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PACBIC

The President's Advisory Committee
on Building an Inclusive Community
**welcomes diversity and
opposes hatred and bigotry.**

pacbic.mcmaster.ca

President's Advisory Committee
on Building an Inclusive Community



ANNUAL REPORT TO THE MCMASTER COMMUNITY
2018



PRESIDENT'S ADVISORY COMMITTEE ON BUILDING AN INCLUSIVE COMMUNITY (PACBIC)

PACBIC was established in 2002 in response to the third goal of McMaster's strategic plan, *Refining Directions*: 'to build an inclusive community with a shared purpose'¹. The University's commitment to inclusion was amplified in the principles set out by President Patrick Deane in 2011 in *Forward with Integrity: A Letter to the McMaster Community*², and then reiterated in the emphasis on 'building an inclusive community, promoting equity and fairness, and celebrating our rich diversity' in *Forward with Integrity: The Next Phase* (2015)³. In 2018, McMaster's inaugural Associate Vice-President, Equity and Inclusion engaged the campus community in a process to develop an institution-wide equity, diversity, and inclusion strategy, to transform the University's commitments into action.

PACBIC contributes to these institutional objectives through its advisory capacity. It acts as a forum for all members of the University's constituent groups to discuss and generate ideas for diversifying the campus community, redressing institutional inequities, which correspond to systemic barriers in our wider society, and fostering a culture of inclusiveness. PACBIC provides advice to the President and directs its questions and recommendations to relevant offices, groups and individuals on campus who have the authority and resources to implement change, adjust practices and advise on the processes involved. By documenting its ongoing work in this Report (which spans December 1, 2017 to December 31, 2018), PACBIC hopes to engage everyone in the campus community in working toward the inclusive and just institutional practices to which the University aspires. This year, McMaster University was recognized for the first time as one of Canada's Best Diversity Employers (2019)⁴ as well as ranking #1 in Canada and #2 in the world for national and global impact⁵. PACBIC's ongoing work to address issues of equity, diversity and inclusion has been, is, and will increasingly be, integral to such recognition of and reputation for excellence.

PACBIC WORK IN PROGRESS

ADVANCING INCLUSION ACROSS THE UNIVERSITY AND INTO THE FUTURE

This past year, PACBIC continued to support dozens of projects, events and initiatives to build an inclusive community (Appendix A). As is the case in past years, PACBIC members also served on policy and hiring committees, as well as consulted, organized and provided workshops and service supports in response to incidents of hate affecting the McMaster community, on campus and off campus. PACBIC has been specifically devoted to ensuring that our advocacy and transformative community building maintained an inclusive focus, while we transitioned into a new organizational structure with the addition of the new

¹ <https://www.mcmaster.ca/policy/General/HR/Statement-Inclusivity.pdf>

² <https://president.mcmaster.ca/wp-content/uploads/2016/10/forwardwithintegrity.pdf>

³ https://president.mcmaster.ca/wp-content/uploads/2016/05/FWI_The_Next_Phase_15Oct2015-1.pdf

⁴ <https://content.eluta.ca/top-employer-mcmaster>

⁵ <https://dailynews.mcmaster.ca/articles/mcmaster-places-second-in-world-for-impact/>

(PACBIC recommended) Associate Vice-President, Equity and Inclusion, Dr. Arig al Shaibah. PACBIC spent time thinking through and consulting on a broad, University-level strategy for equity, diversity and inclusion (EDI), revising the PACBIC Terms of Reference (Appendix B) to consider our roles, agency, mandate and structure in ways that embody, convey and communicate our commitment to social justice and EDI at McMaster.

PACBIC reinforced, among our members, workings group conveners, and leaders, that our most transformational work takes place at the nexus of community-based and institutional spaces and relationships (Figure 1), and that our organizing and operating structure reflect a commitment to responsiveness and accountability to the McMaster community (Figure 2).

Figure 1

PACBIC: Advancing Equity, Diversity, Inclusion (EDI)
Working at and through the Nexus of Community-based and Institutional Spaces

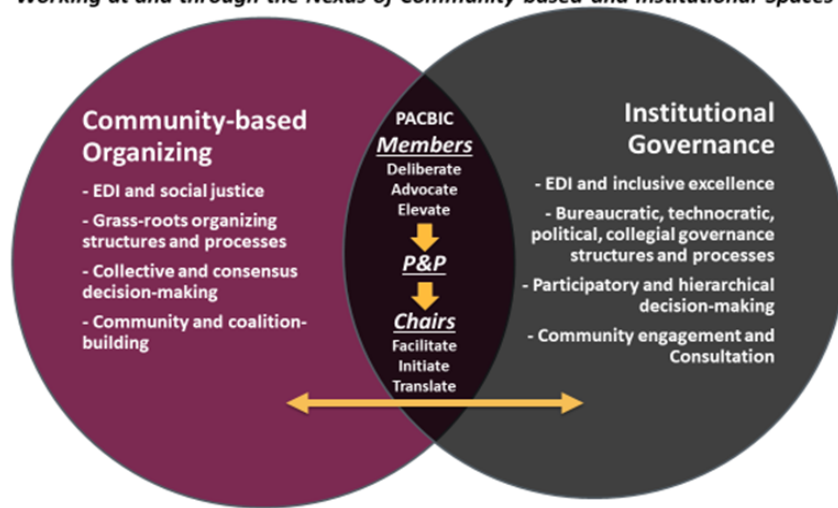
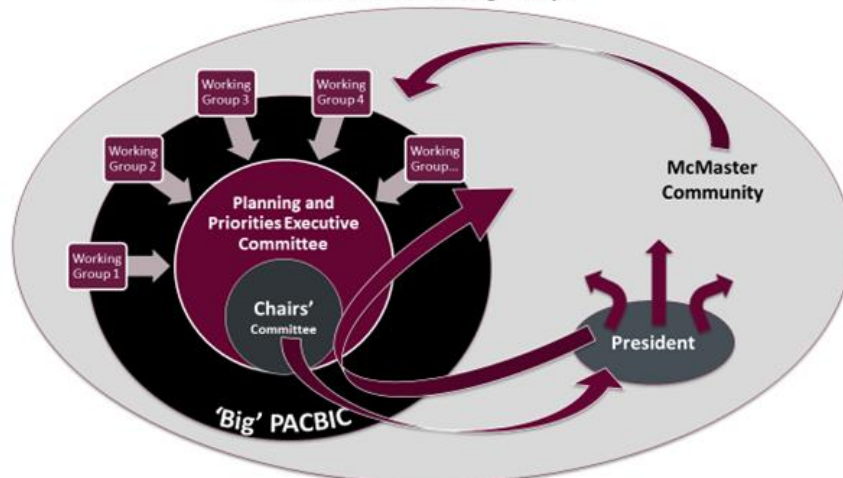


Figure 2

PACBIC Organizing and Operating Structure Members and Working Groups



Enhancing equity and inclusion on these various dimensions of experience on campus requires change in university policies, practices and conversations – endeavors that typically involve the work of the many offices, groups and individuals with whom PACBIC collaborates and consults and vice versa. Highlighted below are some of the areas in which PACBIC and its many partners have worked over the past year.

PACBIC WORKING GROUP REFLECTIONS AND RECOMMENDATIONS

ADA/MEDS: A COLLABORATIVE FOCUS ON ACCESSIBILITY AND DISABILITY INCLUSION

Reflections on the Year:

Accessibility work on campus has made a number of noteworthy achievements over the past year. Perhaps most significantly, the format and purpose of the PACBIC Annual Report was adopted and modified to produce the first annual [Accessibility and Disability Inclusion Update](#) as part of our official accessibility communications plan, in partnership with the Equity and Inclusion Office. This update included over 40 submissions from across campus.

The ADA/MEDS budget from 2018 was used to support the completion of several partially-funded student partnership projects, including: [The OPEN ACCESSibility illustrated story of disability advocacy @ McMaster](#), and the User Testing for Web Accessibility project and report.

ADA/MEDS also directly partnered with a Student Scholar through the MacPherson Institute to further refine our Accessibility Award and Disability Studies curriculum. These will become part of a campus-wide

accessibility plan that is under development. The working group will regroup in 2019 to consider how to position the ADA/MEDS mandate in relation to EDI advancements on campus.

Recommendations Moving Forward:

The ADA/MEDS Working Group looks forward to seeing the following initiatives assumed under the banner of and resourced through the Accessibility Strategy, advanced by the McMaster Accessibility Council, and which will be a companion document to the new institutional EDI Strategy and Action Plan, drafted by the Associate Vice-President, Equity and Inclusion:

- Enhanced accessibility awareness-raising events (annual celebrations of International Day of Persons with Disabilities, Disability Pride events);
- New awards program to encourage and recognize leadership on accessibility initiatives;
- Improved accessibility training programs and support for curriculum re-design; and,
- Greater access to and availability of critical disability studies course offerings.

R3: RACE, RACISM AND RACIALIZATION

Reflections on the Year:

The Race, Racism and Racialization Working Group (R3) is currently comprised of faculty, staff, students and community members who are committed to working on various projects and issues regarding race, racism and racialization within the McMaster community and abroad. Thanks to the ongoing efforts of past R3 members and community advocates, this year saw the launch of Hamilton's Anti-Racism Resource Centre (HARRC).

R3, with support from the Office of the President, was able to continue the *Let's Talk About Race* series, which was launched the year before. These discussion groups typically take place during the last Wednesday or Thursday of the month whereby a facilitator(s) is invited to discuss a topic related to race, racism and racialization and the talks are geared towards BIPOC (Black, Indigenous and People of Colour). The 2018-2019 facilitators have been: Dr. Malinda Smith (February 2019), Dr. Faiza Hirji (January 2019), Dr. Ameil J. Joseph (November 2018), Rodrigo Narro Perez and Khadijeh Rakie (October 2018), Rodrigo Narro Perez (September 2018), Jordan Lentinello (April 2018), Dr. Daniel Coleman (March 2018), Rowa Mohamed (February 2018). These talks are both well-attended and very well-received.

R3 was pleased to learn that the Equity and Inclusion Office, with support from the President's Office, will be augmenting the budget for Black History Month to sustain robust programming year over year. This year's Black History Month (BHM) Coordinator, Jordan Lentinello, centred the theme for the month on community building and celebration of Black excellence. Various social media channels were used to communicate with the community about all the events being hosted at McMaster, as well as events in the Hamilton community. Over two dozen events were included in the Black History at McMaster calendar.

R3 acknowledges work has been undertaken to promote diverse membership on all search committees, including representation from a critical mass of individuals across the four designated equity groups (Indigenous/First Nations, Métis and Inuit persons, members of racialized communities, persons with disabilities and women). However, many community members continue to report that EDI principles and best practices regarding diverse representation on committees are not being consistently applied. Furthermore, community members commented on the dearth of Indigenous and racialized identities among new faculty, staff and administrative hires in the last year.

The R3 Working Group has heard feedback from many campus community members that campus events (i.e., talks, forums, guest speakers) frequently do not feature a breadth of racially and ethnically diverse presenters among their invited guests, even when the topic of discussion is related to marginalized communities of colour. Consequently, one of R3's projects during 2018 was the creation of a document *"How to Make Events Inclusive"*. This guiding document is meant to be used by students, staff and faculty who organize events on campus – it will be finalized in the Winter of 2019, for distribution soon thereafter. Over fifteen R3 members provided feedback in the creation of the document.

R3 also sponsored a fourth-year thesis project, to investigate experiences of race relations at McMaster. The results of this research indicated two major results: the first, that racialized individuals continue to experience racism and discrimination on campus; and second, that there is a need to further research this topic on campus.

R3 was also informed that a graduate student was hired to work on the creation of an undergraduate course that will be the foundation of the Africa and African Diaspora Studies (AADS) minor, however, we remain concerned for the viability of the minor given the lack of financial support and an advisor to coordinate course offerings and student registration for the minor.

The R3 has noted that recent studies^{6,7} and articles⁸ cite the lack of Canadian race data and research on racialization and racism as barriers to enhancing inclusive excellence in academia, as well as efficacy of the

⁶ <https://uofaawa.wordpress.com/awa-diversity-gap-campaign/the-diversity-gap-at-canadian-universities-in-2018/>

⁷ <https://uofaawa.wordpress.com/awa-diversity-gap-campaign/the-diversity-gap-in-university-leadership-2018/>

⁸ <https://www.theglobeandmail.com/canada/article-how-canadas-racial-data-gaps-can-be-hazardous-to-your-health-and/>

judicial and the healthcare systems. Given McMaster's disciplinary and interdisciplinary strengths, its ownership of the archives of Caribbean-Canadians Miss Lou and Austin Clark, and Hamilton's location in Canada from a geographic, political and historical perspective, the R3 proposes that the University has an opportunity to be a thought leader to influence transformational sectoral and social change, in the context of race, racialization, and racism scholarship. In addition to the need to strengthen the AADS, to support this vision, the R3 discussed the opportunity to also explore a Latin American and Hispanic Studies minor, as there are currently enough courses throughout all faculties to support such a minor, and there appears to be interest at the institutional level to engage Latin American and Hispanic scholars and scholarship. All of these efforts, if leveraged properly, could attract exceptional global scholars and students interested in pursuing research in this niche, and at the same time could bolster McMaster's internationalization goals.

Lastly, R3 members have been reflecting that work on race, racialization and racism in the academy has not benefited from institutional, governmental or sector structures or policies constructed to mobilize and account for progress in this area. New EDI imperatives at McMaster and across tri-agencies (federal research funding agencies, SSHRC, NSERC, CIHR) will be helpful, as will be the National Strategy on Anti-Racism – we are hopeful these will not remain symbolic gestures.

Recommendations Moving Forward:

The R3 is keen to explore and support ways to ensure that race, racism and racialization issues are adequately addressed and integrated more formally at McMaster.

The R3 Working Group recommends:

1. Aligned with McMaster's EDI and Internationalization strategies: further support for the existing Africa and African Diaspora Studies (AADS) minor, specifically through the hiring of faculty in this area; exploration of the creation of a Latin American and Hispanic Studies minor; consideration of hiring both faculty experts in these area studies, as well as faculty with intersecting research interests and strengths to support these areas studies from an interdisciplinary perspective.
2. Continued work to ensure that search committees apply an EDI lens to all aspects of the hiring process, with attention to the composition of the committee, training the committee, and ensuring a broadly diverse applicant pool.
3. Continued work to undertake new or ongoing longitudinal research projects to further the study of race, racialization and racism, in ways that not only advance breadth of scholarship in the field, but also in ways to advance the institution's articulated EDI goals and priorities.

INTER-FAITH ISSUES WORKING GROUP

Reflections on the Year:

The Inter-Faith Issues Working group (IFWG) has continued to work to re-envision University Chaplaincy to include, and provide transparent attention to, multiple faith/spiritual and Indigenous communities. Chaplaincy is not limited to Christian or religious groups. Recognizing and developing a way for multiple groups to be included in Chaplaincy accreditation, as well as for establishing a Religious, Indigenous, Spiritual Care (RISC) team, will require attention to a protocol of inclusivity, and the provision of spiritual care that is non-judgmental and holistic in its considerations. The IFWG, with the Student Affairs Office, has helped to develop three ad hoc committees - Administrative, Steering and Advisory committees, working in conjunction with one another - for Religious, Indigenous, Spiritual Care (RISC). The Committees aim to establish a protocol that is representative of diverse religious/spiritual and Indigenous backgrounds on campus and that honours the values of inclusivity that the University aspires to uphold. Specific attention also has been focused on the development of a multi-cultural/multi-faith/spiritual/prayer/meditation space and continuing conversations around the availability and accessibility of kosher and halal foods on campus.

Recommendations Moving Forward:

The Inter-Faith Working Group:

- Will continue to explore the feasibility of a proposed Religious, Indigenous, Spiritual Care (RISC) Centre that, in addition to the existing Christian Chaplaincy, may encompass a spiritual/religious care model for multiple faith/spiritual-based communities, thereby recognizing the diverse nature of McMaster's student body.
- Requests additional resources be allocated from the PACBIC budget to allow for the implementation of initiatives identified through the RISC Protocol Committees.

FIRST NATIONS, MÉTIS AND INUIT WORKING GROUP

Reflections on the Year:

The FNMI Working Group supported several important events with respect to First Nations, Métis and Inuit priorities at McMaster. The working group supported the McMaster Indigenous Health Conference, an entirely student-led conference in its third year of hosting. This conference has gained an impressive following in recent time at McMaster and within local Indigenous communities, featuring Indigenous health scholars and community-based traditional health practitioners. FNMI also provided input into McMaster's Smudging Protocol, which was supported by the Equity and Inclusion Office. Finally, FNMI provided consultation and support to the Anti-Violence Network's annual National Day of Remembrance and Action on Violence Against Women held on December 6th, 2018.

Recommendations Moving Forward:

In 2014, the FNMI Working Group recommended the following:

"In the year ahead, PACBIC and the FNMI Working Group will contribute to the development of a campus-wide approach to verification of ancestry – the second objective emerging from the President's meeting in March. Developing a single, central process of verifying FNMI students' ancestry will ensure that all McMaster programs operate (when determining eligibility for, for example, scholarships and admission to programs with designated spaces for indigenous learners) with criteria that are the same and that derive from definitions of indigeneity that recognize their complexity and respect their meanings among FNMI communities."

Since this time, the Indigenous Students Health Sciences Office has developed the *Facilitated Indigenous Admissions Program (FIAP)* for the Faculty of Health Sciences. Given the increase in Indigenous-focused scholarships and existing Indigenous student academic pathways at McMaster and other Canadian universities, the FNMI Working Group will work with and in community to explore how verification of ancestry processes are undertaken at other universities using FIAP as a guide.

GENDER AND SEXUALITY

Reflections on the Year:

In the Fall of 2018, PACBIC's Violence Against Women/Gender Based Violence Working Groups and the LGBTQ+ Working Groups merged for continued collaboration. This newly-formed Working Group will discuss and address issues of relevance to equity-seeking groups working for greater justice related to gender and sexuality, including women and LGBTQ2SI+ community members.

The Gender and Sexuality Working Group has noted the need for more timely communications to the McMaster community following campus incidents of vandalism and/or postering that negatively impact marginalized communities.

