Board of Governors
9:00 AM, Thursday, March 4, 2021

Zoom
Meeting ID: 974 9630 1243
Passcode: 068615

AGENDA

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

A. OPEN SESSION

1. REMARKS FROM THE CHAIR

2. NOTICE OF MEETING - FEBRUARY 18, 2021

3. APPROVAL OF THE AGENDA - OPEN SESSION

CONSENT (9:05 a.m.)

4. MINUTES OF PREVIOUS MEETING – (DECEMBER 17, 2020) (OPEN SESSION)
   a. Minutes - December 17, 2020 (Open Session)

5. REPORT FROM SENATE
   a. Department of Communication Studies and Multimedia Name Change

6. REPORTS FOR INFORMATION
   a. McMaster Museum of Art - Annual Report
   b. Report from Health, Safety and Risk Management

REGULAR

7. BUSINESS ARISING

8. COMMUNICATIONS

9. PRESIDENT’S REPORT TO THE BOARD (9:10 a.m.)
10. REPORT FROM SENATE (9:40 a.m.)
   a. Report from the Senate

11. REPORTS RECEIVED FOR INFORMATION (9:40 a.m.)
   a. Health, Safety and Risk Management Annual Report

12. COMMITTEE REPORTS (10:00 a.m.)
   a. EXECUTIVE AND GOVERNANCE COMMITTEE
      i. Revisions to Board By-Laws – University Planning Committee

13. PRESENTATION TO THE BOARD OF GOVERNORS (10:05 a.m.)
    Name: D. Henne
    Title: Pension Trust and Investment Pool Overview
    a. Investment Pool Overview Presentation
       Pension Trust Overview Presentation

14. PRESENTATION TO THE BOARD OF GOVERNORS (10:40 a.m.)
    Name: S. Tighe
    Title: Tenure and Promotion Process

15. OTHER BUSINESS
McMaster University

MINUTES OF THE BOARD OF GOVERNORS
December 17, 2020 at 8:30 a.m.
via Videoconference (Zoom)

PRESENT: Mr. B. Merkel (Chair), Ms L. Allan, Ms J. Allen, Dr. D. Brooks, Dr. L. Bronsard, Ms L. Brown, Mr. J. Coles, Ms. S. Cruickshanks, Dr. J. Daniel, Mr. S. Donnelly, Dr. D. Farrar, Mr. D. Feather, Mr. M. Ferencich, Dr. C. Filipe, Ms. Z. Hassan, Mr. D. Horwood, Mr. D. Huctwith, Ms R. Jamieson, Dr. R. Kleiman, Mr. J. Mancinelli, Ms S. McLarty, Mr. K. Nye, Dr. L. Parker, Ms M. Pool, Ms J. Rowe Ms F. Samji, Ms G. Sasa, Dr. D. Sloboda, Ms C. Stefankiewicz, Dr. E. Szathmáry, Dr. S. Tighe, Dr. R. Walker, Ms A. Thyret-Kidd (University Secretary), Mr. T. Paul (Governance Coordinator)

OBSERVERS: Ms B. Couchman, Mr. R. Couldrey, Mr G. Da-Ré, Ms E. Davies, Dr. E. Hassini, Ms D. Henne, Ms A. Farquhar, Dr. B. Levy, Ms D. Martin, Ms W. McKenna, Dr. K. Mossman, Dr. P. O’Byrne, Ms M. Williams

INVITED: Dr. A. al Shaibah, Associate Vice-President, Equity, and Inclusion Ms P. Michaud, Director, Human Rights and Dispute Resolution Mr. S. Van Koughnett, Associate Vice-President (Students and Learning) and Dean of Students Dr. D. Welch, Vice-Provost and Dean of Graduate Studies Mr. J. Emberson, Director of Engineering Operations

REGRETS RECEIVED: Mr. P. Douglas, Mr. N Skeding

A. OPEN SESSION

1. REMARKS FROM THE CHAIR

Mr. Merkel welcomed members to the December.

Ms Zeina Hassan was introduced as the new undergraduate student representative. Ms Hassan is a Level III student in the Department of Political Science.

2. NOTICE OF MEETING – December 3, 2020

The Notice of Meeting was circulated on December 3, 2020.

3. APPROVAL OF AGENDA – OPEN SESSION
A member requested to amend the agenda to include an item regarding the union membership status for TA’s residing outside of Ontario.

Ms Thyret-Kidd provided the Board with an overview of the process to add an item to the agenda. It was explained that a two-thirds majority vote is required to amend the meeting agenda.

The Board asked questions and discussed the member’s rationale for amending the agenda. Mr. Merkel noted that the matter is being reviewed via the University’s established bargaining processes and suggested that the regular bargaining process should be followed rather than including this on the Board agenda. A member commented that the Board could not impact the decision as the matter is considered a legal issue.

IT WAS DULY MOVED AND SECONDED,

that the Board of Governors approve the Open Session agenda for the meeting of December 17, 2020, including the addition of an agenda item relating to “restoring union membership for TA’s residing in other provinces during the COVID-19 pandemic”, and that items 4-6 be approved or received for information by Consent.

The motion Failed.

Several members explained that the item is more appropriately discussed at the Remunerations Committee level.

Mr. Merkel noted that no further requests had been received to move any items from the Consent to the Regular agenda of the Open Session.

IT WAS DULY MOVED AND SECONDED,

that the Board of Governors approve the Open Session agenda for the meeting of December 17, 2020, and that items 4-6 be approved or received for information by Consent.

The motion was Carried.

**CONSENT**

4. MINUTES OF PREVIOUS MEETING – October 8, 2020 (OPEN SESSION)

Motion:

that the Board of Governors approve the Open Session minutes of the meeting held on October 8, 2020 as circulated.
Approved by Consent

5. REPORT FROM SENATE

a. SPS – Policy for Referees – Tenure-Stream Faculty & SPS B11 – Curriculum Vitae Requirements Revisions

Motion:
that the Board of Governors approve the revisions to SPS – B7 Policy for Referees – Tenure-Stream Faculty and SPS B11 – Curriculum Vitae Requirements, as circulated.

Approved by Consent

b. Procedure for Making Acting Academic Administrative Appointments

Motion:
that the Board of Governors approve the revised Procedure for Making Acting Academic Administrative Appointments, as circulated.

Approved by Consent

c. Ombuds – Terms of Reference

Motion:
that the Board of Governors approve the proposed revisions to the Ombuds Office Terms of Reference.

Approved by Consent

d. Director of the CPA-DeGroote Centre for the Promotion of Accounting Education and Research - Terms of Reference

Motion:
that the Board of Governors approve the proposed revisions to the Director of the CPA-DeGroote Centre for the Promotion of Accounting Education and Research Terms of Reference.

Approved by Consent

6. COMMITTEE REPORTS

a. Remunerations Committee
i. Ratification of Tentative Agreement – UNIFOR Local 5555, Unit 5 (Operations & Maintenance)

Motion:
that the Board of Governors approve the tentative agreement between McMaster University and UNIFOR Local 5555, Unit 5 (Operations and Maintenance) for a 1-year term effective December 17, 2020, and expiring November 30, 2021, with terms outlined in the circulated report.

Approved by Consent

ii. Ratification of Tentative Agreement – CUPE 3906, Unit 2 (Sessional Faculty)

Motion:
that the Board of Governors approve the tentative agreement between McMaster University and CUPE Local 3906, Unit 2 (Sessional Faculty) for a 1-year term effective December 17, 2020, and expiring August 31, 2021, with terms outlined in the circulated report.

Approved by Consent

b. Planning and Resource Committee

i. Statement of Investment Policies and Procedures - Salaried Plan

Motion:
that the Board of Governors approve the revised Statement of Investment Policies and Procedures (“SIP&P) for Contributory Pension Plans for Salaried Employees.

Approved by Consent

ii. Audited Financial Statements of Contributory Pension Plan Information for Hourly-Rated Employees of McMaster University Including McMaster Divinity College as at June 30, 2020

The material was for information.

iii. Audited Financial Statements of Contributory Pension Plan Information for Salaried Employees of McMaster University Including McMaster Divinity College (Plan 2000) as at June 30, 2020

The material was for information.
iv. Audited Financial Statements of Contributory Pension Plan Information for Salaried Employees of McMaster University Including McMaster Divinity College (Original Plan) as at June 30, 2020

The material was for information.

c. University Planning Committee

i. Naming Policy & Procedures – Proposed Revisions

Motion:
that the Board of Governors approve the revisions to the Naming Policy and Procedures, as circulated.

Approved by Consent

ii. Name Change - CRESS

Motion:
that the Board of Governors approve the name change for CRESS, as circulated.

Approved by Consent

REGULAR

7. BUSINESS ARISING

There was no business arising from the minutes of the meeting held on October 8, 2020.

8. COMMUNICATIONS

There were no communications for the meeting of December 17, 2020.

9. PRESIDENT’S REPORT TO THE BOARD

Dr. Farrar informed the Board that his written report outlines the responses to the recent Shape the Future social media campaign, which forms part of the overall visioning process. Dr. Farrar noted his appreciation for the time and effort that so many members of the community gave to the campaign. The results have provided a clear picture of the areas and issues that members of our community view as critically important to McMaster, and our local and global communities, over the coming years.
The President explained that he heard a strong desire and commitment from our community to make a difference, to address critically important global issues such as climate change, racism, inequity, healthcare provision, poverty, and the impact of aging, to play a role in solving the big issues facing our world and make use of the transformative power of knowledge to create a fairer, more equitable future. This sense of purpose is local as well as global. There was feedback on the important role for McMaster within Hamilton and the surrounding communities, including partnering with our local Indigenous communities. This builds on our ongoing community engagement activities, and encompasses expanded entrepreneurial activities within the local community, increased technology and business-focused partnerships, employment opportunities, as well as enhanced pathways for access to education.

Dr. Farrar noted that students are a critical part of expanding the University’s impact. Ensuring that students are able to develop the skills needed to thrive in our rapidly changing world remains a key priority, and ties in well to the ongoing work to develop our Teaching and Learning Strategy. Respondents highlighted the need for students to be flexible, adaptable and resilient, and equipped with the skills needed to analyze and solve complex problems. A focus on equity and inclusivity was also threaded throughout the conversations and responses and corresponds well to our EDI Strategy and Action Plan.

Dr. Farrar highlighted that there was strong support for McMaster’s current Positioning Statement: “Advancing Human and Societal Health and Well-Being”. Members heard that the University’s vision will include a focus on the positive impact of scholarship and research; the importance of inclusion and building a clear sense of community; and ensuring we are well-positioned to tackle the major local and global issues we face. A refreshed vision statement capturing these key themes will be shared with the McMaster community early in 2021. This will be followed by the development of the strategic plan, which will be discussed first with the Executive and Governance Committee.

The Board received an update regarding the University’s strategic targeted hiring initiative in collaboration with the African-Caribbean Faculty Association of McMaster (ACFAM). It was explained that with the support of the Provost’s Office and all the Faculty Deans, the University has been able to announce a cohort hiring initiative that will see the appointment of up to 12 emerging and established academics and scholars who will contribute to the advancement of Black academic excellence across all six Faculties. This represents an important step forward and forms part of the University’s Strategic Equity and Excellence Recruitment and Retention (STEERR) program, which is a key priority within McMaster’s EDI Strategy and Action Plan. The University remains focused on Indigenous education and research and continues to support the Indigenous Education Council as they develop strategies to guide Indigenous learning and scholarship at McMaster.

With regard to the Athletics and Recreation Review, members heard that the Task Force reviewing the Black Student-Athlete Experience and the McMaster Athletics Climate completed its report. This was shared with Board Members and publicly released on
October 27, together with a letter to the community and a detailed action plan. Dr. Farrar expressed appreciation for the courage of those students who came forward to share their personal stories and insights. Dr. Farrar noted his gratitude to the members of the Task Force for their commitment to this important work and for providing such a clear and forthright report and recommendations.

