has been reversed in 2011/12. Overall, within the limits of different recording categories, these trends are comparable to those observed in Appendix 2 with our peer institutions.

⁵ Although CAUT publishes some statistics on women in faculty positions and in 2008, published a report on “Women’s University Enrollments” which provided data on women in PhD programs, their categories for organizing data are different from our Faculties and therefore make comparisons and inferences from this data difficult.

Now we turn our attention to faculty complement by gender and Faculty, starting with the **School of Business**. The total number of tenured faculty increased in the School of Business between 2005/06 and 2011/12. Importantly women increased their proportion of the tenured faculty from 11% to 18% during this period (Figure 5). A more significant change is seen in tenure-track positions, the pipeline into tenured positions. Whereas women held only 27% of tenure-track positions in 2005/06, in 2011/12 they held 50%.

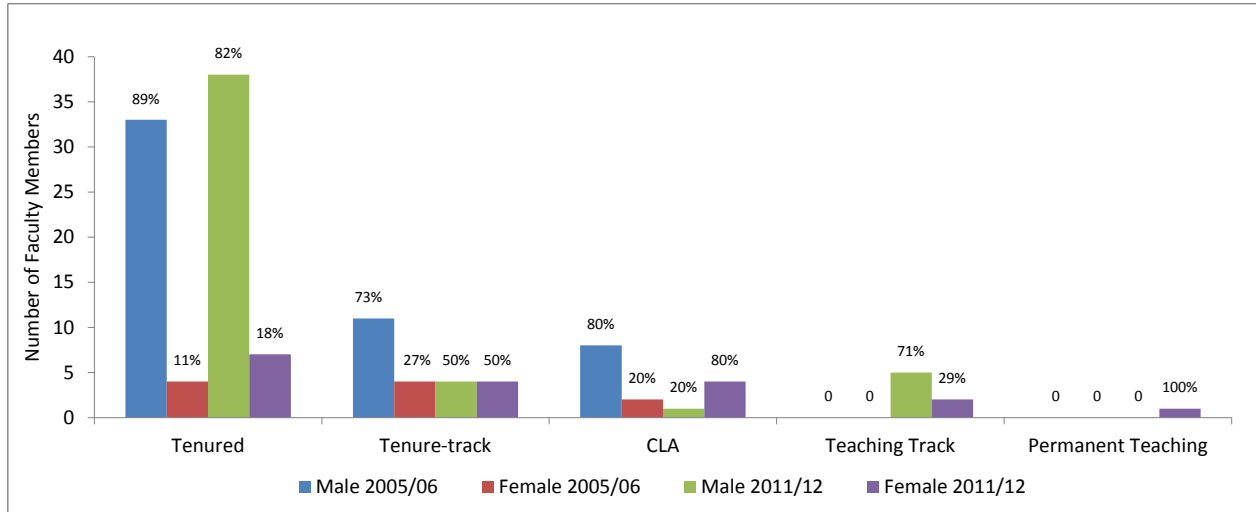


Figure 5: School of Business Faculty Count by Appointment Type and Gender 2005/06 and 2011/12

These trends map onto changing trends in the gender make-up of PhD graduates coming out of the School of Business. In 2005 only 1 of 5 students graduating with a PhD was a woman, whereas in 2011/12, 4 of 7 PhD graduates were women. Although these data on PhD graduates are slim and the observed time period short, the correspondence between gender mix of PhD graduates in Business and gender mix of recent hires suggests that the School of Business is moving towards gender equity in its faculty complement.

The **Faculty of Engineering** has the largest gender gap of all Faculties in the university. While the total number of tenured faculty increased in the Faculty of Engineering between 2005/06 and 2011/12, women’s proportion of these tenured positions has remained stable at between 6 and 7% (Figure 6). As with trends across the University, the number of tenure-track positions has been declining. But the proportion of women in these positions in Engineering is increasing. Whereas women held only 7% of tenure-track positions in 2005/06 (which is nonetheless an improvement over the ratio of tenured faculty in that year), they held 31% of these positions in 2011/12. This increase in the proportion of tenure-track women can be directly attributed to the Faculty of Engineering’s Strategic Plan: 2009-2014 which identified the hiring of women faculty as a major priority. If this hiring trend continues beyond the end of the strategic plan in 2014, the Faculty of Engineering will see some change in the future gender balance of its faculty. However, such change will take a considerable period of time, especially as the increased hiring of women has come at a time of overall declines in hires of tenure-track faculty.

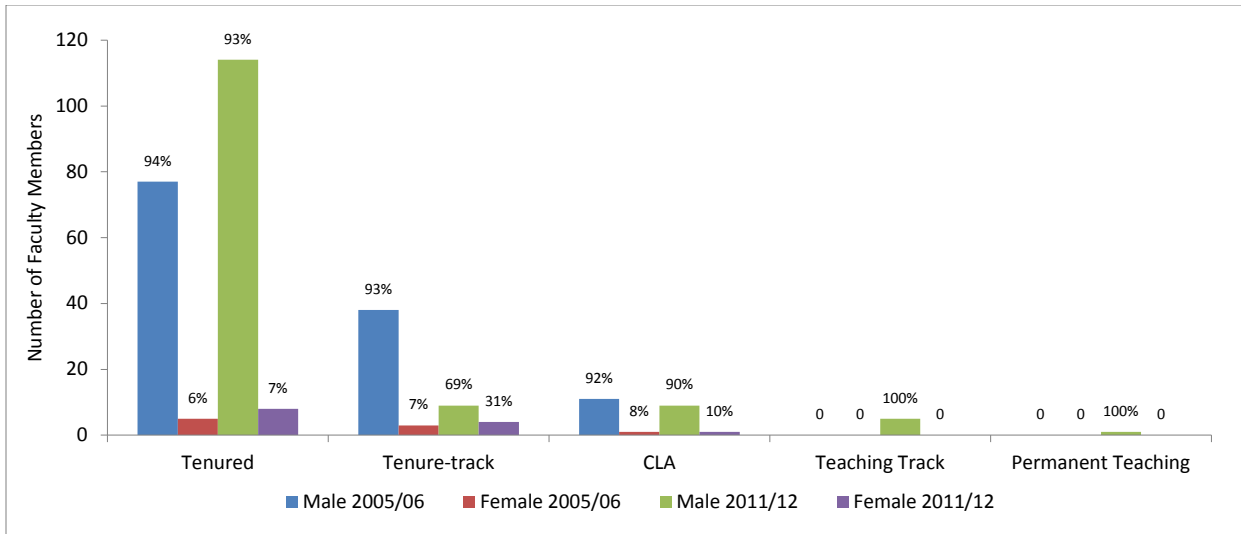


Figure 6: Faculty of Engineering Faculty Count by Appointment Type and Gender 2005/06 and 2011/12

As with the School of Business, these trends map onto changing trends in the gender make-up of PhD graduates coming out of the Faculty of Engineering. Whereas in 2005/06, 5 of 47 students graduating with a PhD were women, in 2011 this had risen to 14 of 47, an increase from 10.6% to 30%. These data suggest there will be an increasing supply of female PhD graduates for faculty positions at a time when the Faculty of Engineering has prioritized its hiring of women faculty. A cautionary note is important here, however, as women and men cluster their studies in different Engineering fields. If hiring takes place in areas in which there are lower proportions of women PhD graduates, this will likely slow the change in faculty profile. Moreover, only with continued concerted strategic action will the Faculty of Engineering be able to keep up to its peers which have also prioritized the hiring of more women faculty.

The gender gap within the Faculty of Engineering becomes more pronounced in contractually limited appointments, with a ratio of 9:1. There are no women in either permanent teaching or teaching track positions in the Faculty. This is unusual, as women tend to be over-represented in this appointment category across the post-secondary sector.

Within the **Faculty of Health Sciences** there is a greater variety of employment categories than the rest of campus, which require explanation before proceeding. Special appointments refer to those appointments where salary support comes from funds other than those allocated by the University. These are similar to the tenure-track appointments except that continuation of the appointment, for the length of the designated period, is contingent upon the member's receiving continuing salary support from his or her outside funding agency for that designated period. CAWAR are comparable to tenured faculty appointments. These are full-time appointments that are similar to appointments that confer tenure in every aspect, save one: the continuation of the appointment, for the length of the designated period, is contingent upon the member receiving continuing salary support from his or her outside funding agency. No funds are transferred from the university to support the salaries of these faculty.

Within the Faculty of Health Sciences, the total number of tenured faculty increased between 2005/06 and 2011/12 but the proportion of tenured faculty members who are women stayed about the same at 38% in 2005/06 and 39% in 2011/12 (Figure 7). Men continue to outnumber women among tenured faculty. The numbers of CAWAR appointments have increased more rapidly than tenured positions. Women's appointments into CAWAR positions have crept up from 30% in 2005/06 to 34% in 2011/12. Given that there was a surge in

hiring into these appointments between 2005/6 and 2011/12, it is surprising that women have not made more gains in these appointments. The Faculty of Health Sciences has seen change in the gender balance of tenure-track positions, the pipeline into tenured positions. This change pre-dated the years of analysis used in this report. By 2005/06, 70% of tenure-track positions were held by women compared to 85% in 2011/12. But, as can be seen in Figure 7 the total numbers of tenure track hires are small, thus reducing the impact of greater numbers of women among this group on overall gender equity in the FHS. With regards to CLA appointments, these are now overwhelmingly filled by women.

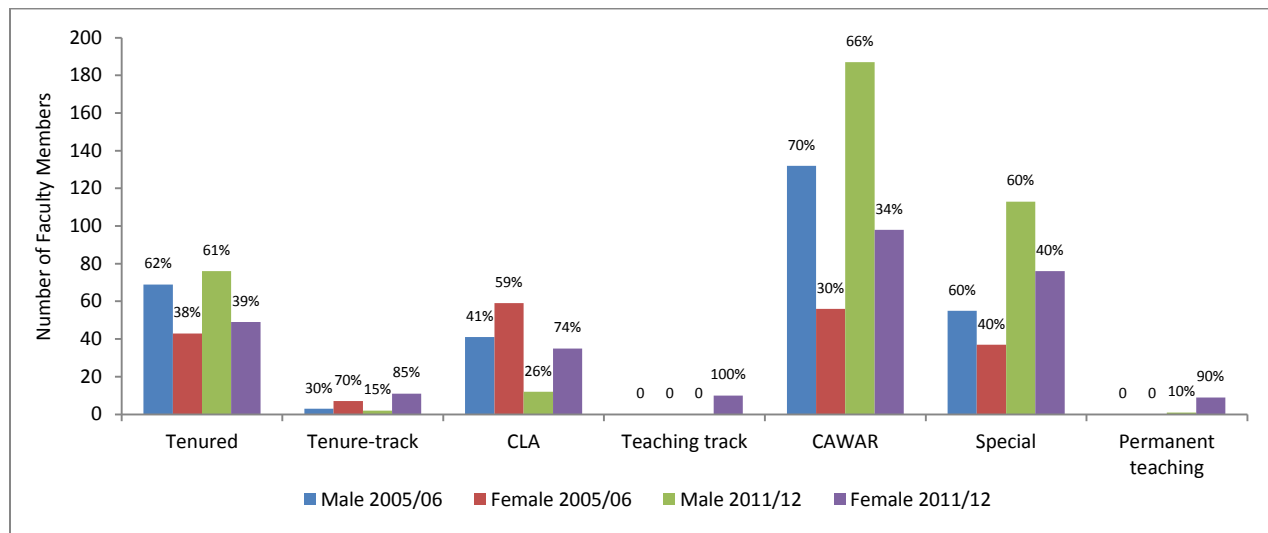


Figure 7: Faculty of Health Sciences Faculty Count by Appointment Type and Gender 2005/06 and 2011/12

Hiring practices in Health Sciences cannot be fairly mapped to the cohort of PhDs graduating from this Faculty since many of their faculty members who are hired would have MDs, and only a few with a PhD. Notwithstanding this caution, the Faculty of Health Sciences' cohort of female students graduating with a PhD has been high for some time, with ratios of 61.5% women in 2005/06 and 71% in 2011/12. The FHS has a significant proportion of its faculty whom are women. Yet, FHS has seen limited *change* in its track record of hiring and promoting women faculty, at a time when total numbers of faculty have increased considerably. As with other Faculties, it would be useful to break these data down by field as we would expect to see considerable variation between fields within FHS as areas such as Nursing and Rehabilitation Science tend to be heavily female dominated in contrast to Surgery or Clinical Epidemiology and Biostatistics (for example).