Recommendations Moving Forward:

The Gender and Sexual Working Group recommends:

- Continued engagement of the AVP, Equity and Inclusion and the Chairs Committee of the PACBIC, by the McMaster University's Communications and Public Affairs (CAPA) Office, to develop statements following bias incidents which are impactful on marginalized campus communities, as well as appropriate follow-up communication on progress of investigations into reported incidents.

ACKNOWLEDGMENTS

To the entire PACBIC membership, and the many individuals and offices that contributed to PACBIC's work in the past year, we are deeply appreciative for your commitment and support.

To the PACBIC members who take on Working Group Convener and Executive/Chair roles, we are very thankful to your leadership.

To the staff of the Equity and Inclusion Office, thank you for the expertise that is offered to the working groups, and the administrative resources and institutional knowledge with which you support PACBIC's activities.

To past members who have moved on to other roles and activities, including: Lillian Obeng, Suzanne Mills, Jordan Lentinello, Padmaja Sreeram and Daniel Coleman. We cannot thank them enough for their contributions and support.

APPENDIX A

PACBIC SPONSORED AND/OR SUPPORTED EVENTS

'THE COLOUR OF MEDICINE', BLACK ASPIRING PHYSICIANS OF MCMASTER (BAP-MAC) CONFERENCE, OCT. 29, 2018.

McMaster University, Health Sciences Centre (HSC) Room 1A4

Their goal as an organization is to build Black health leaders by empowering and connecting Black youth to opportunities designed to cultivate the skills and competencies needed to thrive as physicians. They run an annual mentorship program, host events which encourage reflection and foresight, and collaborate with members of the community to create opportunities for Black youth in pursuit of medicine and allied health professions. Over the last year, they shared their vision with the Ontario Trillium Foundation and successfully secured a grant under the Youth Opportunities Fund. At 'The Colour of Medicine' Conference they hope to share their plans with members of the McMaster and Hamilton community. The Conference is also a networking opportunity for students, physicians and community organizations.

MOC WALK- COOPERATIVE OF INDIGENOUS STUDIES STUDENTS & ALUMNI (C.I.S.S.A.) & HAMILTON NATICE WOMEN'S CENTRE, OCTOBER 21, 2018.

The Moc Walk is a collaboration between C.I.S.S.A. and the Hamilton Native Women's Centre. Spurred by the closure of a key transitional housing centre for Indigenous women in Hamilton, the Moc Walk was created to develop financial and community supports for Indigenous women completing their secondary and post-secondary studies.

MOMENTUM: DISABILITY JUSTICE (UN)CONFERENCE, CO-SPONSORED AND SUPPORTED BY the HAMILTON CENTRE FOR CIVIC INCLUSION LAIDLAW FOUNDATION, AND the EQUITY AND INCLUSION OFFICE, MCMASTER UNIVERSITY, DEC. 1 2017.

This Disability Justice “unconference” honoured the International Day of People with Disabilities by providing space for activists, community members, academics, and service providers from across the province to gather for discussion.

Hosted by disability activists living, learning, working, and playing in Hamilton: Sarah Jama, Shanthiya Baheerathan, Kate Brown, Eminent Tefera, Alise DeBie.

MCMASTER INDIGENOUS HEALTH CONFERENCE, DAVID BRALEY HEALTH SCIENCES CENTRE, JAN. 13, 2018.

The main objective of the event was to engage in discourse on topics such as Indigenous health and to promote change towards people who have been marginalized and exploited. This year's topic was on Indigenous women and their struggles; in particular, the event provides a necessary outlet that allows people to break their silence and to highlight overshadowed topics. The conference advocates for systemic change by empowering Indigenous individuals to create change within their communities with a focus on health.

GLOBAL CITIZENSHIP COLLECTIVE's ISLAMOPHOBIA EVENT CO-SPONSORED BY OPIRG MCMASTER, MCMASTER MUSLIMS FOR PEACE AND JUSTICE, AND the MUSLIM STUDENT ASSOCIATION, MCMASTER UNIVERSITY STUDENT CENTRE, JAN. 18 2018.

The Global Citizenship Collective's core belief is to make contributions towards both the local and global community. Historically, the Collective has had conferences around a diverse set of issues including Refugee Rights, Indigenous Health, and Fringe Activism.

Global Citizenship Collective, McMaster Muslims for Peace and Justice and Muslim Student Association presented "Tackling Islamophobia today" to talk about different resources and opportunities to get involved on campus.

THE HONOURABLE LINCOLN ALEXANDER DAY CELEBRATION - THE LINCOLN ALEXANDER CENTRE, JAN. 21, 2018.

The community was invited to the Lincoln Alexander Centre in January to celebrate the Honourable Lincoln Alexander Day. A showcase of memorabilia was coordinated as was a musical tribute, poetry reading, greetings and speeches from city officials and the screening of A Linc In Time. The event was presented by Caribbean Tales International Film Festival in collaboration with the Lincoln Alexander Centre, Louise Noel-Ambrose of EvenToBe, granddaughter Erika Alexander and community organizations and agencies.

BLACK HISTORY MONTH, FEBRUARY 2018 (9 EVENTS)

Black History Month featured a number of on and off campus events including the African Inventors Museum, MacExpo (an event to meet all African and African diaspora student groups on campus), speed networking with members of the African Caribbean Faculty Association at McMaster, and more.

INTERFAITH SHABBAT DINNER, CELEBRATION HALL, MCMASTER UNIVERSITY, FEB. 2, 2018.

McMaster's Jewish community on campus hosted the Annual Interfaith Shabbat dinner sponsored by McMaster Hillel. Shabbat is a time of peace, relaxation, dialogue and discussion. Many gathered to enjoy dinner, learn about Judaism, and contribute to interfaith dialogue.

JACKSON RISING: THE STRUGGLE FOR ECONOMIC DEMOCRACY AND BLACK SELF-DETERMINATION IN JACKSON, MISSISSIPPI, HOSTED BY OPIRG MCMASTER, UNIVERSITY HEALTH SCIENCES CENTRE, ROOM 1A6, 7PM, MAR. 1, 2018.

Co-Sponsored by OPIRG McMaster, President's Advisory Committee on Building an Inclusive Community, CUPE 3906, and the Institute on Globalization and the Human Condition, Jackson Rising is a chronicle of one of the most dynamic experiments in radical social transformation in the United States. Jackson Rising documents the history of this movement, it's ongoing organizing and institution building, and its political implications for social movements throughout the United States, the global South, and the world. Dr. Ajamu Nangwaya, lecturer of Rastafari and Cultural Studies at the University of the West Indies and co-editor with Kali Akuno of the book "Jackson Rising" was joined by local Hamilton activists, Kojo Damptey and Sahra Soudi. This discussion inspired dialogue in a safe space on solidarity, community organizing, and social movements.

PANGAEA SHOWCASE 2018, PANGAEA MCMASTER, MCMASTER INNOVATION PARK, MAR. 11, 2018.

Pangaea is McMaster University's largest annual multicultural showcase, attracting over 600 students, staff and community partners each year. It is a one-day event that celebrates the cultural diversity of McMaster University and promotes harmony and unity within the Hamilton communities. Over 20 McMaster student groups participate each year and showcase their ethnicity through food, displays, and performances. Visitors can experience different cultures by visiting the pavilions and enjoying the musical or dramatic performances that clubs have prepared. The goal is to celebrate and bring awareness to cultural diversity in the McMaster and Hamilton communities.

JUSTICE FOR SOLI, 11:30-2:30 IN LRW 1055, MAR. 28, 2018.

On December 15th, 2016 Soleiman Faqiri was killed in prison. Soleiman was suffering from Schizophrenia, something that was raised with the staff at the Central East Correctional Facility. During an altercation involving 20-30 guards, Soleiman had his hands and feet tied together as over 50 blows were dealt to him. Soleiman died as a result of this blatant and unjustified use of force by the guards. Yusuf, brother of Soleiman, joined members of McMaster University as the family continues to seek answers, justice, and accountability for those responsible in Soleiman's death.

LET'S TALK ABOUT RACE BEGINNING SEPTEMBER 2018, MUSC 225, CONTINUING ON TO THE LAST WEDNESDAY OF EACH MONTH.

Racialized students, staff and faculty are invited to drop in to talk about racism and discrimination and to share resources and ideas. Co-sponsored with the Equity and Inclusion Office, PACBIC's Race, Racism and Racialization (R3) Working Group provided leadership. The event was made possible with financial support from the President and Vice-Chancellor's Fund.

SOUP AND SELAH, EVERY WEDNESDAY, CHAPLAINCY CENTRE, MCMASTER UNIVERSITY.

All were welcome to join in MUSC Room 206/207 every Wednesday at 12:30 p.m. for some nutritious soup and a chance to 'pause' and relax in the middle of another busy week. The soup each week is made from scratch and is Vegan, Gluten-free and delicious! Each week we invite a student to provide our 'selah' (thought for the day that is shared) at the beginning of each Soup and Selah.

5TH ANNUAL MCMASTER HEALTH ADVOCACY SYMPOSIUM, DAVID BRALEY HEALTH SCIENCES CENTRE, SEPT. 22, 2018.

This student-led, day-long event brings together current and future interdisciplinary experts to stimulate dialogue about health advocacy in a unique and inspiring environment. Topics explored included leadership, advocacy and activism around poverty, the health of Indigenous peoples, housing and homelessness, health policy, prison health, disability or chronic illness, global mental health, and refugee health.

2018 ANNUAL CULTURAL GATHERING, MISCA, JHE & BSB FIELD, MCMASTER UNIVERSITY, SEPT. 27, 2018

A celebration of Indigenous culture including a Pow Wow, Inuit and Métis performers, traditional food tasting, silent auctions and Indigenous vendors. Hosted by the McMaster Indigenous Student Community Alliance, with sponsorship from MSU Diversity Services, McMaster University's Indigenous Studies Program, PACBIC and OPIRG McMaster.

2018 CIARS DECOLONIZING CONFERENCE, THE CENTRE FOR INTEGRATIVE ANTI-RACISM STUDIES, THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, THE UNIVERSITY OF TORONTO, NOV. 8-10, 2018.

The 2018 CIARS Decolonizing Conference is a 3-day affair. On each day there were keynotes and featured plenary sessions as well as presentations, panels, workshops, and exhibits based on conference submissions. PACBIC sponsored a MISCA member to attend and participate in the 2018 conference with the purpose of supporting event planning on decolonization at McMaster.

REFLECTIONS ON SOCIAL CHANGE: ADVOCACY, ACTIVISM AND AGENCY, 2PM, CHAMBERS (GILMOUR HALL 111), MCMASTER UNIVERSITY, NOV. 9, 2018,

The event included an honest and engaging conversation about advancing equity-focused and anti-racist organizational change work. Dr. Arig al Shaibah, McMaster's new Associate Vice President, Equity and Inclusion, facilitated a dialogue with the Honourable Wanda Thomas Bernard, Senator, about how she came to her worldview about social change, her approach to change-making advocacy and activism, her perspective on personal agency, and what it takes to sustain hope remain renewed and nourished in the face of resistance and backlash in these times.

DECEMBER 6, 2018 NATIONAL DAY OF REMEMBRANCE AND ACTION ON VIOLENCE AGAINST WOMEN: MISSING AND MURDERED INDIGENOUS WOMEN, DEC. 6, 2018.

On December 6th all were invited to the commemoration of the National Day of Remembrance and Action on Violence Against Women: Missing and Murdered Indigenous Women hosted by the Anti-Violence Network, PACBIC and the Indigenous Studies Program in collaboration with the Women + Gender Equity Network (WGEN).

APPENDIX B

PACBIC TERMS OF REFERENCE

Mandate

The President's Advisory Committee on Building an Inclusive Community (PACBIC) will:

- Identify issues of equity, diversity and inclusion (EDI) affecting equity-seeking communities (including but not limited to First Nations, Métis and Inuit peoples, members of racialized communities/communities of colour, newcomers and refugees, members of diverse faith communities, persons with disabilities, gender-diverse and sexually marginalized communities, and women), and discuss, develop and advance strategies to remove barriers to and enhance EDI;
- Communicate plans and priorities through annual reports to the University community;
- Submit annual reports and make recommendations for action to the President, the University Planning Committee (UPC) and other relevant University bodies in order to channel advice through the University structure and thus continue to build a University culture that advances EDI;
- Review and provide feedback to the President on institutional progress involving the planning, development, implementation and evaluation of University strategies, policies and programs to support the advancement of EDI priorities and goals;
- Organize and support forums for discussion, reflection and learning on issues of inclusion, equity and community-building in a manner that is in keeping with and empowered by institutional values and commitments to creating spaces for respectful and responsible dialogue and debate.

Organization

Chairs Committee

PACBIC is co-chaired by the Associate Vice-President, Equity and Inclusion, as an ex-officio voting member, and a faculty member. The co-chairs work in collaboration with a vice-chair (staff) and vice-chair (student). These four comprise a Chairs committee.

Education, Outreach and Support Staff of the Equity and Inclusion Office

Equity and Inclusion Office (EIO) staff members are assigned to provide expertise as well as programming and administrative support to each Working Group. EIO staff are non-voting members of PACBIC designated by the AVP, Equity and Inclusion.

Priorities & Planning Executive Committee

A Priorities & Planning (P&P) executive committee of PACBIC will include: the co-chairs, the vice chairs, and working group convenors. EIO staff assigned to Working Groups attend meetings of the P&P as resource persons.

Criteria for Membership

Members will have a demonstrated commitment to EDI and understanding of barriers faced by members of equity-seeking groups, preferably through direct lived, professional or academic experience in these areas. Such commitment and experience may be in areas such as labour and employment matters, educational equity, inclusive pedagogy, emancipatory approaches to research and knowledge building, social justice and human rights advocacy and activism, or previous experience working on related University committees.

Working Groups

Working Groups are convened to focus on particular themes or issues that will vary over time. Each Working Group has a convener or co-conveners selected by the co-chairs and vice-chairs, in consultation with the Working Groups and outgoing convenors, as applicable.

The Provost's Office provides an annual budget of \$25,000 to support working groups' initiatives and PACBIC-related events (listed in Appendix C). Currently active working groups include:

- **Accessibility, Disability & Ableism (ADA) + Madness/Distress, Eugenics, Discrimination & Saneism (MEDS)**
Co-Conveners: Alise deBie & Anne Pottier, Associate University Librarian, Library Services/Facilities and Chair, McMaster Accessibility Council
Resource Person: Kate Brown, Accessibility Project Co-Ordinator, Equity and Inclusion Office (EIO)
- **First Nations, Métis and Inuit Priorities**
Conveners: Dr. Vanessa Watts, Academic Director, Indigenous Studies Program & Jordan Carrier,
Resource Person: N/A
- **Inter-Faith Issues**
Convener: Andrew (Andy) Crowell, Ecumenical Chaplain
Resource Person: Vilma Rossi, Senior Manager, Education, Outreach and Support Program, EIO
- **Priorities & Planning**
Convener: Dr. Ameil Joseph, Faculty member, School of Social Work
Resource Person: Vilma Rossi, Senior Manager, Education, Outreach and Support Program, EIO
- **Race, Racialization & Racism**
Co-Conveners: Rodrigo Narro Perez, Graduate Student, Dr. Juliet Daniel, Faculty member, Department of Biology
Resource Person: Khadijeh Rakie, Equity and Inclusion Educator, EIO
- **Gender and Sexuality**
Co-Conveners: Dr. Amber Dean, Faculty member, English & Cultural Studies
Resource Persons: Meaghan Ross, Sexual Violence Response Coordinator, EIO

APPENDIX C

LIST OF PACBIC MEMBERS, 2018-2019

Executive Members	Position
Arig al Shaibah	Co-Chair
Ameil Joseph	Co-Chair
Grace Pollock	Vice-Chair (Staff)
Mijia Murong (MSU Diversity Services)	Vice-Chair (Students)
Anne Pottier	ADA/MEDS Co-Convener
Alise DeBie	ADA/MEDS Co-Convener
Vanessa Watts	FNMIP Co-Convener
Jordan Carrier	FNMIP Co-Convener
Amber Dean	Gender and Sexuality Co-Convener
Miranda Clayton (MSU Pride Students Community Centre)	Gender and Sexuality Co-Convener
Jocelyn Heaton (MSU Women & Gender Equity Network)	Gender and Sexuality Co-Convener
Andy Crowell	IFWG Convener
Juliet Daniel/ Daniel Coleman	R3 Co-Convener/R3 Faculty Support
Rodrigo Narro Perez	R3 Co-Convener
Organizational Voting Members	Contact
Athletics & Recreation	Karen Arnott
Canadian Union of Public Employees	Sarah Wahab/Joel Guillemette
Human Resources Services - Employment Equity Specialist	May-Marie Duwai-Sowa
Human Resources Services	Wanda McKenna (AVP & Chief Human Resources Officer)
Indigenous Students Health Sciences	Danielle Soucy/Jordan Carrier/Catherine Booker
Maccess - McMaster Student Union	Hilary Zorgdrager
MacPherson Institute for Leadership, Innovation and Excellence in Teaching	Eliot Storm
McMaster Hillel	Judith Dworkin
McMaster Muslim Students Association	Ola Mubarak/Mahmood Haddara
McMaster Students Union (President)	Ikram Farah
McMaster University Academic Librarians' Association	Lynne Serviss
McMaster University Faculty Association	Tina Fetner
Office of Community Engagement	Sashaina Singh
Ontario Public Interest Research Group	Shelley Porteous
Pride Community Centre - MSU	Miranda Clayton
Student Accessibility Services	Tim Nolan
Student Wellness Centre	Rosanne Kent
UNIFOR 5555	Jim McAndrew
Women + Gender Equity Network - MSU	Jocelyn Heaton

Individual Voting Members	Membership Type
Albina Veltman	Faculty
Bernice Downey	Faculty
Arlene Fajutrao Dosen	Staff
Chika Agbassi	Staff
Chris Roberts	Staff
Joanne Buckley	Staff
John Williams	Staff
Karen Sutton	Staff
Sally Chen	Staff
Sarah Cairns	Staff
Tanya Rumble	Staff
Brad Keslick	Student
Dawn Unwin	Student
Esra Bengizi	Student
Julia Getchell	Student
Kalya Horocholyn	Student
Sujane Kandasamy	Student
Thuan (Paul) Tieu	Student
Yimeng Wang	Student
Ex-Officio Non-voting member	Contact
Ombuds Office	Carolyn Brendon
Resource People	Contact
EIO - Education, Outreach and Support Program (Staff)	Equity and Inclusion Office (EIO)