The Board heard that work is already underway to implement the action plan and recommendations. The progress of several key initiatives was highlighted to the Board. It was explained that a location for the Black Student Services Office has now been identified and will be announced shortly. Student Affairs is in the final stages of recruiting for the role of Senior Advisor, Equity, Inclusion and Anti-Racism. Once the Senior Advisor is hired, that individual will spearhead many of the other follow up actions in time for the start of the 2021/22 academic year. The Equity and Inclusion Office has engaged members of the Athletics and Recreation staff and coaches in multiple sessions related to EDI education and training. EIO has also facilitated discussions with Black student-athletes following the release of the report. Mr. Sean Van Koughnett and Dr. Arigal Shaibah continue to have conversations with both ACFAM and the PACBIC R3 (race, racialization, and racism) group about the review to get their feedback. Other initiatives include establishing a Black graduate assistant coaching program, increasing the representation of Black staff within the Department, establishing a Black Student-Athlete Council, developing additional Financial Aid awards, as well as a mentoring program. The University community will continue to receive regular updates as this work proceeds.

The Virtual Learning Task Force report recommendations have been made available and it includes 21 recommendations grouped in short, medium and long-term timelines, designed to offer support to both students and instructors, help alleviate stress heading into the virtual winter term, and look ahead to possible solutions for the 2021-22 academic year. Dr. Farrar thanked all the members of the Task Force and particularly the Co-Chairs, Deans Puri and Hurley, as well as all those who completed surveys and contributed to the discussion.

Provincially, members heard that the Ministry finalized and signed the latest SMA3 documents, which lay-out key performance measures and metrics for 2020-2025. The documents are the same as those reviewed and discussed with the Board earlier in the year with the addition of a brief summary of the impact of COVID-19 on the University’s operations. Though no changes have been made to the agreed metrics or performance measures, the Ministry has confirmed that performance-based funding will be uncoupled from metric results for the first two years of the agreement and reassessed each year after that. The documents have recently been posted on the Ministry’s website, as well as on the President’s and Provost’s Office websites. The Provost’s Office is working through the technical details and reporting requirements.

Dr. Farrar explained that as part of the ongoing review of McMaster’s investment and carbon reduction strategies, the next annual Carbon Town Hall will be held virtually next term. The event will highlight McMaster’s work on carbon reduction strategies across its
invested endowment and pension assets. Dr. Farrar encouraged interested Board and McMaster community members to attend.

The President highlighted that a fellow member of the Board, Dr. Juliet Daniel, recently received a 2020 WXN Canada’s Most Powerful Women: Top 100 Award in the category of Manulife Science and Technology. This recognizes women in STEM roles who are challenging the status quo for knowledge and female empowerment.

A member inquired about the University’s plans regarding the Department of Psychology, Neuroscience & Behaviour investigation. It was explained that a public report regarding a systemic review of the Department was published with recommendations focusing on several areas. Members heard that there are several ongoing investigations, and the University cannot comment further at this time. It was noted that the matter would be discussed further during members’ discussion, immediately following the Board meeting.

A question was raised about the University’s negations with CUPE regarding TA’s. Ms McKenna explained that the recognition clause within the collective agreement only pertains to individuals residing in the province of Ontario. The matter is being reviewed through the established grievance and arbitration process. Members heard that the affected TA’s are receiving the same compensation and are eligible for benefits from the Graduate Student Association (GSA). The University has also extended coverage to the employee and family assistance program for affected individuals. Arbitration is set to begin in early April 2021. It was noted that if any of the affected individuals relocate to Ontario, they would immediately become part of CUPE’s membership. In response to a question, members heard that there are over 2,500 TA’s under the collective agreement and approximately 40 TA’s that reside outside of the province.

In response to a question, the Board received an overview of McMaster’s programs and resources for staff members working remotely.

10. REPORTS RECEIVED FOR INFORMATION

a. Equity and Inclusion Office Annual Report

Dr. al Shaibah provided an overview of the Equity and Inclusion Office report. Dr. al Shaibah informed members that the circulated report contains high level information and does not capture progress on the EDI strategy and action plan. Progress reports related to the University’s EDI strategy are available on the Equity and Inclusion Office website. Members heard that 2019-2020 was the third year operating with an intake team model which has allowed for the inclusion of comparative data. The increase in the number of consultations and dispute resolutions was interpreted as positive due to increased awareness of the Office.

In response to a question, it was explained that there was no correlation between the number of complainants and faculty respondents. Dr. al Shaibah noted that the
Equity and Inclusion Office would investigate alternate methods of presenting the data for clarity.

11. REPORT FROM SENATE

Dr. Farrar provided an overview of the report from Senate.

a. Enrolment Update

Dr. Farrar explained that McMaster’s enrolment report was provided for information. It was noted that the material was reviewed by the Senate at its December 9, 2020 meeting.

Mr. Van Koughnett and Dr. Welch addressed the circulated undergraduate and graduate enrolment figures, respectively. In response to a question, members heard that there were approximately 150 deferrals granted for incoming undergraduate students. With to graduate students, it was noted the number of deferrals was nearly identical to the previous year. It was noted that the majority of the graduate student deferrals were from international students in health and business programs.

A member inquired about the University’s plans to accommodate the increase in student enrolment. Members heard that planning for the 2021-22 academic year is underway. The University is considering a variety of curriculum delivery strategies that consider both public health guidelines and the increased number of students on campus. Board members were encouraged to review the Virtual Learning Task Force’s recommendations.

In response to a question, it was explained that McMaster is planning to accept a number of international graduate students arriving in January 2021. The University has provided international students the ability to quarantine in its residence buildings.

12. COMMITTEE REPORTS

a. Planning and Resources Committee

Ms Allen provided an overview of the report from the Planning and Resources Committee.

i. Centre for Continuing Education Fees

It was explained that at its meeting on November 26, 2020, the Planning and Resources Committee reviewed and approved, for recommendation to the Board, the proposed Centre for Continuing Education Fees. The
material was also approved by the Budget Committee and Student Fees Committee. Details of the proposed fees are contained in the circulated report.

There were no comments or questions.

IT WAS DULY MOVED AND SECONDED,

that the Board of Governors approve the Centre for Continuing Education proposed tuition fees and the proposed tuition fee schedule for 2021/22, as circulated.

The motion was Carried.

b. Executive and Governance Committee

Mr. Merkel provided an overview of the report from the Executive and Governance Committee. It was noted that amendments to the By-Laws require two meetings of the Board, one to provide notice of motion, and a second for final approval. The following items were approved in principle at the Board’s October 8, 2020 meeting and are now presented for final approval.

i. Revisions to Board By-Laws – Appendix B – Banking Resolution Changes

At its October 8, 2020 meeting, the Board of Governors approved in principle, on the recommendation of the Executive and Governance Committee, revisions to Appendix B – Banking Resolution within the Board of Governors By-Laws. Details of the proposed revisions are contained in the attached report.

IT WAS DULY MOVED AND SECONDED,

that the Board of Governors approve revisions to Appendix B – Banking Resolution within the Board of Governors By-Laws, as set out in the attached.

The motion was Carried.

ii. Revisions to Board-By-Laws – University Student Fees Committee Membership

At the same meeting, the Board of Governors approved in principle, on the recommendation of the Executive and Governance Committee, revisions to the University Student Fees Committee Membership. Details of the proposed
revisions are contained in the attached report.

IT WAS DULY MOVED AND SECONDED,

that the Board of Governors approve revisions to the membership of the University Student Fees Committee within the Board of Governors By-Laws, as set out in the attached.

The motion was Carried.

13. **2020-21 UPDATED CONSOLIDATED BUDGET**

Ms Henne provided the Board with an update on the 2020-21 consolidated budget. Members were reminded that the consolidated budget approved in June 2020 reflected the University’s pandemic scenario model with multi-year financial projections. The original model anticipated a 20% drop in international enrolment. Significant losses were projected for the Ancillary Fund based on a half year campus closure. Non-personnel related expenses and contingency technology expenses were increased by 10% and $5 million, respectively.

The Board heard that the updated consolidated budget contains material adjustments to the Operating Fund, Ancillary Fund, and Capital Fund and is more reflective of the University’s financial outlook. The updated budget demonstrates an improved financial position for 2020-21 because the enrolment declines did not materialize. The campus closures for the full year materially affect the Ancillary Fund, which project a $37 million deficit despite loss mitigation actions. It was noted that deficits will be addressed over the next 1-4 years. Capital spending plans have been reduced by approximately $50M for construction delays and re-prioritization of projects.

Members heard that McMaster’s credit rating agencies are waiting for the release of the updated 2020-21 consolidated budget to validate the University’s credit rating assessment. The updated budget will also impact the forthcoming Debt Strategy Report, which will include a recommendation for McMaster to go to market for new debt.

A member inquired about the increase to salaries and wages. It was explained that because enrolment is up the University has increased the typical staffing costs related to the various Operating Fund activities.

IT WAS DULY MOVED AND SECONDED,

that the Board of Governors approve the Updated 2020-21 Consolidated Budget, as circulated.

The motion was Carried.
14. PRESENTATION TO THE BOARD OF GOVERNORS

Mr. Roger Couldrey, Vice-President (Administration), delivered a presentation and answered questions on the Foundation to Operational Excellence.

15. OTHER BUSINESS

There was no other business for the Open Session portion of the meeting.
REPORT TO THE BOARD OF GOVERNORS  
from the  
SENATE  

a. Department of Communication Studies and Multimedia Name Change  

At its meeting on January 13, 2021, Senate approved a proposal to change the name of the Department of Communication Studies and Multimedia.  

Senate now recommends,  

that the Board of Governors approve changing the name of the Department of Communication Studies and Multimedia to the Department of Communication Studies and Media Arts effective July 1, 2021.  

Board of Governors: FOR APPROVAL  
March 4, 2021
January 7th, 2021

To: Senate and Board of Governors

From: Dr. Pamela Swett, Professor & Dean of Humanities

Re: Proposal for Name Change for Department of Communication Studies and Multimedia (CSMM)

The faculty members in the Department of Communication Studies and Multimedia (CSMM) propose to change the department’s name to the Department of Communication Studies and Media Arts (CSMA). The Faculty of Humanities voted in favour of the proposal at its November meeting.

Rationale
The request for a departmental name change follows a change to the name of the undergraduate Multimedia program in October 2020. Multimedia was a term first employed in the 1960s, but it has largely been abandoned by artists and researchers in the field. Media Arts better captures the multiple areas of concentration taught in the program, including audio, still and moving images, interactive graphics, digital games, performance and installation. Following the change to the program name, CMST faculty also proposed an update to the Department’s name so it will continue to highlight both undergraduate programs they deliver: Communications Studies and Media Arts (CSMA). The Department believes this name change will make it easier to recruit students and communicate with community members, potential donors and others about the Department’s research, arts practice, and teaching.
29 October 2020

To: Dr. Pamela Swett, Dean, Faculty of Humanities
From: Dr. Christina Baade, Chair, Department of Communication Studies and Multimedia
Subject: Department name change

The faculty members in the Department of Communication Studies and Multimedia (CSMM) wish to change the department’s name to the Department of Communication Studies and Media Arts (CSMA). Below, I describe the rationale for the name change and how we arrived at this decision.

Rationale

Changing the department’s name ensures that it will continue to reflect the names of our two undergraduate programs, Communication Studies and Multimedia. Now that the name of the Multimedia program is being changed to Media Arts, following approval from the Faculty of Humanities Curriculum Committee, we would like to change the name of the department to Communication Studies and Media Arts.