In the Faculty of Humanities the total number of tenured faculty has been relatively steady between 2005/06 and 2011/12 (Figure 8). Women increased their proportion of the tenured faculty from 42% to 51%. The Humanities is the only Faculty to have a majority of tenured faculty women. A more difficult trend to explain is seen in tenure-track positions within the Faculty of Humanities where a complete reversal in hiring patterns was observed between the two time periods examined. Whereas in 2005/06, 16 of the 24 tenure-track positions (or 67%) were women, only 9 of 27 (33%) were women in 2011/12. This hiring trend persists in the changes seen in hiring of CLAs over the same time period. Whereas in 2005/06, 13 of 24 CLAs (or 54%) were women, 2 of 12 CLAs (or 17%) were women in 2011/12. This hiring trend is consistent with the recent decline in women graduands with PhD's but runs contrary to the general trend in graduation rates of PhDs in the Faculty. Between 2005 and 2012, the gender make-up of those graduating with a PhD has fluctuated significantly, although more women than men have graduated with PhDs in most years over the last ten.

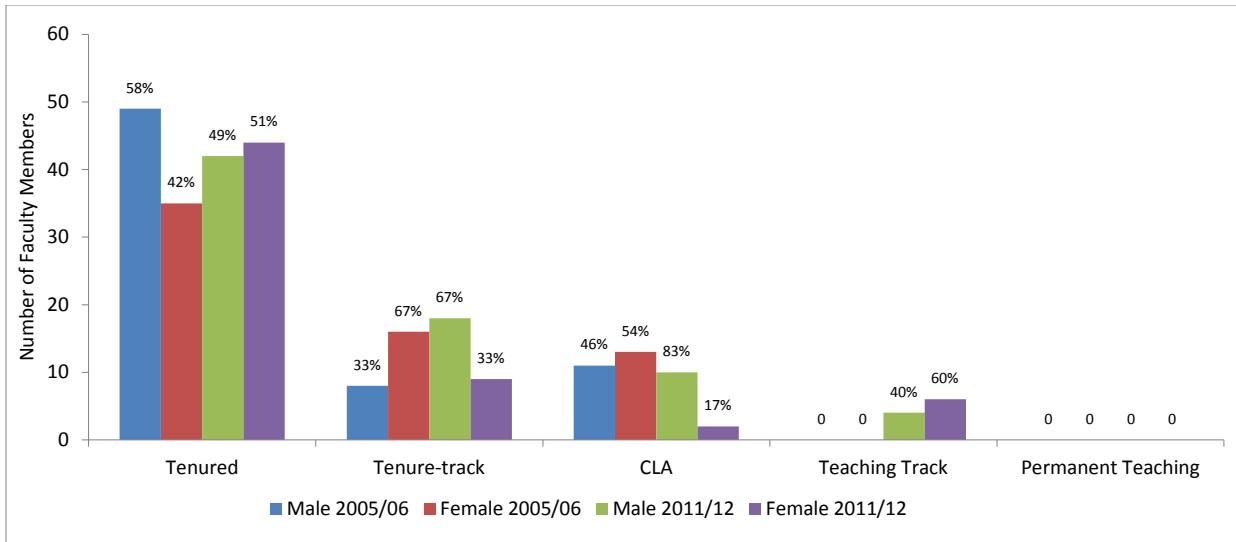


Figure 8: Faculty of Humanities Faculty Count by Appointment Type and Gender 2005/06 and 2011/12

We considered a number of explanations for these trends. It is quite possible that this hiring pattern is related to fields in which recent hiring has been done. For instance, hiring within the Faculty could have become concentrated in those fields in which men predominate. Over the last few years there has been a growing emphasis on and growth in more ‘scientific’ fields related to Humanities, which may have resulted in the shifting pattern of the gender of recent hires. Further, the gender balance amongst PhD graduates, and hence the pipeline for tenure-track positions, varies significantly from sub-field to sub-field as it does in other Faculties. Others questioned whether a shift in Faculty policy or strategic approach to hiring had taken place over the period under investigation, such that gender equity was no longer a lens used in scrutinizing hiring practices.

Between 2005/06, and 2011/12, the number of tenured faculty in the **Faculty of Science** increased significantly (Figure 9). The proportion of women faculty of those tenured has remained relatively unchanged at 21%. During this same period, the gender gap expanded at the tenure-track level. Whereas women represented about 25% of the tenure-track positions in 2005/06, this has declined to 14% in 2011/12. This trend has occurred at the same time that hiring has declined. This pattern amongst tenure-track faculty contrasts to the pattern for hiring CLAs in which women have now achieved parity with men. There is also parity between men and women within this Faculty in permanent teaching and teaching track appointments. Faculty of Science hiring patterns of women lag behind their female rates of graduation with a PhD. According to the McMaster University Fact Book, 19 women graduated with a PhD in 2011 compared to 36 men, or 34.5% of those graduating with a PhD in 2011 were women, a female graduation rate similar to 2005 when 13 of 41 (or 32%) PhD graduates were women. The pipeline of PhD graduates has therefore remained constant while the hiring of women faculty into tenure track positions has declined. This points to a decline in gender equity hiring within the Faculty. But, according to several reports on Universities, of all Faculties, Science has some of the greatest internal variations by gender and field of PhD graduates, with women clustered in fields such as life sciences and psychology. Fields of hiring therefore have a potentially bigger impact on the gender balance of faculty in the Faculty of Science. Nonetheless, the recent push around the world to recruit more women faculty and researchers into Science would suggest that McMaster needs to take some bold steps to ensure that it does not fall behind its comparators.

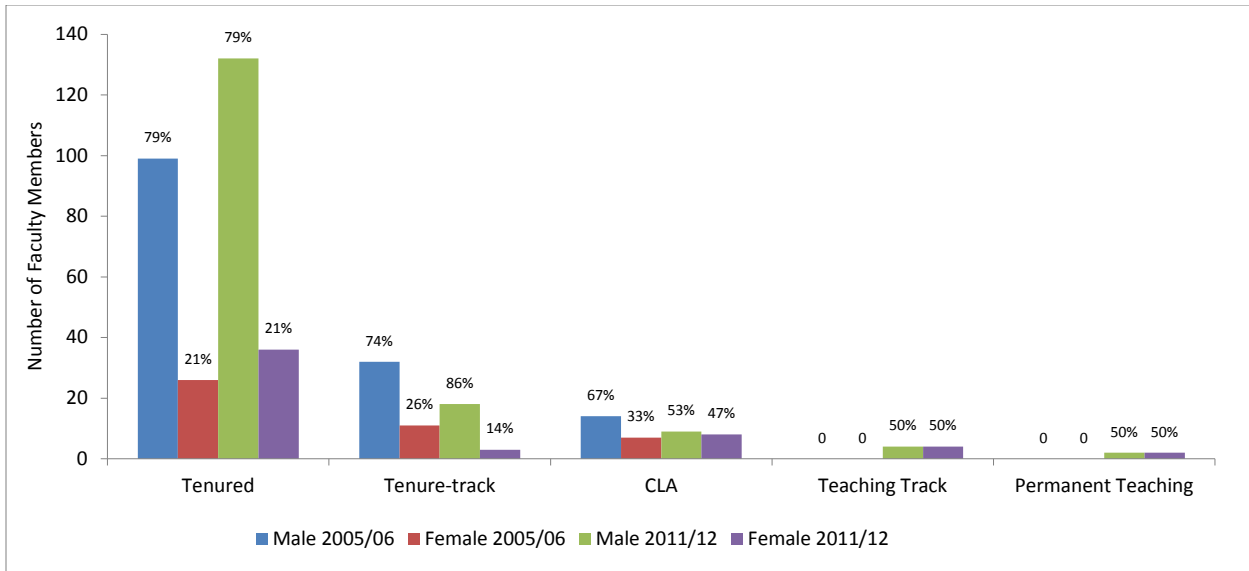


Figure 9: Faculty of Science Faculty Count by Appointment Type and Gender 2005/06 and 2011/12

In the Faculty of Social Sciences the total number of tenured and tenure-track faculty declined between 2005/06 and 2011/12. Women increased slightly their proportion of tenured faculty from 27% in 2005/06 to 34% in 2011/12, but still hold far fewer of these positions than men, a pattern that is inconsistent with undergraduate and graduate enrollments by gender. A similar pattern is evident amongst tenure-track positions. Although the total number of tenure-track positions declined between 2005/06 and 2011/12, in 2005/06, 14 of the 34 tenure-track positions (or 41%) were held by women, compared to 9 of 19 (almost 50%) in 2011/12. CLA patterns reveal a shift with fewer women being hired into these positions. The Faculty of Social Sciences patterns with respect to teaching and permanent teaching track positions are more consistent with broader data on the post-secondary education system. Women predominate in teaching only positions. Faculty of Social Sciences hiring patterns of women faculty suggest that it is catching up to its female rates of graduation with a PhD. For much of the last five years, women and men have graduated from PhD programs in Social Sciences at equal rates. Although women are underrepresented amongst faculty with tenure (34% are women compared to 66% men), the Faculty is closing the gender gap amongst tenure-track faculty as women faculty now constitute 47% of tenure track positions. As with other Faculties, however, the gender gap remains wide in many sub-disciplines.

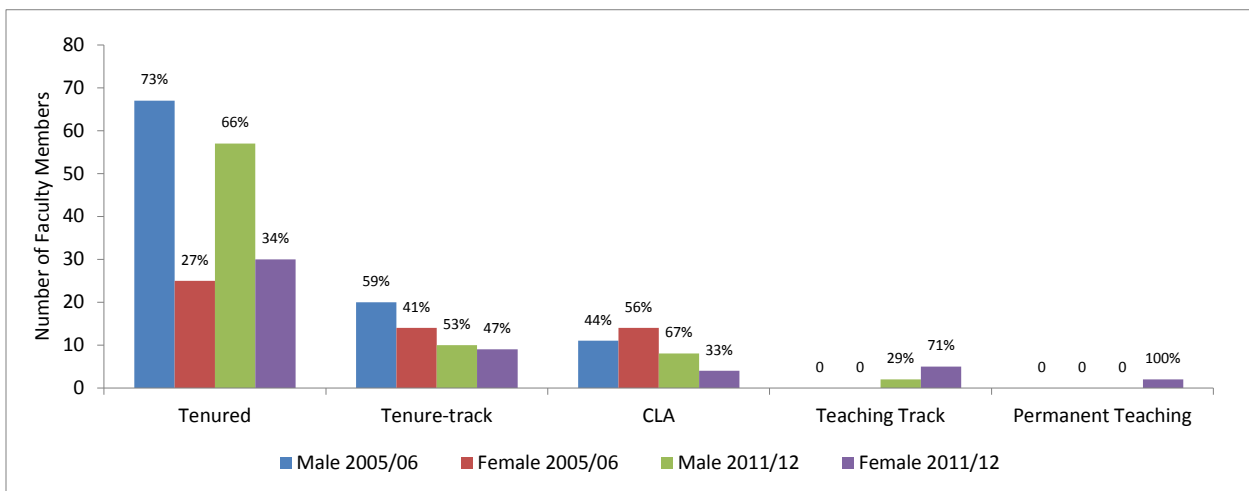


Figure 10: Faculty of Social Sciences Faculty Count by Appointment Type and Gender 2005/06 and 2011/12

Conclusion:

Statistics Canada in its study of women, graduate education and University teaching careers concludes that: “Overall, women have accounted for the majority of students at Canada’s universities for several years. While their representation in enrolments and graduations has been stronger in programs at the undergraduate and master’s levels, this pattern has not yet been duplicated among doctoral students and graduates. However, the counts of women at the earned doctorate level have been rising steadily in recent years, and women are gradually closing the gap with their male counterparts in both enrolments and earned doctorates. Although there may be clear gender differences in some disciplines, women have also strengthened their presence in doctoral programs in all fields of study and in all fields of instruction among full-time university educators.”⁶ Based on our analysis above, many of these trends seem to hold true at McMaster.