LIST OF PACBIC MEMBERS, 2017-2018

Executive Members	Position
Ameil Joseph	Chair
Lilian Obeng	Vice-Chair (Students)
Grace Pollock	Vice-Chair (Staff)
Daniel Coleman	RRR Convener
Andy Crowell (Chaplaincy Centre)	I Convener
Juliet Daniel (African Caribbean Faculty Association of McMaster)	RRR Convener
Alise de Bie (Hamilton Mad Students Collective)	MEDS Convener
Aditya Harchand (Coordinator, MSU Queer Students Community Centre)	LGBTQ+ Convener
Jordan Lentinello	RRR Convener
Suzanne Mills	LGBTQ+ Convener
Anne Pottier (McMaster Accessibility Council)	ADA Convener
Vanessa Watts (Indigenous Studies Program)	FNMI Convener
Organizational Members	Contact

Aboriginal Students Health Sciences	Danielle Soucy/Jordan Carrier
Athletics & Recreation	Glen Grunwald
Canadian Union of Public Employees	Sarah Wahab/Joel Guillemette
Employment Equity (Human Resources Services)	May-Marie Duwai-Sowa
Human Resources Services	Wanda McKenna
MSU Maccess	Lauren McClinton
McMaster Graduate Students Association	Robert Alexander Ballagh (Alex)
McMaster Hillel	Judith Dworkin
MacPherson Institute	Greg van Gastel
McMaster Muslim Students Association	Mahmood Haddara
McMaster Students Union	Chukky Ibe
McMaster Students Union Diversity Services	Alexii Hernandez
McMaster University Academic Librarians' Association	Lynne Serviss
McMaster University Faculty Association	Kim Jones
Ontario Public Interest Research Group	Shelley Porteous
Student Accessibility Services	Tim Nolan
Student Wellness Centre	Rosanne Kent
UNIFOR 5555	Jim McAndrew
Women + Gender Equity Network	Padmaja Sreeram
Individual Members	Membership Type
Joanne Buckley	Staff
Eulene Victoria Bomberly	Student
Bernice Downey	Faculty
Arlene Fajutrao Dosen	Staff
Amna Farooqi	Student
Julia Getchell	Student
Kalyna Horocholyn	Student
Brad Keslick	Student
Jennifer Long	Faculty
Rachèle Marshall	Staff
Merima Menzildzic	Student
Rodrigo Narro Perez	Student
Chris Roberts	Staff
Jordana Satok	Student
Karen Sutton	Staff
Thuan (Paul) Tieu	Student
Nicole Virgin	Staff
Albina Veltman	Faculty
Alex Wilson	Student
Non-Voting Members	Contact
Equity and Inclusion Office	Vilma Rossi
Ombuds Office	Carolyn Brendon



School of Graduate Studies

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To : Senate

From : Christina Bryce
Assistant Graduate Secretary

Re : Report from Graduate Council

At its meeting on April 23rd, Graduate Council approved the following for recommendation to Senate:

For Approval:

1. Faculty of Engineering

Chemical Engineering

Change to Admission Requirements (M.A.Sc., Ph.D.)

The program proposed raising their minimum English proficiency requirements from 88 to 91 for the TOEFL and from 7.0 overall with a minimum of 5.5 in each component for IELTS to 7.0 overall with a minimum of 6 in each component. This change was proposed as a result of their IQAP review as the review committee identified the resolution of this issue within the Faculty as a top priority.

School of Engineering Practice and Technology

New Streams (M.Eng.D, M.E.M.E.)

For the M.Eng.D. degree the program proposed the introduction of two new streams, one in Smart Systems and one in Digital Reality. For the M.E.M.E. degree the program proposed the introduction of an Automotive Stream and a Digital Manufacturing stream. The addition of the streams will allow students to specialize their degree by focusing on specific areas which are also aligned with the areas of strength of the School, including the growing area of cyber-physical systems.

2. Faculty of Social Sciences

Anthropology

Removal of Research Field (M.A.)

The program proposed removing the research field of Linguistic Anthropology from the calendar as they no longer support this field within the program, and it has not been active for some time.

For Information:

3. Faculty of Engineering

Computing and Software

Change to Calendar Copy – New Milestone (M.Sc., M.A.Sc., Ph.D.)

The program proposed the addition of a new Milestone for departmental seminar attendance and a technical presentation. The change is intended to strengthen technical oral/written presentation skills, broaden exposure to computing related research and to facilitate group learning and cultivate better research culture.

Mechanical Engineering

Change to Course Requirements and Calendar Copy (Ph.D.)

The program proposed a change to their Ph.D. course requirements. For those who transfer from the master's program (GENMC) to the doctoral program (GENPH) in mechanical engineering without completing their master's degree the requirement will be completion of four (4) half courses at the 700 level in total. Previously they had required 6 half courses, at least five of which were to be at the 700 level. For those who are admitted directly to the doctoral program (GENPH) in mechanical engineering without the prior completion of a master's degree the requirement will be completion of four (4) half courses at the 700 level in total. Previously they had required 6 half courses, at least five of which were to be at the 700 level. The changes are made to be conducive to optimal research efforts and timely thesis completion by increasing the time available for research and ensuring that the courses used to fulfill degree requirements are the most relevant to the student's research.

School of Engineering Practice and Technology

Change to Course Requirements and Calendar Copy (M.Eng. D., M.E.M.E.)

For M.Eng.D. the program proposed adjusting their calendar copy to more clarify the main components of their curriculum, clarify each stream, remove an elective and add two additional elective options.

For M.E.M.E. the program proposed adjusting their requirements to require that students take one professional development course related to manufacturing, adjusting their calendar language to note that motivated students can complete the degree in 12 months, to add new cross-listed courses and additional Chemical Engineering and Mechanical Engineering courses as available electives and to adjust the language in a couple of areas to make requirements clearer and remove obsolete information.

4. Faculty of Health Sciences

Health Research Methodology

Change to Comprehensive Exam Procedure (Ph.D.)

The program proposed a change to some elements of their comprehensive examination process, as it particularly as it relates to the seminar requirement. This was done in response to feedback from students and faculty regarding the comprehensive exam. Students felt that the presentation format did not enhance their knowledge particularly for students who were familiar with the topic of discussion. Second, the seminar commentaries that they had to produce were also not a sufficient educational exercise and that the feedback they received was insufficient to provide a meaningful learning experience.

The only change to the independent study portion of the comprehensive was in the selection of examiners for the oral presentation. This was done in response to faculty feedback. It was felt to be redundant and limiting in perspective to have the same faculty who help the student conduct the project and who evaluated the written report, to also evaluate the oral presentation of the report. It

would be advantageous to have faculty with perhaps a different perspective and “fresh eyes” to evaluate the oral presentation of the IS project.

Health Science Education

Change to Course Requirements and Calendar Copy (M.Sc.)

The program proposed the cancellation of their thesis course (while maintaining the thesis requirement) and adjusted their calendar copy to note that students need to enrol in the appropriate SGS placeholder course.

Nursing

Change to Course Requirements (M.Sc.)

The program proposed a change to their course requirements for their thesis students to substitute NUR 715 for HRM 721. NUR 715 is already a required course for students in the Masters Course-Based and Masters Course-Based NP program, and is designed to help students develop an understanding of quantitative research methods. The course includes readings and learning activities geared to nursing and health care and is more relevant than HRM 721.

Physiotherapy

Change to Calendar Copy (M.Sc. (PT))

The program proposed a change to their calendar copy to include a newly-created 1.5 unit remediation course (797) along with their 3 unit (798) and their 6 unit remediation (799) courses.

Rehabilitation Science

Change to Course Requirements and Calendar Copy (M.Sc.)

The program proposed replacing RS 708: Reasoning and Decision-Making required course with a methods course. Students will have the choice of taking either a qualitative or a quantitative methods course. The change is intended to address the reality that the knowledge and skills in research is becoming increasingly important for all in rehabilitation science, irrespective of whether students are providing client care.

5. Faculty of Humanities

Cognitive Science of Language

Change to Program Requirements – New Milestones (Ph.D.)

The program proposed the addition of two new milestones, one to submit a thesis proposal and to give an oral presentation of the proposal to their committee. The second milestone is the requirement to present at their research day. This had previously been part of a required course.

French

Change to Calendar Copy (M.A.)

Currently both streams (M.A. with thesis and M.A. with project) are open to all incoming students. The department proposed a change in this process, and the calendar copy as a result, to note that students will need to submit a formal request and will require approval in writing from their prospective supervisor, submission of a formal thesis proposal and receive approval by the Departmental Graduate Studies Committee to take the thesis stream.

Philosophy

Change to Calendar Copy (Ph.D.)

The program proposed changing their current language to allow students who have fast-tracked into the PhD program to have their MRP count towards satisfying an area requirement, as the equivalent of taking a grad course in that area. The MRP was only introduced a few years back, together with the MA to PhD fast-track option, and it's not currently reflected in their rules about the area requirements.

The program also proposed changing their current language to allow students to count their best five grades (in grad courses taken towards the PhD) for the purposes of the calculation of who is eligible to take the Qualifying Exam (QE). The main motivation for this change is to ensure a PhD student who receives an "F" for a grad course can still unambiguously meet the department's requirement of a GPA of 9.5 to be eligible to take the QE, assuming he or she takes an additional course to replace the failed course and receives otherwise good grades (and has the support of the department). In effect, this enables a student to count their five best grades if they have taken more than the usual five courses. It would address the case of the student who fails a course, since in all such cases the student is asked to replace the failed course by taking another course.

6. Faculty of Science

Biology

Change to Course Requirements and Calendar Copy (M.Sc., Ph.D.)

The program proposed a number of changes, including revising their calendar language to make requirements more clear, adding some text to indicate that students should take BIOLOGY 712 (Communication and Scholarship Skills in Biology) during their study, to note the new deadline for supervisory committee meetings and reports, and to add the requirement that students attend a minimum number of departmental seminars per year.

Radiation Sciences

Change to Course Requirements and Calendar Copy (M.Sc. and Ph.D.)

The program proposed a change to their course requirements, removing the requirement to complete 773 as most of their candidates had already complete the required learning in this area. They added a clause to their calendar copy to note that students who lack this prior learning will be directed to take an appropriate course to fill the gap.

They also proposed a change to their calendar copy between the two streams in Radiation Biology to clarify the different requirements of the streams.

Statistics

Change to Course Requirements (M.Sc.)

Subsequent to changes to their seminar course, the program created a new research project course that will be required for all students in the course work option. The change to their seminar course and the related addition of a new project course is the result of a recommendation from their IQAP review.

7. Faculty of Social Sciences

Change to Calendar Copy (G.Dip, M.S.W.)

The program proposed a change to the calendar copy for their M.S.W. to broaden the language around which elective students are eligible to take, removing the list of Social Work courses and noting that

they can take an elective course within the department or from another department or academic unit provided they have received permission.

For both the M.S.W. and the graduate diplomas the program proposed an adjustment to note that students who completed specific courses within the graduate diploma may be considered for 3 units of advanced credit in the M.S.W. if approved by the graduate chair.

REPORT TO SENATE FROM UNDERGRADUATE COUNCIL

FOR APPROVAL

I Establishment of New Certificate and Diploma Programs

At its April 16, 2019 meeting, Undergraduate Council approved, for recommendation to Senate, the establishment of a *Responding to Violence Against Women Certificate*. Details of the proposed certificate are contained in Attachment I of the circulated report.

Undergraduate Council now recommends,

that Senate approve the establishment of a *Responding to Violence Against Women Certificate*, as recommended by the Centre for Continuing Education and set out in Attachment I.

FOR INFORMATION

II Terms of Award

At the same meeting, Undergraduate Council approved: a) one new award b) changes to eight award terms c) two new bursaries and d) the removal of eight awards from the *Undergraduate Calendar*.

a) New Award

The Patrick Deane Award for Community Engagement

b) Changes to Award Terms

The Nina Louise Hooper Scholarship
The William J. McCallion Scholarship
The McMaster University Retirees Association Prize
The Lorie Scott Nursing Scholarship
The Somerville Scholarships
The University Scholarships
The Marguerite Z. Yates Scholarship
The Yates Scholarships

c) New Bursaries

The Anita and Joseph Robertson Bursary
The McMaster Global Experience Exchange Bursary

d) Removal of Awards from the Undergraduate Calendar

The Air Liquide Canada Bachelor of Engineering Scholarship
The Air Liquide Canada Bachelor of Technology Scholarship
The American Concrete Institute Scholarship
The Cape Class of '76 and Mary Keyes Bursary
The Jennifer Carter Bursary
The Lifelong Learning Bursary
The Palatine Hills Estate Winery and The Cloverleaf Foundation Bursary
The Awwasha Treish Academic Grant

III Award Value Changes

At the same meeting, Undergraduate Council received, for information, 41 award value changes.

IV Revisions to Certificate and Diploma Programs

At the same meeting, Undergraduate Council approved revisions to the *Human Resources Management Program*.

V New Certificate of Completion Programs

At the same meeting, Undergraduate Council received, for information, the creation of the *Professional Communication in the Canadian Workplace Certificate of Completion*.

VI Addenda to Curriculum Revisions for the 2019-2020 Undergraduate Calendar

At the same meeting, Undergraduate Council approved minor revisions to the following for inclusion in the *2019-2020 Undergraduate Calendar*.

- a) Faculty of Business
- b) Faculty of Engineering
- c) Application Procedures

VII 2020-2021 Sessional Dates

At the same meeting, Undergraduate Council approved the sessional dates for the 2020-2021 academic year.

VIII 2016-2018 IQAP Cyclical Program Reviews

At the same meeting, Undergraduate Council received, for information, the IQAP cyclical program reviews for the following undergraduate programs:

- a) Biochemistry
- b) Biology
- c) Mathematics and Statistics
- d) Medical Radiation Sciences

Documents detailing items for information are available for review on the [Secretariat's website](#).

Senate: May 15, 2019



Centre for Continuing Education Program Approval

A. Department & Program Information (Complete all fields):	
Academic Designation:	Certificate program
Program Name:	Responding to Violence Against Women
Name of Representative:	Christine Stevens- Gopsill – Program Manager
Proposed Date/Term of Program Start:	Winter 2020
Date of Submission:	March 12, 2019
B. Faculty Statement (Required):	
Refer to attached letter of support from the Director, School of Social Work with cc to Associate Dean, Faculty of Social Sciences	
C. Academic Merit (Complete all fields; write “not applicable” as needed):	
i. Program Overview:	<p>The purpose of this program is to provide a substantive grounding for those who work in and around the practice field of Violence Against Women. McMaster Centre for Continuing Education reached out to key stakeholders in the Hamilton community to explore ways that the University could help address this serious social issue. These conversations have grown into a working partnership between McMaster Centre for Continuing Education, the Woman Abuse Working Group, and Core Collaborative Learning, with collaboration from the McMaster School of Social Work.</p> <p>Courses in this program will consist of a combination of expert speakers, review and interaction with carefully prepared content, and experiential learning activities (case studies, facilitated group discussions, and group work).</p> <p>The Certificate program is a five (5) course-15-unit program that may be eligible for credit transfer within select programs within the Faculty of Social Sciences.</p>
ii. Learning Objectives:	<p>The program is designed to prepare graduates to:</p> <p>Describe the social and historical causes of violence against women*;</p>

	<p>Articulate how power and privilege impact survivors differently based on identity and on experiences of oppression and privilege;</p> <p>Describe and critique key mainstream societal, feminist, and grassroots responses to violence against women*;</p> <p>Reflect on and identify practices and policies within their own work, and within the systems that survivors navigate that have the potential to re-victimize survivors;</p> <p>Demonstrate an intersectional framework for responding to the needs of diverse survivors; and</p> <p>Identify and demonstrate attitudes, actions, skills, and strategies for supporting survivors based on an intersectional, trauma-informed, survivor-centered framework</p>
iii. Meeting Learning Objectives:	<p>The five courses comprising the Certificate will enable the achievement of the program objectives. Individual course objectives are mapped to the overall program objectives. Delivery formats and teaching methods have been carefully selected in order support achievement of the learning objectives.</p>
iv. Program Admission Requirements:	<p>The program is an open admission program. In compliance with the Certificates and Diplomas admission policy from Undergraduate Council, students who wish to enter the Violence Against Women program need to meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a part-time or fulltime university student in an undergraduate or graduate program; or a mature student as defined in the Undergraduate Calendar of McMaster University; or deemed an exceptional case by the Centre for Continuing Education 2) Experience with using word processing programs and tools 3) Basic computer skills such as using a web browser (search and navigation), sending and receiving emails, locating and uploading files 4) 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):	Students coming into this program value the feminist theory which supports the outcomes of the program. Students are also expected to be familiar with the requirements of academic reading, writing, and interaction.
vi. Program Completion Requirements:	Students must successfully complete the five (5) courses (15 units of study) to earn the Violence Against Women Certificate.
viii. Program Delivery Format:	Courses will be developed for online delivery only. A mix of case study, group work, and instructor-facilitated web-based sessions will be part of the delivery format for this program.
ix. Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations may consist of shorter and longer writing assignments; small group discussions; group projects; case studies; and participation in peer-based activities.
x. Course Evaluation:	For each course, students will complete an evaluation of methods, evaluation approaches, and instructional strategies used in the course.
xi. Course Instruction:	Instructors for courses will be selected from a pool of qualified teachers with background in both academic and life/workplace expertise. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , selection will be based on academic background and/or relevant experience. Instructors must have a Master's degree and proven experience in the field. Instructors necessarily require alignment with intersectional feminist theory.
xii. Credit Towards Degree Programme Studies:	The academic credit courses included in this certificate program can be used for credit towards degree programs in accordance with the normal academic rules specified by the Faculty offering the degree.
xiii. Program Advanced Standing:	Advanced standing will not be available for this program.
D. Statement of Financial Viability:	

I have reviewed the business case and financial projections which includes enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include up front development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, materials, advertising and administration).

**Lorraine Carter, Director, Centre for Continuing Education, February 2019*

E. Statement of Administrative Responsibilities:

The human and systems infrastructure to support the following functions exists within CCE. Costs will be fully covered by tuition, except for the first year of the program, when the start-up will be subsidized by CCE.