The core motivation for the program name change is to be clearer about what students actually do in the program. Studio production is a core element in the program, with areas of concentration in audio, still and moving images, interactive graphics, digital games, performance, and installation.

There is now a growing consensus among institutions, galleries, curators, and practitioners engaged with these artforms to identify them collectively as “Media Arts.” The term “multimedia,” first coined in 1966, has largely been abandoned due to its imprecision.

Calling our program (and department) “Multimedia” makes it challenging to communicate about what we do. This is especially the case given that other Canadian and international baccalaureate programs have adopted the more up-to-date “Media Arts” title for production-oriented, multidisciplinary programs that blend theory and practice.

Changing the name to “Media Arts” will facilitate promotion of the program to potential students and communication with potential donors, stakeholders, and community members.

Process

On 16 October 2020, the Faculty of Humanities Curriculum Committee voted to approve our department’s undergraduate curriculum changes, which included a name change for the Multimedia program: from Multimedia to Media Arts.
Following upon this approval, I put the departmental name change on the agenda for our 21 October Faculty Caucus meeting, which was distributed to all departmental faculty and staff on 19 October. The CSMM Faculty Caucus consists of all tenured, tenure-track, and permanent faculty members in the department.

At the meeting, after discussing several potential department names, a strong consensus emerged around: “Department of Communication Studies and Media Arts” (CSMA). Dr. Terry Flynn made a motion to approve the name change, which was seconded by Dr. Alex Sévigny. The motion was approved unanimously by all faculty in attendance, who are as follows: Sara Bannerman, Lindsey Beutin, Terry Flynn, Paula Gardner, Faiza Hirji, Andrew Mactavish, Dilyana Mincheva, Selina Mudavanhu, Chris Myhr, David Ogborn, Liss Platt, Chrisitne Quail, Alex Sevigny, And Andrea Zeffiro.
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UPHEAVAL AND TRANSFORMATION
ORGANIZATIONAL OVERVIEW

Mission
The McMaster Museum of Art is a meeting space for both the campus and the community situated within the traditional territories of the Mississauga and Haudenosaunee Nations. The Museum engages, educates and inspires through: growing an awareness of the interconnectivity of the past, present and future; advancing de-colonization; engaging in innovative and imaginative research; dismantling institutional and ideological boundaries; partnering and collaborating intentionally; diversifying the collection; and building capacity.

Vision
The McMaster Museum of Art will positively disrupt the traditional museological narrative by creating more inclusive, dynamic and experiential relationships between peoples and artistic practices.

Mandate
As a university-affiliated, public art museum, the McMaster Museum of Art is a democratizing, inclusive and polyphonic space for critical dialogue about the pasts and the futures. The Museum is participatory and transparent, and works in active partnership with and for diverse communities to collect, preserve, research, interpret, exhibit, and enhance understandings of the world, aiming to contribute to human dignity and social justice, global equality and planetary wellbeing. Within this framework, the role of the MMA is twofold: to support the academic mission of McMaster University and to contribute to the discourse on art in Canada. (excerpted and adapted from the ICOM, 2019, definition of a museum).

Role
The MMA has, for the past decade and a half, partnered with faculty across all disciplines to produce research, exhibitions, publications and educational programs that nurture arts-based practices and ways of knowing. As well, the MMA contributes research to the broader Canadian arts milieu through exhibitions, ancillary programs and publications, that reflect upon issues of concern in contemporary art in Canada. The MMA has researched, presented, preserved, cared for and grown the internationally recognized University art collection. The MMA contributes directly to the academic mission of the University by providing arts-based education in formal courses (such as The Art of Seeing), through public and education programs (lectures, workshops, panels and tours), and through hands-on and experiential learning opportunities for students of all ages. The MMA provides significant community outreach beyond the walls of the museum through in-community partnerships and learning opportunities. The MMA contributes to the broader Canadian arts community by partnering on projects such as the national Holocaust-era provenance research project as well as on research and exhibitions with colleague institutions and in working diligently on de-colonizing the museum as a cultural institution. The staff of the MMA regularly participate on various community-based juries, conferences, and events, as well as through the commissioning of new works of public art. The MMA’s on-line presence is significant within the sector.
UPHEAVAL AND TRANSFORMATION
ORGANIZATIONAL OVERVIEW

Facility
The MMA resides in a purpose-renovated building located at the centre of McMaster University’s main campus. It comprises 5 galleries, 5 on-site storage vaults, and attendant office and public areas. Specifically, these areas break down as follows: 1,700 net square feet of (non-collection area) public space; 5,000 net square feet of exhibition space; 4,000 net square feet of storage; and 1,200 net square feet of office/administration space. The physical plant of the MMA is maintained by the University proper. The Museum maintains and pays for its own collections insurance coverage as a sub-set of the University’s larger institutional policy. The Museum maintains comprehensive security coverage in collaboration with an independent provider, Campus Security and the City of Hamilton police force. The Museum has 11 full-time staff: Director, Senior Curator, Curator of Indigenous Art, Collections Administrator, Senior Education Officer, Education Officer, Communications Officer, Preparator/Installation Officer, and 3 Information Officers. The Curatorial staff is broadened by the addition of an Honorary Curator of Numismatics and Antiquities, a position currently held by Dr. Spencer Pope, Department of Classics, McMaster University. The Museum annually hosts a BIPOC Cultural Administrators Mentorship Program wherein two mentees per year: one Indigenous, one Black, are employed with the intention of building capacity for diverse cultural work, knowledge and transformation in the Canadian milieu. Various student and community volunteers round out the staff complement at the MMA, helping primarily with educational programming and events.

Collection
Of the 40 university-affiliated art galleries/museums nation-wide, the MMA houses one of the top three collections in one of the best facilities in the country. The collection at the MMA numbers 6,000+ works of art and contains important historical, modern and contemporary period works.
Highlights of the collection include:

- The Herman H. Levy Collection of Impressionist, Post-Impressionist and Modern work; including paintings by Caillebotte, Courbet, Derain, Marquet, Monet, Pissaro, Sickert, Soutine and Van Gogh;
- the Denner Wallace Collection, the most comprehensive collection of German Expressionist and Weimar period prints in Canada, including works by Barlach, Beckmann, Dix, Kirchner and Kollwitz;
- a significant holding of European Old Master works including 16th to 18th Century paintings and prints from Gossart to Turner;
- 20th Century European art including modernist and contemporary artists from Duchamp, Nicholson and Rodchenko to Beuys, Kiefer, Kapoor and Richter;
- Canadian art including historical works by Thomson, Milne and the Group of Seven and including contemporary works by Andrews, Astman, Goodwin, Keeley, Maggs and Scherman;
- the Inuit collection with a focus on Cape Dorset prints and sculpture including works by Kenojuak, Pitseolak and Toonoo;
- Contemporary First Nations Art, including works by artists of the Woodland School such as Kakegamic and Morrissetteau; the first generation of “modernists” such as Ash Poitras, Beam, Boyer; photo work by the likes of Thomas, Staats, and McMaster; and by second generation artists such as Sunny Assu, Catherine Blackburn, and Mary Anne Barkhouse.
Exhibitions & Programs
The MMA produces on average 8 - 12 exhibitions annually and augments those exhibitions with research publications and ancillary programs (public and educational) geared to engage both the campus and broader community audience of the region. Throughout its history, the MMA has actively contributed to the dialogue on contemporary art in its contemporary galleries while maintaining an active research program on the objects in the permanent collection in its collection galleries. The Museum, from its outset, has maintained a “doors open” policy in terms of collections access as well as an active education and public programs component.

Context/Milieu
The MMA is one among several cultural institutions in the Hamilton area. The City of Hamilton manages several historic buildings and homes – Dundurn Castle, Military Museum, Museum of Steam & Technology, Whitehern Historic House, and a Children’s Museum; as well the City is home to the Art Gallery of Hamilton as well as the James Street North artists’ district. The MMA attempts to distinguish its contribution to the arts scene in the area by directing a de-colonial lens on traditional museological practice; disrupting the normative narrative; facilitating the presentation of work by diverse voices; and providing programming that is directed toward scholarly research and inter-disciplinary projects. In this way, the collections, exhibitions and programs of the MMA add a perspective on visual culture and society not currently being addressed on an on-going basis elsewhere in the region.

The museum has a national and international community in terms of collaborative exhibition projects and the use of its collections by sister institutions. Works of art from the collection are borrowed by international institutions such as the Belvedere Palace, Vienna, Austria; Tate Modern, Tate Britain, Brooklyn Museum, and Kunsthalle Bremen, Denmark, among others. In Canada, MMA works are regularly borrowed by the Art Gallery of Hamilton, Winnipeg Art Gallery, Art Gallery of Ontario, Montreal Museum of Fine Arts and the National Gallery of Canada, among others.

(Refer to Appendix 1: Institutional Achievements 2007-2020 for details regarding on-going developments in funding; organizational competence & development; digital & social media launches, platforms & development; collections management; facility maintenance; and awards).
2019/2020 HIGHLIGHTS

ADMINISTRATION
General – Digital Innovation and Decolonization Strategy

The Digital
The single largest administrative task and responsibility in the reporting period was moving from an almost exclusively in-person service, to a solely on-line one. At the beginning of the reporting period, the Museum had just come out of a five-month closure due to the refurbishment of the institution's environmental system. Six and a half months later, the Museum was shut down due to the global pandemic.

In the first iteration of shut down, the Museum shifted to offering programs outside the Museum. Our education staff went to the schools in Hamilton and region: we ran a significant art-in-the-schools program, offering courses in colour, light and impressionism, perspective, printmaking, science & the principles of art, map making, and land art. Seventy-five classes in fifty-one schools in Hamilton and area participated! Also during the closure period, education staff at the museum offered campus art and architecture tours, outdoor sketching, and on-line art lessons. Works of public art were commissioned from artists and installed at the Museum during the course of the closure; acquisitions were made from artists who we no longer had the opportunity to support through exhibition fees and publications; and students, researchers and the general public, continued to have access to the collections through our on-line collection database: e-museum. All of these activities enabled the Museum to remain active and contributing, both on campus and in the community, during the facility closure.

In the pandemic environment, the focus of activity became quite different. With no possibility of in-person programming, the Museum quickly pivoted to on-line only. Like the University proper and the move to on-line teaching and learning; the Museum boosted, expanded and extended its on-line reach. Fortunately, we were in an exceptional position to do so. Several years ago, thanks to a significant donation from a private individual and matching funds from the Department of Canadian Heritage, we digitized the entire permanent collection. As such we had developed a significant on-line presence including website, blog, and several social media platforms. More recently, the MMA's Strategic Plan 2020-2025 (launched in January 2020), identified Digital Innovation as one of our top three goals. We were thus poised as COVID hit, to enter the on-line community quickly and capably.

In spring of 2020, the MMA began by reviewing all of our digital assets against those in our sector: on the one hand, as compared to all 48 university-affiliated institutions in the country; and on the other hand, as compared to ten sister cultural institutions in our region. The findings are significant. Across four platforms: Instagram, Facebook, Twitter and Youtube, in the university-affiliate sector, one institution outranked our numbers in all four categories (Galerie de l’UQAM, Montreal), and only four institutions in three categories. In the regional public gallery sector, no institutions outranked us in all four categories and only two in three (Art Gallery of Hamilton and Oakville Galleries (the latter managing two physical locations)). It is especially noteworthy that in the Youtube platform, where the MMA currently has 98 programs on its channel, only one institution – across both the affiliate and local public sectors – surpass our numbers (Galerie de l’UQAM, Montreal).
2019/2020 HIGHLIGHTS

By April 2020, our web and social media presence were expanded in terms of content and activity. As well, we moved all of our educational and public programs to on-line platforms. This included classes for both campus and off-campus learners. In the latter category this included regional elementary, middle and high schools as well as community organizations. Moreover, the Art of Seeing, our program with the Department of Family Medicine and more recently, the Centre for Continuing Education, went on-line as well. Across platforms and programs; lectures, panels, workshops and special events, were available on-line through museum-based platforms as well as Avenue to Learn. Participation increased for all programs as virtual attendance proved more accessible than in-person. For instance, Sketching Thursdays, a program provided in-museum for many years, wherein visitors attend in-gallery drawing classes, in going on-line, gained an increase of more than 50%! Winterfest workshops drew people from the United States! Subsequently, given the long-term effects of the COVID-19 pandemic and the likely on-going threat of new pandemics well into the future, the intention is to continue all on-line offerings after we are able to be physically back in the museum, making them regular program offerings in addition to on-site, in-person programs.