Overall, McMaster University has increased its proportion of women at the ranks of Associate and Assistant Professor, but has made little progress at the rank of Full Professor. Overall it has increased the proportion of women in faculty positions at a faster rate than its peer Universities. As Table 2 reveals, McMaster has gone from lagging behind its comparators to nudging slightly ahead in terms of the proportions of women faculty amongst Assistant and Associate Professors.

Table 2: Faculty Headcount by Rank and Gender, 2005/06 and 2011/12

RANK / INSTITUTION		2005/2006			2011/2012		
		Female	Male	% Female	Female	Male	% Female
1-FULL PROFESSOR	McMaster	62	239	20.6%	73	269	21.3%
	Ontario Peer Average	77	335	18.7%	112	367	23.4%
2-ASSOCIATE PROFESSOR	McMaster	68	142	32.4%	126	196	39.1%
	Ontario Peer Average	122	231	34.7%	165	288	36.4%
3-ASSISTANT PROFESSOR	McMaster	53	97	35.3%	82	92	47.1%
	Ontario Peer Average	108	170	38.7%	109	141	43.5%
All Rank	McMaster	183	478	27.7%	281	557	33.5%
	Ontario Peer Average	307	736	29.5%	386	796	32.6%

Note1: Ontario Peer include University of Toronto, University of Ottawa, Queen's University, University of Waterloo, and University of Western Ontario

Note2: Headcount only includes tenured/probationary faculty

Note3: Headcount only includes professorial ranks

Note4: Headcount excludes clinicians

Note5: Headcount excludes visitors and research-only faculty

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE: 25 JULY 2013

⁶ Statistics Canada. “Education Indicators in Canada: Fact Sheets: Doctoral Students and University Teaching Staff”. February 2011. <http://www.statcan.gc.ca/pub/81-599-x/81-599-x2011006-eng.htm>

Women and Research Excellence: Are Women Accorded Equitable Recognition for their Excellence?

According to statistical data presented in the Marsden report (see Figure 11 below) the answer to the above question is “no”, especially at the highest levels of recognition. The pyramid in Figure 11 provides a visual representation of women faculty’s career climb in terms of research excellence. While women have gained ground over the past 30 years, they still lag behind their male colleagues after reaching the level of assistant professor. The question for us becomes how women faculty at McMaster are faring in terms of recognition for research excellence.

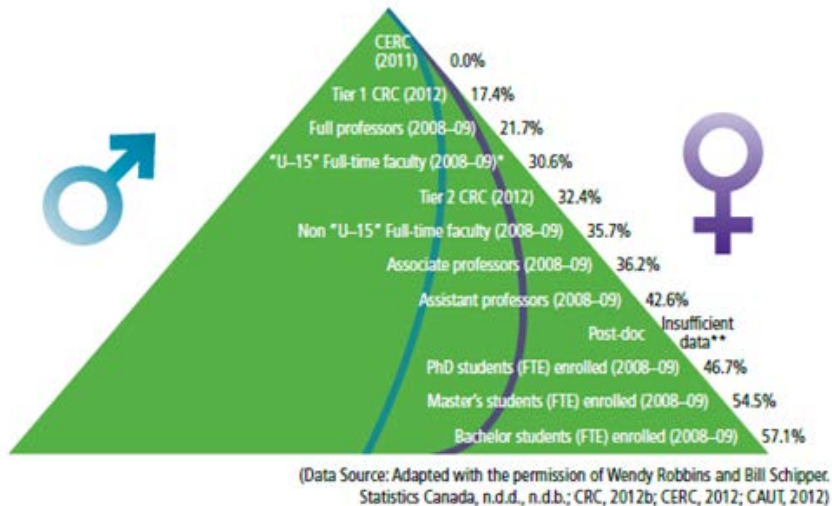


Figure 11: Proportion of Women in Canadian University Research Positions
Source: Expert Panel on Women in University Research, 2012, p. 41

Research excellence is a hallmark of faculty success in a research intensive University such as McMaster. Research excellence also brings international and national recognition to the University. Research excellence is measured by the bold new discoveries made by faculty, the avenues through which knowledge is disseminated, the granting success of a faculty member, the numbers of times and the places in which research is cited and the accrual of external awards such as Honourary Doctorates, Research Chairs and other public recognitions of distinction. Included in the latter is the McMaster Distinguished University Professor, an honour that was created in order to recognize those faculty at the University who have made distinguished contributions in research, scholarship and/or education.

In 2013, McMaster had 67 Canada Research Chairs (CRC's), 32 Tier I CRC's and 35 Tier II. Of these, 17 (25%) are held by women (5 Tier 1 and 12 Tier II). This is comparable to the national average of 26%, but below the proportion (32%) of women faculty at McMaster. McMaster was awarded one of the Canada Excellence Research Chairs all of which across Canada were filled by men. From a review of Faculty websites and thanks to information from Faculty Deans for the period up to September 1, 2013, we have the following picture of women in Chairs, which includes both endowed chairs, NSERC Industrial Chairs and CRC's, and professorships. Of 55 Chairs and 6 Professorships in the FHS, 14 or 30% are held by women. Since 2011, 41% (7 out of 17) of new chair/professorship appointments in the FHS have gone to female faculty members. This is in line with trends for their full-time faculty component. Of seven Chairs and one Professorship in the DeGroote School of Business, one of these positions is filled by a woman. The Faculty of Engineering holds 15 Chairs and Professorships, including the cross-appointed Philomathia Chair, two of which were vacant in 2013. Of the

remaining 13 positions, two (or 15%) were held by women. The Faculty of Science has 22 Chairs and Professorships of whom 6 (or 27%) are women. The Faculty of Social Sciences has nine Chairs and named Professorships, five of which are held by women. The Faculty of Humanities has seven Chairs and professorships, of which two are held by women. McMaster has seven Active Distinguished University Professors (DUP) as of 2013 all of whom are men. It also has 14 non-active DUPs, only one of whom is a woman. All of the Faculties, with the exceptions of Humanities and Science, have allocated Chairs and named professorships close to the proportion of tenured women faculty in each Faculty. The Faculty of Science's rate of appointing women to chairs is considerably above the proportion of tenured women faculty in that Faculty, something that stands out given that this Faculty has seen a decline in the hiring of women in recent years. Trends in the Faculty of Humanities are the reverse; there are considerably fewer women in Chair positions than there are tenured faculty. Overall, these statistics point to a degree of equity by most Faculties in their evaluation of research excellence amongst women scholars.

It is at the University level where McMaster's record of recognizing research excellence amongst women faculty is weaker. McMaster's record of awarding women Honourary Doctorates varies widely from year to year, and between disciplines. However since 2000, on average 20% of the candidates have been women. The University's record of appointing DUPs is especially problematic in light of Faculty findings on the gender of research Chairs. Only 5% of DUPs are women whereas 27% of the tenured faculty population at McMaster is female and 20.6% of all full professors on campus in 2011-12 were women.

The almost complete lack of women amongst the Distinguished University Professors has been a source of considerable concern for some time amongst senior women faculty on campus. Unless one believes that there are almost no women worthy of such recognition, the lack of women DUPs points to some systemic bias in the evaluation of excellence that excludes women's achievements from being recognized with these awards. This undervaluation of women's achievements is consistent with the findings of Wenneras and Wold (1997), who found that women have to exceed men's research to receive an equivalent competence rating from a panel of peer reviewers.

One faculty member commented on the survey:

"It will be really key, I think, to review [the] process of nomination not only for endowed chairships, but also for participation on University committees. Women are woefully underrepresented. I also think that there are major representation and publicity issues -- for example, we celebrate the list of FRSCs without questioning the shocking gender imbalance of that list as it exists. We need more questioning, less automatic celebration of sedimented institutional privilege."

McMaster has demonstrated some degree of success in appointing women into research Chairs. This has in part been the result of activist recruitment policies. Our Research Office has played an active role in monitoring the number of women appointed into CRCs and individual Faculties have at times been pro-active in their recruitment of women for Chair positions. The University's record on other forms of recognition of research excellence – DUPs and Honourary Doctorates – suggests some degree of gender bias. This record, combined with the importance of activist strategies, suggests that we need to understand patterns of systemic gender difference in the conferring of external awards of research excellence. There are several possible reasons why gender bias in the recognition of research excellence may become evident:

- One possible explanation lies in the lower number of women who have achieved the rank of full professor. Given that many of these external awards are more likely to be allocated to faculty who have achieved the rank of full professor, it is possible that with time, as more women achieve this rank, they will be accorded equal recognition for their accomplishments.

- Unfortunately, most literature on gender equity at Universities suggests that this change will not be enough to achieve equity. Further, the proportion of DUP's at McMaster who are women is significantly below the proportion of women who have achieved full professor status on campus.
- We know that women faculty are distributed unevenly across different fields of expertise. There is little doubt that some Chairs are in areas where there are fewer qualified women in Canada, and beyond. Unless faculty are specifically recruited into the University to fill these positions, a practice that has been proven by the Faculty of Engineering to increase the numbers of women candidates, field of expertise is likely to persist as a factor in limiting the numbers of women holding Chairs and Professorships. This factor does not explain the lack of women amongst DUPs.
 - Related to this, governments have so prioritized investment in areas of STEM (Science, Technology, Engineering and Mathematics) that this has had the effect of allocating more research money, including funding for CRCs and CERCs (Canada Excellence Research Chairs), into areas in which women are underrepresented, thus heightening gender inequities. The Marsden report notes that none of the original 19 CERCs were awarded in the fields of social sciences, humanities or education. This also speaks to the undervaluing of multi-disciplinary forms of knowledge discovery, areas in which women are more prevalent.
 - A more difficult factor to consider concerns how we evaluate the importance, and hence the 'excellence', of research output from widely divergent fields. The world around us, supported by the media, gives us cues as to what is valued and what is not -- it is not surprising that we find it easier to place greater value on the contribution of a geneticist to society, than that of an artist. How do we compare the excellence of faculty in these highly divergent fields?
 - Many women's research life cycles, and the rhythm of their publication record, granting success and supervision of graduate students in particular, is shaped by the time they take away from work for caring responsibilities within the home. Giving birth and raising children, looking after aging parents, delays and interrupts, even for short bursts of time, research activity, the result of which is delays in research output. Thus many women have a different research profile than men. Women may take longer to reach their career peak, and it may stretch over longer periods of time. Does this mean that they are less excellent? When counting published papers, research grants and graduate students supervised, it may look as though some women are not as successful as those faculty members who sail forward without these interruptions and delays. Finding consistent ways to take into account career interruptions when evaluating research progress and success is an important step in leveling the playing field for women. To quote one of the survey respondents: "Measuring everyone with the same stick and naming it fairness is absurd."
 - Learning from the Marsden report, it is likely that notwithstanding the gender neutral policy for the nomination and selection of Distinguished University Professors at McMaster, more attention needs to be paid to the active selection of women as nominees for this honour. Further, the University needs to wrestle with how to evaluate excellence amongst candidates from highly divergent fields as it is likely that men and women nominees will present very differently in terms of their contributions to excellence. One important and relatively simple improvement that the University could make is to ensure that women who are eligible for promotion to full professor are encouraged to do so at the appropriate time. More specific recommendations for adjusting the selection process for DUP's is included in recommendations to the Provost.
 - From the survey results, it is clear that many faculty see Chairs/Directors of Academic Units, Associate Deans and Deans as gatekeepers to opportunities and see these academic leaders as

using too much discretion in their decisions, including nominations. With discretion creeps bias in allocation of supports to faculty members. As a disproportionately low number of these leadership positions are held by women, this adds to the appearance of bias in decision-making and resource allocation. Arguably this has cumulative effects of disadvantaging women, many of whom expressed concern about inadequate support for their research activities and a lack of sensitivity to the impact on their careers of child raising and caring. One survey respondent wrote: "I am currently on maternity leave and have been working throughout my leave to keep up with research projects, article revision deadlines, etc. ... I have come to realize that there are bad months for giving birth, namely at the beginning of the fall and winter terms. Upon getting off maternity leave, one is forced to start teaching immediately, and everyone knows that preparing for courses takes time (which again cuts into mat leave time). It would be great if teaching release was allocated to ensure that women are not taking their mat leave to prepare course outlines and lectures. Or, at the very least, a woman should be assigned courses she has taught before."