Responsibilities for the programs 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; course are taught according to program requirements and standards
- Marketing and Promotions

F. Listing of Courses

Course Name	Required/Elective	Academic Units	Proposed Term
Understanding Violence Against Women*: Ideologies, Contexts, and Responses to Gender-based Violence	1	3	Winter 2020
From "It's none of my business" to System Transformation: Critical Perspectives, Skills and Strategies for Working with Survivors of Domestic Violence	2	3	Spring 2020
From Childhood Sexual Abuse to Human Trafficking: Working with Adult Survivors of Sexual Violence	3	3	Fall 2020
Advocacy, Activism, and Allyship: Anti-Violence Skills for Navigating Systems, Structures, and Organizations	4	3	Winter 2021
Understanding violence against Indigenous Women and Girls	5	3	Spring 2021

Course Descriptions:**1. Understanding Violence Against Women*: Ideologies, Contexts, and Responses to Gender-based Violence**

This course provides the theoretical foundations for the next four practice-based courses in the VAW certificate program. For the first part of the course, we will make connections between the everyday violences that women* experience across their life spans, and global, historical interlocking systems of oppression and domination (namely patriarchy, colonialism, and capitalism). Next, we will explore key theoretical and practice perspectives on violence against women* (VAW). In doing so, we will ask the questions “What are the ideological underpinnings of this approach?”, “Who does it benefit?”, and “How does this approach assign blame or promote change (individual or social)?”. This process of contextualizing key responses to VAW will help us to recognize which elements of each approach are helpful to survivors, and which can be re-victimizing. In the final sessions of the course, we will explore key concepts, skills, and strategies that enable us to work from an intersectional, trauma-informed, survivor-centered perspective that recognizes the political and social roots of VAW. These perspectives will assist us in moving past individualizing mainstream approaches, to address the systemic and cultural community roots of these violences.

2. From “It’s none of my business” to System Transformation: Critical Perspectives, Skills and Strategies for Working with Survivors of Domestic Violence

This course focuses on developing the understanding, strategies, and skills required to work with domestic violence and abuse survivors from an intersectional, trauma-informed, survivor-centered perspective. Recognizing “Domestic Violence” (DV) as a systemic rather than individual problem, the course begins with an exploration of the social ideologies that normalize DV, and prevent survivors from leaving their abusers. We will utilize the Power & Control Wheel (Duluth Project) to explore the ways that violence manifests in the relationships of women* over their lifespans, and to recognize the immediate and long term risks and impacts of these violences in survivors’ lives, in their attempts to leave their abusers, and in their experiences of service provision. In doing so, we will explore how privilege and oppression impact survivors’ experiences. Next, we will explore feminist responses to the problem of DV, from consciousness-raising, to DV shelters, to social action for legislative protections and social change. The final sessions of the course will focus on developing skills that support survivors in more safely planning to leave their abusers, and in creating the conditions for healing from violence and abuse.

3. From Childhood Sexual Abuse to Human Trafficking: Working with Adult Survivors of Sexual Violence

This course focuses on developing the understanding, strategies, and skills required to work with sexual violence and abuse survivors from a trauma-informed, survivor-centered perspective. Driven by social media, recent activism has created an unprecedented social dialogue about sexual assault and harassment, drawing attention to the persistent and pervasive ideologies that comprise Rape Culture. In the first part of the course, we will explore how systems of oppression have normalized sexual violence and exploitation and contribute to the myriad ways that women* experience sexual violence across their lifespans,

and across cultural communities. Next, we will discuss the different forms that these violences take; critique how identity, social location, and experience contribute to the uneven experiences of survivors; and explore the impacts that different forms of sexual violence can have on survivors. In the next sessions, we will explore feminist responses to the problem of sexual violence, from rape crisis centre work, to legislative advocacy, to activism for awareness and cultural change. In the final weeks of the course, we center the voices of survivors of sexual violence, to help us identify and develop the skills to support healing from sexual violence.

4. Advocacy, Activism, and Allyship: Anti-Violence Skills for Navigating Systems, Structures, and Organizations

This course focuses on developing the knowledge and skills to be a more effective, survivor-centered ally at the organizational and structural level of our work. We begin the course by tracing the paths that DV, SV, and HT survivors are compelled to navigate, in their attempts to seek safety and healing, and to hold their abusers accountable. In doing so, we will pay attention to the additional roadblocks experienced by survivors with intersecting experiences of oppression and marginality. Learners will develop their understanding of federal legislative contexts, while working together to research their own local legislation and policy. In the next sessions, we will explore organization-level barriers to support and service provisions—from internal to external constraints, and from organizational policies, to interpersonal politics, to re-victimizing practices. In doing so, we will work together to identify windows of opportunity for organizational advocacy to make our own workplaces and sectors safer and more accessible for violence survivors. Finally, we will listen to the voices and stories of survivors, to guide us in becoming better allies for change.

5. Understanding Violence against Indigenous Women and Girls

Indigenous – First Nations, Inuit, and Métis – women and girls experience disproportionately high rates of all forms of violence in contemporary Canadian society. Drawing primarily on the wisdom and experience of Indigenous women and girls, students will explore the roots causes, prevention, and ‘treatment’ of this violence. While emphasizing feminist intersectionality, this course foregrounds indigenous feminist perspectives emphasizing the violent intersections between settler colonialism and heteropatriarchy and their genocidal impact on indigenous women and girls and, by extension, their communities.

Content notes:

Language

We acknowledge that all of the language that we use to talk about patriarchal violence is inherently incomplete, risky, and contested. In this document, we adopt feminist terms like “domestic violence” and “violence against women”, in order to align ourselves with these crucial movements to support survivors and organize for systemic change; while at the same time recognizing that the binary nature of gender that is assumed within this language is embedded in, and reinforces, patriarchal violence. Courses will include ongoing discussion

about the problems and possibilities contained in the different words we use to talk about the pervasive, persistent problem of systemic violence against women and trans people.

For the purposes of this document, we have included an asterisk on the word “woman”, to indicate that this word includes individuals (cis and trans) who identify with the social category “woman”, as well as individuals on the trans spectrum (including non binary people) for whom the category of “woman” doesn't fit neatly or apply. When possible, we have used the gender-neutral term “survivor”, to emphasize the strength, autonomy, and self-determination of individuals who have experienced these violences.

We have used first person language throughout this document. This is in keeping with feminist tenets of non-hierarchical, communally-driven, peer support and organizing against violence.

Student Support and Supervision

The courses are centered on content that is uniquely challenging in any classroom. The prevalence of violence against women* in society means that many students will have experienced these violences in their lifetime. Discussion of the course topics has the capacity to be deeply unsettling and difficult for survivors.

We also recognize that service provision for survivors is challenging, complex, and potentially re-victimizing. Students require support and supervision to learn the skills for working sensitively and effectively with survivors.

These unique challenges require deliberate course design, particularly in an online learning environment. Our course design team is working to develop course formats, activities, and assessments that are supportive to student needs and learning, and that build in student learning partnerships and one-to-one instructor feedback mechanisms.



School of Social Work
Faculty of
Social Sciences

1280 Main Street West
Hamilton, Ontario Canada
L8S 4M4

Phone 905.525.9140
Ext. 23795
socialwork.mcmaster.ca

DATE: 13 March 2019
TO: Dr. Christina Sinding, Director, School of Social Work (McMaster)
FROM: Dr. Sandra Preston, Teaching Professor and Undergraduate Chair of the School of Social Work (McMaster)
SUBJECT: Evaluation of the Violence Against Women Program (Certificate) Proposal

At your request, I have reviewed the academic assessment document for the Violence Against Women Certificate program to be offered through the Centre for Continuing Education (CCE). I have examined the program's structure and the proposed course descriptions. I am impressed with the thoroughness of the program and the breadth of the course descriptions. As a whole it provides a solid base for the development of a unique and needed certificate program.

I have been particularly impressed with the involvement of the women's community in the development of the certificate. Their continuing support will mean that the further development of material will be relevant and useful to those practicing in the field. The fact that the course will be offered online will also mean that the program is widely available, especially to those who work in the field. The academic submission indicates that the courses will be taught by qualified individuals (possessing a Master's degree or equivalency), as defined by Undergraduate Council's Diploma and Certificate requirements. The students taking the courses will meet the minimum requirements set out in the [Policy on Diplomas and Certificates](#) for Undergraduate Council.

I am prepared to assist in the further development of these courses as I believe they will be of great interest to students pursuing a BSW. In conclusion, I support this certificate moving forward.

A handwritten signature in black ink, appearing to read "Sandra Preston".

Sandra Preston, PhD
Teaching Professor, School of Social Work
KTH 313
McMaster University
905-525-9140 x23781

Cc: Christine Stevens-Gopsill, Program Manager
Dr. Lorraine Carter, Director



School of Social Work

Kenneth Taylor Hall, 319
1280 Main Street West
Hamilton ON Canada L8S 4M4

Phone 905.525.9140 Ext. 23795

Fax 905.577.4667

Email socwork@mcmaster.ca

<http://www.socsci.mcmaster.ca/socwork>

TO: Certificate & Diploma Committee

FROM: Chris Sinding, Director, School of Social Work

DATE: March 14, 2019

RE: Proposal for Violence Against Women certificate program

At my request, my colleague Dr. Sandra Preston has participated in meetings to conceptualize and develop this Violence Against Women certificate program, and has reviewed the proposal.

Dr. Preston notes that the certificate program has been created in collaboration with well-respected community advocates. Its overall framing is strong and well considered, and relevance to practitioners clear. As the submission indicates the courses will be taught by instructors with a Master's degree, proven experience in the field of violence against women, and demonstrated alignment with intersectional feminist theory. I concur with Dr. Preston's assessment that the proposal articulates a solid foundation for the development of a unique and needed certificate program.

As the program addresses a clear community need, and the objectives and course overview thoughtfully capture many key aspects of responding to violence against women, I am pleased to support this proposal.

Consideration of transfer credit will be undertaken through consultation between the Associate Dean Academic's office and the School of Social Work.

Please be in touch if you require further information.

Cc: Tracy Prowse, Associate Dean Academic, Faculty of Social Sciences
Lorraine Carter, Director, Centre for Continuing Education
Christine Stevens-Gopsill, Program Manager, Centre for Continuing Education

REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular Agenda)

At its meeting on April 15, 2019, the Committee on Appointments approved the following recommendations and now recommends them to Senate:

a. Pregnancy, Parental Leave Policy for Faculty and MUFA Librarians SPS C4

It is now recommended,

That Senate approve the amendments to the Policy SPS C4-1.

b. Terms of Reference – Associate Dean, Continuing Professional Development

It is now recommended,

That Senate approve the creation of the position Associate Dean, Continuing Professional Development, effective July 1, 2019.

SENATE: FOR APPROVAL
May 15, 2019



Policies, Procedures and Guidelines

Complete Policy Title: **Pregnancy and Parental Leaves Policy for Faculty and MUFA Librarians¹**

Policy Number (if applicable):
SPS C4

Approved by:
**Senate
Board of Governors**

Date of Most Recent Approval:
**June 7, 2017
June 8, 2017**

Date of Original Approval(s):
December 14, 2011

Supersedes/Amends Policy dated:
**June 3, 2015
June 4, 2015**

Responsible Executive:
Provost and Vice-President (Academic)

Enquiries:
[University Secretariat](#)

DISCLAIMER: *If there is a Discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails*

I Intent

The Pregnancy and Parental Leaves Policy for Faculty and MUFA Librarians (this "Policy"), is designed to facilitate reasonably flexible arrangements at the time of birth or adoption of children and is in compliance with current applicable provincial and federal legislation. This Policy supports the University's aims of fostering research and teaching excellence by supporting parents in combining their academic careers and family responsibilities without undergoing significant professional or financial setbacks. This Policy shall have precedence over all other policies that may impinge upon its terms.

The entitlement to leave and accompanying financial and other benefits provided herein are understood within the framework of the applicable provincial and federal legislation, specifically, the *Employment Standards Act, 2000* (the "ESA") and the *Employment Insurance Act* (the "EIA"). If the legislative provisions relating to pregnancy or parental leave change substantively in either statute, the University and the McMaster University Faculty Association ("MUFA") will meet to review this Policy.

⁺⁺~~This policy applies to faculty and to those senior academic librarians who are members of the McMaster University Faculty Association (MUFA).~~

II Scope

This Policy applies to all full-time and part-time faculty and to senior academic librarians who are members of MUFA (each, a “Faculty Member”).

III Definitions

A “parent” is defined as:

- (i) ~~(i) a child’s biological mother or father~~ birth parent; or
- (ii) ~~(ii) a person with whom a child is placed for adoption~~ an adoptive parent (whether or not the adoption has been legally finalized); or
- (iii) ~~(iii) a person who is in a relationship of some permanence with the a parent of the child and who intends plans on to treat~~ treating the child as his or her their own. This includes same-sex couples.

A “pregnancy leave” and “parental leave” are each defined as: a continuous leave of absence during which a Faculty Member is relieved of all duties, including teaching, graduate supervision, research and service, and are differentiated one from the other on the parameters set out in this Policy.

“Salary” is defined as: gross salary, subject to all applicable statutory and payroll deductions.

IV Leaves and Eligibility

i. Pregnancy Leave

All Faculty Members who are pregnant and who have at least 13 weeks’ continuous employment at the University prior to the estimated date of delivery of a child (or children) are entitled to take a pregnancy leave.

In order that suitable arrangements can be made to provide for the absence of the Faculty Member on a pregnancy leave, the Faculty Member is expected to provide a minimum of two weeks of notice of ~~her~~ their intent to take such a leave.

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Pregnancy leave begins no later than the earlier of the anticipated delivery date or the date of the birth of the child (or children) and no sooner than 17 weeks prior to the anticipated delivery date, except that ~~the birth parent~~ mothers of a child (or children) who require(s) lengthy post-natal hospital care shall have the opportunity to delay all or part of pregnancy leave until the child (or children) is (are) released from hospital. [NOTE: eligibility for benefits under the EIA does not commence sooner than 128 weeks prior to the anticipated delivery date.]

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A pregnancy leave will not normally exceed 17 weeks. The Faculty Member is normally expected to give at least four weeks’ notice of the date of return to work, should this date be different from the original scheduled return date. In exceptional circumstances, a pregnancy



leave may be extended beyond the 17-week period, at the discretion and approval of the appropriate Dean/Supervisor. In any event, it is understood that a pregnancy leave will end no later than the date the Faculty Member's employment at the University ends, whether by resignation, retirement, the expiry or non-renewal of a contractually limited appointment, or otherwise.

ii. Parental Leave

All Faculty Members who are ~~a~~ parents of a child and who have at least 13 weeks' continuous employment at the University are entitled to take a parental leave.

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In order that suitable arrangements can be made to provide for the absence of the Faculty Member on a parental leave, the Faculty Member is expected to provide a minimum of two weeks' notice of ~~his/her~~ their intent to take such a leave.

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A Faculty Member who has taken a pregnancy leave must begin ~~her~~ their parental leave when ~~her~~ their pregnancy leave ends unless the child (or children) has (have) not yet come into ~~her~~ their care, custody, ~~care~~ and control for the first time. ~~A~~ For Faculty Members who ~~have~~ not taken a pregnancy leave for the same child (or children), ~~parental leave~~ must begin their ~~parental leave~~ no later than ~~52-78~~ weeks after the date the baby was born ~~birth of the child (or children) or, in the case of an adoption of a child, after the child~~ the date the child first ~~comes~~ came into their care, custody, ~~care~~ and control ~~of the parent~~.

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~~Birth mothers~~ parent who take pregnancy leave are entitled to take up to 61 weeks of parental leave. All other new parents are entitled to take up to 63 weeks of parental leave. ~~A parental leave will not exceed 35 weeks for Faculty Members who have taken a pregnancy leave for the same child (or children) and 37 weeks for those who have not.~~ The Faculty Member is normally expected to give at least four weeks' notice of the date of return to work, should this date be different from the original scheduled return date. In any event, it is understood that a parental leave will end no later than the date the Faculty Member's employment at the University ends, whether by resignation, retirement, the expiry or non-renewal of a contractually limited appointment, or otherwise.

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iii. Pre-Adoption Leave

In some circumstances, a pre-adoption leave may be granted to provide the Faculty Member time to address requirements of the adoption process, for example, the time to travel to a foreign country to receive custody of the adoptive child. In this situation, it is requested that the Faculty Member provide reasonable advance notice of the leave requirement.

iv. Pregnancy or Parental Leave Combined with another Non-Statutory Approved Leave

If a pregnancy or parental leave falls within or overlaps the period of any ~~other non-statutory~~ approved leave, except for a Research Leave, the salary and benefit provisions of the other leave will be continued and that portion of the pregnancy or parental leave preceding, or extending beyond, the other approved leave will be eligible for financial benefit according to Option 'A' ~~or 'B' the benefits section, below, below, up to the maximum length of the option selected.~~



A Faculty Member who takes a pregnancy or parental leave when ~~his or her~~their vacation would normally have been taken will have the option to take that vacation entitlement during the 12 months following the end of the period of leave.

A Faculty Member's pregnancy or parental leave may overlap the period of an approved Research Leave. The usual practice is that the unused portion of the Research Leave is taken immediately following the end of the pregnancy or parental leave. Any departure from this practice requires the approval of the Research Leaves Committee.

V Financial and Other Benefits

i. Financial Benefits

A Faculty Member who takes a pregnancy or parental leave pursuant to this Policy is entitled to the financial benefits set out ~~in Option A or Option B below, at his or her election. It is understood that a Faculty Member electing to take a pregnancy leave and a parental leave for the same child (or children) may elect to receive financial benefits for either leave (under either option), but not both leaves.~~

~~OPTION A – Maximum combined top-up period of up to 30 weeks at 95% of salary~~

~~PREGNANCY AND PARENTAL LEAVE COMBINED~~

~~* The total period of eligibility for financial benefits through a combination of pPregnancy lLeave and pParental lLeave is 30 weeks (11 + 199). If a Faculty Member takes both pPregnancy lLeave and pParental lLeave for the same child, the period of eligibility will be combined and administered without interruption.~~

PREGNANCY LEAVE

- * For each week of pPregnancy lLeave up to the 11th week, inclusive, the University will pay 95% of regular salary less the maximum amount of weekly pay any employee is eligible to receive in accordance with the EIA (the 'EI Max'), regardless of whether or not such amount is actually received by the Ffaculty Mmember. If the Ffaculty Mmember provides proof that ~~their~~ EIA entitlement is less than the EI Max, ~~their~~ weekly payment from the University will be 95% of regular salary less the amount of ~~their~~ EIA entitlement.

