

Senate

3:30 PM, Wednesday, October 10, 2018
Gilmour Hall, Council Room (Room 111)

AGENDA

NOTE: Members who wish to have items moved from the Consent to the Regular Agenda should contact the University Secretariat before the Senate meeting. Members may also request to have items moved when the Agenda is presented for approval.

Page

A. OPEN SESSION

OPENING REMARKS

1. APPROVAL OF AGENDA – OPEN SESSION

CONSENT

2. MINUTES OF PREVIOUS MEETING – SEPTEMBER 12, 2018 (OPEN SESSION)

4 - 7

a. [Minutes \(open session\) - September 12, 2018](#)

3. COMMUNICATIONS

REGULAR

4. BUSINESS ARISING

5. ENQUIRIES

6. REPORT FROM THE COMMITTEE ON APPOINTMENTS

8 - 11

a. [SCA Report to Senate - Open Regular](#) [Establishment of the F.L. Johnson Chair in Women's Reproductive Health Research](#)

7. REPORT FROM THE UNIVERSITY PLANNING COMMITTEE

12 - 25

a. [UPC Report to Senate - Open Regular](#) [Memo and Proposal - CanChild](#)

8. BY-LAWS COMMITTEE REPORT

26 - 28

a. [By-Laws Report to Senate](#) [By-Laws Report to Senate - attachment](#)

9. REPORTS FROM COUNCILS

29 - 30

a. Graduate Council

[Graduate Council Report](#)

- b. **Undergraduate Council**
[Undergraduate Council Report](#)

10. OTHER BUSINESS

B. CLOSED SESSION

11. APPROVAL OF AGENDA - CLOSED SESSION

CONSENT

12. MINUTES OF PREVIOUS MEETING – SEPTEMBER 12, 2018 (CLOSED SESSION)

13. BUSINESS ARISING

14. REPORT FROM THE COMMITTEE ON APPOINTMENTS

Faculty of Health Science

Faculty of Engineering

Faculty of Business

Faculty of Science

Acting Director, McMaster Indigenous Research Institute (MIRI)

Canada Research Chair Nomination and Renewals

Nomination of Faculty Adjudicators

REGULAR

15. BUSINESS ARISING

16. REPORT FROM THE COMMITTEE ON APPOINTMENTS

Recommendations for appointments, re-appointments and extensions:

Committee for Nominating a Chancellor

17. EARLY CONFERRAL

18. OTHER BUSINESS

REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular Agenda)

1. Establishment of the F.L. Johnson Chair in Women's Reproductive Health Research

At its meeting on September 17, 2018, the Committee on Appointments approved, for recommendation to Senate, a proposal to establish the F.L. Johnson Chair in Women's Reproductive Health Research.

The Senate Committee on Appointments now recommends,

that Senate approve the establishment of the F.L. Johnson Chair in Women's Reproductive Health Research, as circulated.

Senate: FOR APPROVAL
October 10, 2018

July 23, 2018

Senate Committee on Appointments
c/o University Secretariat
Gilmour Hall, Room 210

Re: Establishment of the F.L. Johnson Chair in Women's Reproductive Health Research

On behalf of the Faculty of Health Sciences, I would like to recommend the establishment of the F.L. Johnson Chair in Women's Reproductive Health Research.

Funding held within the academic Department of Obstetrics and Gynecology, along with support from generous donors, is being endowed and the Dean and Vice-President has committed annual matching funds to permanently support this position. The Chair will provide additional resources to further expand McMaster's research in the area of women's reproductive health.

The terms of reference for the Chair are attached.

Sincerely,



Paul O'Byrne MB, FRCP(C), FRSC
Dean and Vice-President

Encl.

PO/rl

TERMS OF REFERENCE

F.L. Johnson Chair in Women's Reproductive Health Research

General

The academic Department of Obstetrics and Gynecology, along with generous donors, have provided funding to support an endowed chair in the Faculty of Health Sciences. The Chair is named in honour of Dr. F.L. Johnson, founding Chair of the Department and the Chief of Obstetrics and Gynecology at Hamilton Civic Hospitals from 1958-1972, in recognition of the many contributions he made to the care of women and to medical education both locally and nationally.

The incumbent will have demonstrated excellence in the area of women's reproductive health.

Details and Duties

The holder of the Chair shall be an individual with sufficient research, education and/or clinical experience.

Specifically, the chairholder will:

- Hold an appointment in the Department of Obstetrics and Gynecology in the Faculty of Health Sciences at McMaster University;
- Be an integral part of the institutional vision towards establishing and maintaining a world class program in women's reproductive health which exemplifies the central values of the University and the Department of Obstetrics and Gynecology;
- Contribute significantly to the body of scholarship in the area women's reproductive health through teaching, research and/or clinical work at McMaster University;
- Undertake the normal duties of a faculty member in the Faculty of Health Sciences and the Department of Obstetrics and Gynecology, including participation in the education programs of the Department.

Selection Process

The Dean of the Faculty of Health Sciences will appoint an appropriate ad-hoc selection committee, which shall include, at a minimum, the Associate Dean, Research and the Chair of the Department of Obstetrics and Gynecology. The committee will forward its recommendation to the Senate Committee on Appointments.

Term

An appointment to the Chair shall be for up to five (5) years, with the understanding that renewal for additional terms is possible.

Acknowledgement

The incumbent will acknowledge that she/he holds the *"F.L. Johnson Chair in Women's Reproductive Health Research"* in all publications, lectures and any other activities supported through the fund.

May 2018

**REPORT TO SENATE
FROM THE
UNIVERSITY PLANNING COMMITTEE**

1. Establishment of the CanChild Centre for Childhood Disability Research

At its meeting of September 19, 2018, the University Planning Committee approved, for recommendation to Senate, a proposal to establish a the CanChild Centre for Childhood Disability Research.

The University Planning Committee now recommends,

that Senate approve the establishment of the CanChild Centre for Childhood Disability Research as an official research centre at McMaster.

**Senate: FOR APPROVAL
October 10, 2018**

September 12, 2018

TO: University Planning Committee

FROM: Karen Mossman



RE: **Proposal for the Establishment of the
CanChild Centre for Childhood Disability Research**

=====

The Committee on Research Institutes has reviewed the attached Proposal for the establishment of the **CanChild Centre for Childhood Disability Research**, as per the policies and guidelines.

The proposal has the unanimous support of the Committee on Research Institutes.

Please include this as an Agenda Item for the next University Planning Committee Meeting.

KM

Attach.

cc: David Farrar
Paul O'Byrne
Michael Thompson
Christi Garneau

August 20, 2018

Dr. Karen Mossman
Acting Vice-President, Research
Chair, Committee on Research Institutes
c/o Gilmour Hall, Room 208

Re: Proposed centre - CanChild Centre for Childhood Disability Research

Dear Dr. Mossman,

On behalf of the Faculty of Health Sciences, I would like to recommend the approval of the CanChild Centre for Childhood Disability Research as an official research centre at McMaster. While this Centre has existed for several years in an unofficial capacity, its members are seeking official status via the Senate and Board of Governors.

Please find a proposal for the Centre attached.

If you require further information, please do not hesitate to contact me.

Sincerely,



Paul O'Byrne MB, FRCP(C), FRSC
Dean and Vice-President
Faculty of Health Sciences
McMaster University

cc: J. Bramson

Encl.

PO:rl

**Proposal for the Establishment of the
CanChild Centre for Childhood Disability Research**

1. **Official Name**

CanChild Centre for Childhood Disability Research

2. **Objectives / Proposed Activities**

CanChild's mission is to:

- ☐ Take a leadership role in identifying emerging issues for research, practice, policy and education;
- ☐ Conduct high quality programs of research;
- ☐ Effectively transfer knowledge into practice at a clinical and health systems levels.

3. **Rationale**

CanChild is a research and educational centre founded in 1989 with funding from the Ontario Ministry of Health and Long-Term Care. Over the past two and a half decades, CanChild has emerged as an international leader in the field of childhood disability and child health through innovative research and a commitment to making research findings accessible to a wide range of audiences.

While we have been informally listed as a Centre for more than 25 years, CanChild would like to receive formal recognition by Senate as a McMaster University research centre. Centre status will provide further credential of CanChild as a leader in childhood disability and ensure sustainability.

4. **Participants**

Membership Process:

Director (See Appendix A for Terms of Reference):

- ☐ Appointments are made in accordance with McMaster University Policies, Procedures & Guidelines for Research Centres. A search committee will be established by the Vice-Dean, Research to whom the Director of CanChild reports. Potential candidates will be drawn from current CanChild Scientists within McMaster University. The search committee will also include representation from Scientists and Staff from CanChild.
- ☐ Term is 5 years and can be renewed once, contingent on agreement by the incumbent and the Dean.

Scientist/Associate Member:

- ☐ Potential new members will be discussed/reviewed by the Scientific Advisory Committee. Selected members will be brought forth to the CanChild team.