There is a link between equity and research excellence. Equity measures improve the pool of candidates for recognition without altering the selection process. Hence it is important that we find ways to improve gender equity in the recognition of research excellence.

Recommendations:

- ***The University needs to adjust its means of recruitment and evaluation of nominees for such honours as CRCs, Distinguished University Professors and endowed Chairs. Using best practices adopted by different academic units across the campus, the University needs to develop an activist recruitment strategy. Secondly, the University needs to engage faculty in the development of a process for evaluating research excellence that is not implicitly favourable to some disciplines and deliverables over others. This information then needs to be disseminated amongst the University's academic leaders and those committee members responsible for evaluating research excellence. As there remain some researchers on campus who continue to see the mixing of equity with excellence as eroding the quality of our scholarship, it is important that the University disseminates a clear message that equity measures improve the pool of candidates; they do not change the value we place on excellence.***
- ***McMaster should commit to becoming a leader in recruiting a higher than national proportion of women into CRCs.***
- ***To ensure ongoing progress on recognition of research excellence, McMaster needs to improve the pipelines to gender equity in research excellence. The University should develop a mentoring process for graduate students as well as young faculty, both male and female, to ensure that all have the same opportunities for success, and are coached to launch their careers as research and educational leaders. Such mentoring should be extended to Associate Professors to ensure that they are ready to go up for promotion in a timely fashion. Chairs and Directors need to play an active role in this process, alongside mentors.***
- ***The University needs to recruit more women into faculty positions and encourage more women to complete their PhDs, especially in those areas where they are seriously under-represented. This will improve the pipeline of excellent women scholars.***
- ***Following the lead of some other Universities, McMaster should create a handful of special opportunities for young women researchers that will incent research excellence. This could involve naming opportunities for awards that provide teaching course release and special mentoring supports for promising young women scholars.***

- ***To raise the profile of gender issues and awareness, the University should establish a research chair for women engaged in the research about women, whether in fields of health, music or sociology for example.***

Women and Leadership

Seeing more women in leadership positions is a critical step in creating gender equity as women in leadership positions become role models for other women. When women begin to see other women in positions of leadership they are more likely to see this as a career option. Moreover, as the Marsden report notes, “lack of women in university administrative positions may also contribute to chilly climates, considering that administrators can function as “gatekeepers” to space and resources” (p.83).

In reviewing the patterns of senior leadership at McMaster, we noted the following:

- On July 1, 2013, McMaster welcomed the first female Chancellor of the University.
- McMaster has had one female President in its history and two female Provosts.
- In 2013, there is one female VP of a total of 5 VPs.
- Of the 8 Deans on campus, only two are women.
- Of Chairs and Directors of Academic units, over the last five years only 20% of these positions have been filled by women faculty. More detailed information on this will become available once we release the supplementary report on women at the University based on the surveys of Chairs and Directors and Deans.

The gender imbalance amongst Chairs and Directors is a complex problem. Most Faculties face challenges recruiting faculty members to become Chair or Director of an Academic Unit. These are often seen as onerous and undesirable roles to take on. The lack of women in these positions could be interpreted, therefore, as rational self-interest. Yet, without more women in these roles, some levels of change towards equity on campus cannot be achieved. But the underrepresentation of women in University leadership positions does not stop at this level. Our survey indicated that proportionally fewer women take on the responsibilities of Chair of Graduate or Undergraduate programs. Fully 75% of women who answered the survey had never been undergraduate or graduate chair. Women are also much less likely to have sat on Faculty or University committees. These positions are the stepping stones that provide the training and experience for women to move into more senior academic leadership roles. Hence it is important that the University address the issue of establishing a pipeline of highly qualified women faculty for senior leadership positions within the University.

Mentoring is known to play a valuable role for both women and men in supporting them towards career success, including taking on senior leadership roles. According to the survey of faculty the majority of both men and women faculty at the University have never had a mentor, formally or informally. Women were more likely to report that having a mentor was helpful, although a more structured approach by the University to mentoring may make it more valuable to all faculty members. These findings reinforce the importance of the earlier recommendation on designing a mentorship program.

Recommendations:

- ***The University should offer leadership training to faculty interested in becoming Chairs or senior leaders, with specific training modules geared at the barriers women need to overcome to become leaders. As the Faculty of Health Sciences already engages in some of this activity, the University can***

follow their lead, building on their experiences with what works and what does not. Deans must play an active role in recruiting faculty to this training.

- ***The University should offer leadership training to graduate students, especially PhD candidates, to better prepare them to be competitive for tenure-track research positions within Universities but also for careers outside of University. Graduate students should be encouraged to play a role in University committees, thus gaining early governance experience for when they move into regular academic positions.***

Work-Life Balance and Institutional Recognition of Gendered Life Course Patterning

The overall climate or culture of the workplace plays an important role in whether gender equity can be achieved and the University can harness the enormous potential of women faculty. Notwithstanding the high levels of education of our faculty, gender stereotypes, the devaluation of women's work at the University and persistent social and professional exclusion of women from formal and informal networks and opportunities can create barriers to women faculty achieving their full potential.

Faculty members' experience of the workplace is mediated by their ability to achieve work-life balance. This is a concern for a large number of faculty, both women and men. The following quote sums up a number of faculty comments and feelings expressed in the survey: "I only wish it (the University) was a little less stressful. I would be a better professor/employee and I would be a better mother."

A wide range of issues contributes both to the ability of faculty to achieve work-life balance, and to be included as an equal member of the University. All faculty members reported in the survey working long hours. The vast majority (66%) reported that they worked between 50 and 69 hours per week in a normal week. Clinicians in the Faculty of Health Sciences reported particular conditions that contributed to even longer hours of work. They reported that balancing patient care with other responsibilities was difficult, and that clinical work often involved night and weekend work, as well as work at multiple sites outside of the University's main campus. Further, there seems to be a culture in the FHS of high expectations of faculty involvement in recruitment activities, informal mentoring and community engagement. It is clear from the answers to the questions about workload that a great many of our faculty, in all Faculties, spend extended hours mentoring students and colleagues, preparing for teaching, engaged in community work and professional related activities such as editing journals, reading manuscripts, and sitting on Boards of organizations related to their professional activities. In short, our faculty are committing long hours to fulfilling the mission of the University.

Throughout the University, the long hours were especially straining for those faculty members, most of whom are women, with significant family responsibilities. The large majority of faculty members reported not using their full vacation entitlement, something that the literature on hours of work shows can create a negative workplace culture whereby time off is seen as a luxury and something only 'laggards' do, thus increasing the competitive nature of the culture. Conversely, the effect of this culture is for a narrative around long hours to be validated, making it harder for faculty to eschew this. This no doubt also contributes to the enormous stress that many faculty wrote about in commenting on work-life balance and workload. One faculty member reported that they felt that President Deane's decision to take a full month off in the summer was an important signal of change in the University culture.

With regards to who does the work of raising children and taking care of the home, our survey results confirmed what has been found by Statistics Canada about the unequal sharing between men and women of responsibilities related to caring for children and the home (Statistics Canada, 2011). Just over 50% of survey respondents had children living at home. Over seventy-three percent of faculty live with a partner. Fully 76% of women faculty members have a partner who works full-time compared to 47% of men. When asked how many hours per week on average faculty spent on household tasks, such as maintenance, cleaning and cooking, women spend on average 15 hours per week on these responsibilities, compared to men's average of 13 hours per week. When asked about child or elder care, women spend on average 17 hours per week compared to men's 11 hours per week. These statistics reinforce the unequal effect that caring responsibilities have on the time women and men have available for spending on their career, or in many cases, on sleep, personal time etc. Anecdotally there is some evidence to suggest that such patterns are changing with more young men faculty sharing in parental leaves, and playing a more equal role in caring of the home and family members (See also Marshall, 2011). Should this change become significant over the next few years, this will have an impact on *all* faculty research careers and patterns, something with which University leaders need to grapple.

"It seems as if evaluations of productivity are still based on a model where faculty had a full time partner running the home and taking care of children. Explicit discussions of the need to re-evaluate how much time young professionals need to devote to non-work activity would help change perceptions and reduce workplace stress. I find it troubling that these questions are being asked in the context of Gender Equity as opposed to Equity more generally."

These patterns were brought home in the narratives provided in the long answer portion of the survey. Women faculty, and likely some men, described at length the difficulty of juggling child care with their research and

"I wish I could work 4 days/week yet maintain my benefits and job title. I wish I could work fewer clinical hours. I would be willing to reduce my salary in order to have fewer work-related demands while my kids are young. But I fear that if I ask to move to a part-time position that I will not be able to return to fulltime when my kids are older."

teaching, and the strain of trying to keep up with male colleagues while feeling guilty about time spent away from children. Faculty involved in caring responsibilities wrote of facing constant time pressures, being stressed, feeling guilt and in several cases developing poor health as a result of the stress and lack of sleep. Women faculty members' greater role in unpaid caring and domestic work at home has a negative impact on women's productivity, and thus competitiveness, particularly in critical tenure-track years, which tend to intersect with

having young children. This poses challenges to career building activities outside of the workplace, such as conferences and networking events. Some of the explanation for the differential role played by women and men faculty in their homes might be the result of the differential employment status of their spouse, namely the higher proportion of women with spouses who work full time outside the home.

In terms of the atmosphere within academic units themselves, the majority of men and women who responded to the survey, experienced it as positive: they feel they have a voice in how their department is run and that they are recognized for their work. Nonetheless, there were important gendered differences in these responses. A significant group of women respondents (25%) felt that their voice was not heard in Departmental decision-making and were more likely than their male colleagues to feel excluded from the informal network of relationships within their department. An even greater proportion of women respondents (close to 50%) felt

"I feel that it is still difficult for a minority woman to get respect, not only from faculty members but from students."

they had to work harder than their male colleagues to gain recognition as a legitimate scholar. If a proportion of women faculty are, or feel, excluded from informal networks, they are less likely to have the information, network of contacts or understanding of University processes to reach their full potential within the University. Changing this climate is important to achieve greater inclusion of women faculty into the University and create the conditions for women to achieve and be recognized for scholarly excellence. Such changes will also lay the groundwork for women to participate and shoulder equal responsibilities in University governance; developments that will contribute to the success of McMaster University.

While trying to create a more equitable environment where men and women can thrive, the committee was reminded by survey respondents that Universities will always be competitive. One respondent wrote: “A research-intensive university is a competitive environment and I am not sure if an academic unit can develop a collaborative, supportive climate in which faculty feel safe to communicate openly, risk innovation and/or take evenings or a weekend off”. This comment is an important reminder of the challenges of change. Notwithstanding, the committee’s belief that it is not only possible but necessary to create a more flexible and equitable institution to achieve true excellence, such change will be contradictory and difficult, and will not meet all expectations.

Recommendations:

- ***The University needs to develop a policy on email use at the University. Faculty expressed experiencing enormous pressure arising from emails sent by senior faculty and administrators on weekends and at odd hours of the day, and in many instances expecting immediate answers to their questions/issues. Companies around the world have begun to see email as unproductive and have therefore limited its use for certain types of activities, or to certain days of the week. These measures are seen to improve communication and culture within work units.***
- ***The University needs to make faculty members with young children aware that there is a policy (Faculty Reduced Workload Policy SPS C5) that allows for a reduction in workload by up to 50%, with a proportionate slowing of the tenure clock, for a period of up to three years.***
- ***The University should improve access to childcare on campus, including provision of childcare for babies (childcare presently starts at 18 months) and drop-in care. Many women do not want to take extended breaks from their research and careers but have difficulty finding childcare for babies, as well as young children.***
- ***The University needs to develop a policy that provides for the limited-term negotiation of flexibility in teaching schedules to accommodate the needs associated with caring responsibilities.***

The Big Three: Key Policies in the Advancement and Recognition of Faculty on Campus

In the early stages of its work the task force determined that the most important existing policies impacting gender equity in women’s career paths and the inclusion of women faculty on campus are:

- Tenure and Promotion Policy
- Merit and salary
- Leave Policies

Survey data were collected on each.