With our existing digital assets reviewed and expanded for current capability, by June we began the process of up-dating for growth and innovation. This meant re-thinking our entire digital presence: both in terms of fortifying the capabilities for the expanded view, but also in terms of the long-range and the potential for innovative digital projects into the future. This move was a goal of the Strategic Plan - though the timeline for the work had been envisioned as starting later and taking longer; originally imagined, that is, as taking place over a 3 to 4-year timeframe. However, with the arrival of COVID, we quickly and aggressively re-worked the schedule with the intention of having the work completed by the end of the 2020/ beginning of the 2021, fiscal years. Grants were applied for and received in pursuit of this work (Department of Canadian Heritage, COVID Emergency Assistance grant (received) and Ontario Arts Council, COVID Response grant (Notification TBA March 2021)).

June through December 2020 and well into the first several months of 2021, the hard work on digital transformation at the MMA was undertaken. This work included: revising our brand to reflect our de-colonial strategy; up-grading our computer hardware with the assistance of RHPCS; up-grading our on-line database, e-museum, with the assistance of provider The Gallery System (TMS); re-developing our website and all social media platforms with the assistance of Underline Studios Inc. and Peer Interactive, both of Toronto; and forming a Digital Strategies Standing Committee. The latter was tasked with strategizing innovative ways to be on-line (virtual exhibitions, augmented reality, mixed reality, online storytelling and open content publications, among numerous possibilities). In the reporting period, the MMA had hit the pandemic world on a dynamic forward trajectory into the digital realm!

The De-colonial
The second most significant administrative commitment of the current period, was the Museum’s on-going strategy to de-colonize, de-center, and promote an anti-racist agenda within the institution. (This strategy was discussed at length in the Museum’s 2018/2019 Annual Report). The work continues and includes a recruitment strategy to encourage BIPOC hires; a BIPOC mentorship program (see details below); on-going, monthly staff de-colonial meetings; programming and collecting activities that situate BIPOC voices in the fore; and the development and creation of a digital on-line and social media presence that reflects the de-colonial ideology of the Museum.

(Refer to Appendix 2: Taking Stock Timeline for details).
2019/2020 HIGHLIGHTS

Staff Complement

In the reporting period, the staff complement of the museum remained stable. One Information Officer position was terminated in April and, though essential to the operational structure of the museum when we are physically open to the public, to-date has not been replaced as we await re-opening.

In terms of professional staff, all curatorial and education staff, in addition to their significant work on MMA projects, also participate significantly in contributing to the arts sector beyond the museum and campus walls. Education staff, Nicole Knibb and Teresa Gregorio, are members and active participants of the following groups: Hamilton-Area Museum Educators, Canadian Art Gallery Educators and University Art Gallery Academic Engagement Group, Curator of Indigenous Art, Rheaane Chartrand, is an on-going member of the JUNOs, Indigenous Album of the Year Committee; Board Member of the Indigenous Curatorial Collective; Member of the Shushkite Collective (Metis arts workers group) and, the Advisory Committee of the Uma Nota Culture (World Music group). In the reporting period, Chartrand sat on juries for the Ontario Arts Council and Toronto Arts Council, as well as on panels for Native Women in the Arts and the Artic/Amazon Project conferences in Toronto. Senior Curator, Pamela Edmonds is an on-going member of the Editorial Advisory Committee of C Magazine; Black Canadian Advisory Committee of Canadian Art Magazine and the Board of Directors for Cultural Pluralism in the Arts Ontario. In the reporting period, Edmonds sat on the Black History Month Organizing Committee, McMaster University, Equity & Inclusion Office; the jury for the Hnatyshyn Foundation, Mid-Career Curatorial Award; the Program Selection Committee for the Hamilton Arts Council’s Hamilton Arts Week; and was an Adjudicator for City of Hamilton 2020 Arts Awards. Edmonds also sat on panels for the Black Artists Retreat and the International Black Portraiture Conference, both in New York; the Black Curators Forum (of which she is a founding member) at their inaugural meeting at the Power Plant, the Art Gallery of Ontario and Art Toronto; and on CPAMO’s Anti-Black Racism in the Arts conference. Director and Chief Curator, Carol Podedworny’s professional associations include the Ontario Association of Art Galleries (OAAG), University/College Art Gallery Association of Canada (UCAGAC) and the Canadian Art Museum Directors Organization (CAMDO). She currently sits on the Anti-Racist Equity Standing Committee of UCAGAC, the Members’ Forum of the Indigenous Curatorial Collective, and is a member of the planning committee for OAAG’s 2021 De-Colonial Summit.

Mentorships

In terms of recruitment and hiring and the intention to support inclusive practices and transformation in the museum sector, in 2019/2020 the Museum initiated the first ever BIPOC Cultural Administrators Program in Canada. Funds were provided by both the Office of the Provost and by a successful grant to the Canada Council for the Arts, Sector Development Program. In Year One of the program, the first mentees are Erin Szikora and Stylo Starr.

In Michael Maranda’s feature article in Canadian Art magazine (April 5, 2017) “Hard Numbers: A Study on Diversity in Canada’s Galleries,” he references a survey consisting of 184 arts professionals working in galleries across the nation, and noted of these, just shy of 92% are Caucasian, just less than 4% are Indigenous and just more than 4% are visible minorities. Unlike gender, the main story of visible minority and Indigenous gallery administrative staff is the severe underrepresentation as compared to the general population. In another more recent article by Sean O’Neil in Canadian Art (June 23, 2020) titled “A Crisis of Whiteness in Canada’s Art museums” he points to the stark lack of cultural
diversity among some of the country’s largest art museums. At the Montreal Museum of Fine Arts, the Art Gallery of Ontario, the National Gallery of Canada and the Vancouver Art Gallery, he found that:

- the directors of all four museums are white as are all board presidents.
- Of the 24 senior executives across all four museums, 23 (96%) are white.
- Of the 77 board trustees across all four museums, 58 (75%) are white.
- Of those 77 trustees, 3 (4%) are First Nations or Metis, 2 (2.5%) are Black and 14 (18%) are other persons of colour; none are Inuit.
- the AGO had no Indigenous representation on its Board
- the MMFA, the VAG and the NGC had no Black representation on their Boards.
- according to a 2018 Employment Equity Report, 86.6% of NGC staff were, at that time, white.

At the MMA institutional transformation is a key component of our de-colonial agenda as within our sector, all aspects of museum organizational culture - from the mission statement through board, administration and staff to collections, exhibition themes, educational programs, advertising and social media-must be evaluated in terms of their reinforcement of white privilege. The persistent and pervasive presence of structural racism in mainstream art institutions is at the heart of the museum field’s failure to diversify these areas. The MMA is interested in creating a paradigm shift for how Canadian museums address their responsibility for fair and inclusive staffing, collections, interpretation and equality of access; exploring as part of this, how curatorial praxis is linked to oppression, privilege and inter-secionality.

For the MMA, the BIPOC Cultural Administrators Mentorship Program is specifically designed to offer opportunities to BIPOC arts workers such that we might transform our sector. The goals of the on-going program are:

- To augment the quantity and quality of diverse curatorial opportunities in the country
- To foster a new generation of critically-engaged arts practitioners committed to decolonizing practices, institutional critique, thought-provoking programs and excellence in scholarship
- To ensure that BIPOC are valuable contributors to the contemporary arts landscape now and into the future
- To build support networks to help foster a culture of equity in work environments and challenge racist-based practices in the curatorial field
- Engendering a critical and community-engaged type of learning process where reconciliation is key.

**Facility**

Over the course of the past six years, the Museum facility has been up-graded in all key areas: Fire systems (2014); Exhibition Gallery Lighting (2016/2017); Art Storage Vaults (2017); Security System (2017/2018); and finally, the refurbishment of the environmental system (2019). After 25 years in the current facility, all key operational systems are now up-graded and/or replaced.

Since March 13th, 2020, and following university protocols during COVID, the Museum was closed to the public for the bulk of the reporting period. Staff continued to work and provide programs from the remote workplace. Only essential activity took place in the building. Three Museum employees, accessing the Museum on different days of the week, continued to pick up and drop off mail; drop of A/P where applicable; monitor and change the environmental hygro-thermographs throughout the building; and do a bi-weekly walk through of the facility to ensure intact and operating security and environmental systems.
Budget, Grants & Funding
In the reporting period, the Museum applied for several grants from external arts funders. From the Ontario Arts Council, we received an Operating Grant, this is a three year granting program. From the Canada Council for the Arts, we successfully applied for a Sector Development Grant (BIPOC Mentorship Project), and a Project Grant (exhibition project in 2021/2022 program year). We also applied for and received a COVID Emergency Grant from the Department of Canadian Heritage. We are currently awaiting results for two grants: Ontario Arts Council, COVID Response Grant and Department of Canadian Heritage, Museum Assistance Grant: Community Support, Multiculturalism and Anti-Racism Initiatives.

Attendance
There are 48 university-affiliated art galleries/museums in Canada. The MMA's attendance numbers --both real and virtual --rank amongst the highest in the country (based on statistics from the University/College Art Gallery Association of Canada's most recent survey of the sector, others in sector count between 5,000 and 17,000 through the door/per year). In the last year, the MMA counted 13,289 visitors through the door (numbers were down in 2019/2020 from an average of 27,000 per year due to the fact that we were open for only 6.5 months of the reporting year rather than our usual 12 months). (NB: This figure does not include attendance figures for touring exhibitions at other venues and/or loan works in other cities). In terms of our on-line presence in the reporting period, numbers remained healthy: Website 42,379; e-museum 30,119; e-invite subscribers 1,484; Facebook friends 2,577; twitter users, 3,338; Instagram 2,241; youtube views 14,500; sculpture tour (app) 780 views. The MMA's Geocoins continue to circulate around the globe. The Kenojuak coin was recently logged in the Yukon and the Degas coin, currently in Germany, has logged over 53,000 miles!

(Please see Appendix 3: Digital Attendance for details).

Collections
In 2019/2020, given research interests of current curatorial staff; ideological intentions of the museological community, globally; as well as a commitment to fill gaps in the MMA collection (only 16% of the collection is work by women; only 16%, work by BIPOC artists), the Museum Curatorial staff and Acquisitions Sub-Committee membership agreed to prioritize the acquisition of work by women and BIPOC artists. In the reporting period, twenty-two works were acquired by the museum, all by purchase. The twenty-two were produced by seven artists; all of whom are BIPOC, five of whom are women, thus satisfying the criteria of the current period. When promoted throughout our various social media platforms, support across the national arts sector for these acquisitions was positive, strong and highly applauded!

The Museum toured an exhibition of 49 works by members of the Hamilton-based, Indigenous photography association, NIIPA (Native Indian/inuit Photographers' Association), to a total of three venues in Alberta, Ontario and Quebec, two in the reporting period. The exhibition was well received in Thunder Bay and Lethbridge. Four collection works were on loan to the Art Gallery of Hamilton for most of the reporting period.