- ☐ Review process is to be brief and transparent.
- ☐ Individual Scientists and Associate Members will negotiate their respective CanChild roles and responsibilities with the Director.
- ☐ Potential exists to move between Scientist and Associate Member roles.
- ☐ Leadership roles and responsibilities will be communicated to CanChild members and reviewed every 5 years

CanChild Roles/Responsibilities

Scientist:

A Scientist

- ☐ Contributes advice and expertise to CanChild research and activities through attendance at team meetings;

AND

- ☐ Conducts independent research in the area of childhood disability or child health and development relevant to CanChild's mission;

AND

- ☐ Takes a leadership role with respect to strategic direction planning, knowledge exchange and/or administrative activities (e.g., sits on a committee);

AND

- ☐ Contributes to developing knowledge translation materials (minimum of one KT contribution to the website/year);

AND

- ☐ Is responsive to requests for evidence-based information from public, service providers, students and government (e.g., responds to CanChild email requests);

AND

- ☐ Publicly links research activities with CanChild through use of CanChild logo, CanChild PPT/poster templates, email signature, etc.;

AND

- ☐ Provides an updated Curriculum Vitae annually for CanChild productivity reports.

Benefits of being a Scientist include:

Access to CanChild services (grant development, knowledge translation, communications, commercialization of products).

***CanChild Scientists at McMaster ONLY – Defines CanChild as their primary 'Centre' affiliation.**

- ☐ Under the new overhead (O/H) distribution policy (May 1, 2017), instead of distributing a portion of the O/H funds directly to PIs, PIs will be able to define a home (i.e., Institute, Centre) and have a portion of the O/H directed to the home (applies to project specific stream only). Faculty members who are with multiple Institutes/Centres will need to choose their primary home.

Scientist Emeritus:

The title of Scientist Emeritus will be given to CanChild members who have retired and who continue involvement with CanChild projects/activities (e.g., dissemination, consulting, etc.).

Associate Member:

An Associate Member

- ☐ Conducts research in the area of childhood disability or child health and development relevant to CanChild's mission;

OR

- ☐ Collaborates on and provides expertise to CanChild research and activities;

AND

- ☐ Contributes to knowledge translation materials;

AND

- ☐ When appropriate, publicly links research activities with CanChild;

AND

- ☐ Provides an updated Curriculum Vitae annually for CanChild productivity reports.

Benefits of being an Associate Member:

The following services will be available to Associate Members: Knowledge Translation, Communications, and Commercialization. Other services, such as grant development, will be available based on discussion.

List of Members:

Name	Position	University	Discipline
Jan Willem Gorter	Director / Scientist	McMaster University	Physiatry
Peter Rosenbaum	Co-Founder/ Scientist	McMaster University	Developmental Pediatrics
Mary Law	Co-Founder/ Scientist Emeritus	McMaster University	Occupational Therapy
Khush Amaria	Scientist	Psychology, Hospital for Sick Kids	Psychology
Dana Anaby	Scientist	Physical and Occupational Therapy, McGill University	Occupational Therapy

Name	Position	University	Discipline
Doreen Bartlett	Scientist Emeritus	Physical Therapy, Western University	Physical Therapy
Gary Bedell	Associate Member	Occupational Therapy, Tufts University, US	Occupational Therapy
Sheila Bennett	Associate Member	Teacher Education, Brock University	Special Education
Jamie Brehaut	Associate Member	Clinical Epidemiology and Biostatistics, University of Ottawa	Cognitive Psychology
Jan Burke-Gaffney	Associate Member	Hamilton Family Network	Parent Advisor
John Cairney	Associate Member	Faculty of Kinesiology and Physical Education, University of Toronto	Social Psychology
Chantal Camden	Scientist	Physical and Occupational Therapy, Sherbrooke University	Physical Therapy
Wenonah Campbell	Scientist	SRS, McMaster University	Speech & Language
Lisa Chiarello	Associate Member	Physical Therapy and Rehabilitation Sciences Department, Drexel University, US	Physical Therapy
Eyal Cohen	Scientist	Hospital for Sick Children	Hospitalist
Carol DeMatteo	Scientist	SRS, McMaster University	Occupational Therapy
Briano DiRezze	Scientist	SRS, McMaster University	Occupational Therapy
Marilyn Kertoy	Scientist Emeritus	Communication Sciences and Disorders, Western University	Speech & Language Pathology
Anne Klassen	Scientist	Pediatrics, McMaster University	Health Services Research
Olaf Kraus de Camargo	Scientist	Pediatrics, McMaster University	Developmental Pediatrics
Wendy Coster	Associate Member	Occupational Therapy Boston University, US	Occupational Therapy

Name	Position	University	Discipline
Johanna Darrah	Scientist Emeritus	Physical Therapy, University of Alberta	Physical Therapy
Darcy Fehlings	Associate Member	Bloorview Research Institute	Developmental Pediatrics
Nora Fayed	Associate Member	School of Rehabilitation Therapy, Queen's University	Occupational Therapy
Mark Ferro	Associate Member	School of Public Health and Health Systems, University of Waterloo	Epidemiology
Robin Gaines	Associate Member	CHEO Research Institute	Speech & Language
Barbara Gibson	Associate Member	Bloorview Research Institute	Physical Therapy
Adrienne Harvey	Associate Member	Royal Children's Hospital, Australia	Physical Therapy
Sandra Hodgetts	Associate Member	University of Alberta	Physical Therapy
Christine Imms	Associate Member	Australian Catholic University, Australia	Occupational Therapy
Lynn Jeffries	Associate Member	University of Oklahoma Health Sciences Centre, US	Physical Therapy
Marian Jongmans	Associate Member	Social and Behavioural Sciences, Utrecht University, Netherlands	Health Psychology
Marjolijn Ketelaar	Associate Member	University Medical Center Utrecht, Netherlands	Rehabilitation
Mary Khetani	Associate Member	Department of Occupational Therapy, University of Illinois Chicago	Occupational Therapy
Gillian King	Associate Member	Bloorview Research Institute	Social Psychology
Dafna Kohen	Associate Member	Statistics Canada	Senior Research Analyst
Niina Kolehmainen	Associate Member	Newcastle University, Scotland	Occupational Therapy
Lena Krumlind Sundholme	Associate Member	Karolinska Institutet, Astrid Lindgren Children's Hospital, Sweden	Occupational Therapy
Lucyna Lach	Associate Member	Social Work, McGill University	Social Work

Name	Position	University	Discipline
Alyssa LaForme Fiss	Associate Member	Mercer University	Physical Therapy
Sanjay Mahant	Associate Member	Hospital for Sick Children	Pediatrics
Livia Magalhaes	Associate Member	Federal University of Minas Gerais, Brazil	Occupational Therapy
Ronit Mesterman	Associate Member	Pediatrics, McMaster University	Developmental Pediatrics
Cheryl Missiuna	Scientist	SRS, McMaster University	Occupational Therapy
Chris Morris	Associate Member	Peninsula Cerebra Research Unit, University of Exeter, UK	Orthotics
Eva Nordmark	Associate Member	Department of Health Sciences, Faculty of Medicine, Lund University, Sweden	Physiotherapy
Iona Novak	Associate Member	Cerebral Palsy Alliance, Australia	Occupational Therapy
Robert Palisano	Scientist	Physical Therapy & Rehabilitation Drexel University, US	Physical Therapy
Barbara Piskur	Associate Member	Hogeschool Zuyd - Zuyd University of Applied Sciences	Occupational Therapy
Nancy Pollock	Scientist	SRS, McMaster University	Occupational Therapy
Gabriel Ronen	Associate Member	Pediatrics, McMaster University	Child Neurology
Dianne Russell	Scientist Emeritus	SRS, McMaster University	Knowledge Translation
Keiko Shikako-Thomas	Associate Member	McGill University	Occupational Therapy
Debra Stewart	Scientist Emeritus	SRS, McMaster University	Occupational Therapy
Nancy Thomas-Stonell	Associate Member	Bloorview Research Institute	Speech & Language
Brian Timmons	Scientist	Pediatrics, McMaster University	Kinesiology
Olaf Verschuren	Associate Member	Rehabilitation Centre de Hoogstraat, Netherlands	Rehabilitation Medicine

Name	Position	University	Discipline
Stephen Walter	Scientist Emeritus	CE&B, McMaster University	Biostatistics
Sarah Westcott McCoy	Associate Member	Rehabilitation Medicine, University of Washington	Physical Therapy
Virginia Wright	Associate Member	Bloorview Research Institute	Physical Therapy
Lonnie Zwaigenbaum	Associate Member	Pediatrics, University of Alberta	Pediatrics
Jill Zwicker	Associate Member	Occupational Science and Occupational Therapy , University of British Columbia	Occupational Therapy

5. Financial Resources

CanChild has been administratively housed by the School of Rehabilitation Science since its inception, and more recently has been provided in-kind supports by the Department of Pediatrics. This continued infrastructure will enable ongoing sustainability.

CanChild has been piloting revenue generation strategies for the last 3 – 5 years, and we are pleased to report that these strategies have been successful, and have become part of our ongoing operations. These include sales of measures from online shop (<https://canchild.ca/en/shop>), and negotiation of custom contracts with the support of MILO. Anticipated future revenues from contracts/recoveries to off-set staff are estimated to be 500K annually). If future targets are not met, a current reserve of approximately 300K is currently in existence.