Tenure and Promotion:

The survey revealed that the tenure and promotion policy

(http://www.mcmaster.ca/policy/faculty/Appointments/Tenure_and_Promotion_January%202012.pdf) seems

to work well at McMaster. A large majority of both men and women faculty report that the standards for tenure and promotion are clear to them, although their understanding of the process differs somewhat. A significant proportion of both men and women see teaching as less important to the tenure and promotion process. Women report seeing research funding as more important than do men in securing tenure and promotion. Yet female faculty are less likely to apply for research funding. According to the Marsden Report (2012):

“...there are distinct gender disparities in number of applications submitted among the three councils. CIHR receives approximately twice as many applications from men compared to women while NSERC receives five times as many applicants from men compared to women. In contrast, SSHRC receives approximately the equivalent number of applications from both genders.” p.202, Appendix 3, Expert Panel.

Once they have applied, however, women and men experience comparable success rates in Tri-Council funding.

Recommendation:

- ***Faculties, schools and departments need to work with women faculty to increase their rate of application for funding. This would benefit both women faculty and the University as a whole.***

Some members of the task force proposed that there were differences in how women are treated when going up for full professor, namely that women are less likely than men to be encouraged to do so. However, based on the survey data there is no statistically significant difference between men and women on this issue.

Anecdotal evidence provided to the task force suggests that committees and senior faculty within Departments that are responsible for evaluating tenure and promotion files continue to find it difficult to interpret the significance and value of scholarship that is either non-traditional in its form of dissemination (e.g., strictly on-line open access journals, reports to government, artistic performances or community partnerships) or in its content (e.g., media production or transgendered studies). This is not a new issue. It has been raised in a number of reports on women faculty and Universities, as women’s research areas and questions often differ from those of men. Moreover, interpreting the impact of career interruptions on research productivity was also highlighted in discussions within the Task Force and in survey responses. There is no easy answer to these challenge as standards for tenure and promotion vary across disciplines. Amongst faculty there are wide variations in what is considered research excellence, and wide variability in how different forms and subjects of research are evaluated. The supplementary report which will draw on material gathered from Chairs and Directors and the Faculty T&P committees will contain more information on this issue.

Recommendations:

- ***The University should provide orientation on the diversity of scholarship to all members of faculty responsible for evaluating tenure and promotion files.***
- ***Faculties, schools and departments need to ensure that membership on tenure and promotion committees reflects the diversity of scholarship and scholars across campus.***

Merit and Salary:

The Office of Institutional Research and Analysis (IRA) at the request of David Wilkinson, Provost and Vice-President (Academic) as part of his investigation into gender equity amongst faculty at McMaster, conducted a study to investigate whether there is a gender equity gap in salaries of full-time faculty members at McMaster University. The report concluded the following:

“The analyses suggest that there is a salary differential of about \$2,350 in favour of male faculty. At the 5 percent significance level, the margin of error is $\pm\$2,524$ ($-179 \leq x \leq 4,869$). If gender is found to be statistically significant as a predictor of annual salary, then the observed pay difference between male and female full-time faculty could be due to gender. The results from the regression and decomposition analyses both suggest that at the 5 percent significance level, there is insufficient evidence to reject the Null hypothesis. Accordingly, there is not enough evidence to support a conclusion that the observed pay difference between male and female full-time faculty is due to gender. However, given that the conventional significance level range is between 0.01 and 0.1, our p-value of 0.07 indicates evidence of significance, although that evidence is not strong. Note that our models account for about 74 percent of the variation in salaries. Twenty-six percent of the salary variation between male and female faculty members remains unaccounted for implying that there are further dimensions to salary determination that could be investigated.

Gender equity is a high social interest area with complexities that require deep research and analysis. One limitation of this analysis is that it is limited to readily available existing data. It is noted that it may be possible that a couple of the dependent variables (e.g. CRC status and rank) in the model, assumed to be gender neutral, could have gender dependencies and hence could have an effect on the resulting value of the annual salary differential between male and female full-time faculty members. It is suggested that future analysis might specifically determine whether these variables have gender dependencies. Depending on the availability of data, further analysis might take into account personal characteristics such as marital status, number of children, and leave status (e.g. parental). This study is also based on a one-year snapshot dataset and focuses on gender pay equity at the institutional level. Further studies could include longitudinal analysis focused on merit pay increment or tenure progression processes, quality of work-related-variables, and gender pay equity among faculty members within each Faculty or by professorial rank. Other studies might include analysis of pay differences by wage distribution.”(*Summary: An Analysis of Gender Pay Equity of Full-time Faculty Members* McMaster Office of Institutional Research and Analysis, August, 2013.)

Reviewing survey responses to questions on the merit process revealed significant differences between men and women. When asked whether they understood how the merit process worked (<http://www.mcmaster.ca/mufa/handbook/CPMplan2009.pdf>), whether they thought the merit process was fair and whether they thought that their salary matched their expertise, productivity or experience, there were statistically significant differences between men and women. Averaging the answers for all three questions, approximately 30% of women (compared to approximately 15% of men) responded that they did not understand the merit process, did not think the merit process was fair and did not see their salary reflecting their expertise, productivity or experience. Interestingly, these differences persist even though women and men report in almost equal numbers that they have never been involved in the merit determination process. In a University that prides itself on rewarding excellence, if the processes whereby it rewards excellence are distrusted by many faculty, it is important to address these concerns.

At present there is wide variability in how merit is determined by Department and Faculty, variations which reflect established practices and cultures but also the need to evaluate highly diverse faculty with wide ranging teaching and research experiences and expertise. Further, who determines merit within Departments varies, although the CP/M Policy stipulates that the Chair is to recommend the CP/M award after consultation within

the Department. Notwithstanding the need for these nuanced and varied approaches to merit, there is clearly a need for greater openness, transparency and accountability in determinations of merit.

Recommendation:

- ***The University should develop guidelines by which Departments choose colleagues to sit on Departmental merit committees, thus increasing accountability, transparency and hopefully perceived validity of the merit process.***
- In 1992, the Senate approved the recommendations of the Task Force on the Integration of Female Faculty at McMaster. Recommendation 22 states that “Each Chair should meet annually with every member of their Department [or School] to review career progress. This meeting should look forward and go beyond any discussion of past performance involved in explaining the latest merit award.” ***The University should refresh its commitment to this recommendation and ensure that Deans play a role in making sure that Chairs fulfill these responsibilities. This would not only benefit women but all faculty across campus.***

Starting salaries, as well as initial conditions of employment, of faculty members are determined at McMaster through negotiations between the Dean or Chair of an Academic Unit and the incoming faculty member. It is clear that some faculty are far less comfortable negotiating salary than others. One way of addressing any concerns arising from faculty’s perceived differing abilities to negotiate salary is to improve the information available on starting salaries. The University should initiate a more systematic process of collecting and maintaining salary data that could be used by individual faculty members, Chairs and Deans alike.

McMaster has a lesser known salary anomaly adjustment process that can be used by senior administrators to adjust salaries that they see as artificially low. This is an important discretionary tool that can be and is used occasionally to correct salary anomalies that arise.

Recommendation:

- ***Deans should be encouraged to collect data on the gender of faculty hires and starting salaries which can be analyzed on a regular basis to ensure equity in their salary negotiations.***
- ***Faculty members should be made aware of the salary anomaly adjustment process so that they may consider requesting a review of their salary if they feel that is inconsistent with their performance at the University and their peers.***

Leave Policies:

McMaster has two different types of leave policies that impact faculty: Research Leaves and Leaves intended to allow faculty to assume caring responsibilities, in particular pregnancy and parental leaves.

The research leave process works well within the University. In terms of who takes research leave a split exists between faculty in Health Sciences and those across the rest of campus. Whereas the majority of male and female non-Health Sciences faculty have taken research leaves in the last seven years, the majority of Health Sciences faculty are unlikely to have taken a research leave in the last seven years. These results from FHS are not surprising given that a large number of faculty are clinician educators whose time is divided primarily between clinical duties and teaching. Moreover, the different model by which salaries are generated for physicians and the dependence on each physician to cover their clinical patient responsibilities makes it less likely that they will take sabbaticals.

The more complex leave issues revolve around leaves taken to assume caring responsibilities in the home, a set of responsibilities traditionally shouldered more heavily by women. Here we are interested not only in who takes leave but also what perceived impact it has on faculty career progress. Our survey asked faculty: "At any time since you started working at McMaster, have you received relief from teaching, clinical, other workload duties for personal reasons, including care giving for a child or parent, your own health concerns, or a family crisis?" Answers to this question revealed a statistically significant difference between women and men, with women much more likely to have taken some leave from work to address caring and other family responsibilities. Forty percent of female respondents to this question had taken leave compared to 17% of men. For those who took leave, a surprising number did not stop their tenure clock. Although few in number, some women commented that they made this decision because of concerns about what impact stopping their tenure clock would have on their career or because of the perceived lack of support from their academic unit. From faculty comments on the survey, there was considerable confusion about who was eligible to have their tenure clock stopped and a lack of understanding of the leave policies on campus, leading several respondents to comment that they were unaware that they could opt to stop their tenure clock. The survey also elicited accounts by women of the difficulties they encountered when trying to negotiate the terms and conditions of their parental leave, such as Chairs assigning new courses to teach upon their return to work from leave.

Recommendations:

- ***The University pregnancy/parental leave policy is ambiguous about whom within the University a faculty member should inform about their intention to go on maternity/parental leave. This should be specified, and whether it is Head of the Academic Unit or Faculty Dean, that academic leader should provide the faculty member with information about the leave policy and the potential for stopping the tenure clock.***
- ***It is important to shift the climate on campus so that both men and women feel they can take parental/pregnancy leave without impacting negatively their career progress. Given that this is an issue that has impacted women in a wide range of workplaces, McMaster would be well advised to examine the steps taken by other employers in minimizing this impact and adopt best practices to address this challenge.***
- ***The University, in consultation with the Deans, should develop guidelines for Chairs and Directors of Academic Units in how best to implement the parental and maternity leave policy amongst their faculty with the goal of ensuring the successful transition of faculty from leave back to work.***

Summary and Review of Recommendations

In its examination of the status of women faculty at McMaster with respect to earned doctorates and hiring patterns across Faculties, recognition for research excellence, leadership, and work-life balance, the Task Force found that there has been progress in women's status at McMaster over the past decade. Nonetheless this progress remains uneven by faculty affiliation and rank.

In terms of hiring patterns, McMaster has increased its proportion of women at all faculty ranks between 2005/06 and 2011/12, and at a faster rate than its peer Universities. There is unevenness amongst Faculties, however, with Science and Engineering struggling the most to keep up with their peers. Although McMaster overall has gone from lagging behind its comparators to nudging slightly ahead in terms of the proportions of women faculty, to keep up with national trends, the University needs to regularly benchmark its achievements and implement gender-equity activist policies.

Men continued to occupy almost 75% of tenured positions at the University in 2011/12 despite an increase in the number of women holding tenured position. That the percentage of women in tenure-track positions across

the University as a whole has risen by nearly 6% between 2005/06 and 2011/12 suggests that women will continue to make gains in their proportion of tenured positions in future years. However, hiring of tenure track positions at the University has slowed significantly over the last few years, at the same time that tenured faculty members are staying longer at the University. These trends, combined with fiscal challenges facing Universities in the years to come, will make progress on gender equity slow with potential for reversals unless some of the active equity policies proposed herein are introduced. Two McMaster Faculties, the Faculties of Science and Humanities have experienced declines in the percentage of women holding tenure-track positions of 12% and 34%, respectively, between 2005/06 and 2011/12. At the same time, the two Faculties with the lowest percentage of women in tenured positions, the School of Business (18%) and the Faculty of Engineering (7%), have experienced significant positive growth in the percentage of women in tenure-track positions held by women (23% and 24% respectively). The Faculty of Health Sciences continues its strong track record in hiring and promoting women.