(Please see Appendix 4: Acquisitions to the Permanent Collection; Appendix 5: Permanent Collection works on Loan and Appendix 6: Exhibitions on Tour, for details)
2019/2020 HIGHLIGHTS

Exhibitions
In the reporting period, the Museum both hosted and produced several exhibition projects. In the fall of 2019, we produced two permanent collection exhibitions: it is from here that the world unfolds and Instruments of Exchange. The former featured works from the Museum’s predominately European-based permanent collection of fine art, the latter from the numismatic collection. Both projects sought to investigate the relevance of European-based collections in a museological era invested with the debate surrounding re-thinking the museum in the context of global racial equality. It is from here that the world unfolds picked up the Levy Collection on its return from a cross Canada tour and re-imagined it in the context of transcultural exchange and re-orientation, providing an alternative historical narrative. Ancillary public programs supported the research work of both collection exhibitions. Also in the fall term, the in-house produced project Peripheral Vision(s) presented the work of early 20th Century Canadian and American-based Indigenous and non-Indigenous artists, whose work ponders the presentation of the image of the Native American. The exhibition upset the traditional critique of the Indigenous image and re-located Indigenous critique to an earlier date than previously imagined. With significant funding from the global arts supporter, the TERRA Foundation for American Art, and the contributions of several North American experts, the project presented unprecedented research. Thanks to TERRA funding, we were able to host several events, more than the standard norm, including bringing several Indigenous musicians to campus for performances that echoed the project’s intention of changing the “picture” of what Indigeneity means. All of the fall projects upset the traditional museological narrative, a narrative that leaks into our social-political reality.

In the Winter term, we presented one borrowed project and one in-house produced. The latter a project in partnership with the Department of History, McMaster University. Animals Across Discipline, Time & Space presented the research of Faculty member Dr. Tracy McDonald, focusing on non-human/human relationships. In re-thinking notions of human superiority, reinforced in the age of enlightenment, the exhibition asked us to consider how those notions have landed us where we currently sit in the human-created catastrophe known as the Anthropocene. Works of art that critiqued the human while fore-grounding the important contributions of the non-human, made up the content of the exhibition. Also in the Winter term, we presented the borrowed exhibition, Deanna Bowen: A Harlem Nocturne, produced and toured by the Contemporary Art Gallery, Vancouver. The exhibition was a survey of the artist’s work - Bowen was awarded the Governor General’s Award for Visual Arts during the exhibition’s run. A Harlem Nocturne presented Bowen’s narrative regarding the history of the Black experience in Canada. Mining overlooked archives, forgotten documents and related ephemera, Bowen traced a complex, deeply personal and often violent past into public visibility. For the first time in the Museum’s history, we became a partner and contributor to the campus events around Black History Month. Several ancillary events including readings, workshops, musical performances and lectures, supported the project.

With the University shutting down due to the COVID-19 pandemic in mid-March, the Winter Term projects were cut short. The final exhibition project of SOTA’s graduating studio students—a annual event of SOTA, hosted by the MMA every April — took place in a virtual format only. The Museum continued its role of providing a guest curator for the project and the funds for the various student awards associated with the exhibition.
**2019/2020 HIGHLIGHTS**

**Education Programs**

**Postsecondary/Professional & Adult Programs and Elementary/Secondary/Community & Other Special Programs**

In terms of the Museum’s education and school program activities, in 2019/2020 the Museum served 64 campus groups, including 16 groups/clubs; 11 regional public/catholic/private schools (a decrease from our normal of approximately 40 groups, a result of both a teachers strike and COVID in this timeframe); and 16 community organizations (including YMCA Youth Job Connection Program; Hamilton Patient Services Rehabilitation; Crossfire Christian Assembly Church, Adult Community Support Group; Chartwell Seniors Residence, Halton Multicultural Council; and Mission Services Youth Group; among many others). (NB: we won the 2020 First Work: Ontario’s Youth Employment Network’s Impact and Innovation Award for our educational programming with the YMCA). We oversaw the work of (HUM) applied humanities students; (HSc) Project Inquiry students; participated in research projects with DFM and the iBiomed program; had over 50 research visits to the collection; and contributed to programming for 10 campus and community educational initiatives including DFM’s Faculty Development Day and DeGroote’s Design Thinking & Foresight in Health Innovations group among others on campus. In the community, the MMA continued our work with the Hess Street School’s High Priority Neighbourhood program. We ran our regular volunteer/docent program and, participated, as we did annually, in providing arts programming for over 10 campus and community arts education initiatives including Hamilton Winterfest, Hamilton Arts Week, Culture Days; Alumni Day, May at Mac, McMaster Welcome Week, and campus summer camps. We also, due to the COVID-19 pandemic and the remote environment, produced eight new digital arts education programs for our various audiences, including for McMaster Graduate students, McMaster’s Mini-U, and programs across five grades levels for local schools, among others.

In terms of the Museum’s nationally recognized The Art of Seeing program in partnership with the Department of Family Medicine, 2019/2020 saw the tenth cohort of the program. In addition to the annual running of the program for the Residents in the Department of Family Medicine, the highly successful and sought after Art of Seeing program continues to expand its reach, program goals and offerings and influence. In 2019/2020 the following groups participated: DeGroote School of Business, McMaster CE Strategic Leaders, McMaster Continuing Education, Hamilton Health Sciences Centre for People Development, McMaster’s Take Our Kids To Work, McMaster Different Teaching Methods Community of Practice, Faculty of Health Sciences Art Collective, Engineering Arts Collective, McMaster Nursing 700, and several School of Graduate Studies programs. The Art of Seeing continues to have significant ramifications for attendees. Museum Senior Education Officer and DFM Physician colleague, continue to work towards a scholarly review of the program to be published in the coming year.

*(Please refer to Appendix 7: Education Programs for details).*
**2019/2020 HIGHLIGHTS**

**Media Coverage, Social Media and Digital Outreach**

In 2019/2020, the MMA received the following industry/community awards: Hamilton Spectator Readers Choice Award, best art gallery and best museum (top 10). As well, the Museum accepted the Ontario Association of Art Galleries 2019 Award for Best Volunteer on behalf of long-time Museum colleague, Dr. Douglas Davidson (Biology, McMaster University), for his unerring commitment and devotion to the Museum’s collection through Acquisitions Sub-Committee membership (for over 30 years!) and or his spectacular donations to the permanent collection.

In terms of media coverage, the Museum received rave reviews from several sources: print coverage: 32 reviews; digital reviews: 18; and, via broadcast/radio: 7 spots.

*(Please see Appendix 8: Media Summary for details)*
## APPENDIX 1: INSTITUTIONAL ACHIEVEMENTS 2007 – 2021

**OPERATIONS:** Including: FUNDING; ORGANIZATIONAL COMPETENCE & DEVELOPMENT; DIGITAL & SOCIAL MEDIA LAUNCHES, PLATFORMS & DEVELOPMENT; COLLECTIONS MANAGEMENT; FACILITIES UP-GRADATION; AWARDS

**2007-2015**  
**CITY OF HAMILTON, COMMUNITY PARTNERSHIP GRANT**  
(as of 2016, MMA no longer eligible for City grants)

**2007**  
FACEBOOK LAUNCHED

**2008**  
LAUNCH OF INTER-DISCIPLINARY, COLLABORATIVE EXHIBITIONS WITH MCMASTER FACULTY  
(Psychology, Neuroscience & Behavior; Physics & Astronomy; Classics; Theatre & Film Studies; English & Cultural Studies; Indigenous Studies Program; Radiation Sciences; Anthropology; Studio Art; Department of Family Medicine, Psychiatry; History and so on)

**2008**  
ONTARIO ASSOCIATION OF ART GALLERIES, Curatorial Writing Award, Guest Curator Mark Cheetham, for the essay “The Transformative Abstraction of Robert Houle,” in the MMA publication, *Troubling Abstraction: Robert Houle*

**2009**  
STRATEGIC PLAN 2009-2014  
(First in Museum’s history, funded by a grant from **Department of Canadian Heritage**, facilitated by Lord Cultural Resources)

**2009**  
FACILITY REPORT CREATED (UPDATED 2019)

**2009**  
BLOG LAUNCHED

**2010**  
ADVISORY COMMITTEE  
transition from Administrative Board to Advisory Committee, TERMS OF REFERENCE as per University/College Art Gallery Association of Canada

**2010**  
EMERGENCY DISASTER RESPONSE PLAN CREATED (UP-DATED 2021)

**2010**  
BUDGET REPORT (7 YRS FORWARD)

**2010**  
**UNIVERSITY ALLOCATION TO MMA IS INCREASED BY 60%**

**2010**  
GEO-CACHE LAUNCHED

**2010**  
DIGITIZATION OF PERMANENT COLLECTION  
(funded by a matching grant from **Department of Canadian Heritage**, matching component from **private donor**)

**2010**  
TMS/THE MUSEUM SYSTEM COLLECTION DATABASE  
(acquired state-of-the-art, museum community inventory system and populated, funded by donation from **private donor**)

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*McMaster University*  
*Museum of Art*  
*FEBRUARY 2021*  
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APPENDIX 1: INSTITUTIONAL ACHIEVEMENTS 2007 – 2021

2010 MMA/DEPT OF FAMILY MEDICINE, VISUAL LITERACY PROGRAM, THE ART OF SEEING Trade-marked in 2014; (1 of 4) Electives for Family Medicine Residents, CCE leadership course launched in 2016; among several others

2010 ONTARIO ASSOCIATION OF ART GALLERIES, Design Award, Branka Vidovic, NeoGraphics, Hamilton, for the MMA publication Leonard Baskin

2010 ONTARIO ASSOCIATION OF ART GALLERIES, Design Award, Underline Studios Inc., Toronto, for the publication Shelagh Keeley, MMA in partnership with the Robert McLaughlin Gallery, Oshawa

2011-ONGOING ONTARIO ARTS COUNCIL OPERATING GRANT

2011 INSURANCE REVIEW

2011 SECURITY UP-GRADE

2011 GO-GREEN, E-INVITES

2011 TWITTER LAUNCHED

2011-2014 PAINTING ANALYSIS RESEARCH PROJECT (funded by McMaster University, Office of Research and through a grant from Department of Canadian Heritage)

2011-2015 ANTIQUITIES & NUMISMATIC RESEARCH PROJECT, Dr. Spencer Pope and the Department of Classics

2011 POLICIES & PROCEDURES MANUAL REVISED (UP-DATED IN 2021)

2011 SECURITY & MONITORING PROCEDURES REVISED (UP-DATED IN 2019)

2012 E-MUSEUM LAUNCHED

2013 MMA YOUTUBE CHANNEL LAUNCHED

2014 WEB REDESIGN

2014 DEMOGRAPHIC/USER SURVEY (conducted by Hill Research Strategies Inc.)

2014 FIRE SYSTEM UP-GRADE

2014 DE-ACCESSIONING PLAN CREATED

2014 CANADIAN HERITAGE, MUSEUMS ASSISTANCE PROGRAM, ACCESS TO HERITAGE GRANT, $189,000, for The Unavished Truth: exploring the material history of paintings

2014 STRATEGIC PLAN, 2015-2020 (funded through a Compass Grant from the Ontario Arts Council, facilitated by Good Consulting)
APPENDIX 1: INSTITUTIONAL ACHIEVEMENTS 2007 – 2021


2015  The Unvarnished Truth: exploring the material history of paintings INTER-ACTIVE WEB SITE (New Motto, Hamilton), launched, active until end of tour, Summer 2017

2015  CANADIAN HERITAGE, MUSEUMS ASSISTANCE PROGRAM, ACCESS TO HERITAGE GRANT, $100,000, Living Building Thinking: art and expressionism