Revenues are supplemented by the generous support from the McMaster Children's Hospital Foundation, in addition to the in-kind supports of the School of Rehabilitation Science and Department of Pediatrics. Smaller sources of funding include donations, royalties, and workshop income.

The Faculty of Health Sciences has introduced a new policy regarding research overhead for institutes and centres that automatically directs a portion of overhead from core members to a dedicated operating account for the institute/centre and no longer requires separate Dean/Chair approval. The Vice-Dean (Research) in FHS has reviewed the proposal as it is related to funding and had no issues.

All core members at CanChild affiliated with McMaster will be based in FHS and thus will not affect any central University policies with regard to overhead distribution.

The Vice-Dean (Research) has also confirmed that indirect costs (e.g. space, support units) will be covered by the Faculty.

Please see Appendix B for the five year financial forecast.

6. Physical Resources

CanChild is physically located within the School of Rehabilitation Science in the Institute for Applied Health Science. Our Centre occupies room 408 which is approximately 2400 square feet and houses many of the Research Coordinators and staff who work on research projects as well as core CanChild staff. Members who join CanChild are hired through faculty positions and office space is assigned through their Faculty.

As CanChild is administratively housed within the School of Rehabilitation Science, the centre has access to the room booking system on campus, and books meeting rooms within the IAHS.

7. Staff Resources

As indicated above, members have access to the following services/staff resources: administrative support (support for CanChild operations and revenue generation activities @ 1.0 FTE), research development (support for grant development and large research portfolio management @ 1.0 FTE), knowledge translation support (support for development and dissemination of CanChild research @ 0.75 FTE), and commercialization (support for contract development and execution, and marketing of products @ 1.75 FTE). Levels of support are available based on membership type.

8. Organizational Structure

8.1 Director

The Director will set the research and academic direction of the CanChild Centre for Childhood Disability Research in consultation with the Governing Board and Advisory Committee. The Director will articulate the leadership of the Centre, set milestones and provide the business plan. The Director will report annually to the Governing Board.

The Director will be appointed for a 5-year renewable term.

The Director will have accountability to the Governing Board (see section 8.2), as chaired by the Vice-Dean, Research (delegated by the Dean and Vice-President).

Pending official approval by the University's governing bodies, Dr. Jan Willem Gorter is to be put forward for appointment as the holder of this position. Dr. Gorter is a recognized leader in the field of developmental disabilities in youth.

8.2 Governing Board

The Governing Board (GB) will oversee the status, progress, and financial viability of the Centre. According to the University's *Guidelines for the Governance and Review of Research Institutes, Centres and Groups*, the GB comprises, at a minimum:

- ☐ Dean and Vice-President (or designate), Faculty of Health Sciences
- ☐ Vice-Dean (Research), Faculty of Health Sciences
- ☐ Vice-Dean/Executive Director, School of Rehabilitation Science
- ☐ Chair, Department of Pediatrics, Faculty of Health Sciences

The Centre Director will report to the GB on an annual basis.

3. Advisory Committee

The Advisory Committee (AC) will provide advice to the Director with regard to scientific or scholarly priorities and the direction for the Centre. The AC is chosen by the Director, and is consulted at least two times a year, or more frequently at the discretion of the Director.

9. Operational Review

9.1 Annual Review

The Centre Director will report to the Governing Board on an annual basis. This report should include updates on research productivity, researchers, educational initiatives, external affiliations, Centre administration and operations, financial status, grants-in-aid, strengths and weaknesses, objectives for the coming year and any other items of relevance to the operation of the Centre.

9.2 Periodic Review

According to the University's *Guidelines for the Governance and Review of Research Institutes, Centres and Groups*, the Centre will undergo an external review every five to ten years at the request of the Governing Board (GB). The composition of the External Review Board (ERB) will be determined by the GB, as chaired by the Vice-Dean, Research (delegated by the Dean and Vice-President).

The composition of the ERB will be determined by the GB and should take into account the aspirations of the Centre and the availability of funds to support the review. The ERB would normally comprise three high-calibre scholars with an international perspective, who must be arms-length from the Centre. The ERB will assess the performance of the Centre's Director and its scientific program. The ERB will be furnished with documents describing the University's policy on Research Institutes and will be asked whether performance is compatible with expectations described in the policy.

The ERB is expected to use accepted measures of performance such as publication number and impact to assess the Centre's contributions in comparison with those of (a) the Centre during the preceding 5 years and/or (b) with the performance of Centres of similar size in the same field of research.

The recommendations of the ERB will include the renewal of the Director, and whether the Centre's performance is consistent with that of a Centre at McMaster University. Their report will be submitted in confidence to the GB via the Vice-Dean, Research (delegated by the Dean and Vice-President). Normally, the Vice-Dean, Research would share the ERB's report or major recommendations from the ERB's report with either the current Director, or the successor to the current Director, so that the leadership of the Centre benefits from the perspective of the ERB.

**Faculty of Health Sciences
Terms of Reference
for the Director of CanChild, Centre for Childhood Disability Research**

The CanChild Centre for Childhood Disability Research is recognized as one of the leading multidisciplinary childhood disability research groups in the world. Created in 1989, CanChild's mandate is to "take a leadership role in identifying emerging issues for research, practice, policy and education; conduct high-quality research; effectively transfer knowledge into practice at clinical and health system levels; and provide education for consumers, service providers, policy makers and students." Over the past 20 years, CanChild researchers have held more than \$40 million in grant and personnel support, produced over 100 peer-reviewed publications annually, and host an award-winning website that receives more than 3500 visits a week from around the world.

The responsibilities of the Director of CanChild include, but are not limited to, the following:

- ☐ Responsible for the strategic direction and overall management of CanChild;
- ☐ Leader on major research projects conducted at CanChild;
- ☐ Represents and provides direction to CanChild on relevant research, management, steering and search committees;
- ☐ Chairs the CanChild Team Meeting and Scientific Advisory Committee;
- ☐ Liaises with both the Vice-Dean/Executive Director and the Operations Manager of the School of Rehabilitation Science and the Director and Chair of the Department of Pediatrics;
- ☐ Is a member of the CanChild Advisory Board.

Selection and Terms of Office

Appointments are made in accordance with McMaster University Policies, Procedures & Guidelines for Research Centres. A search committee will be established by the Vice-Dean, Research to whom the Director of CanChild reports. Potential candidates will be drawn from current CanChild Scientists from McMaster University. The search committee will also include representation from scientists and staff from CanChild, and the incumbent will be a faculty member at McMaster University.

The term is five years and can be renewed once, contingent on agreement by the incumbent and the Dean.

REPORT TO THE SENATE

FROM THE

COMMITTEE ON By-Laws

Open Session (Regular Agenda)

1. Establishment of the Ad Hoc Committee to Review the *By-Laws of the Senate of McMaster University* that Govern Elections (FOR APPROVAL)

At its meeting on September 24, 2018, the Committee reviewed and recommended that Senate approve the establishment of an Ad Hoc Committee to Review the By-Laws of the Senate of McMaster University that Govern Elections. As noted in the proposed terms of reference (attached), the Committee is tasked with reviewing the By-Laws and proposing which, if any, changes should be recommended for approval through the governing bodies. The Committee will undertake this review with an eye to ensuring that the electoral processes facilitate equity and inclusion, balance accountability and efficiency, and reflect good practice among comparator institutions. The Committee may also make recommendations to the Faculties regarding electoral matters within the scope of its responsibilities.

The Senate Committee on By-Laws now recommends,

that Senate establish the Ad Hoc Committee to review the *By-Laws of the Senate of McMaster University* that Govern Elections as described in the attached Terms of Reference.

2. Forthcoming Notices of Motion for By-Law Changes (FOR INFORMATION)

The Committee will bring forward proposed amendments to the Senate By-Laws, Schedule "A" list of Senate Observers, and to the Faculty of Science By-Laws as notice of motion at the November 14, 2018 Senate meeting.

**Senate: FOR APPROVAL
October 10, 2018**

Ad Hoc Committee to Review the *By-Laws of the Senate of McMaster University* that Govern Elections

Terms of Reference

I Preamble

The *By-Laws of the Senate of McMaster University* (“the By-Laws”) set out the rules governing elections to the Senate. Article III describes the composition of Senate, including eligibility to serve in a particular capacity and related elections procedures. Schedules B and C outline details of the faculty and student elections to the Senate, respectively. The by-laws of each of the Faculties supplement the Senate By-Laws by establishing additional criteria and procedures for elections from within a respective Faculty to the Senate. Faculty by-laws are approved by the Senate.

There are several reasons that a review of the By-Laws governing elections is desirable. Most critically, McMaster University values equity and inclusion and it is important to ensure there are no systemic challenges to participation within the By-Laws. Secondly, periodic review of administrative procedures is essential to ensure that these reflect current practice and technology. Lastly, it appears to have been many years since these By-Laws were last reviewed holistically and therefore the By-Laws should be evaluated against sector best practice. Accordingly, a review of the By-Laws governing election to the Senate is proposed.

II Mandate

The Ad-Hoc Committee (“the Committee”) is tasked with reviewing the By-Laws and proposing which, if any, changes should be recommended for approval through the governing bodies. The Committee will undertake this review with an eye to ensuring that the electoral processes facilitate equity and inclusion, balance accountability and efficiency, and reflect good practice among comparator institutions. The Committee may also make recommendations to the Faculties regarding electoral matters within the scope of its responsibilities.