With the exception of the Faculty of Science, the positive trends seen in hiring and promotion of women faculty in the various Faculties and the University as a whole map onto changing trends in the gender make-up of PhD graduates. This bodes well for ensuring a pool of candidates for future hires in which women are reasonably represented.

When it comes to recognition for research excellence and leadership, a gap persists between men and women faculty. The Task Force found systemic gender differences in the conferring of some external awards of research excellence and patterns of senior leadership at McMaster. A number of factors, including the uneven distribution of women faculty in different fields of expertise and by different rank; the undervaluing of a number of fields of study in which women are more likely to be found; how research excellence is understood and evaluated; the discretionary power of Chairs and Directors, Deans and Associate Deans in providing supports to women faculty; and gendered life course pattern, were determined to play a role in the evidenced gender bias.

Life-work balance was an issue for both men and women faculty at McMaster, with both sexes expressing concern about long hours of work. Throughout the University, the long hours were especially straining for those faculty members, most of whom are women, with significant family responsibilities. Women faculty's greater role in unpaid caring and domestic work at home can have a negative impact on women's productivity, and thus competitiveness, particularly in critical tenure-track years, which tend to intersect with having young children.

Throughout our report we have identified a number of recommendations aimed at eliminating existing inequities in the treatment of women and men at McMaster, improving the opportunities for excellence and innovation and building an inclusive community. In its discussions of what it has learned and how the University might move forward, however, the Task Force has felt hampered by what it does not know given lack of institutional data on the distribution of women faculty and their roles in the University. Chief among our recommendations is:

- ***The University needs to collect better data on women and faculty, graduate students and leadership.***
- ***Deans should be encouraged to collect data on the gender of faculty hires and starting salaries which can be analyzed on a regular basis to ensure equity in their salary negotiations.***

Other recommendations concern changing mindsets and organizational culture, changing institutional policies and practices, and providing supports to women faculty. We re-list these here.

Changing mindsets and organizational culture

- ***The University should provide orientation on the diversity of scholarship to all members of faculty responsible for evaluating tenure and promotion files.***
- ***It is important to shift the climate on campus so that both men and women feel they can take parental/pregnancy leave without impacting negatively their career progress. Given that this is an issue that has impacted women in a wide range of workplaces, McMaster would be well advised to examine the steps taken by other employers in minimizing this impact and adopt best practices to address this challenge.***

Changing institutional policies and practices

- ***The University should refresh its commitment to Recommendation 22 of the Task Force on the Integration of Female Faculty at McMaster that states “Each Chair should meet annually with every member of their Department [or School] to review career progress. This meeting should look forward and go beyond any discussion of past performance involved in explaining the latest merit award.” The University must also ensure that Deans play a role in making sure that Chairs fulfill these responsibilities. This would not only benefit women but all faculty across campus.***
- ***Faculties, schools and departments need to ensure that membership on tenure and promotion committees reflects the diversity of scholarship and scholars across campus.***
- ***The University should develop guidelines by which Departments choose colleagues to sit on Departmental merit committees, thus increasing accountability, transparency and hopefully perceived validity of the merit process.***
- ***Faculty members should be made aware of the salary anomaly adjustment process so that they may consider requesting a review of their salary if they feel that is inconsistent with their performance at the University and their peers.***
- ***McMaster should commit to becoming a leader in recruiting a higher than national proportion of women into CRCs.***
- ***The University needs to develop a policy on email use at the University. Faculty expressed experiencing enormous pressure arising from emails sent by senior faculty and administrators on weekends and at odd hours of the day, and in many instances expecting immediate answers to their questions/issues. Companies around the world have begun to see email as unproductive and have therefore limited its use for certain types of activities, or to certain days of the week. These measures are seen to improve communication and culture within work units.***
- ***The University needs to make faculty members with young children aware that there is a policy (Faculty Reduced Workload Policy SPS C5) that allows for a reduction in workload by up to 50%, with a proportionate slowing of the tenure clock, for a period of up to three years.***
- ***The University needs to develop a policy that provides for the limited-term negotiation of flexibility in teaching schedules to accommodate the needs associated with caring responsibilities.***
- ***The University pregnancy/parental leave policy is ambiguous about whom within the University a faculty member should inform about their intention to go on maternity/parental leave. This should be specified, and whether it is Head of the Academic Unit or Faculty Dean, that academic leader should provide the faculty member with information about the leave policy and the potential for stopping the tenure clock.***
- ***The University, in consultation with the Deans, should develop guidelines for Chairs and Directors of Academic Units in how best to implement the parental and maternity leave policy amongst their faculty with the goal of ensuring the successful transition of faculty from leave back to work.***
- ***The University should improve access to childcare on campus, including provision of childcare for babies (childcare presently starts at 18 months) and drop-in care. Many women do not want to take***

extended breaks from their research and careers but have difficulty finding childcare for babies, as well as young children.

Supports to women faculty

- *The University needs to recruit more women into faculty positions and encourage more women to complete their PhDs, especially in those areas where they are seriously under-represented. This will improve the pipeline of excellent women scholars.*
- *Faculties, schools and departments need to work with women faculty to increase their rate of application for funding. This would benefit both women faculty and the University as a whole.*
- *The University needs to adjust its means of recruitment and evaluation of nominees for such honours as CRCs, Distinguished University Professors and endowed Chairs. Using best practices adopted by different academic units across the campus, the University needs to develop an activist recruitment strategy. Secondly, the University needs to engage faculty in the development of a process for evaluating research excellence that is not implicitly favourable to some disciplines and deliverables over others. This information then needs to be disseminated amongst the University's academic leaders and those committee members responsible for evaluating research excellence. As there remain some researchers on campus who continue to see the mixing of equity with excellence as eroding the quality of our scholarship, it is important that the University disseminates a clear message that equity measures improve the pool of candidates; they do not change the value we place on excellence. (Specific recommendations for change to the DUP nomination and selection process are included in Appendix 4.)*
- *To raise the profile of gender issues and awareness, the University should establish a research chair for women engaged in the research about women, whether in fields of health, music or sociology for example.*
- *Following the lead of some other Universities, McMaster should create a handful of special opportunities for young women researchers that will incent research excellence. This could involve naming opportunities for awards that provide teaching course release and special mentoring supports for promising young women scholars..*
- *To ensure ongoing progress on recognition of research excellence, McMaster needs to improve the pipelines to gender equity in research excellence. The University should develop a mentoring process for graduate students as well as young faculty, both male and female, to ensure that all have the same opportunities for success, and are coached to launch their careers as research leaders. Such mentoring should be extended to Associate Professors to ensure that they are ready to go up for promotion in a timely fashion. Chairs and Directors need to play an active role in this process, alongside mentors.*
- *The University should offer leadership training to faculty interested in becoming Chairs or senior leaders, with specific training modules geared at the barriers women need to overcome to become leaders. As the Faculty of Health Sciences already engages in some of this activity, the University can follow their lead, building on their experiences with what works and what does not. Deans must play an active role in recruiting faculty to this training.*
- *The University should offer leadership training to graduate students, especially PhD candidates, to better prepare them to be competitive for tenure-track research positions within Universities but also for careers outside of University. Graduate students should be encouraged to play a role in University committees, thus gaining early governance experience for when they move into regular academic positions.*

Appendix 1

- Ahmed M., Denton M., O'Connor J & Zeytinoglu I. (1999). Gender Patterns in Faculty Participation: A Decade of Experience at a Mid-sized University. *The Canadian Journal of Higher Education*, XXIX (2, 3 1999). 1-32.
- Boyd, L., Creese, G., Rubuliak, D., Trowell, M., Young, C. (2012). Report of the Gender Pay Equity Recommendation Committee. *University of British Columbia*. Retrieved from http://www.facultyassociation.ubc.ca/docs/news/GenderPayEquity_UBCV%20Report%20Recommendation%20Committee2012-07.pdf
- Bradshaw, J. (2013, February 2). UBC Gives all female tenure-stream faculty a 2 per cent raise. *The Globe and Mail*. Retrieved from <http://www.theglobeandmail.com>
- Canadian Healthcare Education Commons. (2011). *Equity and Diversity Audit Tool*, Association of Faculties of Medicine of Canada (AFMC). Retrieved from [http://chec-cesc.afmc.ca/sites/all/files/resource_files/AFMC%20Equity%20and%20Diversity%20Audit%20Tool%20-%2010MAY2011_fillable\[1\].pdf](http://chec-cesc.afmc.ca/sites/all/files/resource_files/AFMC%20Equity%20and%20Diversity%20Audit%20Tool%20-%2010MAY2011_fillable[1].pdf).
- Canadian Human Rights Tribunal, File No. T11118/9905.
- Coe, A. (2013, January 17). Being Married Helps Professors Get Ahead, but Only If They're Male. *The Atlantic*. Retrieved from <http://www.theatlantic.com>
- Cummins, H., Buker, L., Gentile, P., Parry, D. & Webber, M. (2013). Echoes of the Past, Vision for the Future: Transforming social cultures and structures for Ontario's women faculty and academic librarians. *OCUFA Status of Women Committee*. Retrieved from <http://lufa.org/wp-content/uploads/2013/10/ORDER-OF-THE-DAY-2-Listening-tour-report-back.pdf>
- Faculty Satisfaction and Career Flexibility Report to the Oregon University System. (2012). Oregon University System. Retrieved from <http://www.ous.edu/sites/default/files/dept/plan/ddoc121101-ASC.pdf>
- Fortier, S., Dowdeswell, E., & Sumarasekera, I. (2010). *Report to the Minister of Industry of the Ad Hoc Panel on CERC Gender Issues*. Retrieved from http://www.ic.gc.ca/eic/site/icgc.nsf/eng/h_05589.html
- HE STEM Staff Culture Survey Guidance. (n.d.) *National HE STEM Programme*. Retrieved from <http://www.hr.qmul.ac.uk/docs/equalcommittee/76663.pdf>
- Kantor, L. (2013, September 7). Harvard Business School Case Study: Gender Equity. *The New York Times*. Retrieved from http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?_r=0
- Joldersma, H. (2005). Next Steps: Report of the Gender Equity Project, University of Calgary. *University of Calgary*. Retrieved from https://www.ucalgary.ca/president/files/president/NextSteps-Gender_Equity_Project.pdf