2015  Launch of MMA IN THE COMMUNITY, public programs off-site with Carnegie Gallery, Super Crawl, Downtown Health Centre, Mills Hardware, b contemporary, and Hamilton Arts Council

2015  Launch of the MMA ARTISTS’ GARDEN. An on-going garden site for artistic projects in front of the museum proper. New projects every two years

2016 – 2017  The Unvarnished Truth: exploring the material history of paintings EXHIBITION TOUR, Venues: Art Gallery of Alberta, Edmonton, AB; Thunder Bay Art Gallery, Thunder Bay, ON; Agnes Etherington Art Centre, Queen’s University, Kingston, ON

2016  MUSEUM PERISCOPE LAUNCHED

2016  CANADIAN HERITAGE, MUSEUMS ASSISTANCE PROGRAM, ACCESS TO HERITAGE GRANT, $105,000, Levy Legacy: A Cultivating Journey

2016  LIGHTING RENOVATION, Main Floor, Contemporary Galleries, funded by McMaster University

2016  ABORIGINAL CURATORIAL RESIDENT, Rheanne Chartrand, July 2016 – June 2017, funded by the Office of the President and Office of the Provost, McMaster University

2017  LIGHTING RENOVATION, Fourth Floor Galleries & Lobby, funded by McMaster University


2017 - 2020  INDIGENOUS CURATOR, July 1, 2017 – June 30, 2019

Funded by the Office of the Provost, McMaster University

2017  COLLECTIONS STORAGE UP-GRADE ($50,000)

Funded by the Department of Canadian Heritage, Museum Assistance Program

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APPENDIX 1: INSTITUTIONAL ACHIEVEMENTS 2007 – 2021

2017
LAUNCH OF N. GILLIAN COOPER EDUCATION PROGRAM
Funded by donor N. Gillian Cooper

2017/2018
UP-GRADE OF MUSEUM SECURITY SYSTEM/HARDWARE
Funded by the Office of the Provost

2018
EDUCATION PROGRAM expansion, from 2 to 5 education program staff

2018
Launch of TAKING STOCK, a de-colonization strategy for the MMA

2019
CURATOR OF INDIGENOUS ART, permanence

2019
UP-GRADE TO MUSEUM ENVIRONMENTAL SYSTEM. Required 5-month facility shut down:
March 25 through August 24, 2019

2019
FACILITY REPORT revised

2019
SECURITY & MONITORING PROCEDURES revised

2019
ART IN THE SCHOOLS - April – August, 2019, taking art education to schools throughout the region:
114 teachers, 24 schools

2019
PUBLIC ART PROJECT - commissioning of a public art work (neon) by Toronto-based artist,
Hiba Abdallah, for the façade of Museum

2019
SENIOR CURATOR – HIRE, Pamela Edmonds, with a curatorial practice based in cross-cultural and
inclusive curatorial practice, de-colonization, cultural equity and emancipating collections

2019
TERRA Foundation for American Art grant, $101,000 CDN for the production of the exhibition
Peripheral Vision(s); Perspectives on the "Indian" image by 19th century Northern-Plains warrior-artists,
Leonard Baskin and Fritz Scholder

2019
ONTARIO ASSOCIATION OF ART GALLERIES, 2019 VOLUNTEER OF THE YEAR AWARD;
awarded to Dr. Douglas Davidson for over 26 years of work in support of the Museum’s permanent
collection

2020
LAUNCH OF MMA STRATEGIC PLAN 2020 – 2025
Facilitated by Carol Good, Good Consulting, Inc. Funded, in part, by the Office of the Provost

2020
MARCH – DECEMBER – COVID-19 PANDEMIC

2020
INSTITUTIONAL RE-BRAND, M(M)A, led by Underline Studios Inc., Toronto
winner of the Advertising & Design Club of Canada’s 2019 Design Studio of the Year Award
APPENDIX 1: INSTITUTIONAL ACHIEVEMENTS 2007 – 2021

2020
DIGITAL UP-GRADES:
Re-designed website and all social media platforms with Underline Studios; development by Pear Interactive; up-graded online database, e-museum, to most current edition with TMS; up-graded hardware requirements through McMaster's RHPCS; initiated Digital Strategies Committee to review potential for digital innovations including virtual exhibitions, augmented reality, open content publications, and digital storytelling, among other possibilities

2020
CANADA COUNCIL FOR THE ARTS, SECTOR DEVELOPMENT GRANT, for the Museum's BIPOC CURATORIAL MENTORSHIP PROGRAM. The first program of its kind in Canada. Funded in part by the Office of the Provost

2020
BIPOC CURATORIAL MENTORSHIP PROGRAM is launched with the first two mentees, Stylo Starr and Erin Szikora

2020
COVID-19 EMERGENCY SUPPORT FUND FOR HERITAGE ORGANIZATIONS grant, Department of Canadian Heritage. Enables the move to the purely digital

2021
JANUARY – AUGUST - COVID-19 pandemic

2021
LAUNCH OF NEW DIGITAL FACE OF THE MUSEUM

2021
COINS IN THE MCMASTER MUSEUM OF ART: THE GREEK AND ROMAN COLLECTIONS.
First numismatic publication in the MMA's history, authored by Dr. Spencer Pope, Associate Professor, Department of Classics, McMaster University
APPENDIX 2: TAKING STOCK TIMELINE

De-colonizing the Museum: a process for the development of a de-colonizing, de-centering and anti-racist agenda for the MMA

TIMELINE

2006 – CP joins MMA, research, collections and exhibitions of Indigenous Art become a regular component of MMA work (16 exhibitions, solo and/or group, that include the work of Indigenous artists between 2006 and 2016)

July 2016 – June 2017 – Rhéanne Chartrand fills position of Aboriginal Curatorial Resident at the MMA, supported through the Offices of the President and the Provost. This is the first such position at the MMA

July 2017 – June 2020 – funding for the position of Curator of Indigenous Art is confirmed for 3 years, supported through the Office of the Provost

October 29, 2018 – Taking Stock: An Assessment of the MMA, Rhéanne Chartrand
  • Chartrand presents Director / Chief Curator with a personal and critical assessment of the MMA—past and present—with recommendations for immediate and future actions the institution can undertake to advance institutional decolonization

January 15, 2019 – De-colonizing the MMA/ A Response, Carol Podedworny
  • Formal response by Podedworny to Chartrand’s assessment; acknowledgement of criticism and suggestion of next steps
  • Formal in-person meeting to discuss next steps held February 27, 2019

March 11, 2019 – CP reaches out to Dr. Rick Monture, ISP and English & Cultural Studies, re: a joint partnership for a University-wide initiative (which he had presented to CP in the summer of 2018), don’t speak again until summer 2019 where university-wide initiative is raised again

March 26, 2019 – CP reaches out to Dr. Arig al Shaibah, VP, Office of Equity & Inclusion, al Shaibah reaches out, Fall 2019, through Pamela Edmonds

May 8, 2019 – first Taking Stock staff session led by Chartrand

May 13, 2019 – Senior Curator, Pamela Edmonds joins the MMA Team

July 2019 – in advance of three-year timeframe, the position of Curator of Indigenous Art is permanently supported by the Board of Governors of the University through the Budget Committee

MEETINGS

2019

1. May 8th – led by Chartrand
   session introduced the project/strategy; the foundational reading list; and an opportunity to share experiences
APPENDIX 2: TAKING STOCK TIMELINE

2. June 5th - led by Chartrand & Edmonds
   session was a focused on introducing Pamela to the team, getting the staff to talk a bit about their lived experiences, and discussing the articles; Carol provided insight into what it was like to curate in the 80s & why she stopped in the 90s
   *sometime in late July or August Pamela & Rhéanne develop a formal plan for four (4) sessions – only 3 of 4 were executed

   - Session focused on self-reflective exercise of acknowledging privilege in case scenarios; discussed 3 articles: McIntosh, DiAngelo, and Tuck & Yang; assigned homework to complete worksheet on “Sources of Privilege & Power”

   - Took-up homework; discussion focused on workplace micro-aggressions and being allies; advanced the notion of “accomplice,” not “ally” as the choice word/action through looking at the zine produced by Indigenous Action Media

2020

   - Session looked at the Turning the Page document produced by CMA/AFN in late 80s in response to The Spirit Sings, a controversial exhibition which changed the landscape of Museum—Indigenous relations and emphasized that museums are not neutral spaces and that they cannot be apolitical, given their histories and collections; Pamela discussed the 1969-90 racist and demeaning ROM exhibition, Into the Heart of Africa, and its negative impact on Black Canadians and their relationship to institutions

6. March 18- cancelled due to COVID
   - Was supposed to examine: “Operational & Structural Barriers…and Solutions,” which would explore where barriers exist at the MMA: outreach strategies and their limits; collecting practices; wanted to assign an article about how Concordia University had divested funding from oil and gas industries as an expression of structural change (aligning actions with ethics); discussion would have centered on the questions: Who is at the table? Who has a seat and who does not? Who is missing? What seats at the table do not exist yet?

7. May 28 - led by Chartrand & Edmonds, re-examination of Tuck & Yang’s article, “Decolonization is Not a Metaphor” – lengthy discussion with staff unpacking the article, read at a previous session but required further discussion

8. June 3 - prompted both by the rise in global protests against systemic racism and reflections from the May 28 “Taking Stock” session, Chartrand and Edmonds co-authored an email to MMA staff explaining the necessity of a change in direction with respect to the MMA’s decolonization process. The police-involved deaths of George Floyd and Regis Korchinski-Paquet, ongoing state violence against Black and Indigenous bodies, and the militarized responses to protest actions directed at dismantling monuments and memorials associated with colonial histories
APPENDIX 2: TAKING STOCK TIMELINE

concretized for Chartrand and Edmonds the very real need to re-commit to radical, participatory, and active de-colonial work within the institution. To mark this shift—or re-commitment—it was suggested that staff participation in the “Taking Stock” sessions be voluntary moving forward and, in keeping with the action-oriented training focus and the larger institutional re-branding efforts, that “Taking Stock” be renamed to “MMA Decolonization Bootcamp”

9. July 17 - after consultations conducted by Carol Podedworny with the MMA staff, a subsequent email was sent postponing further sessions throughout the summer. Subsequently CP sent global museum related de-colonization strategy articles to all staff in August; and projected for the fall, 3 sessions facilitated by/with external consultants trained in cross-cultural and cultural sensitivity work

10. September 23 - with Michael Etherington, Indigenous Relations Consultant, Toronto

11. September 30 - with Michael Etherington
   - Sessions were focused on building a history and knowledge-base for understanding. Topics included terminology, addressing racism and discrimination, assimilation policy in Canada and treaties and inherent rights in Canada

12. October 20 - with Khadijah Rake, Katelyn Knott and Tolu Ojo, McMaster EDI
   - Session was focused on building shared intentions for on-going EDI work at the MMA. Session also included information on EDI fundamentals, Land Acknowledgements, De-colonization and Solidarity Movements, and Anti-Black Racism

   - Session focused on organizational Indigenous Cultural Competency: Framework and planning principles for the MMA; the inter-play between the organization and the individual. Areas considered: cultural competency, cultural humility, implementation and implications of cultural competency

UP-COMING

2021

14. February 24 - with Charles C. Smith, Executive Director, Cultural Pluralism in the Arts Movement Ontario, Session to focus on Language, Meaning & Action

15. March 10 - EDI Follow Up Fundamentals Session

16. March, Date - TBA, with Charles C. Smith, Executive Director, Cultural Pluralism in the Arts Movement Ontario, Sessions focus, critical response process