The Committee will not make recommendations regarding the clauses governing Senate composition, eligibility to stand for election within a defined constituency, nor the procedure used to vote in Senate elections (ranked ballot).

III Responsibilities

As part of its deliberations, the Committee will consider and make recommendations to the Senate and Faculties, via the Committee on By-Laws, regarding the following:

1. Procedures for nominations for election to the Senate;
2. Rules governing campaigning for election to the Senate;
3. What, if any, administrative procedures should be described in the By-Laws;
4. Record keeping requirements that are consistent with the University’s obligations under the Freedom of Information and Protection of Privacy Act (FIPPA); and,
5. Housekeeping updates as required.

IV Research and Consultation

In order to fulfill its mandate, the Committee shall:

1. Undertake a review of the Senate By-Laws and by-laws of the Faculties that concern elections to the Senate;
2. Conduct an environmental scan of comparable by-laws, policies, and procedures, at peer institutions;
3. Conduct a review of relevant scholarship and literature on best practices for elections and appointments;
4. Seek the input of relevant stakeholders;
5. Consult the University Secretary regarding best practices for record keeping under FIPPA; and,
6. Review any other documents the Committee deems relevant to aid in the fulfillment of its mandate.

V Membership

1. Two Senators from among those elected by the Teaching Staff;
2. One ex-officio Senator, such as a Dean;
3. One alumni Senator;
4. One undergraduate student Senator;
5. One graduate student Senator; and,
6. One member of the McMaster community who is familiar with University governance, but not also an employee or student, such as a current or past member of the Board of Governors.

The Senate Executive Committee shall appoint members on behalf of the Senate. The Committee shall choose the Chair from among its members.

The University Secretary and Associate Vice-President (Equity and Inclusion) or delegate shall serve as ex-officio, non-voting consultants to the Committee.

The University Secretariat will provide support to the Committee.

VI Reporting

The Committee will keep the Committee on By-Laws apprised of its work.

The expected date of completion for the recommendations is April 30, 2018.



School of Graduate Studies

1280 Main Street West
Hamilton, Ontario, Canada
L8S 4L8

Phone 905.525.9140
Ext. 23679
Fax 905.521.0689
<http://www.mcmaster.ca/graduate>

To : Senate

From : Christina Bryce
Assistant Graduate Secretary

Re : Report from Graduate Council

At its meeting on September 18th, Graduate Council approved the following for recommendation to Senate:

For Information:

1. Graduate Calendar Administrative Section Changes

Sections 2.5.7 Leave of Absence and 2.5.8 Parenting Leave

A subsection of these two sections entitled 'Combination with Other Leaves' was removed from section 2.5.7 as it was repeated in section 2.5.8. The wording around the length of the parenting leave in 2.5.8 was adjusted as there was feedback that the language referring directly to the Employment Standards Act was confusing. Graduate Council approved replacing "consistent with the Employment Standards Act, (2000 - May 7 2018 version Part XIV) a Parenting Leave ends "61 weeks after it began, if the employee also took pregnancy leave and 63 weeks after it began, otherwise" with the following: "As closely as academic terms can align with any employment agreements, but not being held to match said agreements as a student, a Parenting Leave is at maximum for four consecutive terms." A sentence noting that normally parenting leaves are completed within 18 months of birth or custody was also removed.

Graduate Council approved this change effective immediately.

2. New Scholarship

NAME OF FUND: Dr. Richard Splane PhD Scholarship: Social Policy in Social Work

TERMS OF REFERENCE FOR FUND:

Established in 2018 from the estate of Dr. Richard Splane to advance the study of social policy. To be awarded annually by the School of Graduate Studies, on the recommendation of a committee of at least three faculty members identified by the Director and including the Chair of Graduate Studies, to a graduate student in their second and up to sixth year in the PhD program in Social Work who is pursuing

the study of social welfare policy in their thesis research. The student must demonstrate leadership in the study of social policy which has a social justice focus and impact and have a proposed plan of study which shows promise of contribution to a more socially just policy. Preference will be given to a student who does not hold another major scholarship such as SSHRC, Vanier, Hooker or CIHR.

REPORT TO SENATE FROM UNDERGRADUATE COUNCIL

FOR INFORMATION

I Terms of Award

At its meeting of September 25, 2018, Undergraduate Council approved: a) terms of award for three new awards; b) changes to terms of nine awards; c) six new bursaries, d) changes to terms of five terms of bursaries, and e) the removal of eleven awards from the *Undergraduate Calendar*.

a) New Awards

The ArcelorMittal Dofasco FIRST Robotics Engineering Scholarship
The Dr. Voiko Loukanov Engineering Scholarship
The Brenda Symons-Moulton Academic Grant

b) Changes to Terms of Award

The A. H. Atkinson Prize
The Federation of Chinese Canadian Professionals Education Foundation Scholarships
The Nina Louise Hooper Scholarship
The Jimmy Fong International Outreach Travel Award in Engineering
The Pollock Family Academic Grant
The Somerville Scholarships
The Graham Todd Memorial Entrance Scholarship
The University Achievement Awards
The Marguerite Z. Yates Scholarship

c) New Bursaries

The Catherine Bentzen-Bilkvist Memorial Bursary
The Mary Lillian Chapman Memorial Fund
The Catherine Cooper Bursary
The Dr. Kenneth Hall Bursary
The Peter Maurer Northern Health Bursary
The Stobbe Global Health Bursary Fund

d) Changes to Terms of Bursaries

The McMaster Saving & PACE Credit Union Limited Bursary
 The Dr. Holland and Mrs. Elvira Peterson Bursary
 The Graham Ronald Toop Bursary
 The Tynowski Bursary
 The Gladys A. Young Bursary

e) Removal of Awards from the Undergraduate Calendar

The Biology Academic Achievement Award
 The Canadian Society for Mechanical Engineering Medal the CISC Ontario/Telco Steel Works Scholarship
 The Iroquois Trophy
 The Paul Lee-Chin Scholarship
 The Allan Ludbrook Memorial Scholarship the Juanita Lebarre Symington Scholarship
 The Ng Man-Chung Memorial Scholarships the Thomas H.B. Symons Bursary
 The Janice Thompson Sobot Memorial Bursary
 The Women's Art Association of Hamilton Scholarships

II Award Value Changes

At the same meeting, Undergraduate Council received, for information, seven award value changes.

III Revisions to the Certificate and Diploma Programs

At the same meeting, Undergraduate Council approved revisions to the *Professional Addiction Studies Program* and *Human Resources Management Program*, as recommended by the Centre for Continuing Education.

IV Establishment of New Certificate of Completion and Attendance

At the same meeting, Undergraduate Council received, for information, the creation of new Certificate of Completion and Attendance Programs offered by the Centre for Continuing Education:

- a) Introduction to Cybersecurity Certificate of Attendance
- b) The Science of Cannabis Certificate of Completion
- c) Water Testing Certificate of Completion
- d) McMaster Discovery Program Certificate of Completion

Senate: October 10, 2018

PROPOSED NEW AWARDS FOR APPROVAL

In-Course and Renewal Awards

The ArcelorMittal Dofasco FIRST Robotics Engineering Entrance Scholarship

Established in 2018 by ArcelorMittal Dofasco. To be awarded to students who permanently reside or attended high school in the Greater Toronto and Hamilton Area, City of Brantford or Region of Niagara, who enroll in a first year program in the Faculty of Engineering, achieve a minimum final admission average of 90% and demonstrate leadership experience and involvement in extracurricular activities through FIRST Robotics.

Value: \$15,000

The Dr. Voiko Loukanov Engineering Scholarship

Established in 2018 in memory of Dr. Voiko Loukanov, a trailblazer in automotive electronics testing equipment, an outstanding engineering leader, renowned and respected for his many innovations and expertise, with a deep commitment to student research and a passion for innovation. To be awarded to students enrolled in a Level II Engineering program with a high average and who, in the judgement of the Faculty of Engineering, demonstrate a commitment to automotive mechatronics and electronics testing technology. The scholarship is tenable for up to three years provided the student remains enrolled in 24 units or more and achieves a Fall-Winter Average of 9.5.

Value: \$15,000 (\$5,000/year)

In-Course and Renewal Academic Grants

The Brenda Symons-Moulton Academic Grant

Established in 2018 by family to honour Brenda Symons-Moulton B.A./B.S.W (Class of '76) for her dedication to the social work community in Hamilton. To be granted to a student enrolled in Level III or above of a Social Work program who attains a high average and demonstrates financial need.

Value: \$3,000

CHANGES TO AWARD TERMS FOR APPROVAL

The A. H. Atkinson Prize

Established in 1980 by Atkinson Engineering Consultants Limited. To be awarded to the student in a Civil Engineering program who achieves the highest average in CIV ENG-3G03-3G04 and 3J04, taken in one term.

The Federation of Chinese Canadian Professionals Education Foundation Scholarships

Established in 1988 by the Foundation.