- Marshall, K. (2011). "Generational Change in Paid and Unpaid Work". *Canadian Social Trends*. Statistics Canada Catalogue no. 11-008-XWE. No 92.
- Marsden, L., Dodd, J., Ghazzali, N., Konrad, A., Lefebvre, Y., Oldham, G.,...Wolfson, M. (2012). Strengthening Canada's Research Capacity: The Gender Dimension. *Council of Canadian Academies*. Retrieved from http://www.scienceadvice.ca/uploads/eng/assessments%20and%20publications%20and%20news%20releases/women_university_research/wur_fullreporten.pdf.pdf
- Massachusetts Institute of Technology. (2011). *A Report on the Status of Women Faculty in the Schools of Science and Engineering at MIT*. Retrieved from <http://web.mit.edu/newsoffice/images/documents/women-report-2011.pdf>
- McMahon, T., (2013, March). Women and Work: Time to man up. *MacLeans Magazine*. 54-57.
- McMaster University. (2009). *Faculty Career Progress/Merit (CP/M Plan)*.
- McMaster University. (2012). *Faculty Reduced Workload Policy*.
- McMaster University. (2011). *McMaster Revised Policy With Respect to Academic Appointment, Tenure, and Promotion (2012)*.
- McNutt, K. (2010). An Integrated Approach to Gender Equality: From Gender-Based Analysis to Gender Mainstreaming. *Johnson-Shoyama Graduate School of Public Policy JSGS Working Paper Series, (2)*. Retrieved from http://www.schoolofpublicpolicy.sk.ca/documents/outreach_event_announcements/working_paper_series/WPS2_Mcnutt.pdf
- Siegel, J., Baca, J., Effros, R., Karagozian, A., Kivelson, M., Keller, E.,...Sears, D. (2003). An Assessment of the Academic Climate for Faculty at UCLA. *UCLA*. Retrieved from <https://facultydiversity.ucla.edu/gender-equity/ucla-gender-equity-committees-1/ExecutiveSummaryClimate.pdf>
- Stanford University. (2010). *Report on the Quality of Life of Stanford Faculty*. Retrieved from <https://facultydevelopment.stanford.edu/sites/default/files/documents/fqol-report-jan2010.pdf>
- Statistics Canada. (2011). *Women in Canada: A Gender-Based Statistical Report*. Retrieved from <http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=89-503-XWE&lang=eng>
- Tamburri, R. (2013, January 2). New study uncovers several reasons for gender disparities in science. *University Affairs*. Retrieved from <http://www.universityaffairs.ca>
- The Persistent Gap: Understanding male-female salary differentials amongst Canadian academic staff. (2011). *CAUT Equity Review*. Retrieved from <http://www.caut.ca/docs/equity-review/the-persistent-gap-mdash-understanding-male-female-salary-differentials-amongst-canadian-academic-staff-%28mar-2011%29.pdf?sfvrsn=12>

University of Michigan. (2009). *ADVANCE Handbook for Faculty Searches and Hiring, Academic Year 2009-10*. Retrieved from <http://www.advance.rackham.umich.edu/handbook.pdf>

University of Pennsylvania. (2011). *University of Pennsylvania Faculty Survey*. Retrieved from <http://www.upenn.edu/ir/surveys/Faculty/IR&A%20Faculty%20Survey%202011%20Instrument.pdf>

The University of Western Ontario. (2010). *Report to Senate on Faculty Recruitment and Retention*. Retrieved from http://www.uwo.ca/univsec/senate/minutes/2010/r1006scup_app3.pdf

Wenneras, C. and Wold, A. (1997). Nepotism and Sexism in Peer Review. *Nature*, 387:341-343.

Women's University Enrolments: Trends by Level of Study and Discipline, 1992-2003. (2008). *CAUT Equity Review*. Retrieved from <http://www.caut.ca/docs/equity-review/women-rsquo-s-university-enrolments-mdash-trends-by-level-of-study-and-discipline-1992-2003-%28mar-2008%29.pdf?sfvrsn=10>

Women's Studies Scholarship: A Statement by the National Women's Studies Association Field Leadership Working Group. (n.d.) *National Women's Studies Association*. Retrieved from <http://www.nwsa.org/files/2013-NWSA-Tenure%20StatementFINAL.pdf>

Appendix 2

PhD Graduates by Disciplines and Gender 2010/2011

Disciplines / Gender		2010/2011	
		McMaster	Peer Average
Computer and Information Sciences and Support Services	Male	2.0	15.0
	Female	1.0	4.2
	All	3.0	19.2
Engineering	Male	46.0	49.2
	Female	15.0	14.8
	All	61.0	64.0
Foreign Languages, Literatures, and Linguistics	Male	1.0	1.8
	Female	0.0	3.0
	All	1.0	4.8
English Language and Literature/Letters.	Male	2.0	3.2
	Female	6.0	3.8
	All	8.0	7.0
Biological and Biomedical Sciences	Male	15.0	28.0
	Female	10.0	25.6
	All	25.0	53.6
Mathematics and Statistics	Male	3.0	8.6
	Female	1.0	3.6
	All	4.0	12.2
Multi/Interdisciplinary Studies	Male	0.0	2.4
	Female	1.0	2.8
	All	1.0	5.2
Parks, Recreation, Leisure and Fitness Studies	Male	3.0	2.5
	Female	2.0	4.8
	All	5.0	7.3
Philosophy and Religion	Male	3.0	4.2
	Female	5.0	2.4
	All	8.0	6.6
Physical Sciences	Male	17.0	19.4
	Female	11.0	10.2
	All	28.0	29.6
Psychology	Male	4.0	4.8
	Female	3.0	10.6
	All	7.0	15.4

Social Sciences	Male	10.0	10.6
	Female	9.0	8.0
	All	19.0	18.6
Health Professions and Related Clinical Sciences	Male	14.0	8.0
	Female	26.0	18.4
	All	40.0	26.4
Business, Management, Marketing, and Related Support Services	Male	7.0	5.3
	Female	2.0	6.3
	All	9.0	11.5
History	Male	1.0	3.2
	Female	0.0	3.2
	All	1.0	6.4
Grand Total	Male	128.0	166.2
	Female	92.0	121.6
	All	220.0	287.8

Note1: Ontario Peer include University of Toronto, University of Ottawa, Queen's University, University of Waterloo, and University of Western Ontario

Note2: Disciplines are group according to Statistics Canada's Classification of Instructional Programs code (CIP)

Source: U15 Data Exchange database

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE:26AUGUST2013

Appendix 3: Brief update on progress on the 31 recommendations from the 1990 Task Force on the Integration of Female Faculty at McMaster University

In the following we briefly comment on the University's progress on these recommendations.

Recommendation 1. The Provost should report annually to Senate on the progress made on the various recommendations in this report, and on the integration of female faculty at McMaster. The Provost's report will include elements that Chairs include in their annual reports to Deans, and Deans in their report to the Provost. The Provost's report to the Senate with respect to these matters should be published in the Courier or otherwise be given wide circulation.

Comment: This is not standard practise at the University. The recent change in University procedure that has resulted in PACBIC being asked to report to Senate directly could be used as an opportunity to ask the Provost to provide such a regular update on female faculty at the University. Alternatively this update could be part of the Provost's State of the Academy address.

Recommendation 2. The Vice-President, Health Sciences, should ensure that a group be set up within the Faculty of Health Sciences to consider the extent to which the findings in the IFFM Report apply to that Faculty, to undertake a study of the integration of female faculty in Health Sciences, and to recommend ways to implement changes in that Faculty that will further the integration of women within it.

Comment: In previous reviews of gender equity on campus, the FHS has been excluded from this work. For the first time in the University's work on gender equity and faculty, the FHS was included in the gender equity survey and this report. Results of the review suggest that the Faculty of Health Sciences keeps pace with other units on campus in terms of gender equity, and is ahead of other units in terms of leadership training.

Recommendation 3. The Dean of Graduate Studies should ensure that the criteria for eligibility for chairing or participating in the examination of doctoral theses are clearly documented for the information of all faculty.

Comment: The School of Graduate Studies has clear guidelines for the recruitment of chairs or outside examiners of the examination of doctoral theses. These guidelines are disseminated widely to all who are eligible in ways that provide equal opportunities for women and men.

Recommendation 4. The Dean of Graduate Studies should extend to all who meet the formal criteria the opportunity to chair or participate in the examination of doctoral theses. The School of Graduate Studies should include all such individuals in an appropriate rota unless they choose to exclude themselves.

Comment: This recommendation has been implemented.

Recommendation 5. The Senate Appointments Committee should consider ways to ensure that their nominations to search committees follow the principle of inclusion, and should report to Senate on the procedures they have adopted to accomplish this goal.

Comment: This is not formally done, although the Senate Committee on Appointments has tended to be more aware of equity representation considerations in its nominations. No report to Senate of this sort has been filed.

Recommendation 6. For all available academic administrative positions within the University, the chair of the search committee (who would be the President, one of the Vice-Presidents, or a Dean) make known to all relevant members of faculty information about the availability of the position, the requirements of the position, the criteria by which candidates for the position will be judged and the fact that all members of faculty who meet the criteria have equal opportunity to apply for and be considered for the position.

Comment: McMaster University has adopted an equity statement that is appended to all notices announcing vacancies and recruitment for academic administrative positions. With the advent of email as the standard form

of communication between University administrators and faculty members, the distribution of information to all faculty members about such openings is consistently provided.

Recommendation 7. Department Chairs and Faculty Deans should ensure that mechanisms are in place to identify qualified women for participation in important decision making committees and to encourage the participation of such women in these committees. Widespread discussion should take place within Departments/Faculties to develop ways of increasing the participation of qualified women and other under-represented groups at all levels of Faculty governance. Such discussion must take into account the real risk of over-burdening small numbers of women in some Departments and address ways of dealing with this problem.

Comment: This is done informally by Deans and Chairs but is dependent on the vigilance of the particular academic leaders. We could improve this by establishing a Women's Equity Committee that is responsible for monitoring and in many cases encouraging the formalization of these developments.

Recommendation 8. The annual reports submitted by Chairs and Deans to the President should include a list of members of important decision making committees, particularly Promotion and Tenure committees and Hiring/Search committees. Such a report should also include information about the process by which members of these committees were selected.

Comment: This is not standard practice at the University.

Recommendation 9. The Provost and the Vice-President, Health Sciences, should ensure that orientation and workshops for both Chairs and new faculty address the need to consider all faculty members for inclusion in informal networks and invitations to meetings and informal gatherings with visiting academics.

Comment: McMaster has succeeded in many aspects of this recommendation but could improve its orientation training with an explicit gender equity training module.

Recommendation 10. Chairs should ensure that the scholarly and professional achievements of all faculty members be publicly acknowledged and widely publicized in their Departments.

Comment: The University has made much progress on this issue in the last few years, especially as our website has been repurposed to highlight achievements from across campus. In the age of the web, Public Relations should be expected to have a greater role in fulfilling this recommendation.

Recommendation 11. Those responsible for organizing University-level lectureships should seek to include speakers who will emphasize gender issues and the new developments in feminist scholarship.

Comment: This is unevenly practised across campus.

Recommendation 12. The Chair of each Department and School in the University should be responsible for developing a written statement indicating the way in which merit recommendations are derived.

Comment: New recommendations in this report supercede this recommendation on merit.

Recommendation 13. The Chair of a Department should apprise each member in writing of the merit determination made in his or her case. A person rated below par should also be informed of what must be done to alter future ratings.

Comment: See comment on Recommendation 22.

Recommendation 14. The Provost's office should make available to all faculty information about the distribution of merit awards by Faculty, by rank, and by gender.

Comment: This is not standard practice.

Recommendation 15. Departmental Chairs should make clear to all members of faculty how duties are allocated.

Comment: The committee was unclear as to the intent of this recommendation.

Recommendation 16. Chairs and Directors should allocate all teaching and in particular that done in evenings or in the summer or that is particularly onerous, according to equitable criteria. These criteria should be understood by and acceptable to members of their Department or School.

Comment: The Guidelines for Load Teaching in the Spring/Summer Session, the Twilight Hour or Evening (2008) ensures that this is done in a systematic fashion. The policy can be found at <http://www.mcmaster.ca/policy/faculty/Teaching/LoadTeaching.pdf>

Recommendation 17. Chairs and Directors should ensure, either directly or by way of the Chair of their Graduate Committee, that graduate teaching is distributed according to their faculty members' qualifications and that information about all qualified faculty members' research interests is made known to potential graduate students and student advisors.

Comment: This practise is uneven across Departments.

Recommendation 18. The chairs and members of committees, and any other individuals charged with the evaluation of scholarship, whether this evaluation is episodic or ongoing, should systematically consult with experts in the relevant field. If such experts are not available within the University, they should be sought outside. In this case, the conditions of the consultation should be as specified in the McMaster University Revised Policy and Regulations with respect to Academic Appointment, Tenure and Promotion (1977, 1980). The chairs of such committees or groups or the individual responsible should be held accountable by their Deans for ensuring that the opinion of appropriate experts has been sought.

Comment: The University relies on outside experts to evaluate the scholarship of faculty members for tenure and promotion and the assignment of awards of excellence such as DUPs.

Recommendation 19. Each Faculty Dean should be held responsible for ensuring that the Faculty provides an environment that supports and nurtures all its members - and especially new faculty. Deans should hold their Chairs accountable for Departments' roles in the provision of such a supportive climate.