17. EDI on relevant policies at McMaster University
APPENDIX 2: TAKING STOCK TIMELINE

LIST OF READINGS
Original Document, References
Understanding Aboriginal Arts in Canada Today: A Knowledge & Literature Review, 2011, France Trepanier and Chris Creighton, for the Canada Council for the Arts
Honouring the Truth, Reconciling the Future, 2015, Truth & Reconciliation Commission of Canada

First Session, Readings
White Privilege: Unpacking the Invisible Knapsack, 1989, Peggy McIntosh
Decolonization is not a metaphor, 2012, Eve Tuck and K. Wayne Yang
Honouring the Truth, Reconciling the Future, 2015, Truth & Reconciliation Commission of Canada
Troubling Good Intentions, 2013, Sarah de Leeuw et al

Other Readings, Sessions 2 through 7
A phenomenology of whiteness, 2011, Sara Ahmed
White Fragility, 2011, Robin DiAngelo
A Guide to Allyship, 2016
Exhibiting Change, 2019, Barbara Pollock
Hard Numbers: A Study on Diversity in Canada’s Galleries, 2017, Michael Maranda, Canadian Art
Canada’s Galleries Fall Short: The Not-So Great White North, 2017, Alison Cooley, Amy Luo and Caominhe Morgan Feir, Canadian Art
Silence Breakers for Whites in Cross-Cultural Discussions, 2013, Anika Nailah and Robin DiAngelo

Video Links
Tim Wise: On White Privilege
https://www.youtube.com/watch?v=J3Xe1kX7Wsc

Decolonizing Display
https://vimeo.com/277609160

We Must Decolonize Our Museums – Cinnamon Catlin-Legutko - TEDxDirigo
https://www.youtube.com/watch?v=lyZAgG8-Xg
APPENDIX 2: TAKING STOCK TIMELINE

Aliyship and Solidarity Guidelines, Harsha Walia
https://unsettlingamerica.wordpress.com/allyship/

Five Tips For Being An Ally
https://www.youtube.com/watch?v= dg86g-Q1M0

Difficult Terrain Exhibition – Museum London
https://www.tyo.org/article/why-museum-london-is-using-racist-artifacts-to-fight-prejudice

Reducing Bias: Museums and the Future of Work. Lecture by Dr. Nicole Ivy
https://vimeo.com/223592954

August 2020 (Remote) Readings
On the Limits of Care and Knowledge: 15 points Museums Must Understand to Dismantle Structural Injustice, 2020, Yesomi Umolu

Museums must evolve or they will not exist, 2020, Pablo Larios and Adam Szymczyk

Yvette Mutumba on Why Decolonizing Institutions “Has to Hurt”, 2020, Pablo Larios

The Persistence of Structural Racism in Canadian Cultural Institutions, 2020, David Balzer

Interview with Museum Professionals of Colour, 2020, Denise Tenio, Dominica Tang, Chloe Houde and Megan Sue-Chue-Lan
APPENDIX 3: DIGITAL ATTENDANCE

Website
- # of Website visitors
  - museum.mcmaster.ca | 42,379 page views by 17,000+ users
  - eMuseum (online collections database) | 30,119 page views by 2,263 users

Email
- # Number of Subscribers | 1494

App
- Walking Tour of McMaster Campus Sculpture | 780 views

Youtube
- 15 videos published this year
- Subscribers | +82 subscribers (305 total)
- Views | +14,500 (69,200 total)

Social Media
- Demographic across all platforms is approx. M 35% W 65% Hamilton 80%
  - Facebook | 2,577
  - Twitter | 3,338
  - Instagram | 2,241

Geocache
- 100 logged visits to McMaster geocache in this time frame (526 Logged Visits in lifetime)
  - Nearly 100 Art Adventure Geocoin were launched in 2011. Each coin is named for an artist in McMaster’s collection and tasked with a mission: to travel to the birthplace of the artist (or the equivalent distance) and then return home to McMaster
  - Geocoin updates of interest:
    - 7 Geocoins are still circulating in 2019/2020
    - Kenojuak coin MIA since 2015 was recently logged in the Yukon
    - Degas coin, actively traveling in Germany, has logged 53370 mi
APPENDIX 4: ACQUISITIONS TO THE PERMANENT COLLECTION

Greg Staats (Mohawk, b. 1963)
objects of reciprocal thinking 2: a transmedial onkwéha:weh installation
- scar, 2019
canvas archival digital print on 2 inch stretcher with 4 cuts [scars] made by artist's hand
68.6 × 101.6 cm
- unsaid reunited, 2018
archival adhesive digital print, reclaimed Douglas fir
3.2 × 13.3 × 104.8 cm
- good mind traumatic mind forward with our best thoughts, 2019, stainless steel time capsule, wooden head-frames for 2 kahsto:wa [first head dress] and scotch pine tree needles
30.5 × 30.5 × 30.5 cm
Museum of Art Collection Trust, 2019 2019.004.0001

Hiba Abdallah (Canadian, b. 1990)
we remain profoundly and infinitely connected, 2019
Neon text sculpture
50 cm x 8.2 m
Donald Murray Shepherd Trust, 2019
2019.005.0001

Deanna Bowen (Canadian, b. U.S.A., 1969)
Donna (afterimage), 2019
Black opaque Plexiglas
73.6 x 190.3 cm
Museum of Art Collection Trust, 2020
2020.001.0001

Denyse Thomasos (Canadian, b. Trinidad 1964-2012)
Life, 2009
Acrylic on canvas
106.7 x 152.4 cm
Museum of Art Collection Trust, 2020
2020.002.0001

Shellie Zhang (Canadian, b. China, 1991)
Still Life with Citrus (from series Offerings to Both Past and Future), 2018 - 2020
C-print (Edition of 5)
45.7 x 61 cm
Donald Murray Shepherd Trust, 2020
2020.003.0001
APPENDIX 4: ACQUISITIONS TO THE PERMANENT COLLECTION

Still Life with Dragonfruit (from series Offerings to Both Past and Future), 2018 - 2020
C-print (Edition of 5)
45.7 x 61 cm
Donald Murray Shepherd Trust, 2020
2020.003.0002

Cornucopia 5 (Apples, Pears, Lemons and Grapes), 2019-2020
Plastic, steel, wire, rubber, adhesive
40.6 x 40.6 cm (variable)
Donald Murray Shepherd Trust, 2020
2020.003.0003

Cornucopia 3 (Pomegranates, Dragonfruits, Soursops, King Mandarin and Grapes), 2019 - 2020
Plastic, steel, wire, rubber, adhesive
Donald Murray Shepherd Trust, 2020
2020.003.0004

Catherine Blackburn (Denesuline/European, b. 1984)
Trapline I, 2019
Edition 1 of 2
Rabbit fur, beads, artificial sinew, traps, wood beam, nails
185.4 x 108 x 25.4 cm
Donald Murray Shepherd Trust, 2020
2020.004.0001

Aboriginal Classics: Fireweed, 2019
Edition 1 of 1
Glass beads, teabag, birch bark, sinew, dried plants, acrylic gel medium, fur
5 x 4.4 x 14 cm
Naomi Jackson Groves Trust, 2020
2020.004.0002

Aboriginal Classics: Red Cedar, 2019
Edition 1 of 1
Glass beads, teabag, birch bark, sinew, dried plants, acrylic gel medium, fur
5 x 4.4 x 14 cm
Naomi Jackson Groves Trust, 2020
2020.004.0003
APPENDIX 4: ACQUISITIONS TO THE PERMANENT COLLECTION

Aboriginal Classics: Red Elderberry, 2019
Edition 1 of 1
Glass beads, teabag, birch bark, sinew, dried plants, acrylic gel medium, fur
5 x 4.4 x 14 cm
Naomi Jackson Groves Trust, 2020
2020.004.0004

Aboriginal Classics: Cow Parsnip, 2019
Edition 1 of 1
Glass beads, teabag, birch bark, sinew, dried plants, acrylic gel medium, fur
5 x 4.4 x 14 cm
Naomi Jackson Groves Trust, 2020
2020.004.0005

Aboriginal Classics: Lodgepole Pine, 2019
Edition 1 of 1
Glass beads, teabag, birch bark, sinew, dried plants, acrylic gel medium, fur
5 x 4.4 x 14 cm
Naomi Jackson Groves Trust, 2020
2020.004.0006

Aboriginal Classics: Red Osier Dogwood, 2019
Edition 1 of 1
Glass beads, teabag, birch bark, sinew, dried plants, acrylic gel medium, fur
5 x 4.4 x 14 cm
Naomi Jackson Groves Trust, 2020
2020.004.0007

Sonny Assu (Ligwilda’xw of the Kwakwaka’wakw Nations, b. 1975)
The Paradise Syndrome, Voyage #30, 2016
Archival pigment print
Edition of 5 + 2AP
88.9 x 76.2 cm
Museum of Art Collection Trust, 2020
2020.005.0001

The Paradise Syndrome, Voyage #32, 2016
Archival pigment print
Edition 3/5
88.9 x 76.2 cm
Museum of Art Collection Trust, 2020
2020.005.0002
APPENDIX 4: ACQUISITIONS TO THE PERMANENT COLLECTION

The Paradise Syndrome, Voyage #36, 2016
Archival pigment print
Edition 3/5
88.9 × 76.2 cm
Museum of Art Collection Trust, 2020
2020.005.0003

The Paradise Syndrome, Voyage #37, 2016
Archival pigment print
Edition 3/5
88.9 × 76.2 cm
Museum of Art Collection Trust, 2020
2020.005.0004

The Paradise Syndrome, Voyage #38, 2016
Archival pigment print
Edition 3/5
53.3 × 91.4 cm
Museum of Art Collection Trust, 2020
2020.005.0005

The Paradise Syndrome, Voyage #39, 2016
Archival pigment print
Edition 3/5
88.9 × 76.2 cm
Museum of Art Collection Trust, 2020
2020.005.0006

They're Coming! Quick! I have a better hiding place for you. Donvan V, you'll love it. 2015
Digital Intervention on an A.Y. Jackson Painting (Kispayaks Village, 1927)
Edition 5/5
55.9 × 71.1 cm
Museum of Art Collection Trust, 2020
2020.005.0007
## APPENDIX 5: PERMANENT COLLECTION WORKS ON LOAN

<table>
<thead>
<tr>
<th>Exhibition Details / Borrowing Institution</th>
<th>Works on loan</th>
</tr>
</thead>
</table>
| *The Artist's Dream: Works of French Symbolism*  
Art Gallery of Hamilton  
*He Falls Head foremost into the Abyss, Plate 17 from The Temptation of Saint Anthony, 1896*  
Lithograph on China paper mounted on ivory wove paper (chine collé)  
31.3 x 24.1 cm  
Wentworth House Art Committee Purchase, 1965 |
| | 2.  
*Anthony: What Is the Point of All This? The Devil: There Is No Point!, Plate 18 from The Temptation of Saint Anthony, 1896*  
Lithograph on China paper mounted on ivory wove paper (chine collé)  
46.4 x 34.6 cm  
Wentworth House Art Committee Purchase, 1968 |
| | 3.  
*...And the eyes without heads were floating like molluscs, Plate 13 from the Temptation of Saint Anthony, 1896*  
Lithograph on Holland paper  
30.9 x 22.5 cm  
Gift of Rabbi and Mrs. Bernard Baskin, 1988 |
| | 4. Pierre Puvis de Chavannes (French, 1824-1898)  
*Femme Assise, c. 1890*  
Published in L'Art dans les Deux Mondes, Paris, 20 Nov. 1890  
Sanguine and white chalk on tan paper  
28.5 x 22 cm  
Gift of Roald Nasgaard and Lori Walters, 2017 |
### APPENDIX 6: EXHIBITIONS ON TOUR