Two scholarships to be awarded to students who attained high averages: (a) one to a student in a program in Arts and Science, and (b) one, on a rotating basis, to a student enrolled in a program in Chemistry, or Chemical Biology, Mechanical Engineering, and/or Physics.

The Nina Louise Hooper Scholarship

Established in 1959 by bequest of Bertram O. Hooper. To be awarded to students in any program.

The Jimmy Fong International Outreach Travel Award in Engineering

Established in 2006 by Jimmy Fong, B.Eng.Mgt. (Class of '82).

To be awarded to a student who, in the judgment of a selection committee, demonstrates high academic achievement, and is pursuing either an international relief and development project under the auspices of Engineers Without Borders

in an underdeveloped, disadvantaged area or a study, work or co-op placement outside of North America. Preference to be given to a students in the Faculty of Engineering and/or a project in China.

The Pollock Family Academic Grant

Established in 2006 by Dr. Ken Pollock, Dr. Gary Pollock, Dr. Mark Pollock and Dr. Ted Pollock. To be awarded to a students in the Faculty of Engineering who has have completed Level I, attained a high Fall-Winter Averages and demonstrates financial need.

The Somerville Scholarships

Established in 1966 by bequest of William L. Somerville, architect of the McMaster University buildings of 1930. To be awarded to students in any program. The recipient of this award is eligible to receive the corresponding donor bursary if financial need is demonstrated.

The Graham Todd Memorial Entrance Scholarship

Established in 2015 to honour the legacy of Professor Graham Todd of the School of the Arts. Two scholarships To be awarded to students entering Studio Art I who, in the judgement of the School of the Arts, have demonstrated artistic excellence and high academic achievement.

The University Achievement Awards

Established in 2006 by authorization of the Board of Governors of McMaster University. Each year, quotas are established in proportion to the number of part-time undergraduate students who obtain a Grade Point Average of 8.0 or greater and who are named to the Deans' Honour List. Not open to students in their graduating year. Awarded to undergraduate students who are enrolled part-time in any program and attain high averages.

The Marguerite Z. Yates Scholarship

Established in 1960 by bequest of Mrs. W.H. Yates of Hamilton. To be awarded to students in any program.

PROPOSED NEW BURSARIES FOR APPROVAL

Submitted by the Office of Student Financial Aid & Scholarships

The Catherine Bentzen-Bilkvist Memorial Bursary

Established in 2017 by family and friends of Catherine Bentzen-Bilkvist, B.A. (Class of '75), B.A. Hon. (Class of '81), M.A. (Class of '86), to honour her memory. To be granted to a student in a Bachelor of Commerce program who demonstrates financial need.

The Mary Lillian Chapman Memorial Fund

Established in 2018 by the estate of Nancy Mary Chapman. To be granted to students enrolled in the Michael G. DeGroote School of Medicine at McMaster University who demonstrate financial need.

The Catherine Cooper Bursary

Established in 2018 by her children Kimberly, James, Mat, David, and Nathan, in memory of their mother, Catherine Cooper, who encouraged her children to pursue their goals through lifelong learning. To be granted to students who demonstrate financial need.

The Dr. Kenneth Hall Bursary

Established in 2018 by family and friends in honour of the awarding of an honorary degree from McMaster University to Dr. Kenneth Hall. To be granted to students enrolled in Level II or above in a Geography or Environmental Sciences program

who demonstrate financial need.

Submitted by the Faculty of Health Sciences

The Peter Maurer Northern Health Bursary

Established in 1991 in memory of Peter Maurer, Administrative Officer for the Faculty of Health Sciences at McMaster and later, Administrator of the Lakehead/McMaster Link Project in Thunder Bay. To be granted to students enrolled in the Michael G. DeGroote School of Medicine who demonstrate financial need and are pursuing electives in northern Ontario via the Northern Ontario School of Medicine (NOSM).

The Stobbe Global Health Bursary Fund

Established in 2017 by faculty, students, staff and friends of Dr. Karl Stobbe, the inaugural Regional Assistant Dean of the Niagara Regional Campus (NRC) of the Michael G. DeGroote School of Medicine. To be granted to students enrolled at the NRC who demonstrate financial need and will be pursuing further education in the area of global health.

CHANGES TO BURSARY TERMS

Submitted by the Office of Student Financial Aid & Scholarships

The ~~McMaster Savings & PACE Credit Union Limited~~ Bursary

Established in 1997 by McMaster Savings and Credit Union Limited (presently known as PACE Credit Union) in support of its belief that all students should have the opportunity to pursue their educational goals. To be granted annually to McMaster students enrolled in any program who demonstrate financial need.

The Dr. Holland and Mrs. Elvira Peterson Bursary

Established in 1997 by Dr. Holland and Mrs. Elvira Peterson under the McMaster Student Opportunity Fund initiative. To be granted to a students who demonstrates demonstrating financial need and is who are enrolled in Level II or higher of a Hispanic Studies or German program in the Faculty of Humanities. Preference to those enrolled in a program in the Department of Linguistics and Languages.

The Graham Ronald Toop Bursary

Established in 1997 under the McMaster Student Opportunity Fund initiative. To be awarded to students in any program who demonstrate financial need. Preference will be given, to the recipient of The Graham Ronald Toop Scholarship.

The Tynowski Bursary

Established in 1997 under the McMaster Student Opportunity Fund initiative. To be awarded to students in any program who demonstrate financial need. Preference will be given, to the recipient of The Tynowski Scholarship.

The Gladys A. Young Bursary

Established in 1997 under the McMaster Student Opportunity Fund initiative. To be awarded to students in any program who demonstrate financial need. Preference will be given, to the recipient of The Gladys A. Young Scholarship.

In-Course Awards, Academic Grants and Bursaries Removed from the Undergraduate Calendar for Approval

The Biology Academic Achievement Award
The Canadian Society For Mechanical Engineering Medal
The CISC Ontario/Telco Steel Works Scholarship
The Iroquois Trophy
The Paul Lee-Chin Scholarship
The Allan Ludbrook Memorial Scholarship
The Juanita Lebarre Symington Scholarship
The Ng Man-Chung Memorial Scholarships
The Thomas H.B. Symons Bursary
The Janice Thompson Sobot Memorial Bursary
The Women's Art Association of Hamilton Scholarships

FOR INFORMATION

Award Value Changes

The Clara I. Elman Scholarships	Value: \$2,500 \$5,000
The Clara I. Elman Travel Scholarships	Value: \$2,000 \$1,000
The Henry and Frances Jekel Bursary	Value: \$2500 Variable
The Feliks Litkowski Memorial Prize in Political Science	Value: \$ 850 \$900
The Middleton/Walker Prize in Sedimentary Geology	Value: \$ 1,000 \$1,250
The Pioneer Energy LP Prize in Nursing	Value: \$ 250 \$450
The Graham Todd Memorial Entrance Scholarship	Value: \$1,200 \$1,000

Note:

We have adjusted existing award terms to reflect "full-time" to align with current University Aid and Award Policy and Undergraduate Calendar regulations where the donor gift agreement did not specify "actual units" (e.g. 24 units required).

Undergraduate Certificate & Diploma Committee Course Submission

A. Department & Program Information (Complete all fields):	
Department:	Centre for Continuing Education
Program Name:	Professional Addiction Studies
Name of Representative:	Christie McGaghran
Nature of Submission:	Course revision
Effective Date:	Winter 2019
Submission Date:	August 17, 2018
B. Current Course Details (Complete all fields):	
Course Title:	Working with Compulsive Behaviours
<p>Course Description:</p> <p>This course provides an overview of various compulsive behaviours, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.</p>	
<p>Course Learning Objective(s):</p> <ul style="list-style-type: none"> identify distinct compulsive behaviours such as gambling, hypersexuality, internet/gaming compare and contrast addiction with compulsive behaviours in relation to brain function analyze compulsive behaviours through different professional lenses in order to appreciate its scope identify how compulsive behaviours develop and perpetuate in individuals apply models and strategies that assist those with compulsive behaviours in the areas of crisis intervention, assessment, treatment planning and relapse prevention evaluate the impact of compulsive behaviours on significant others and devise strategies to help them explore emerging issues related to compulsive behaviours 	
<p>Is this course currently offered? No</p> <p>Existing Course Code: ADD 212</p>	
Course Unit Value:	3 units

Undergraduate Certificate & Diploma Committee Course Submission

List Course Pre-requisites (if applicable): none

Cross listed courses (if applicable): none

C. Course Revision (Complete applicable fields):

Revised Course Title:	Working with Behavioural Addictions
Revised Course Description:	This course provides an overview of various behavioural addictions, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.

Revised Course Learning Objective(s):

- identify distinct behavioural problems or addictions such as gambling disorder, hypersexuality, and internet/gaming disorders
- compare and contrast the neurobiology of substance use disorder with behavioural addictions
- analyze behavioural addictions through different lenses in order to appreciate their scope
- identify how behavioural addictions develop and perpetuate in individuals
- apply models and strategies that assist those with behavioural addictions in the areas of crisis intervention, assessment, treatment planning and relapse prevention
- evaluate the impact of behavioural addictions on significant others and devise strategies to help them
- explore emerging issues related to behavioural addictions

Revised Course Content (major topics):

Course content will not change. Course will still focus on the same learning outcomes. The original term “compulsive behaviours” will simply be replaced with the correct and current term “behavioural addictions”. Please see rationale below.