PARENTAL LEAVE

- * For each week of pParental lLeave up to the 19th week, inclusive, the University will pay 95% of regular salary less the maximum amount of weekly pay any employee is eligible to receive in accordance with standard parental benefits provisions of the EIA (the 'EI Max'), regardless of whether or not such amount is actually received by the Ffaculty Mmember. If the Ffaculty Mmember provides proof that ~~his or her~~their EIA entitlement is less than the EI Max, ~~his or her~~their weekly payment from the University will be 95% of regular salary less the amount of ~~his or her~~their EIA entitlement.



PREGNANCY AND PARENTAL LEAVE COMBINED

- * The total period of eligibility for financial benefits through a combination of pregnancy leave and parental leave is 30 weeks (11 + 19). Subject to section V(ii), below, if a Faculty Member takes both pregnancy leave and parental leave for the same child (or children, in the case of multiples), the Faculty Member will have the option to elect that the period of eligibility be combined and financial benefits be administered without interruption (i.e. to receive an advance of parental leave benefits).

PARENTAL LEAVE COMBINED WITH ANY OTHER STATUTORY LEAVE

- Subject to section V(ii), below, a Faculty Member taking any other statutory leave immediately preceding a parental leave will have the option elect that the period of eligibility be combined and any financial benefits be administered without interruption (i.e. to receive an "advance" of parental leave benefits).

(ii) Administrative Details Regarding "Advance" of Parental Benefits

- A Faculty Member who elects to receive an "advance" of their parental benefits while on another statutory leave of absence will not receive more than 95% of their base salary while in receipt of those benefits;
- If a Faculty Member who elects to receive an "advance" of their parental benefits does not ultimately take parental leave in a duration equivalent to the benefits so received, they will be required to repay any excess benefits;
- McMaster is not liable if a Faculty Member's choice to elect an "advance" negatively impacts their Employment Insurance benefits.

~~-OR-~~

~~**OPTION B – Maximum top-up period of up to 4 weeks at 100% of salary**~~

- * ~~For the first four weeks of either Pregnancy or Parental leave (but not both), the University will pay 100% of regular salary.~~

ii. Other Benefits

A Faculty Member who takes a pregnancy and/or parental leave(s) pursuant to this Policy is entitled to continue to participate in all pension and health benefits plans, including Extended Health, Dental and Basic Group Life, for the duration of the leave(s), provided the Faculty Member continues to contribute ~~his or her~~ their normal share of the cost of these benefits, including pension contributions. If employee pension contributions are discontinued, pensionable service will not accrue and anticipated retirement dates may be affected.

Faculty Members wishing to continue participation in any of the employee-paid benefits, such as Long-Term Disability (LTD), Optional Life insurance, and Accidental Death and Dismemberment (AD&D) insurance, must notify Human Resources Services (see “Information” below) of this decision in advance of the commencement of the leave(s) and arrange for the payment (e.g., payroll deduction) of the Faculty Member’s normal share of benefit premiums.

Eligibility for vacation shall be unaffected by any pregnancy and/or parental leave. Eligibility for research leave shall continue to accrue during any pregnancy and/or parental leave.

VI Academic Career Decisions

A Faculty Member who is on, or has taken, ~~leave in connection with the birth or adoption of a child~~ pregnancy and/or parental leave(s) shall normally have academic decisions relating to that individual’s career development (e.g., tenure review) deferred until the next decision period following the leave(s) ~~by one year~~. If the Faculty Member so chooses, ~~she/he/they~~ may request not to defer any decisions; this request for non-deferral must be made in writing to the Department Chair, with final approval from the Dean, in a timely manner, and within the leave period, or the academic career decisions shall be deferred. Upon approval of such non-deferral by the Dean, a recommendation to that effect is submitted to the Provost. A decision not to defer academic decisions related to the individual’s career development must be confirmed in writing via a letter from the President, and signed back by the Faculty Member.

Requests not to defer career decisions must be made within the ~~leave~~ period of the leave(s). A Faculty Member wishing to be considered for tenure and/or promotion or permanence during the calendar year in which ~~she/he/they~~ returns from a pregnancy and/or parental leave must ensure that ~~his or her~~ their Chair and Dean have been notified at least six months in advance of the deadline set by the University for submission of tenure / promotion / permanence files.

A Faculty Member who was eligible for pregnancy and/or parental leave(s) ~~in connection with the birth or adoption of a child~~ and did not take any or all of ~~that those~~ leaves may request to have academic career decisions relating to ~~that individual’s~~ their career development (e.g. tenure review) deferred by one year (see Tenure and Promotion Policy, Section II, clause 7 a. iv).

A Faculty Member who has taken a leave(s) in accordance with this Policy is still eligible for Career Progress/Merit awards. These awards shall be calculated as follows, taking into account the Faculty Member’s normal division of duties between research, teaching, and service: If the Faculty Member has teaching evaluations for the year under evaluation, these will be used to



calculate the teaching portion of the CP/M score, even if fewer classes were taught than usual (e.g., if two courses were taught in Fall semester and the Faculty Member was on leave during the Winter and Spring/Summer semesters). Likewise, if the Faculty Member engaged in service for the year under evaluation, this service will be used to calculate the service portion of the CP/M score. If no teaching or service was performed during the year under evaluation, the score will be estimated based on the average of the past three years for which scores are available.

~~In the year of~~For the period of time during the pregnancy ~~and/or~~ /parental leave(s) and the year following ~~return from the pregnancy and/or~~ /parental leave(s), to calculate the research portion of the CP/M score, the Faculty Member may choose one of two options:

- (i) ~~(i)~~ the average of the past three years for which research evaluations are available (normally those prior to the leave), or
- (ii) ~~(ii)~~ an evaluation of the past calendar year alone.

A Faculty Member may be more likely to choose the second option in fields where publications (e.g., books) may take several years to appear or where there are unpredictable publication lags (e.g., journals), but either option is available to any Faculty Member on leave under this Policy. The Faculty Member shall inform ~~his or her~~their Chair of the elected option in writing at the time of the annual report submission.

VII Return to Work

When ~~a~~ pregnancy ~~and~~/or parental leave(s) ends, the Faculty Member will normally return to the same role and duties that ~~she/he/they~~ performed prior to the leave(s). The returning Faculty Member will not be required to teach additional courses to “make up” the courses not taught during the leave.

Furthermore, taking into consideration the teaching needs of the department, the Faculty Member will normally have the option to teach the same courses that ~~she/he/they~~ taught previously.

VIII Information

For questions on the administration of this Policy, contact Human Resources Services at Extension 22247 or e-mail benefits@mcmaster.ca.



April 5, 2019

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

For approval: Terms of Reference - Associate Dean, Continuing Professional Development (CPD)

On behalf of the Health Sciences Faculty Executive Council, I am writing to request that the position of Associate Dean, Continuing Professional Development be created effective July 1, 2019.

As noted in the attached terms of reference, the Associate Dean, Continuing Professional Development is a new position reporting to the Vice Dean, Faculty Affairs. The Associate Dean will be responsible for the development and coordination of continuing professional activities across disciplines, programs and departments within the Faculty of Health Sciences and external institutions. The Assistant Dean, Continuing Health Sciences Education and the Assistant Dean, Program for Faculty Development will report to this position.

Attached are the terms of reference for this position

Yours sincerely,



Paul M. O'Byrne, MB, FRCPC, FRSC
Dean and Vice President

Encl.

POB/rc

TERMS OF REFERENCE

ASSOCIATE DEAN, CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

FACULTY OF HEALTH SCIENCES

The Associate Dean is a senior academic leader responsible for the planning, development, coordination and evaluation of the Continuing Health Sciences Education (CHSE) and Faculty Development Programs (PFD) in the Faculty of Health Sciences at McMaster University.

Reporting to the Vice Dean, Faculty Affairs, the Associate Dean will implement policies approved by the Faculty Executive with respect to Continuing Professional Development. The term of appointment will be for a period of five years, renewable subject to a favourable review.

The Associate Dean will:

Administration

1. Oversee the development and coordination of continuing professional activities across disciplines, programs and departments within the Faculty of Health Sciences and external institutions, including teaching hospital partners, as appropriate.
2. Evaluate outcomes of these activities from educational, logistical and budgetary perspectives.
3. Ensure effective operation of the CHSE and PFD programs and maintain financial accountability for their operating budgets. Actively pursue opportunities for expansion of CPD activities that promote its fiscal position.
4. Collaborate actively with the Assistant Dean, Program for Faculty Development (PFD), the Assistant Dean, Continuing Health Sciences(CHSE) and other relevant Faculty Education leaders to ensure a coordinated program of continuing professional development in the Faculty.
5. Chair the Continuing Professional Development Advisory Council.
6. Participate as a member of the Michael G. DeGroote School of Medicine Council.
7. Participate as a member of other Faculty and hospital committees relevant to Continuing Professional Development.
8. Liaise with continuing education units and initiatives within the University.
9. Represent the Continuing Professional Development Program to internal and external groups, institutions and agencies.

Education

1. Provide ongoing academic leadership for the program, including the development of innovative approaches to continuing education and novel collaborative ventures.
2. Support the Assistant Deans of the Program for Faculty Development and Continuing Health Sciences Education in developing opportunities for Clinician-Educators to enhance their clinical scholarship.
3. Promote the renewal of continuing education activities, including the application of new learning technologies.
4. Facilitate the identification of learning needs of community health professionals in the McMaster region and beyond, where appropriate.

5. Facilitate and where appropriate, coordinate activities related to the review, enhancement and maintenance of the competence of health care professionals.

Research

1. Facilitate research, development and evaluation in continuing professional development in the Faculty.

Conditions of Employment

The position of Associate Dean, Continuing Professional Development, shall be held by a qualified faculty member, appointed for a five-year term (renewable). The individual will be selected by a Senate Ad Hoc Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by *The McMaster University Act, 1976* and the Senate By-laws.

Approved – Faculty Executive – 2019-03-27

REPORT TO SENATE
FROM THE
COMMITTEE ON ACADEMIC INTEGRITY

Approval:

Revisions to the Academic Integrity Policy

The Committee recommends that Senate approve revisions to the Academic Integrity Policy as outlined below:

- i. *Change to existing offence r) to add the language “and/or login access credentials” after each instance where signature is located. Also, add the word “identity”.*
- ii. *Addition of two new offences: t) inappropriate sharing of and/or distribution of academic work and/or test material through the use of online programs, social media and/or other methods, u) fail to take reasonable precautions to protect login access credentials from being used by other persons.*

The Committee was advised that the addition of item t) will address issues pertaining to Social Media use, sharing of academic work, and the addition of item u) will address issues pertaining to sharing or failing to protect login access credentials.

Motion:

That Senate, on the recommendation of the Committee on Academic Integrity, approve the revisions to the Academic Integrity Policy effective July 1, 2019 as circulated.

Please note the full policy can be found at <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

Information:

2017-18 Annual Report of the Office of Academic Integrity

The Committee received the 2017-18 Annual Report of the Office of Academic Integrity, which has been included for Senate’s information.

Senate: FOR APPROVAL/INFORMATION
May 15, 2019

Policy changes

Academic Dishonesty Offences – pages 6 - 7

Change to existing offence r):

Current language

r) provide a false signature for attendance at any class or assessment procedure or on any document related to the submission of material where the signature is used as proof of authenticity or participation in the academic assessment, and,

Propose to add the language “and/or login access credentials” after each instance where signature is located. Also the word identity.

r) provide a false signature **and/or login access credentials** for attendance at any class or assessment procedure or on any document related to the submission of material where the signature **or login access credential** is used as proof of **identity**, authenticity or participation in the academic assessment, and,

Two new offences

1. To address issues pertaining to Social Media use, sharing of academic work

t) Inappropriate sharing of and/or distribution of academic work and/or test material through the use of online programs, social media and/or other methods,

2. To address issues pertaining to sharing or failing to protect login access credentials.

u) fail to take reasonable precautions to protect login access credentials from being used by other persons.

Office of Academic Integrity: Annual Report

September 1, 2017 – August 31, 2018

Case Summary:

Total Number of Cases = 402
Total Number of Students = 393
Number of Students involved in more than 1 case = 9
Number of Cases resulting in a finding of guilt = 398
Number of Cases resulting in a finding of innocence = 4

Cases By Registration Status:

Continuing Education (CCE) students = 1
Undergraduate students = 392
Graduate students = 5
Innocent CCE students = 0
Innocent Undergraduate students = 4
Innocent Graduate students = 0

Table 1: Students by Year of Study at McMaster University

Year of Study	Number of Students
1 st year	144
2 nd year	154
3 rd year	50
4 th year	35
5 th year & beyond	10
Total	393

Table 2: Academic Dishonesty Cases by Faculty

Faculty	Full-Time headcount enrolment Nov. 1, 2017	Number (Percentage) of reported students registered in Faculty	Breakdown of Faculties that reported students in Column 3	Number of cases reported by Faculty offering the course	Number of Instructors in Faculty reporting cases
Arts & Science	275	2 (.73%)	Science = 1 Humanities = 1	1	1
Business	3007	16 (.53%)	Business = 6 Humanities = 1 Science = 3 Social Science = 6	8	3
Engineering	5211	150 (2.88%)	CCE=1 Engineering = 141 Science = 7 Social Sciences = 1	143	28
Grad. Studies	3811	5 (.13%)	Engineering = 1 Science = 2 Health Science = 2	0	
Health Sciences	4738	35 (.74%)	Health Sciences = 30 Science = 4	33	12
Humanities	2143	37 (1.73%)	Humanities = 30 Social Science = 7	8	18
Science	6785	111 (1.64%)	Humanities = 4 Science = 104 Social Science = 2 CCE = 1	131	24
Social Science	3949	45 (1.14%)	Business = 1 Health Sciences = 1 Humanities = 7 Science = 9 Social Science = 26 Art & Science = 1	42	22
Continuing Education		1	CCE = 2	2	2
Registrar	0	0	0	0	0
Totals	29,919*	402 (1.34%)	402	368	110

*Number show is full-time headcount minus Divinity College, which had a fulltime headcount of 63. The University's Fall 2017 full-time headcount is 29982. Enrolment numbers do not include Interns/Residents who are exempt from policy.

Chart #1: Percentage of Students Charged in Each Faculty

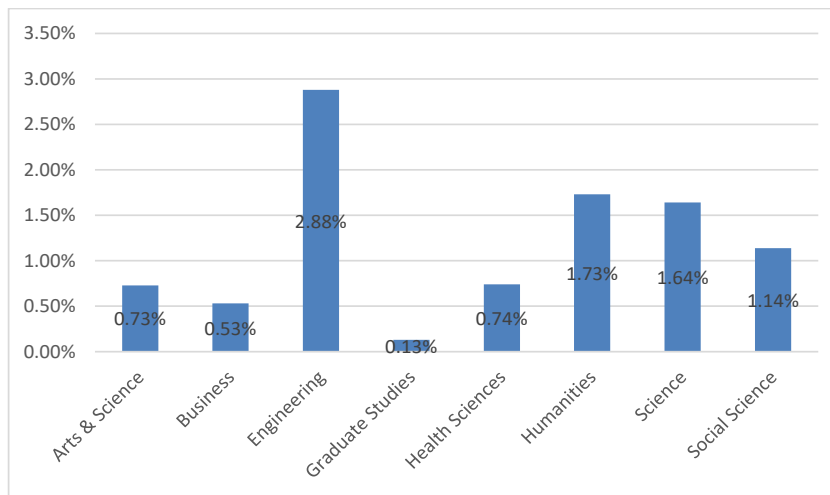


Chart #2: Comparison of Student's Faculty (dark blue) and Faculty that Owns Course (light blue)

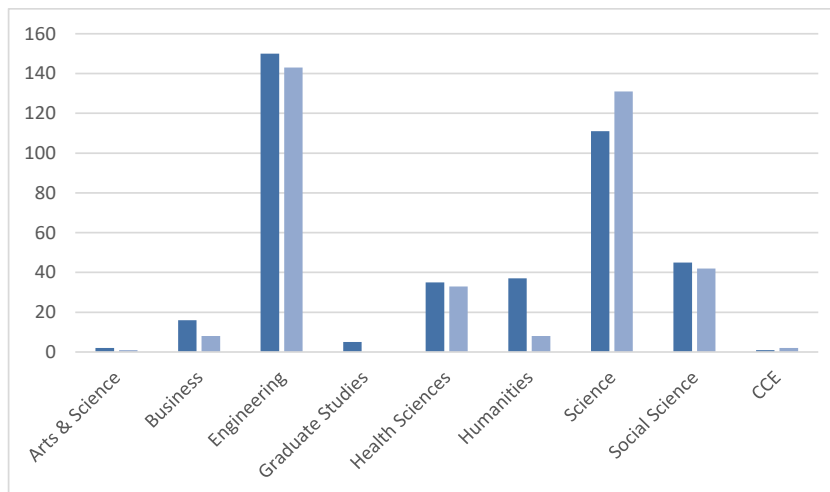


Chart #3: Number of Instructors laying charges of Academic Dishonesty by Faculty

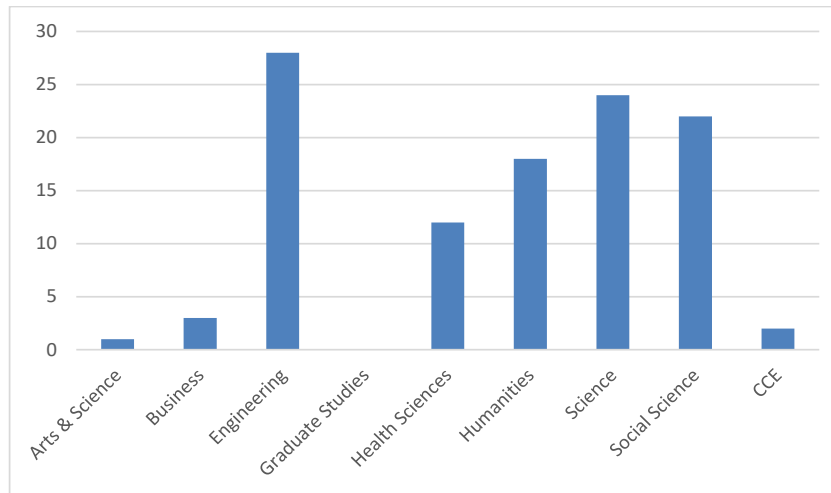


Table 3: Breakdown of Offences by Total and Term

Offence	Total	Term 1	Term 2	Spring Summer Session
Aiding another Student	2	2	0	0
Alteration of Grade	3	1	2	0
Alteration of Transcript	2	2	0	0
Cheating on a Test/Exam	39	16	16	7
False Medical	4	2	2	0
Falsification of Data	3	0	3	0
Impersonation	0	0	0	0
Improper Collaboration	83	18	57	8
Mishandling Academic Materials	0	0	0	0
Misrepresentation of Credentials	1	1	0	0
Multiple Submissions	7	0	4	3
Plagiarism	206	65	111	30
Submitting Other's Work	50	12	37	1
Other	2	0	2	0
Totals	402	119	234	49