Comment: There is no way of evaluating progress on this recommendation. A formal mentoring system as proposed in this report would make some progress on this issue.

Recommendation 20. Senate should ensure that procedures for the selection of Chairs of Departments and Directors of Schools and Programmes are amended so that the formally constituted Selection Committees interview potential Chairs with particular regard to style of departmental governance and sensitivity to the problems of integration of female and junior faculty.

Comment: For some years following the 1990 Task Force report, candidates for senior administrative roles were asked by selection committees to reflect on the 1990 report around the challenges of the integration of female faculty. This practice has waned.

Recommendation 21. The Provost should ensure that new Departmental Chairs attend a workshop on the topics of this report. Special attention should be paid to the sources of gender discrimination and their corrosive effect on the collegial spirit McMaster works to foster. This workshop should be distinct from any training in the administrative practices of the University. (See also Recommendation 9.)

Comment: This is not done at the University.

Recommendation 22. Each chair should meet annually with every member of the Department to review career progress. This meeting should look forward and go beyond any discussion of past performance involved in explaining the latest merit award.

Comment: As per the Faculty Career Progress Merit Plan Policy (2009), under Procedures “7 (a) It is the Dean’s responsibility to inform each Chair of the probable CP/M awards to the faculty members in the Chair’s Department, and the Chair’s responsibility to inform each faculty member of his/her probable CP/M award, and the basis for this award.

(b) Any faculty member has the right to question his/her probable CP/M award, and it is the Chair’s responsibility to provide each faculty member with an opportunity to discuss the determination of the award.”

Recommendation 23. Each chair should review annually for tenure all untenured faculty in the Department and review all assistant and associate professors for promotion. (That is, the Chairs should take the initiative **and** not require their faculty to put themselves forward.)

Comment: In the yellow document governing tenure and promotion under Section III, clause 37a “Department Chairs should meet at least once each academic year with all potential candidates for re-appointment, tenure or CAWAR to review and discuss the progress of the faculty member’s research program, as well as their teaching and university service.”

Recommendation 24. The Joint Committee should develop amendments to the time-dependent rules in the Tenure and Promotion documents to allow a modest variety of 'stop-the-clock' choices.

Comment: The University has made considerable progress on this issue.

Under SPS C3- Unpaid Leaves of Absence, “A decision to stop the clock...must be confirmed in writing via a letter from the President and signed back by the faculty member.” A non-tenured faculty member can only stop their clock for up to one academic year.

Under SPS C4 – Pregnancy/Parental Leaves – the decision to defer academic decisions can be delayed, in normal circumstances, by one year

Under SPS C5 – The Faculty Reduced Workload Policy, which allows faculty members to reduce their teaching, scholarly activity, and service workload proportionately up to 50%, applies to (but is not limited to) personal situations, says “With respect to the timing of consideration for tenure, promotion, or permanence, the “clock” typically is expected to slow proportionally to the workload reduction.”

Recommendation 25. Senate should modify the terms of permanent, tenured, part-time appointments to allow a variety of schemes. In all cases the assigned duties should have normal proportions of research, teaching, and administration. When a full-time appointee arranges to be on part-time status, the right to return to full-time status should be preserved. Time-dependent deadlines should be extended proportionately.

Comment: This has been handled partially through workload and leave policies. See Recommendation 24.

Recommendation 26. The Board of Governors should establish a working group to look into possible solutions to a number of issues related to child care for faculty with young children. Three issues that have surfaced in our discussions are the quantity of day care available on campus, the provision of 'after hours' care (e.g. for faculty teaching evening courses, or with lab work that carries on beyond the 8 to 6 time frame in which child care is normally available), and the provision of care for slightly sick children during the normal child care hours.

Comment: This has not been done at the Board level but responsibility for planning for child care on campus has been more actively assumed by the Provost and the VP-Administration. With the planning for construction of a new day care centre, the timing is appropriate for assessment of outstanding child care issues.

Recommendation 27. The University Appointments Committee (which for any particular vacancy outside of Health Sciences consists of the Provost, the Dean of the Graduate School, the Dean of the Faculty involved, and the Chair of the Department concerned) should review the treatment and evaluation of all applications, and

should require the Department to explain the reasons for their choice when a strong woman candidate is rejected in favour of a male candidate.

Comment: According to the tenure and promotion document, the Provost, Dean of Graduate Studies, Dean of the relevant Faculty and Chair of the Department, or their delegate, must meet with and provide their feedback to the hiring committee on each candidate. There is no explicit gender requirements of this process.

Recommendation 28. The Provost should include in the annual report to Senate (Recommendation 1) a review of the percentage of women being hired, by Faculty (and areas within the Faculty where feasible), by type of appointment, and by rank, to ensure that the hiring of women to tenure-track positions does not fall below their proportion in the available pool.

Comment: This is not regularly done. See Recommendation 1.

Recommendation 29. Faculty Deans and Department Chairs should ensure that when appointments are to be made at senior levels of the Faculty, every effort is made to find qualified women and to encourage them to apply.

Comment: The University has a commitment to equity as reflected in its equity statement as follows, which is posted on all openings: *All qualified candidates are encouraged to apply. However, Canadian citizens and permanent residents will be given priority for these positions. McMaster University is strongly committed to employment equity within its community, and to recruiting a diverse faculty and staff. The University encourages applications from all qualified candidates, including women, members of visible minorities, Aboriginal peoples, members of sexual minorities and persons with disabilities. If you require any form of accommodation throughout the recruitment and selection procedure, please contact the [Human Resources Service Centre](#) at ext. 222-HR (22247).* The University could renew its commitment to this as per suggestions in this report.

Recommendation 30. Faculty Deans should ensure that all members of hiring committees are familiar with the information on interviewing in the publication "Human Rights: employment application forms and interviews", (Ontario Human Rights Commission, 1989), and with material on prejudicial perceptions of female candidates.

Comment: This information is not regularly transmitted to hiring committee members.

Recommendation 31. Faculty Deans and Department Chairs should bring to the attention of candidates for faculty positions the implementation of the other recommendations in this report, as an indication of the type of support available at McMaster for all faculty members.

Comment: No action has been taken on this recommendation.

Appendix 4: Recommendations for change to the selection process for Distinguished University Professors

The low number of women appointed as DUP's at McMaster is a source of tremendous concern. While the following recommends a number of changes to the DUP selection and evaluation process, it is important to understand that significant change will be dependent on the implementation of other changes proposed in the report entitled "Women faculty, now and in the future: Building excellence at McMaster University".

To date, the University has awarded DUP's to faculty members in the following Faculties (only one Faculty has been identified where a faculty member is cross listed): 4 in Health Sciences, 7 in Sciences, 2 each in Social Sciences and Humanities, none in Business and 6 in Engineering. Overall, this pattern suggests a bias in favour of more scientific disciplines. This is likely the result of several intersecting factors which include:

- i. This pattern speaks to the difficulty of comparing faculty research excellence across disciplines. The sheer volume of publications in scientific disciplines tends to be greater in part due to conventions of co-authoring. This presents faculty records of research productivity that are widely divergent by field, and difficult to interpret. Output and impact measures need to take into account discipline-specific norms.
- ii. Impact of research is also more likely to have objective indicators from the medical and scientific disciplines as "discoveries" are more common and readily acknowledged due to their connection to the physical world and immediate impact on populations. The very understanding of 'discovery' in many humanistic fields is so different to that in scientific areas of inquiry as to make comparison difficult.
- iii. Research in non-traditional areas such as feminist scholarship has long been seen as undervalued by scholars which in turn shapes the comparison of scholarship even within humanistic areas of inquiry.

The following recommendations are made with an eye to improving equity in McMaster's track record of selection for these awards of faculty excellence:

- A. One approach to solving the problem of difficulties in evaluating scholars from widely divergent fields is to designate a certain number of DUP's by Faculty. This has the down side of making the DUP's appear as a Faculty rather than University award of excellence.

At the very least, the University should consider having a certain number of DUP's set aside for recognition of University leadership and contributions to education, distinct from recognition of research scholarship. This would allow us to compare apples to apples.

A second approach, that need not be seen as mutually exclusive to these proposals, is found in the University of Toronto's selection process for similar positions. The U of T's process is copied into this document below.

- B. McMaster guidelines should specify that referees must address certain issues in their reference, namely indicators of the impact of a scholar's work including impact on the development of future scholars in the field, some commentary on the importance of the publishing venues where the

candidate's work appears. This helps tackle the difficulty of interpreting the importance of publishing venues in different fields.

- C. Remove the Faculty Dean and T&P committees as the gatekeeper to nominations. The faculty survey on gender equity made it clear that many faculty members see Deans, Assoc. Deans and Chairs as gatekeepers who have the potential to introduce bias to decisions. This proposed change also implies a changed role for the Senate Committee on Appointments in the DUP selection process. Note that the University of Toronto Provost establishes a separate committee for evaluating nominations for their University faculty distinction awards and nominations are received directly by this committee rather than being channeled through the Faculty. The way in which our DUP nomination process is set up means there are multiple hurdles for nominations, with the Faculty as the ultimate gatekeeper. Perhaps we should consider a separate committee which reflects disciplinary diversity but also may include a couple of existing DUP's.
- D. The DUP policy should have an explicit equity statement embedded within it to underline the importance of equity to the University in soliciting nominations and determining these appointments.
- E. The Provost or selection committee need to actively recruit women nominations to the DUP. The Royal Society and other organizations have all done this as they struggle to overcome the underrepresentation of women in their ranks.
- F. We should consider pegging the number of DUP as a proportion of total tenured faculty members. Thus, if the tenured faculty complement increases at McMaster, as it has done over the last ten years, then the number of DUP's would increase commensurately. University of Toronto pegs it at between 1 and 2% of tenured faculty.

Below sections of the U of T policy are highlighted that are most worthy of consideration for change to McMaster's DUP selection process.

Selection Procedures for U of T University Professors

1. The nomination process shall be an open one with requests for nominations from the University community as well as from Principals, Deans, Directors and Chairs.
2. A nominee shall have demonstrated unusual scholarly achievement and pre-eminence in a particular field or fields of knowledge.
3. A nomination must be supported by at least six signatures from at least two departments within the University. In addition, the nomination must be accompanied by letters from at least two, but no more than five, scholars of international standing in the nominee's field from outside the University. The letter of nomination should include an explanation of why these particular scholars were chosen referees. These referees should be asked to comment not only on the impact, but also on the specific nature of the candidate's most influential

contributions, and to address their responses directly to the Provost as Chair of the Selection Committee.

4. Nominations shall be accompanied by a full up-to-date curriculum vitae and a short, non-technical description of the nominee's research contributions.
5. The nominations shall be received by the Provost who will be Chair of the Selection Committee.
6. Upon a decision by the Selection Committee, nominations may be held active for up to three years. Nominators will be asked to provide an updated curriculum vitae in each year that the application is under consideration.
7. No candidate may be nominated a second time until at least two years have elapsed since the last consideration by the Committee.
8. The Selection Committee shall be composed of six internal University of Toronto members and two members from other universities. The membership of the Committee shall be made up of distinguished scholars and shall be as broadly based as possible.
9. The Selection Committee will be appointed by the President; the Provost will report the membership to the Academic Board.
10. The Selection Committee will narrow down the applications from the initial documentation and then call for reports on each nominee from such additional outside referees such as they feel are warranted. The final selection will be made by consensus after all the documentation has been considered.
11. The number of active University Professors shall be at the discretion of the Committee, but should remain in the vicinity of 1% and should not exceed 2% of the tenured faculty.
12. A modest research stipend shall be paid to each University Professor for the first five years of the designation.
13. A University Professor will retain the title of University Professor Emeritus on retirement, but no stipend will be applicable.
14. After the decision of the Selection Committee and acceptance of the nominations by the President, the Provost, on behalf of the President, shall recommend the appointments to the Academic Board in closed session together with a written statement outlining the accomplishments of each nominee. The Academic Board will retain its right of veto.
15. University Professor shall receive special recognition at Convocation and should play a visible role in the formal affairs of the University.