Rationale for Revision:

The term ‘compulsive disorder’ is outdated and not applicable to the problems this course is meant to address. Though clients do experience a sense of compulsion when these behaviours are problematic, the term ‘compulsive’ has a particular psychiatric meaning, usually connected with illnesses such as Obsessive Compulsive Disorder. For example, the field, including the DSM 5, has moved away from the term ‘compulsive’ in favour of the term ‘gambling disorder’ (housed now with other addictive disorders). The World Health Organization uses the term ‘gaming disorder’. Issues with hypersexuality are also not called compulsive behaviours and, in fact, the DSM 5 did not endorse the term ‘hypersexual disorder’ for a variety of reasons. Until there is agreement about the nature of these issues (i.e., are they impulsive,

Undergraduate Certificate & Diploma Committee Course Submission

compulsive, addictions or otherwise?), the field generally uses the term 'behavioural addictions' as a descriptor. Consequently, in order to modernize the course description, the title and learning outcomes should be updated.

D. Statement from Faculty

I have reviewed the proposed changes to **ADD212 Working with Compulsive Behaviours** (*revised title: Working with Behavioural Addictions*), within the **Professional Addiction Studies** program presented by the Centre for Continuing Education. I have determined that it meets all the criteria set out by the Undergraduate Council in its guidelines for course changes within certificates and diplomas and we, therefore, endorse this submission with the support of the Faculty of Social Sciences.



August 31, 2018

Signature
Dr. Tracy Prowse, Associate Dean

Date

17 August 2018

Ms. Christie McGaghran
Program Manager, Professional Addiction Studies
McMaster University, Centre for Continuing Education

Dear Ms. McGaghran,

This letter is written in support of your application to change the name of ADD 212: Working with Compulsive Behaviours to ADD 212: Working with Behavioural Addictions.

I am a Certified Problem Gambling Counsellor and Registered Social Worker with 18 years of clinical experience. I am very familiar with the nomenclature trends in the field and I believe that this course name should be changed to reflect current terminology.

The original course description for ADD 212 is as follows:

Course Description: This course provides an overview of various compulsive behaviours, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.

The term 'compulsive disorder' is outdated and not applicable to the problems this course is meant to address. Though clients do experience a sense of compulsion when these behaviours are problematic, the term 'compulsive' has a particular psychiatric meaning, usually connected with illnesses such as Obsessive Compulsive Disorder. For example, the field, including the DSM 5, has moved away from the term 'compulsive' in favour of the term 'gambling disorder' (housed now with other addictive disorders). The World Health Organization uses the term 'gaming disorder'. Issues with hypersexuality are also not called compulsive behaviours and, in fact, the DSM 5 did not endorse the term 'hypersexual disorder' for a variety of reasons. Until there is agreement about the nature of these issues (i.e., are they impulsive, compulsive, addictions or otherwise?), the field generally uses the term 'behavioural addictions' as a descriptor. Consequently, in order to modernize the course description, the title and learning outcomes should be updated.

I would like to propose the following change, in order to use the most current terminology and keep to the spirit of what the course was intended to cover:

Course Description: This course provides an overview of various behavioural addictions, including their development, treatment, impact on brain functioning, and distinct strategies for intervening with individuals and their support systems. Emerging issues and trends will be explored.

Learning Outcomes

By the end of this course, students will be able to:

- identify distinct behavioural problems or addictions such as gambling disorder, hypersexuality, and internet/gaming disorders
- compare and contrast the neurobiology of substance use disorder with behavioural addictions

- analyze behavioural addictions through different lenses in order to appreciate their scope
- identify how behavioural addictions develop and perpetuate in individuals
- apply models and strategies that assist those with behavioural addictions in the areas of crisis intervention, assessment, treatment planning and relapse prevention
- evaluate the impact of behavioural addictions on significant others and devise strategies to help them
- explore emerging issues related to behavioural addictions

I hope that this change will be accepted. I would be happy to discuss any questions you have.

Yours sincerely,



Deirdre Querney, MSW, CPGC, CCAC

Resources:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3164585/>

<https://learn.problemgambling.ca/eip/problem-technology-use>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5328289/>

Undergraduate Certificate & Diploma Committee Program Submission

A. Department & Program Information (Complete all fields):	
Department:	Centre for Continuing Education
Program Name:	Human Resources Management Program
Name of Representative:	Nathalie Vallée, Program Manager
Nature of Submission:	Course revision
Effective Date:	As soon as approved
Submission Date:	August 14 th , 2018
B. First Program Revision – Change in Program Design	
<p>The Human Resources Management Diploma is revising the number of courses required to complete the HRM Diploma, increasing the requirements from 8 courses to a 9 course credential (27 credits):</p> <p>Rationale for Revision:</p> <p>The current HRM Diploma is 8 courses (24 credits). However, many CCE students are enrolled in this diploma with the intention of also attaining the Certified Human Resources Professional (CHRP) designation through the Human Resources Professionals Association (HRPA). HRPA requires 9 specific courses be successfully completed for students to attain this designation. Currently, CCE students received the HRM Diploma, but then have to return to CCE to take this one final requisite course. Aligning the HRM Diploma with the HRPA requirements, will create a clearer pathway to this professional designation. Most schools offering a Human Resources diploma in Ontario are aligned with the HRPA requirements of 9 courses.</p> <p>Core Courses (Complete all 5)</p> <p><u>HRM 821 Organizational Behaviour*</u> ^ (3 Units)</p> <p><u>HRM 897 Recruitment & Selection*</u> ^ (3 Units)</p> <p><u>HRM 898 Compensation*</u> (3 Units)</p> <p><u>HRM 899 Labour Relations*</u> (3 Units)</p> <p><u>HRM 901 Human Resources Management*</u> (3 Units)</p> <p>Elective Courses (Complete 4 from list)</p> <p><u>HRM 817 Business Finance & Accounting*</u> (3 Units)</p> <p><u>HRM 902 Training & Development*</u> ^ (3 Units)</p>	

Undergraduate Certificate & Diploma Committee Program Submission

[HRM 921 Occupational Health & Safety*](#) (3 Units)
[HRM 923 Human Resources Planning*](#) (3 Units)
[ACC 830 Basic Bookkeeping](#) (1.5 Unit)
[BUS 850 Business Communications](#) (3 Units)
[BUS 847 Principles & Practices of Supervision](#) (3 Units)
[HRM 941 Wellness in the Workplace](#) (3 Units)
[ACC 920 Effective Communication](#) (3 Units)

The 9 required HRPA courses are denoted with an asterisk *

C. Second Course Revision: Change in course name

Old Course Title:	HRM 897: Recruitment and Selection
New Course Title:	HRM 897: Talent Acquisition
Is this course currently offered? Yes	
Course Unit Value:	3 units
Revised Course Description:	This course will introduce students to the world of talent acquisition, methodologies, and the importance of talent attraction to the strategic direction and success of any organization. The course will focus on, and define the major subject areas of attraction, selection, job analysis, competency modeling, screening, interviewing and decision making.
Rationale for Revision: Upon redevelopment of the course with the Subject Matter Expert, it became clear that the terminology in the field of recruitment and selection has changed. Current terminology refers to talent acquisition in the course content. To reflect this, the course title and description have been revised.	



DATE: August 21, 2018

TO: Certificate and Diploma Committee, Undergraduate Council and Senate

FROM: Sue McCracken, Associate Dean, Academic, DeGroote School of Business

SUBJECT: Evaluation of Revisions Made to the Human Resources Management Program Proposal for the Centre for Continuing Education (CCE)

I have reviewed the proposal for the review of the Human Resources Management program to be offered through the Centre for Continuing Education (CCE). I have examined the proposed revisions for the diploma requirements, course name and the rationale for their changes. My examination of the revisions concurs that the proposed courses are still of the intellectual rigour comparable to that found in undergraduate degree courses and that aligning with industry trends and professional associations will be beneficial to the program and the students. Students taking the courses will continue to meet the minimum requirements set out in the Policy on Certificates and Diplomas for Undergraduate Council.

Since the courses and diploma meet all these criteria as set out in the Policy on Certificates and Diplomas for Undergraduate Council, I support the submission of these revisions to the Committees for approval.