Chart #4: Offences

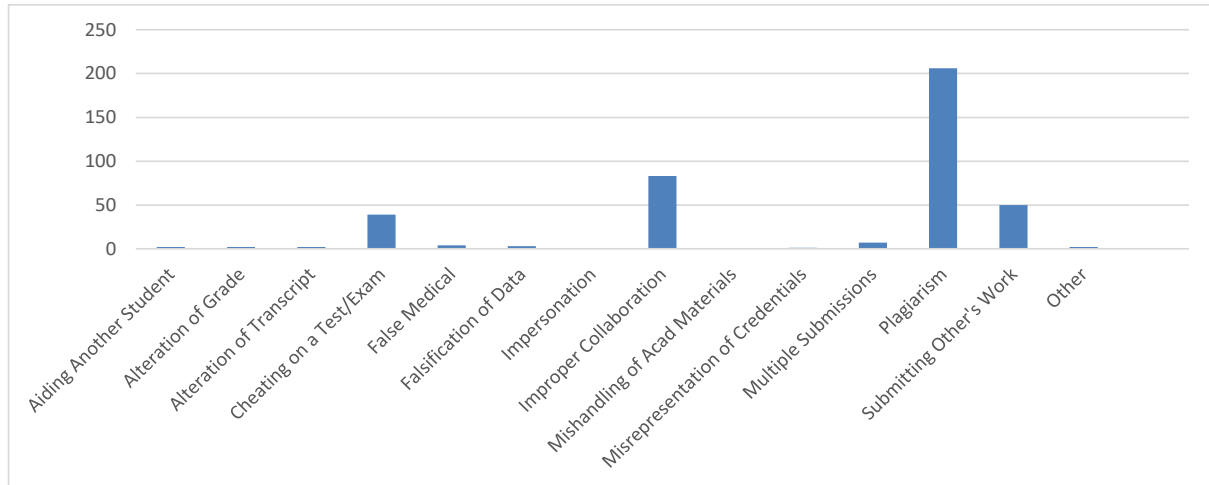


Chart #5: Offences by Term

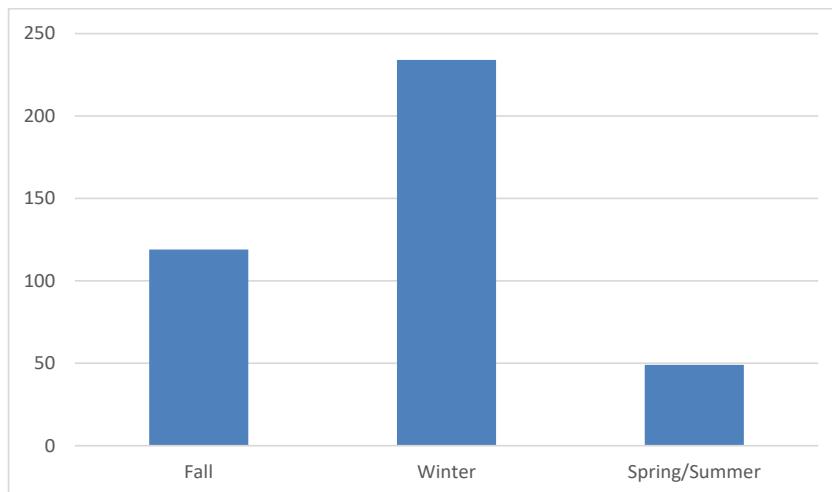
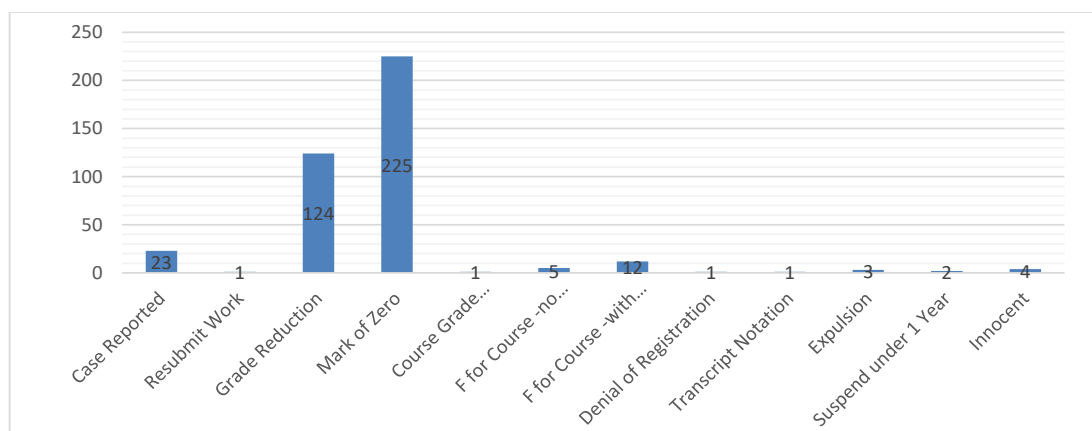


Table 4: Penalty Breakdown

Penalty	All Cases	First Offences	Serious First Offences or Graduate Students	Second Offences	Third Offences
Case Reported Only	23	23	0	0	0
Resubmit Work	1	0	1	0	0
Grade Reduction	124	124	0	0	0
Denial of Use of Facilities					
Mark of Zero	225	219	5	1	0
Course Grade Reduction	1	0	1	0	0
F for Course – with no transcript notation	5	0	3	2	
F for Course – with transcript notation	12	0	4	8	0
Other	0	0	0	0	0
Letter in File	0	0	0	0	0
Unsatisfactory on Supervisory Meeting	0	0	0	0	0
Denial of Registration	1	0	1	0	0
Registration Cancelled	0	0	0	0	0
Transcript Notation	1	0	1	0	0
Suspension under 1 Year	2	0	1	1	0
Suspension over 1 Year	0	0	0	0	0
Expulsion	3	0	3	0	0
Innocent	4	2	2	0	0
Totals	402	368	22	12	0

Chart #6: Penalties

Faculty Adjudicator Work

Total number of hearings	38
Cases of possible academic dishonesty	32
Appeals of first offence decisions	6
Denied	3
Penalty modified	2
Granted	1

Academic Integrity Cases appealed to Senate Board for Student Appeals

Total number of cases	4
Withdrawn	0
Hearings scheduled	3
Decided	1
Denied	0
Summary dismissal	0
Dismissed/Abandoned	0
Penalty modified	0
Granted	1

Transcript Notation Removals

Number of "Grade of F assigned for academic dishonesty" transcripts removed: 9

Table #5: Academic Dishonesty Cases by Faculty/Program Offering the Course 1996-2018

Year	Senate	Arts/Sci	Bus	Eng	H.Sci	Hum	Sci	Soc/Sci	Grad	Registrar	CCE	Othr	Totals	Full-Time Enrollment	% of Population
96/97	3	0	3	54	1	6	18	19	0	0	0	0	104	13,856	0.75
97/98	2	1	16	46	6	8	41	2	0	0	0	0	122	13,771	0.89
98/99	5	0	14	26	9	8	32	21	3	0	0	0	118	13,797	0.86
99/00	2	3	2	54	0	7	45	14	1	0	0	0	128	13,910	0.92
00/01	2	0	8	32	0	6	34	13	3	0	0	0	98	14,042	0.70
01/02	2	0	4	71	0	15	53	18	11	0	0	0	174	15,053	1.16
02/03	4	1	16	52	3	20	65	13	4	0	0	0	178	16,720	1.06
03/04	0	0	3	34	20	40	79	58	14*	2	2	0	252	18,283**	1.38
04/05	0	0	6	43	45	30	80	44	9	1	1	0	259	19,164	1.35
05/06	0	0	10	116	39	50	96	35	10	0	0	0	356	20,439	1.74
06/07	0	0	18	191	46	44	74	43	23	1	1	0	441	21,107	2.09
07/08	0	0	57	43	142	42	56	67	7	0	3	0	417	21,696	1.92
08/09	0	0	29	22	11	34	168	52	28	1	5	0	350	22,343	1.57
09/10	0	0	13	51	35	48	40	45	7	1	4	0	244	23,325	1.05
10/11	0	0	13	51	15	51	109	69	1	0	5	0	314	23,557	1.33
11/12	0	3	11	123	15	50	130	65	0	2	10	1	410	24,070	1.70
12/13	0	0	3	47	19	50	89	41	3	0	15	0	267	25,456	1.05
13/14	0	2	10	123	15	34	103	64	3	0	9	0	363	24,689	1.47
14/15	0	1	26	101	14	58	50	32	0	0	7	0	289	24,960	1.16
15/16	0	0	10	67	27	118	99	53	0	0	1	0	375	27,903	1.34
16/17	0	2	19	89	22	38	47	95	9	0	0	0	321	29,262	1.10
17/18	0	2	16	150	35	37	111	45	5	0	1	0	402	29,919	1.34

* 2003-04 was the first year of the Academic Integrity Office and the first year MBA students were included in Graduate Studies 1.34numbers.

** Enrolment numbers do not include Interns/Residents or Divinity students who are exempt from policy.

Chart #7: Percentage of Students Charged with Academic Dishonesty by Year

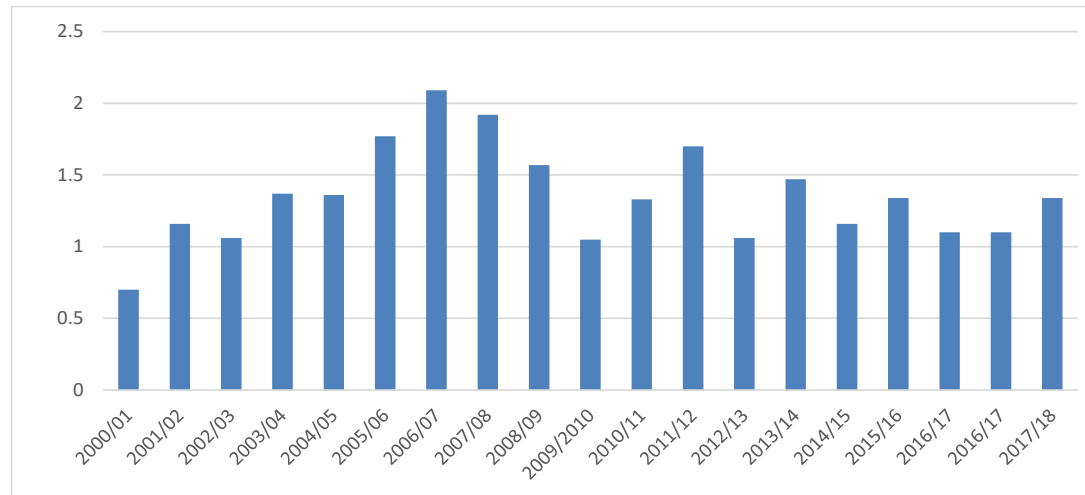


Table #6: Academic Dishonesty Charges by Faculty the Student is Registered In - 2003-2018

Year	A/Sci	Bus	Eng	H.Sci	Hum	Sci	Soc/Sci	Grad	CCE	Totals	Full-Time Enrollment
03/04	1	11	51	24	25	44	78	14	2	250	18,283
04/05	0	34	52	42	19	47	57	9	1	261	19,164
05/06	0	53	121	36	32	49	60	11	0	362	20,439
06/07	2	25	199	47	25	45	74	23	1	441	21,107
07/08	3	50	59	139	36	41	77	7	5	417	21,696
08/09	0	67	38	14	28	71	99	28	5	350	22,343
09/10	2	15	64	21	27	55	49	7	4	244	23,325
10/11	3	37	69	11	41	63	77	7	6	314	23,557
11/12	4	35	121	11	35	95	72	26	11	410	24,070
12/13	0	3	47	19	50	89	41	3	15	267	25,456
13/14	2	17	152	12	36	69	58	8	9	363	24,689
14/15	0	31	110	12	47	38	36	8	7	289	24,960
15/16	4	18	95	23	57	91	81	6	0	375	27,903
16/17	2	19	89	22	38	47	95	9	0	321	29,262
17/18	2	16	150	5	35	37	111	45	1	402	29,919

TO: Senate Committee on By-Laws

FROM: Dr. Leonard Waverman, Dean, DeGroote School of Business

DATE: May 7, 2019

RE: Proposed Amendment – Faculty of Business By-Laws

On behalf of the Faculty of Business I am submitting the proposed amendment to Section IV, Standing Committees in the Faculty of Business By-Laws. The proposed amendment is the addition of the *Integrated Business and Humanities Operating Committee* to the list of DSB Standing Committees.

A new standing committee has been proposed to be added (and approved at the Faculty of Business Meeting on October 4, 2018) to the School of Business By-Laws to reflect the addition of a new program, Integrated Business and Humanities, in 2016. This standing committee has responsibility for curriculum development recommendations for the Integrated Business and Humanities program to the Undergraduate and Curriculum Policy Committee of the Faculty of Business and the Faculty of Humanities, where appropriate. The Operating Committee would also elect a subcommittee for admissions consisting of the program director and one faculty member from each faculty.

We would be happy to discuss as necessary with the members of the Senate Committee on By-Laws.

Attach.

cc: Dr. D. Farrar, Provost & Vice-President (Academic)
Dr. D. Welch, Vice-Provost and Dean of Graduate Studies
Dr. A. Danielova, Associate Dean (Faculty Affairs & Accreditation), DeGroote School of Business

Amendment to Section IV, Standing Committees in the Faculty of Business

By-Laws:

Integrated Business and Humanities Operating Committee

The program is overseen by a Director and is supported by an Administrative Assistant. A standing Integrated Business and Humanities Operating Committee has responsibility for curriculum development recommendations for the Integrated Business and Humanities program to the Undergraduate and Curriculum Policy of the Faculty of Business and the Faculty of Humanities, where appropriate. The Operating Committee would also elect a subcommittee for admissions consisting of the program director and one faculty member from each faculty. The composition of the IBH Operating Committee is as follows:

Chair:	Director, Integrated Business and Humanities
Ex Officio:	President
	Provost
	Dean, Faculty of Business
	Dean, Faculty of Humanities
	Associate Dean (Academic), Faculty of Business
	Associate Dean (Academic), Faculty of Humanities
Faculty:	Five faculty members, three from the Faculty of Business and two from the Faculty of Humanities, to be appointed by their respective Deans on the recommendations of their department or area chairs, for staggered three-year terms
Students:	One undergraduate student, registered in the IBH program, to be appointed by both Deans, for a one-year term
Consultants	Manager, Academic Programs Office at the Faculty of Business
(non-voting):	Assistant Dean (Studies), Faculty of Humanities
	Resource Staff, as appropriate
Secretary:	Administrative Assistant, IBH program
(non-voting)	

The Program Director will be selected by a committee co-chaired by the Deans (or their delegates) from the Faculties of Business and Humanities. The normal term appointment for the Program Director shall be five years, with the possibility of renewal. Every effort will be made to rotate the Directorship of the program between Business and Humanities depending on the interest and qualifications of the faculty members. The Program Director will be accountable to the program's Executive Committee (see below) and will report jointly to the Deans of Business and Humanities. Remuneration for the Program Director (e.g., stipend, course releases,) will be provided by the Program. Terms of Reference for the Program Director position are in the following section.

I THE FACULTY OF BUSINESS

(i) Membership

- (a) Ex Officio: President
Provost
Vice-President (Research and International Affairs)
Dean of the Faculty (Chair)
Associate Dean (Academic)
Associate Dean (Graduate Studies and Research)
Associate Dean (Faculty Affairs and Accreditation)
Associate Vice-President and Dean of Graduate Studies
Director, MBA Program
Director, Professional and Executive Education Programs
Director of the Engineering and Management Program
Chair of the Department of Economics
Chair of the Department of Mathematics & Statistics
- (b) Faculty: All faculty members holding appointment in the Faculty of Business at the rank of Lecturer or higher
One faculty member from each of the other Faculties
- (c) Students: Two undergraduate students, elected by and from the undergraduate students in Commerce
Two graduate students elected by and from the graduate students registered in the Faculty of Business
(Students shall withdraw when the cases of specific students are under consideration, but on other matters shall have full voting privileges.)
- (d) Non-teaching Staff: Two members, one elected by and from The Management Group and one elected by and from CAW-Canada Local 555 members for a two-year renewable term. To be eligible for election, candidates must be part of the full-time, non-teaching staff of the Faculty of Business.
- (e) Secretary: Secretary of the Senate or delegate
(non-voting)

(ii) Regular Meetings

- (a) The Faculty shall meet at least four times during the period September to June, inclusive. A notice of meeting and a preliminary agenda shall normally be circulated at least one week before a meeting, and a final agenda shall be circulated at least forty-eight hours before any such meeting.
- (b) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate.
- (c) A quorum shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than one-half of the faculty members holding full-time appointments in the Faculty at the rank of Lecturer or higher. For action on items not on the final agenda, however, a quorum shall consist of one-half of the faculty members holding full-time appointments in the Faculty at the rank of Lecturer or higher.
- (d) The maximum length of a meeting of the Faculty shall be two and one-half hours. A meeting may be extended for a further half hour, however, on the affirmative vote of two-thirds of the members present.
- (e) In the absence of the Dean of the Faculty, the Chair shall be the Associate Dean (Faculty Affairs and Accreditation) of the Faculty or, in his/her absence, another of the Associate Deans designated by the Dean.