Sincerely,

Sue McCracken
Associate Dean (Academic)
DeGroote School of Business
Tel: 905-525-9140 ext 23993
smccrac@mcmaster.ca

Centre for Continuing Education Certificate of Attendance

A. Department & Program Information (Complete all fields):	
Program Name:	Introduction to Cybersecurity
Name of Representative:	Anne Dwyer
Effective Date:	August 2, 2018
Date of Submission:	September 11, 2018
B. Faculty Statement (Required):	
n/a	
C. Academic Merit (Complete all fields; write "not applicable" as needed):	
i. Program Overview:	<p>Introduction to Cybersecurity is designed as a professional development course for cybersecurity professionals, including security analysts, intel analysts, policy analysts, security operations personnel, network administrators, system integrators, VARS, and security consultants</p> <p>In this course, you will discover the importance of cybersecurity in information technology. The objective is to understand cyber-attacks and the techniques used to take control of an unsecure system. This course also presents the defensive measures security teams can take to prevent attacks, and provides an overview of the malicious software types used in computer networks.</p>
ii. Learning Objectives:	<p>After completing this course, you will be able to:</p> <ul style="list-style-type: none"> • Understand what a cyber-attack is • Increase your awareness of the techniques used to take control of an unsecure system • Increase your awareness of security and measures to prevent attacks • Review networking as it applies to security controls • Explore malware threats and anti-malware solutions

iii. Meeting Learning Objectives:	Introduction to Cybersecurity uses a series of modules (topics) to achieve the stated program objectives. Individual module objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
iv. Program Admission Requirements:	n/a
v. Program Pre-requisites (if applicable):	Basic understanding of networking terminology and applications, intranet and internet services, protocols, ports, as well as networking and security devices Basic knowledge in installation of security software, such as antivirus or firewalls, and general understanding of operating systems functionalities (Windows and Linux)
vi. Program Completion Requirements:	Students must complete all 9 modules (topics) in order to qualify for the Certificate of Attendance.
viii. Program Delivery Format:	Working in collaboration with Global Knowledge, a worldwide leader in IT and business skills training, Introduction to Cybersecurity Certificate of Attendance will be available in both online and in-class formats. The online format will be completed directly through Global Knowledge and will use a combination of synchronous and asynchronous activities designed to present the fundamental concepts and theories in cybersecurity and promote the application to the workplace. Course activities may include instructor video lecture/presentations, discussion board topics, web-based learning activities, as well as, experiential learning activities (i.e. lab work, case studies, group discussions, projects). The In-class format will be offered at McMaster University's One James North Campus and will include a mixture of lecture and experiential learning activities, such as labs, individual and group work.
ix. Student Evaluations (Grading Process):	Introduction to Cybersecurity will include an evaluation component. The evaluation may consist of discussion, case scenarios and lab assignments.
x. Course Evaluation:	Students will complete an evaluation that explores content, delivery, materials, method of evaluation and instruction.
xi. Course Instruction:	Instructors for Introduction to Cybersecurity will be selected

	from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience within the field. Instructors will have the equivalency of a Master's Degree or significant professional and teaching experience within the field. Instructors will be required to hold a professional certification - Certified Information Systems Security Professional (CISSP) or equivalent industry certification.
xii. Credit Towards Degree Programme Studies:	n/a
xiii. Program Advanced Standing:	n/a
D. Statement of Financial Viability:	
<p>I have reviewed the business case and financial projections which includes enrolment projections and costs. Sources of revenue for this program include tuition. Expenses are typical that may include marketing costs (although bulk of marketing will be done by Global Knowledge), as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, Centre for Continuing Education, August 2, 2018</i></p>	
E. Statement of Administrative Responsibilities:	
<p>The human and systems infrastructure to support the following functions already exists within CCE and Global Knowledge. Costs will be fully covered by tuition.</p> <p>Responsibilities for the program are as follows:</p> <ul style="list-style-type: none"> • Budget development and monetary responsibilities • Program and Course Development • Course Registrations/Administration • Supervision of Instructors to ensure University policies and practices are adhered to; course are taught according to program requirements and standards • Marketing and Promotions 	
F. Listing of Courses (complete the chart to provide suggested course title, required/elective, number of academic units, proposed hours, and estimated term offering):	

<u>Course Name</u>	<u>Required/Elective</u>	<u>Academic Units/hours</u>	<u>Scheduled Term</u>
Introduction to Cybersecurity	Required	0.0 units/6 hours	Fall 2018

Course Descriptions (Provide a one-paragraph course description; indicate course pre-requisite (if applicable) and a bullet list of key topics to be covered in the course):

Introduction to Cybersecurity

(Prerequisite: Basic understanding of networking terminology and applications, intranet and internet services, protocols, ports, as well as networking and security devices;

Basic knowledge in installation of security software, such as antivirus or firewalls, and general understanding of operating systems functionalities (Windows and Linux)

Description

In this course, you will discover the importance of cybersecurity in information technology. The objective is to understand cyber-attacks and the techniques used to take control of an unsecure system. This course also presents the defensive measures security teams can take to prevent attacks, and provides an overview of the malicious software types used in computer networks.

Topics:

- 1. Network Components**
- 2. Resource Discovery and Tools**
- 3. Attack Vectors**
- 4. Port Scanning**
- 5. Vulnerabilities**
- 6. Ports and Vulnerability Scanners**
- 7. Privilege Escalation**
- 8. Malware Types**
- 9. Protection Mechanisms and Countermeasures**



**Centre for
Continuing Education**

Mailing Address:
OJN, 3rd Floor, Room 386
1280 Main Street West
Hamilton ON Canada
L8S 4L8

Physical Location:
OJN, 2nd Floor
One James Street North
Hamilton ON Canada
L8R 2K3

Tel: 905.525.9140 Ext. 24321
Fax: 905.546.1690
conted@mcmaster.ca
mcmastercce.ca

To: Certificates and Diplomas Certificate

From: Lorraine Carter, Director, Centre for Continuing Education

Re: Certificate of Completion, Water Testing

Date: September 11, 2018

Over Summer 2018, the Centre for Continuing Education issued a Certificate of Completion to youth and young adults from the Lubicon Lake Cree Nation in northern Alberta who participated in a Water Testing program involving McMaster students, faculty, and researchers including Drs. Kahn, Chow-Fraser, and Martin-Hill.

The program met the criteria for a McMaster University Certificate of Completion while issuing of the Certificate of Completion for this particular learner group was supported by the Office of Provost including Drs. Susan Giroux and David Farrar. Dr. Martin-Hill and Josh Dockstator worked collaboratively with the Centre for Continuing Education to make sure that the program participants received a letter of acknowledgement on the final day of the program and their Certificates of Completion.

As evidence of the impact of this initiative, Dr. Martin-Hill remarked the following:

The feast and letters awarded were the highlight of our visit in the community. The youth along with their parents were acknowledged and to my surprise were incredibly excited to have your letters in hand.... Again, thank-you for helping make change in an impoverished community... Several older youths that had dropped out of high school told me they might go back to school so they can help monitor the water quality.

The Centre for Continuing Education is appreciative of the support of the Office of the Provost in enabling this recognition of Indigenous youth and young adults.

Lorraine Carter, PhD

Director, Centre for Continuing Education
McMaster University

cc. Dr. Susan Giroux



**Centre for
Continuing Education**

Mailing Address:
OJN, 3rd Floor, Room 386
1280 Main Street West
Hamilton ON Canada
L8S 4K1

Physical Location:
OJN, 2nd Floor
One James Street North
Hamilton ON Canada
L8R 2K3

Tel: 905.525.9140 Ext. 24321
Fax: 905.546.1690
conted@mcmaster.ca
mcmastercoe.ca

July 11, 2018

Hello:

On behalf of McMaster University, it is my pleasure to congratulate you on your participation in the Indigenous Water Quality Tools project training in water testing, computer science, and Indigenous Knowledge with Dr. Kahn, Dr. Patricia Chow-Fraser, and Dr. Martin-Hill.

You are an inspiration to all of us at McMaster University. In particular, you represent a bright future not only for the communities of Lubicon Lake Cree Nation and Six Nations of the Grand Territory but also for the environment, especially water. We agree water is life, and we are grateful for your positive spirit and hard work to achieve safe water and healthy communities.

As a way of acknowledging and expressing the University's gratitude, McMaster University Centre for Continuing Education will be sending you a certificate. You may want to note this certificate on your resume for acceptance into college or university training, for employment purposes, or for your own record. Our hope is that, by earning your McMaster certificate, you will be motivated to continue your learning journey. Indeed, the world needs more people who are committed learners and caring stewards of the environment. Stated simply, the world needs more people like you.

Again, thank you for your contributions to the Indigenous Water Quality Tools project and to your communities. McMaster University is very proud of you.

Yours in learning,

Dr. Lorraine Carter
Director, Centre for Continuing Education
Cartel1@mcmaster.ca

cc. Dr. Susan Giroux
Vice-Provost, Faculty
Office of the Provost
McMaster University



Centre for Continuing Education Program Approval

A. Department & Program Information (Complete all fields):	
Academic Designation:	Certificate of Completion
Program Name:	The Science of Cannabis
Name of Representative:	Dr. Lorraine Carter
Proposed Date/Term of Program Start:	Winter 2019
Date of Submission:	September 11, 2018
B. Faculty Statement (Required):	
Refer to attached letter of support from Dr. Alan Neville, Vice Dean, Health Professionals Education, Faculty of Health Sciences	
C. Academic Merit (Complete all fields; write "not applicable" as needed):	
i. Program Overview:	<p>The Science of Cannabis Certificate of Completion is a collaborative program involving the Peter Boris Centre for Addictions Research, the Michael G. DeGroote Centre for Medicinal Cannabis Research, and the Centre for Continuing Education.</p> <p>The purpose of the program is to provide a substantive grounding in the scientific study of cannabis and the evidence base pertaining to its therapeutic applications and risks/harms. The program will not explore the cultivation/agricultural aspects of cannabis or the hemp industry. While there will be some reference to the commercialization of cannabis, cannabis as a business enterprise is not the focus of the program.</p> <p>Participants in the program will be required to successfully complete the three courses in the program in order to receive a Certificate of Completion. The courses will be offered in online format.</p> <p>Courses will use a combination of expert talks, experiential learning activities (i.e., case studies, facilitated group discussions, group</p>

	<p>work), and other methods that support the learning of professionals interested in learning about the science of cannabis. Emerging trends and research will be discussed to aid in the learning process and ensure that course content is current and relevant.</p> <p>The program will be an open enrolment program (see “Program Admission Requirements” and “Program Pre-requisites below).</p>
ii. Learning Objectives:	<p>The program is designed to prepare graduates to be critical thinkers about medical and non-medical cannabis use in healthcare settings and beyond.</p> <p>Specifically, graduates of the program will be able to do the following:</p> <ul style="list-style-type: none"> • Demonstrate an advanced understanding of the nature of the cannabis plants, the therapeutic applications of cannabis, and the risks associated with cannabis. • Identify the different plant species and diverse botanical constituents comprising the cannabis genus • Articulate the fundamentals of the endocannabinoid system and its relationship to other major neurotransmitter systems in the brain • Describe the historical evolution of cannabis use and the shifting regulatory frameworks • Explain psychiatric nosology, the nature of cannabis use disorder, and other psychiatric disorders that are associated with cannabis • Evaluate the links between cannabis use and accidental injury/death, lung disease, psychotic disorders, abnormal brain development, and diminished lifetime achievement • Describe the GRADE system for evaluating the evidence basis of medical interventions • Apply the GRADE system for evaluating the evidence basis for the use of cannabis for treating a medical condition • Identify the medical conditions for which cannabis may have a curative or palliative role

	<ul style="list-style-type: none"> • Critique the cost-benefit ratio for cannabis in the context of its therapeutic effects and adverse (side) effects
iii. Meeting Learning Objectives:	Students must complete a series of three academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning outcomes.
iv. Program Admission Requirements:	<p>The program will be an open enrolment program that serves the learning needs of professionals interested in the science of cannabis. Potential students will not be required to apply to the program for admission; however, students who wish to enter the program must</p> <ul style="list-style-type: none"> • Have an Ontario Secondary School Diploma, or equivalent • Be a mature student as defined in the Undergraduate Calendar of McMaster University <p>In order to ensure that students have the basic capabilities necessary to be successful in their online courses,, they are required to have the following pre-requisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing; • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
v. Program Pre-requisites (if applicable):	NA
vi. Program Completion Requirements:	Students must complete all three courses in order to qualify for The Science of Cannabis Certificate of Completion.

viii. Program Delivery Format:	<p>Courses are in the program are delivered as online courses.</p> <p>The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.</p>
ix. Student Evaluations (Grading Process):	<p>Each course will include an evaluation component. Evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess students' level of competency in achieving overall learning objectives.</p>
x. Course Evaluation:	<p>At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.</p>
xi. Course Instruction:	<p>Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience within the field.</p> <p>Instructors will be recommended by the Peter Boris Centre for Addictions Research and the Michael G. DeGroote Centre for Medicinal Cannabis Research.</p>
xii. Credit Towards Degree Programme Studies:	<p>The Faculty of Health Sciences recognizes the courses in this program as three-unit academic courses that may be used as elective courses in select programs in the Faculty of Health Sciences. See letter from Dr. Alan J. Neville, Vice Dean, Health Professionals Education, Faculty of Health Sciences.</p>
xiii. Program Advanced Standing:	NA
D. Statement of Financial Viability:	

I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition, as well as supplementary fees (MAPS) and other fees (transfer credit fees and deferred exam fees). Expenses are typical and include marketing costs, as well as typical ongoing delivery costs (such as instructor honoraria, materials, advertising and administration).

Lorraine Carter, Director, Centre for Continuing Education, Fall 2018

E. Statement of Administrative Responsibilities:

The human and systems infrastructure to support the following functions exist within CCE. Costs will be covered by tuition.

Responsibilities for the program are as follows:

- Budget development and monetary responsibilities
- Program and Course Development
- Course Registrations/Administration
- Supervision of Instructors to ensure University policies and practices are adhered to; courses are taught according to program requirements and standards
- Marketing and Promotions

The Faculty of Health Sciences including the Peter Boris Centre for Addictions Research and the Michael G. DeGroote Centre for Medicinal Cannabis Research will serve as the academic home for the program. The Faculty will be responsible for review and assessment of the curriculum at appropriate intervals.

F. Listing of Courses

Course Name	Required/Elective	Academic Units	Proposed Term for First Offering
Fundamentals of Cannabis in the Health Context	Required	3.0	Feb.-March 2019
Therapeutic Applications of Cannabis in the Health Context	Required	3.0	May 2019
The Risks of Cannabis in the Health Context	Required	3.0	Fall 2019

Required Course Descriptions:

Fundamentals of Cannabis Science (3 units)

This course will provide students with an essential grounding in the science of cannabis. The course will start with a historical context for the use (and misuse) of cannabis in Canada and around the world. The second focus will be on the nature of the genus *Cannabis*, its species,

and its numerous constituents. A particular emphasis will be placed on Δ^9 - tetrahydrocannabinol (THC) and cannabidiol (CBD), the two most commonly studied cannabinoids. As cannabis is a psychoactive drug, the third focus will be on its effects in the brain and students will receive a primer on basic neuroanatomy and neurochemistry. A particular focus will be on the central and peripheral endocannabinoid system, the lipid signaling system by which the cannabis plant exerts its effects. In addition, cannabis pharmacokinetics and pharmacodynamics will be reviewed in detail. Finally, the course will review research methods for understanding therapeutic effects and risks associated with cannabis, from preclinical animal models to randomized controlled trials.

Therapeutic Applications of Cannabis (3 units)

Cannabis has been used for medicinal purposes for millennia, but the evidence supporting (and contradicting) its many applications has only emerged in the last few decades. Furthermore, medical use of cannabis in Canada came to exist from outside the typical protocols in medicine. Fundamentally, this course will provide a grounding in the principles of evidence-based medicine and apply those principles to medical cannabis. This will include an extended introduction into the GRADE (Grading of Recommendations, Assessment, Development, and Evaluations) approach. In addition, the course will systematically examine the evidence for using cannabis for treating pain, spasticity, nausea, sleep, and psychiatric disorders, such as autism, anxiety, addiction, post-traumatic stress disorder, and schizophrenia. Finally, the course will review promising future directions in medicinal cannabis, including both novel cannabinoid medicines and novel treatment applications.

Risks and Harms of Cannabis (3 units)

Cannabis is a psychoactive drug that is established to have a variety of risks and harms. This course will review the strength of evidence behind the different risks associated. Priority topics are impairment leading to accidents; cannabis misuse/cannabis use disorder; associations with anxiety, depression, and schizophrenia; effects of cannabis on cognition and brain development; and adverse consequences for lung health. Finally, the course will review guidelines for reducing risk when consuming cannabis and evidence-based practices in the treatment of cannabis use disorder.



Arts & Science Program

L.R. Wilson Hall 3038
1280 Main Street West
Hamilton ON L8S 4K1
Canada

Tel: 905.525.9140 ext. 24656
Email: wilsonj@mcmaster.ca
<http://artsci.mcmaster.ca>

15 August 2018

TO: Members of Undergraduate Council

FROM: Dr. Jean Wilson, Director
Arts & Science Program

RE: **McMaster Discovery Program Certificates of Completion**

The McMaster Discovery Program (MDP), administered by the Arts & Science Program, annually offers a university-level, non-credit course to members of the greater Hamilton community. The aims of the MDP correspond to those of similar initiatives across Canada: to create the opportunity for local residents to take a course in the liberal arts tradition, to inspire a passion for lifelong learning, and to foster engagement and mutual learning between the university and the communities it aspires to serve.

Since its inception in 2011, over 150 students have completed the McMaster Discovery Program. These graduates have previously experienced financial, health, social, attitudinal, or other barriers to higher-learning opportunities; access to a university-level course and its completion are thus milestones that are both socially significant and personally meaningful to Discovery students and their families. We would like to acknowledge the hard work and dedication of MDP graduates by awarding them an official McMaster Certificate of Completion. After seven years of issuing informal certificates of achievement, the McMaster Discovery Program welcomes the move to have the noteworthy accomplishments of its graduates recognized by McMaster University under the new Certificate of Completion guidelines. As per these guidelines, the course includes a minimum of 30 contact hours and includes an evaluation of the student's learning. The student must demonstrate competency in the material as determined by evaluation methods such as an exam, paper, project, presentation, etc. The record of completion will be kept by the Arts & Science Program. The course description notes the non-credit status of the course, details of student assessment, and that a "Certificate of Completion" will be awarded for successful completion. There are no specific academic admission requirements and there is no credit granted towards degree program studies.

Respectfully submitted,

Dr. Jean Wilson, Director
Arts & Science Program



McMaster University

awards

Melissa Ricci

Certificate of Completion

McMaster Discovery Program

Dated December 8, 2018 at Hamilton, Ontario.

President and Vice-Chancellor

Course Professor