(iii) Special Meetings

Special meetings may be called, under the same conditions of notice and agenda as specified in sub-section (ii) above, by the Dean. They shall also be called when at least twenty voting members of the Faculty request such a meeting by written submission to the Dean.

(iv) Authority of the Faculty

- (a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty, and establish appropriate Standing and Ad Hoc Committees.
- (b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinate bodies.

II THE DEAN'S ADVISORY COUNCIL

(i) Composition

Ex Officio: President
Provost
Dean of the Faculty (Chair)
Associate Dean (Academic)
Associate Dean (Graduate Studies and Research)
Associate Dean (Faculty Affairs and Accreditation)
Associate Vice-President and Dean of Graduate Studies
Director, MBA Program (non-voting)
Director, Professional and Executive Education Programs (non-voting)

Area Chairs of all Areas in the Faculty.

Faculty: One member elected by and from the Faculty for a renewable one-year term

Consultant: Director, Administration
(non-voting)

Secretary: Secretary of the Senate or delegate
(non-voting)

Quorum: One-half of the members

(ii) Functions:

To advise and assist the Dean with short-term and long-term planning for the Faculty of Business, including establishing the objectives and priorities of the Faculty within the context of a comprehensive Faculty plan; to advise and assist the Dean in identifying strategic priorities for the hiring of faculty members; to advise and assist the Dean in the planning of the Faculty's physical facilities and services; to deal with such matters as may be referred to it by the Dean of the Faculty or by the Faculty; to act on behalf of the Faculty in the period between the last regular Faculty meeting of one academic year and the first regular Faculty meeting of the succeeding academic year, submitting a written report to the Faculty at that latter meeting on all actions taken; to advise the Dean on matters of concern; to make recommendations to the Faculty on any appropriate matter; to act as a nominating committee, as specified in Section V below.

III AD HOC COMMITTEES

The Dean of the Faculty may appoint Ad Hoc Committees for assistance and advice in the operation of the Faculty, or as requested by the Faculty, and the Faculty shall be informed about the function and composition of these committees. Such committees shall report, at least annually, to the Faculty.

IV STANDING COMMITTEES

The President, the Provost, and the Dean of the Faculty are ex officio members of all Standing Committees, except that the President and the Provost are not ex officio members of the Tenure and Promotion Committee, and the Provost is not an ex officio member of the Faculty Research Committee.

The Standing Committees listed below, and such other committees as the Faculty or the Dean's Advisory Council may establish, shall meet at the call of the Chair. Where the Chair is to be elected from among the members, the Dean (or delegate) shall call the first meeting and preside until a Chair has been elected. Student members of committees shall withdraw from the meetings when cases of specific students are under consideration.

Unless otherwise specified in these By-laws, a quorum shall consist of one half of the voting members of a committee.

All Standing Committees shall report to the Faculty at least annually.

(i) Undergraduate Recruiting, Admissions and Student Affairs Committee

Functions:

- (a) To assess and make recommendations to the Faculty on matters of undergraduate admissions policy, and to adjudicate admission matters referred to it.
- (b) To plan, for approval by the Faculty, all recruitment activities and events within the Faculty and at an institutional level.
- (c) To review, at the end of an academic session, the grades of all students registered in undergraduate programs in the Faculty of Business (i.e., students working toward a Commerce degree); to make recommendations to the Faculty concerning the status of in-course students; and to recommend to the Faculty candidates for undergraduate degrees.

Composition:

Chair:	Associate Dean (Academic)
Ex Officio	President Provost Dean of the Faculty
Faculty:	One faculty member from each Area of the Faculty, to be appointed by the Dean of the Faculty after seeking the advice of the Area Chairs, for staggered three-year terms
Consultants: (non-voting)	Associate/Assistant Registrar (Admissions or Records, as appropriate) Director, Centre for Business Career Development Manager, Undergraduate Programs Resource staff, as appropriate
Secretary: (non-voting)	To be provided by the Academic Programs Office

(ii) Undergraduate Curriculum and Policy Committee

Functions:

To develop undergraduate curriculum policy and undertake long-term curriculum planning for recommendation to the Faculty; to make recommendations on curriculum changes arising from requests from members of the Faculty, or from the curriculum policies adopted by the Faculty or proposed by the School of Business Committee of Instruction; to report to the Faculty on the curricula of programs in the Faculty; and to ensure that the undergraduate calendar contains up-to-date program curricula

Composition:

Chair:	Associate Dean (Academic)
Ex Officio	President Provost Dean of the Faculty
Faculty:	One faculty member from each Area of the Faculty, to be appointed by the Dean of the Faculty after seeking the advice of the Area Chairs, for staggered three-year terms
Students:	One undergraduate student, registered in a Commerce program, to be appointed by the Dean on the recommendation of the Commerce Society Executive for a one-year term

Consultants: Manager, Undergraduate Programs
(non-voting) Director, Centre for Business Career Development
Resource staff, as appropriate

Secretary: To be provided by the Academic Programs Office
(non-voting)

(iii) Engineering and Management Policy Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Management Program; to recommend, to the appropriate Faculty committees, policy on admission numbers and major program changes; and to consider proposals from the Director requiring policy decisions.

Composition:

Chair: Dean of Engineering and Dean of Business, alternately, for two-year terms

Ex Officio: President
Provost
Dean of the Faculty of Business, when not serving as Chair
Dean of the Faculty of Engineering, when not serving as Chair
Director, Engineering and Management Program
Associate Dean (Academic) of the Faculty of Business
Associate Dean (Academic) of the Faculty of Engineering

Secretary: Administrator, Engineering and Management Program
(non-voting)

(iv) Graduate Curriculum and Policy Committee

Functions:

To develop and make recommendations to the Faculty on the graduate curriculum and on matters of graduate policy, including new programs and course changes; and to consider recommendations made by the MBA Program Development Committee.

Composition:

Chair: Associate Dean (Graduate Studies and Research)

- Ex Officio: President
Provost
Dean of the Faculty
Associate Vice-President and Dean of Graduate Studies
Director, MBA Program
- Faculty: One faculty member from each Area of the Faculty, to be appointed by the Dean of the Faculty after seeking the advice of the Area Chairs, for staggered three-year terms
- Students: One graduate student, registered in the MBA program in the Faculty of Business, to be appointed by the Dean of the Faculty on the recommendation of the MBA Association Executive for a one-year term
One graduate student, registered in the doctoral program in the Faculty of Business, to be appointed by the Dean of the Faculty on the recommendation of the DeGroote Doctoral Students Association Executive for a one-year term
- Consultants: Director, Centre for Business Career Development
(non-voting) Graduate Program Co-ordinator
Manager, MBA Program
Resource staff, as appropriate
- Secretary: Secretary of the School of Graduate Studies or delegate
(non-voting)

(v) Graduate Admissions and Study Committee

Functions:

To determine the admissibility of applicants to graduate programs in the Faculty; to review the progress of students engaged in graduate programs; to determine action on the recommendation of the Associate Dean (Graduate Studies and Research) in instances of failure in a course; to recommend to the Graduate Council students to receive graduate degrees; to decide on requests for readmission to the graduate programs; to decide petitions from graduate students for special consideration in respect of off-campus or part-time study, extension of time to complete degree requirements, etc; and to refer any matter to the Graduate Curriculum and Policy Committee, before taking action, if either the Associate Vice-President and Dean of Graduate Studies or the Committee considers a matter of precedent or policy to be involved.

Composition:

- Chair: Associate Dean (Graduate Studies and Research)
- Ex Officio: President
Provost
Dean of the Faculty
Associate Vice-President and Dean of Graduate Studies
Director, MBA Program
- Faculty: One faculty member from each Area of the Faculty, to be appointed by the Dean of the Faculty after seeking the advice of the Area Chairs, for staggered three-year terms
- Consultants: Graduate Program Co-ordinator
(non-voting) Manager, MBA Program
Director, Centre for Business Career Development
Resource staff, as appropriate
- Secretary: Secretary of the School of Graduate Studies or delegate
(non-voting)

(vi) Student Awards Committee

Function:

To administer internal and external awards for graduate and undergraduate students within the Faculty; to make recommendations to Undergraduate Council and Graduate Council, as appropriate, for the award of prizes and scholarships restricted to students in the Faculty of Business and concerning the establishment of new awards and other related matters; and to encourage, develop and promote the nomination of students for other internal and external awards, as appropriate.

Composition:

- Co-Chairs: Associate Dean (Academic) and Associate Dean (Graduate Studies and Research) *(The agenda of any meeting will determine which Associate Dean shall preside.)*

Ex Officio:	President Provost Dean of the Faculty Associate Dean (Academic) Associate Dean (Graduate Studies and Research) Associate Dean (Faculty Affairs and Accreditation) Director, MBA Program
Faculty:	One faculty member from each Area of the Faculty, to be appointed by the Dean of the Faculty after seeking the advice of the Area Chairs, for staggered three-year terms
Consultant: (non-voting)	Graduate Program Co-ordinator Manager, MBA Program Manager, Undergraduate Program Resource staff, as appropriate
Secretary: (non-voting)	Associate, MBA Programs and Administration, MBA Academic Services Office

(vii) Tenure and Promotion Committee

Functions:

To consider recommendations from the Area Tenure and Promotion Committees for the granting or withholding of tenure or permanence and/or promotion to Associate Professor. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that tenure or permanence and/or promotion be granted, that the tenure- or teaching-track appointment be allowed to lapse, that the period of the tenure- or teaching-track appointment be extended, or that no action be taken on the case. The Chair shall convey the Committee's recommendations to the Senate Committee on Appointments.

To consider recommendations from the Area Tenure and Promotion Committees for promotion to Professor. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that promotion be granted or withheld. The Chair shall convey the Committee's recommendations to the Senate Committee on Appointments.

Composition:

Chair:	Dean of the Faculty
Faculty:	Six full-time tenured members of the Faculty of Business elected from those holding the rank of Professor or Associate

Professor. Of these, at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time members of the Faculty.

Quorum: The Dean of the Faculty, and the rest of the Committee save one.

(viii) Faculty Research and Awards Committee

Functions:

To advise and assist the Dean with regard to the strategic direction for research within the Faculty; to promote and monitor the effective sharing and dissemination of research results amongst faculty members; to develop and promote initiatives to create a collaborative interdisciplinary research community within the Faculty; to evaluate applications for internal Faculty research funds and make recommendations to the Dean; to administer internal Faculty research awards (currently the Faculty Research Excellence Award and Research to Practice Excellence Research Award); and to encourage, develop and promote the nomination of Faculty members for other internal and external awards, as appropriate.

Composition:

Chair: Associate Dean (Graduate Studies and Research)

Ex Officio: President
Vice-President (Research and International Affairs)
Dean of the Faculty
Associate Dean (Academic)
Associate Dean (Faculty Affairs and Accreditation)

Faculty: Five faculty members, two of whom hold Research Chairs, appointed by the Dean of the Faculty for staggered three-year terms. One of these members shall be selected by the Dean of the Faculty to serve on the Arts Research Board.

Secretary: To be provided by the Associate Dean (Graduate Studies and
(non-voting) Research)

(ix) MBA Program Development Committee

Functions:

To review MBA curriculum and to develop and make recommendations on MBA curriculum to the Graduate Curriculum and Policy Committee.

Composition:

Chair: Director, MBA Program

Ex Officio: President
Provost
Dean of the Faculty
Associate Vice-President and Dean of Graduate Studies
Associate Dean (Graduate Studies and Research)

Faculty: One faculty member from each Area of the Faculty, to be appointed by the Dean of the Faculty after seeking the advice of the Area Chairs, for staggered three-year terms

Students: One graduate student, registered in the MBA program in the Faculty of Business, to be appointed by the Dean of the Faculty on the recommendation of the MBA Association Executive for a one-year term

Consultants: Director, Centre for Business Career Development
(non-voting) Manager, MBA Program
Resource staff, as appropriate

Secretary: To be provided by the Associate Dean (Graduate Studies and
(non-voting) Research)

(x) School of Business Committee of Instruction

Functions:

To ensure the quality of program delivery across all programs in the Faculty and to provide advice to the Associate Dean (Faculty Affairs and Accreditation) on appropriate teaching assignments for faculty members.

Composition:

Chair: Associate Dean (Faculty Affairs and Accreditation)

Ex Officio: President
Provost
Dean of the Faculty
Associate Vice-President and Dean of Graduate Studies

Associate Dean (Academic)
Associate Dean (Graduate Studies and Research)
Director, MBA Program

Consultants: Resource staff, as appropriate
(non-voting)

Secretary: To be provided by the Associate Dean (Faculty Affairs and
(non-voting) Accreditation)

(xi) Joint Occupational Health and Safety Committee

Functions:

For all buildings and areas under the control of the Faculty:

To receive information on safety and hazards from the University and other sources and disseminate it to faculty members, staff and students as needed; to provide advice to the Dean of the Faculty, faculty members, staff or students, wherever appropriate, concerning potential hazards; to monitor compliance by McMaster University with the spirit and the letter of the Ontario Occupational Health and Safety Act and other relevant legislation and to report to the Dean on any variances; and to represent the Faculty of Business legally in all matters of health and safety designated under the Occupational Health and Safety Act.

Composition:

Chair: Two co-chairs, one of whom shall be appointed by the Dean from among the supervisory staff, and the other of whom shall be the elected non-supervisory support staff member of the committee

Ex Officio: President
Provost
Dean of the Faculty

Members: One faculty member, appointed by the Faculty Dean for a two-year term
One member of the non-supervisory support staff in the Faculty, elected by and from the support staff in the Faculty for a two-year term
One graduate student, elected for a two-year term by and from the graduate students registered in the Faculty of Business who are members of the CUPE Local 3906

Additional members as may be appointed by the Co-chairs, in consultation with the Dean, from other groups which use the facilities of the Faculty of Business, as long as the total number of elected members on the Committee comprises at least fifty per cent of the Committee membership.

Consultant: Senior Manager, Health, Safety and Risk Management
(non-voting)

Secretary: Selected by and from the Committee
(non-voting)

Quorum: Quorum shall consist of the majority of the voting members of the Committee, excluding the President and Provost

V ELECTIONS

- (i) Elections of Faculty of Business representatives to the Senate, Graduate Council, Undergraduate Council, and to fill such vacancies on the Faculty's Standing Committees as are required to be decided by an election, shall be held before the end of April each year. The Dean's Advisory Council shall prepare nominations for all such vacancies. These nominations shall be made available, either in hard copy or electronically, to all members of the Faculty of Business eligible to vote in such elections, at their University address, giving such members the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nomination to be supported by five members of the Faculty of Business. The elections, if necessary, shall be conducted by the Secretary of the Senate by means of ballots made available, either in hard copy or electronically, to each member of the Faculty, except insofar as the electorate for the Tenure and Promotion Committee is restricted by the Senate to full-time members of the Faculty.
- (ii) In the election of faculty members from the Faculty of Business to the Senate, at least one of the three allotted seats shall be filled by a professor and at least one by an associate professor.
- (iii) The Dean's Advisory Council shall nominate a representative of the Faculty of Business, for a three-year renewable term, to each of the other Faculties in which the Faculty of Business has representation. Additional nominations may be made by members of the Faculty of Business, within a designated period and any such nomination shall be supported by five members of the Faculty of Business. If an election for any of these representatives be necessary, it shall be held concurrently with the elections referred to in Section V (i).

- (iv) The conduct of the election of undergraduate and graduate student members of the Faculty is the responsibility of the Dean who normally shall delegate this task to the Commerce Society and the MBA Association respectively.
- (v) The conduct of the election of the regular full-time, non-teaching staff members of the Faculty (one elected by and from The Management Group and one elected by and from CAW-Canada, Local 555 members) shall be carried out by the Office of the Dean. Any member of the non-teaching staff who is eligible to vote may be nominated as a candidate for election, provided written consent has been filed with the Office of the Dean and the nomination form has been signed by two members of the non-teaching staff eligible to vote within their respective employment group. The election, if necessary, shall be conducted by means of ballots made available, either in hard copy or electronically, to each regular full-time, non-teaching staff member of the Faculty of the respective employment group. The candidate receiving the most ballots shall be declared elected.
- (vi) All elections, with the exception of that described in Section V (v), shall be conducted in accordance with the single transferable vote procedure.
- (vii) If a position on a Standing Committee other than the Tenure and Promotion Committee, becomes vacant, the Dean's Advisory Council may select a replacement to fill that position for the remainder of the term. In the case of a vacancy on the Tenure and Promotion Committee, a by-election must be held in accordance with the procedures outlined above.
- (viii) All committee memberships shall take effect on July 1.

VI AMENDMENTS TO THE BY-LAWS

- (i) Any amendment to these By-laws shall, to have effect, require the approval of the Senate.
- (ii) A recommendation to the Senate for any amendment to any By-laws or for any new By-law, shall be made only after the proposed change in the By-laws has been approved at a meeting of the Faculty of Business. Notice of motion to request such amendment shall be given at a previous meeting of the Faculty of Business, or shall be sent electronically to all members of the Faculty of Business at least four (4) weeks before a Faculty of Business meeting.

VII IMPLEMENTATION

The date of effect for these By-laws shall be July 1, 2012. Any amendments thereto shall be the date on which they receive the approval of the Senate.

T:\Faculty Meeting Documents\Business\DSB_Reorganization_2011\By-laws\Business Bylaws as of April 11 2012.docx

May 6, 2019

TO: Helen Ayre, Acting University Secretary

FROM: Maureen J. MacDonald, Dean, Faculty of Science



SUBJECT: Proposed Amendments to the Faculty of Science By-laws

In 2018, the Faculty of Science By-laws were amended after almost 10 years. Over the past year, with changes to the Office of the Dean and at the University, and in consideration of operational needs, we propose the attached amendments. Consultations took place with various stakeholders, with unanimous approval by Faculty Council on January 24, 2019 and General Faculty on March 28, 2019. We submit our amendments for review and approval by the Senate Committee on By-laws and the University Senate.

Throughout the attached document, track-changes have been used to identify all amendments. Below you will also find a high-level summary of the major changes to our By-laws.

With the addition of senior staff in the Office of the Dean, amendments have been made throughout the document adding these positions where necessary.

Amendments have been made to the Faculty Finance Committee to allow for new Department Chairs and School Directors to serve on the Committee within their first term of appointment. We believe that service on this Committee will provide a valuable learning opportunity for our Unit leaders as it relates to budgeting and the allocation of funds and resources in the Faculty of Science.

Finally, we have added Academic Accommodation Teams to our By-laws in accordance with University Policy. The terms of the Teams reflect the Policy, with differing compositions for matters relating to undergraduate and graduate students.

We would be happy to have the opportunity to discuss our proposed By-law amendments and rationale, as necessary, with you and your staff, or with members of the Senate Committee on By-laws.

cc: D. Bailey, Administrator (Faculty Affairs), Faculty of Science

Memo to UnivSec re By-law Amendments - 2018-08.docx

I THE FACULTY OF SCIENCE

(i) Membership:

- Ex Officio: President
Provost
Vice-President (Research)
Dean & Vice-Provost of Graduate Studies
Dean of the Faculty (Chair)
Associate Deans of the Faculty
Assistant Dean (Academic), Faculty of Science
Director of Finance & Administration, Faculty of Science
Directors of Senate-approved Centres and Institutes that report to the Dean, Faculty of Science (see Schedule A)
Directors of Interdisciplinary Graduate Programs involving the Faculty of Science
Chair, Department of Biochemistry & Biomedical Sciences, Faculty of Health Sciences
- Faculty: All full-time faculty members holding appointment at the rank of Lecturer or higher in the Departments/Schools of Biology, Chemistry & Chemical Biology, Geography & Earth Sciences, Interdisciplinary Science, Kinesiology, Mathematics & Statistics, Physics & Astronomy, and Psychology, Neuroscience & Behaviour, and in such other departments and schools as may be added to the Faculty of Science by the Senate
One faculty member from each of the other Faculties
- Staff: Three full-time staff members in the Faculty of Science, elected by and from the full-time, non-teaching staff of the Faculty, for staggered three-year, once renewable terms
- Staff members should normally have at least one year of service within the Faculty. Continued service within the Faculty for at least the term of election is normally expected.*
- Students: The elected undergraduate student to the University Senate from the Faculty of Science
The President of the McMaster Science Society (undergraduate student association), or delegate, and 4 additional undergraduate students to be appointed annually by the Faculty Dean upon recommendation by the President of the McMaster Science Society

The elected graduate student to the University Senate from the Faculty of Science

The President of the McMaster Science Graduate Students Association~~Scientist Association at McMaster~~ (graduate student association), or delegate, and 1 additional graduate student to be appointed annually by the Faculty Dean upon recommendation by the President of the McMaster Science Graduate Students Association~~Scientist Association at McMaster~~

Students may be asked to withdraw when the cases of specific students are under consideration, but on other matters shall have full voting privileges.

Secretary: Secretary of the Senate, or delegate
(non-voting)

Consultants: Manager, Science Career and Cooperative Education
(non-voting) Manager, Communications, Faculty of Science
Manager, Development, Faculty of Science
Manager, Information Technology, Faculty of Science
Administrator (Research and Facilities), Faculty of Science
Administrator (Faculty Affairs), Faculty of Science
Directors of Senate-approved Centres and Institutes that report to the Vice-President (Research) in which the Faculty of Science is involved (see Schedule B)

(ii) **Regular Meetings:**

- (a) The Faculty shall meet at least two times during the period from September to June, inclusive. A notice of meeting shall normally be circulated at least one week before a meeting, and an agenda shall be circulated at least forty-eight hours before any such meeting.
- (b) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate.
- (c) A quorum shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than one half of the members of the Faculty. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the members of the Faculty.
- (d) In the absence of the Dean of the Faculty, the Chair shall be an Associate Dean of the Faculty or, in his/her absence, a member of the Faculty designated by the Dean.

(iii) Special Meetings:

Special meetings may be called, under the same conditions of notice and agenda as specified in sub-section (ii) above, by the Dean. They shall be called when at least twenty voting members of the Faculty request such a meeting by written submission to the Dean.

(iv) Authority of the Faculty:

- (a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty and establish appropriate Standing and Ad Hoc Committees.
- (b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinate bodies.

II THE FACULTY COUNCIL

(i) Composition:

- Ex Officio: President
Provost
Dean & Vice-Provost of Graduate Studies
Dean of the Faculty (Chair)
Associate Deans of the Faculty
Chairs of Departments and Directors of Schools in the Faculty of Science
Assistant Dean (Academic)
Director of Finance & Administration
- Consultants: Members of the Faculty who are members of the University Planning
(non-voting) Committee
Directors of Interdisciplinary Graduate Programs involving the Faculty of Science
Chair, Department of Biochemistry & Biomedical Sciences, Faculty of Health Sciences
Manager, Communications
Manager, Development
Manager, Information Technology
Manager, Science Career and Cooperative Education
Administrator (Research and Facilities)
Administrator (Faculty, Staff and Systems)
- Secretary: Secretary of the Senate, or delegate
(non-voting)
- Quorum: One half of the voting members

(ii) Functions:

To do short-term and long-term planning for the Faculty of Science; to co-ordinate the academic objectives and priorities of the Departments and Schools in the Faculty of Science into a coherent Faculty plan; to be responsible for the planning of the Faculty's physical facilities and services; to deal with such matters as may be referred to it by the Dean of the Faculty or by the Faculty; to act on behalf of the Faculty in the period between the last regular Faculty meeting of one academic year and the first regular Faculty meeting of the succeeding academic year, submitting a written report to the Faculty at the latter meeting on all actions taken; to advise the Dean on matters of concern; to make recommendations to the Faculty on any appropriate matter; and to act as a nominating committee, as set out in Section V below.

Action taken by Faculty Council shall be reported to the Faculty at the next Faculty meeting.

III DEAN'S AD HOC COMMITTEES

Ad hoc committees, for advice and/or assistance in the operation of the Faculty, may be appointed on the Dean's initiative or at the request of the Faculty. The Faculty shall be informed of the function and composition of all such ad hoc committees.

IV STANDING COMMITTEES

(i) General

The President, the Provost, and the Dean of the Faculty are ex officio members of all Standing Committees, except that neither the President nor the Provost is an ex officio member of the Tenure and Promotion Committee.

The Standing Committees listed below, and such other committees as the Faculty or the Faculty Council may establish, shall meet at the call of the Chair. Student members of committees may be asked to withdraw from meetings when cases of specific students are under consideration.

Unless otherwise specified, a quorum shall consist of one half of the committee members.

(ii) Undergraduate Academic Planning and Policy Committee

Functions:

To advise the Associate Dean (Academic) on matters and policy related to undergraduate academic planning, recruitment, course enrolment management, and student awards; and

to consider undergraduate curriculum matters affecting the Faculty of Science and make recommendations thereon to the Faculty.

Composition:

Ex Officio:	President Provost Dean of the Faculty Associate Dean (Academic) (Chair) Assistant Dean (Academic)
Faculty:	Undergraduate Associate Chair (or equivalent) of each Department and School in the Faculty of Science offering programs in which there are students registered in the Faculty of Science
Students:	President, McMaster Science Society, or delegate Vice-President, Academic, McMaster Science Society
Consultant: (non-voting)	Manager, Science Career and Cooperative Education
Secretary: (non-voting)	Provided by the Office of the <u>Associate</u> Dean <u>(Academic)</u> , <u>Faculty of Science</u>

(iii) **Committee on Graduate Curriculum, Policy, Admissions and Study**

Functions:

To consider matters of policy and curriculum affecting graduate work in the Faculty of Science, including new programs and course changes, and to make recommendations thereon to the Faculty; to determine the admissibility to graduate study of any applicant recommended by a Department, School, Unit or Institute; to approve each graduate student's course program; to review annually the progress of each graduate student; to determine action on the recommendation of a Department or School in instances of failure in a course; to recommend to the Graduate Council the students to receive graduate degrees; to decide on petitions from graduate students for special consideration in respect to off-campus or part-time study, extension of time to complete degree requirements, etc.; and to hear appeals of graduate students with respect to matters of academic standing involving substantive academic judgement, as described in Sections 28 to 33 of the *Student Appeal Procedures*.

Composition:

Chair: Associate Dean (Graduate Studies), Faculty of Science

Ex Officio: President
Provost
Dean of the Faculty
Dean & Vice-Provost of Graduate Studies

Faculty: The longest serving faculty member currently elected by the Faculty of Science to the Graduate Council
Graduate Associate Chair (or equivalent) of each Department and School in the Faculty of Science offering programs in which there are students registered in the Faculty of Science
One member appointed by the Graduate Council from a department or school other than those of the Faculty of Science

Students: The elected graduate student to the University Senate from the Faculty of Science
The President of the ~~McMaster Science Graduate Students Association~~ ~~Scientist Association at McMaster~~ (graduate student association), or delegate

Students may be asked to withdraw when the cases of specific students are under consideration, but on other matters shall have full voting privileges.

Secretary: Secretary of the School of Graduate Studies, or delegate
(non-voting)

(iv) **Tenure and Promotion Committee**

Functions:

To receive from the Chair of each Department and the Director of each School, and to consider, all recommendations for the granting or withholding of tenure/permanence; to recommend to the Senate Committee on Appointments, for each candidate, that either tenure/permanence be granted or the appointment be allowed to lapse or the period of the term appointment be extended or no action be taken on the case; to receive from the Chair of each Department and the Director of each School, and to consider, all recommendations for promotion; and to recommend to the Senate Committee on Appointments the granting or withholding of promotion.

Composition:

Chair: Dean of the Faculty

Faculty: Seven tenured members of the full-time faculty (as specified in these By-laws) elected from those holding the rank of Professor or

Associate Professor. Of these, at least four shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time members of the Faculty.

Quorum: The Dean of the Faculty, and all other members, save one.

(v) Faculty of Science Recognition and Rankings Committee

Functions:

To nominate Science faculty members for prestigious international, national and University-specific research and teaching excellence awards, and to make recommendations to the Dean for honorary degree nominations from the Faculty of Science, to provide recommendations to the Dean on matters related to reputation and rankings.

Composition:

Chair: To be appointed by the Dean of the Faculty in consultation with Faculty Council

Ex Officio: President
Provost
Dean of the Faculty

Faculty: One faculty member from each Department or School

Secretary: Provided by the Office of the Dean
(non-voting)

(vi) Faculty Finance Committee

Functions:

To monitor the financial position of the Faculty and to recommend strategies to ensure a financially viable organization to the Dean; to develop financial policies and guidelines for the review and management of the fiscal resources, to recommend thereon to the Dean; to establish a mechanism (e.g. reports, key performance indicators, etc.) for financial decision-making, including recommending comprehensive financial plans and budgets for the Faculty; and, to establish such other *ad hoc* committees as may be deemed appropriate to review specific financial issues with Faculty-wide implications. The Faculty Finance Committee is advisory to the Dean.

Composition:

Chair: Dean of the Faculty

Ex-Officio: President
Provost
One (1) member of the Faculty who is a member of the University Budget Committee (if applicable)
Associate Deans of the Faculty
Director, Finance & Administration, Faculty of Science

Members: Two (2) Department Chairs/~~School Directors~~, both to be appointed for staggered three-year terms (once renewable) by the Dean, in consultation with the Associate Deans. ~~One (1) of whom will also serve to orient new Chairs to University and Faculty financial processes.~~

The Department Chair(s)/School Director(s) in their first term of appointment as Chair/Director, if applicable, to be appointed for a one-year term (non-renewable) by the Dean

Two (2) members of the Faculty to be appointed for staggered three-year terms (once renewable) by the Dean, in consultation with the Associate Deans

Normally, members will be selected such that departmental/school representation is not duplicated.

Consultants: Assistant Vice-President (Administration) & Chief Financial Officer
(non-voting) Associate Vice-President, Finance and Planning (Academic)

(vii) Faculty Appointments Advisory Committee

Functions:

To review all Department and School applications for new full-time tenure- and teaching-stream faculty appointments, and recommend to the Dean on the allocation of the number and nature of the faculty positions. This Committee is advisory to the Dean.

Composition:

Chair: Dean of the Faculty

Ex-Officio: President
Provost
Associate Deans of the Faculty

Members: Five (5) faculty members (not Chairs/Directors or Associate Chairs/Directors), one from each School and Department not represented by Associate Deans, appointed by the Dean after consultation with the relevant Chairs/Directors

Consultant: Administrator (Faculty Affairs)
(non-voting)

(viii) Academic Accommodation Teams

Functions:

The revised McMaster University policy, *Academic Accommodation of Students with Disabilities*, effective September 1st, 2017 created the concept of "Academic Accommodation Teams" in each Faculty to assist Student Accessibility Services (SAS) in developing academic accommodation decisions. The mandate of the Faculty Academic Accommodation Team is defined in the Policy thus: "The Academic Accommodation Teams (AAT) are informal networks of individuals within academic units who have the knowledge and expertise required to inform decisions related to Academic Accessibility Services and support the Associate/Assistant Deans in the consideration of complex and/or retroactive Academic Accommodation decisions and appeals. In some areas there may be Accommodation Teams specific to the departments and professions within that Faculty."

Composition:

For Undergraduate Students:

Chair: Associate Dean (Academic), Faculty of Science

Ex-Officio: Assistant Dean (Academic), Faculty of Science
Manager, Undergraduate Recruitment & Education, Faculty of Science

Members*: Academic Advisor(s) in the Office of the Associate Dean (Academic),
Faculty of Science
Course Instructor(s) of the Student
Assistant Dean (Academic) from another Faculty

Consultant: SAS Program Coordinator(s)

* *Members to be determined by the Committee Chair based on the matter under consideration.*

For Graduate Students:

Chair: Associate Dean (Graduate Studies), Faculty of Science

Ex-Officio: Associate Chair/Director (Graduate) or Director of the Interdisciplinary Graduate Program in which the Student is registered, as appropriate

Members*: Chair/Director of the Department/School where the Graduate Program is delivered or with which it is affiliated, if applicable
 Associate Chair/Director (Graduate) of the Department/School where the Graduate Program is delivered or with which it is affiliated, if applicable

Consultant: SAS Program Coordinator(s)

* Members to be determined by the Committee Chair based on the matter under consideration.

V ELECTIONS

- (i) At an appropriate time each year, the Faculty Council shall make appointments or nominations to fill the vacant positions on each Standing Committee as appropriate, except the Tenure and Promotion Committee. Nominations shall be mailed to all members of the electorate, at their University address, giving members the opportunity to make additional nominations, within a designated period, any such nomination to be supported by five members of the electorate. In the event that further nominations are received, an election shall be conducted by the Secretary of the Senate, by means of ballots mailed to the University address of each member of the electorate.
- (ii) At an appropriate time each year, the Faculty Council shall make nominations sufficient to ensure an election of representatives of the Faculty of Science on the Graduate Council, on the Undergraduate Council, on the Senate and on the Tenure and Promotion Committee.

These nominations shall be mailed to all members of the electorate eligible to vote in such elections, at their University address, giving members the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nomination to be supported by five members of the electorate. The elections shall be conducted by the Secretary of the Senate, by means of ballots mailed to the University address of each member of the electorate.

- (iii) The Faculty Council shall nominate a representative of the Faculty of Science, for a three-year renewable term, to each of the other Faculties in which the Faculty of Science has representation. Additional nominations may be made by members of the electorate, within a designated period, any such nomination to be supported by five members of the electorate. If an election for any of these representatives be necessary, it shall be held concurrently with the election of members of Standing Committees.

- (iv) In the election of faculty members from the Faculty of Science to the Senate, no department or school shall hold more than two of the six allotted seats.
- (v) All elections shall be conducted in accordance with the single transferable vote procedure.
- (vi) The electorate shall consist of those faculty members holding the rank of Lecturer and above in the Departments and Schools of the Faculty of Science except insofar as the electorate for the Tenure and Promotion Committee is restricted by Senate to full-time members of the Faculty.
- (vii) Appointments to Standing Committees from Departments and Schools shall be forwarded by the Directors of Schools and Department Chairs to the Dean prior to July 1 of each year.
- (viii) Retiring members of Standing Committees shall be replaced by new members on **July 1** of each year.
- (ix) If a position on a Standing Committee other than the Tenure and Promotion Committee becomes vacant, the Faculty Council may fill that vacancy for the remainder of the vacated term. In the case of a vacancy on the Tenure and Promotion Committee, a by-election must be held in accordance with the procedures outlined above.
- (x) In the election of staff members to the Faculty, Faculty Council shall make sufficient nominations to ensure an election. Additional nominations shall be solicited from the electorate, within a designated period and any such nomination shall be supported by three members of the electorate.

VI AMENDMENTS TO THE BY-LAWS OF THE FACULTY OF SCIENCE

- (i) To have effect, any amendment to these By-laws must first be approved by the Senate.
- (ii) A recommendation to the Senate for any amendment to any By-law, or for any new By-law, shall be made only after the proposed change in the By-laws has been approved at a Faculty meeting. Notice of motion to request such amendment shall be given at a previous meeting of the Faculty, or in writing to all members of the Faculty at least four weeks before the Faculty meeting.

VII IMPLEMENTATION

The date of effect for these By-laws shall be the date on which they receive the approval of the Senate.

Date of Most Recent Approval by Senate: **January 1, 2019**

Faculty of Science By-laws: Schedule A

Senate-approved Centres and Institutes that report to the Dean, Faculty of Science:

- § Biointerfaces Institute (BI)
- § McMaster Centre for Climate Change
- § McMaster Centre for Nutrition, Exercise and Health Research (McNEHR)
- § McMaster Institute for Music and the Mind (MIMM)
- § McMaster Physical Activity Centre of Excellence (PACE)
- § Origins Institute (OI)

As of Date: January 1, 2019

Faculty of Science By-laws: Schedule B

Senate-approved Centres and Institutes that report to the Vice-President (Research) in which the Faculty of Science is involved:

- § Brockhouse Institute for Materials Research (BIMR)
- § Fraunhofer Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)
- § MacData Institute
- § McMaster Institute for Healthier Environments (MIHE)
- § McMaster Institute for Transportation and Logistics (MITL)

As of Date: January 1, 2019