<table>
<thead>
<tr>
<th>Exhibition Details / Borrowing Institution</th>
<th>Works on loan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canalise needed: shining light on the Native Indian/Inuit Photographers’ Association, 1985-1992</strong></td>
<td>49 photographs by members of the Native Indian/Inuit Photographers’ Association, loaned from the Collection of Crown-Indigenous Relations and Northern Affairs Canada, National Gallery of Canada and private collections</td>
</tr>
<tr>
<td>Organized by the McMaster Museum of Art in partnership with the Indigenous Art Centre, Indigenous &amp; Northern Affairs Canada</td>
<td><strong>Artist Unknown</strong></td>
</tr>
<tr>
<td><strong>Thunder Bay Art Gallery</strong></td>
<td><strong>Untitled</strong> (Group photograph of founding NIIPA members standing in front of the Thunder Bay Art Gallery for the 2nd annual NIIPA conference), 1996</td>
</tr>
<tr>
<td>April 12 – May 19, 2019</td>
<td>Reproduced with permission from the CMCP Archives, National Gallery of Canada</td>
</tr>
<tr>
<td><strong>University of Lethbridge Art Gallery</strong></td>
<td>22.9 x 28 cm</td>
</tr>
<tr>
<td>November 7, 2019 – January 10, 2020</td>
<td>Courtesy of CMCP Archives, National Gallery of Canada, Ottawa</td>
</tr>
<tr>
<td><strong>Simon Brascoupe</strong></td>
<td><strong>Untiiled</strong></td>
</tr>
<tr>
<td><strong>Untilled</strong></td>
<td>Colour photograph</td>
</tr>
<tr>
<td>Colour photograph</td>
<td>26.7 x 21.6 cm</td>
</tr>
<tr>
<td>Collection of the artist</td>
<td><strong>Untiiled</strong></td>
</tr>
<tr>
<td>Colour photograph</td>
<td>26.7 x 21.6 cm</td>
</tr>
<tr>
<td>Collection of the artist</td>
<td><strong>Dorothy Chocolate</strong></td>
</tr>
<tr>
<td><strong>Feast, Fort Franklin, N.W.T., 1981</strong></td>
<td>Joan Nazon, Arctic Red River, N.W.T., 1984</td>
</tr>
<tr>
<td>51 x 41 cm</td>
<td>49.5 x 39.5 cm</td>
</tr>
<tr>
<td>Verna Catholiche and her Sons, Tutsel K’e, N.W.T., 1984</td>
<td>William Naksnon, Fort McPherson, N.W.T., 1984</td>
</tr>
<tr>
<td>41 x 50.5 cm</td>
<td>40 x 50 cm</td>
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Valerie General</strong></td>
<td></td>
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<tr>
<td><em>My Nephew, Lyle</em></td>
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<tr>
<td>33.5 x 38.5 cm</td>
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<tr>
<td><strong>Pat Green</strong></td>
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<tr>
<td><em>Remembering</em></td>
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<tr>
<td>35.5 x 30 cm</td>
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<tr>
<td><strong>Tomorrow, 1994</strong></td>
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<tr>
<td>30 x 35 cm</td>
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<tr>
<td><strong>Richard W. Hill (Sr.)</strong></td>
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<tr>
<td><em>Alma Hill - First Grandson, Tuscarora</em></td>
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<tr>
<td>34.5 x 42 cm</td>
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<tr>
<td><strong>Charlotte Hill - Mohawk, Ohsweken, Ontario</strong></td>
<td></td>
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<tr>
<td>34 x 42.8 cm</td>
<td></td>
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<tr>
<td><strong>Dave Elliott - Urbanized, Buffalo, N.Y.</strong></td>
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<tr>
<td>34.5 x 42.8 cm</td>
<td></td>
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<tr>
<td><strong>Jacob Thomas - Cayuga Chief, Six Nations Reserve, Ontario</strong></td>
<td></td>
</tr>
<tr>
<td>34 x 42.8 cm</td>
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<tr>
<td><strong>Jake Skye, Darwin Joh, Philip Thompson - Iroquois Dancers - 11A</strong></td>
<td></td>
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<tr>
<td>34 x 42.8 cm</td>
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<tr>
<td><strong>Randy Hill</strong></td>
<td></td>
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<tr>
<td>34.5 x 42 cm</td>
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<tr>
<td><strong>Joel Johnson</strong></td>
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<tr>
<td><em>Rail Robot</em></td>
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<tr>
<td>41.5 x 36.5 cm</td>
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<tr>
<td><strong>Robert “Tim” Johnson</strong></td>
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<tr>
<td><em>Clan Mother - Marjorie Sky</em></td>
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<tr>
<td>53 x 45 cm</td>
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<tr>
<td><strong>Keeping It Out</strong></td>
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<tr>
<td>32 x 44.5 cm</td>
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</table>
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<tbody>
<tr>
<td><strong>Martin Akwiraneron Loft</strong></td>
<td></td>
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<tr>
<td><em>Blake (Debassige) – Ojibway</em></td>
<td></td>
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<tr>
<td>44 x 44 cm</td>
<td></td>
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<tr>
<td><strong>Evan (Adams) – Salish</strong></td>
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<tr>
<td>44 x 44 cm</td>
<td></td>
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<tr>
<td><strong>Jessie – Micmac</strong></td>
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<tr>
<td>44 x 44 cm</td>
<td></td>
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<tr>
<td><strong>Susie – Cree</strong></td>
<td></td>
</tr>
<tr>
<td>44 x 44 cm</td>
<td></td>
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<tr>
<td><strong>Yvonne Maracle</strong></td>
<td></td>
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<tr>
<td><em>Visions 1986, 1985</em></td>
<td></td>
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<tr>
<td>mixed technique</td>
<td></td>
</tr>
<tr>
<td>45.5 x 51.5 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Jimmy Manning</strong></td>
<td></td>
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<tr>
<td><em>Gas Can and Carving, 1984</em></td>
<td></td>
</tr>
<tr>
<td>Colour photograph</td>
<td></td>
</tr>
<tr>
<td>43.5 x 51 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Ice, 1984</strong></td>
<td></td>
</tr>
<tr>
<td>Colour photograph</td>
<td></td>
</tr>
<tr>
<td>43.5 x 51 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Douglas Maracle</strong></td>
<td></td>
</tr>
<tr>
<td><em>Untitled</em></td>
<td></td>
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<tr>
<td>42 x 37 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Untitled (Rear of Dundurn Castle from Burlington Bay, Hamilton, ON)</strong></td>
<td>42 x 37 cm</td>
</tr>
<tr>
<td><strong>Murray McKenzie</strong></td>
<td></td>
</tr>
<tr>
<td><em>Native Studies 1984, 1984</em></td>
<td></td>
</tr>
<tr>
<td>52.5 x 45 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Native Studies 1985, 1985</strong></td>
<td></td>
</tr>
<tr>
<td>52 x 44.5 cm</td>
<td></td>
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</table>
## APPENDIX 6: EXHIBITIONS ON TOUR

<table>
<thead>
<tr>
<th>Exhibition Details / Borrowing Institution</th>
<th>Works on loan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brenda Mitten</strong></td>
<td></td>
</tr>
<tr>
<td><em>Remember the Removal</em></td>
<td></td>
</tr>
<tr>
<td>34 x 41 cm</td>
<td></td>
</tr>
<tr>
<td><em>Singing at Redhouse</em></td>
<td></td>
</tr>
<tr>
<td>34 x 41.5 cm</td>
<td></td>
</tr>
<tr>
<td><em>Untitled (entrance to NIIPA’s Gallery on James Street North, Hamilton, ON)</em></td>
<td></td>
</tr>
<tr>
<td>55.9 x 73.7 cm</td>
<td>Collection of the artist</td>
</tr>
<tr>
<td><em>Untitled (Shelley Niro sorting through paperwork and photographs at NIIPA office)</em></td>
<td></td>
</tr>
<tr>
<td>55.9 x 71 cm</td>
<td>Collection of the artist</td>
</tr>
<tr>
<td><strong>Lance Mitten</strong></td>
<td></td>
</tr>
<tr>
<td><em>Benji - Let the Drums of our People Speak Now and Speak Forever</em></td>
<td></td>
</tr>
<tr>
<td>41.5 x 38 cm</td>
<td></td>
</tr>
<tr>
<td><em>Fancy Dancer</em></td>
<td></td>
</tr>
<tr>
<td>43 x 39 cm</td>
<td></td>
</tr>
<tr>
<td><em>Pow Wow</em></td>
<td></td>
</tr>
<tr>
<td>32.7 x 39.8 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Shelley Niro</strong></td>
<td></td>
</tr>
<tr>
<td><em>Crystal, c. 1987</em></td>
<td></td>
</tr>
<tr>
<td>42.3 x 34.5 cm</td>
<td></td>
</tr>
<tr>
<td><em>Sisters, c. 1987</em></td>
<td></td>
</tr>
<tr>
<td>42 x 34.5 cm</td>
<td></td>
</tr>
<tr>
<td><em>The Rebel, 1987</em></td>
<td></td>
</tr>
<tr>
<td>35 x 41.5 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Jolene Rickard</strong></td>
<td></td>
</tr>
<tr>
<td><em>Sweika + Fish, 1986</em></td>
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</tr>
<tr>
<td>43.5 x 53.3 cm</td>
<td>Collection of the artist</td>
</tr>
</tbody>
</table>
## APPENDIX 6: EXHIBITIONS ON TOUR

<table>
<thead>
<tr>
<th>Exhibition Details / Borrowing Institution</th>
<th>Works on loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuscarora Mimbres, 1986</td>
<td></td>
</tr>
<tr>
<td>43.5 x 53.3 cm</td>
<td></td>
</tr>
<tr>
<td>Collection of the artist</td>
<td></td>
</tr>
<tr>
<td><strong>Greg Staats</strong></td>
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<tr>
<td><em>A Conversation</em>, 1994</td>
<td></td>
</tr>
<tr>
<td>silver emulsion print</td>
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</tr>
<tr>
<td>30.5 x 35.5 cm</td>
<td></td>
</tr>
<tr>
<td><em>Mary</em>, 1982</td>
<td></td>
</tr>
<tr>
<td>toned silver print</td>
<td></td>
</tr>
<tr>
<td>37 x 37 cm</td>
<td></td>
</tr>
<tr>
<td><em>Mary Laughing</em>, 1982</td>
<td></td>
</tr>
<tr>
<td>28.5 x 28.5 cm</td>
<td></td>
</tr>
<tr>
<td><strong>Morley J. Stewart</strong></td>
<td></td>
</tr>
<tr>
<td><em>Alexandra Visitor</em>, 1985</td>
<td></td>
</tr>
<tr>
<td>Colour photograph</td>
<td></td>
</tr>
<tr>
<td>38 x 42.8 cm</td>
<td></td>
</tr>
<tr>
<td><em>Wemindji, Spring 1982, Spring 1985</em></td>
<td></td>
</tr>
<tr>
<td>Colour photograph</td>
<td></td>
</tr>
<tr>
<td>38 x 42.5 cm</td>
<td></td>
</tr>
<tr>
<td>Jeffrey M. Thomas</td>
<td></td>
</tr>
<tr>
<td><em>Plenty Chief</em></td>
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</tr>
<tr>
<td>39 x 49 cm</td>
<td></td>
</tr>
<tr>
<td><em>Shadow Dancer</em></td>
<td></td>
</tr>
<tr>
<td>39.5 x 49 cm</td>
<td></td>
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</tbody>
</table>
APPENDIX 7: EDUCATION PROGRAMS

NEW Digital Programs
- Drawing Conclusions (McMaster Grad Studies)
- Drawing Conclusions Continued (McMaster Grad Studies)
- Welcome Week 2020
- School Programs (suite of five across grade levels)
- McMaster Mini U Summer Camp Art Activity Videos
- Specialized programs for local schools (Strata Montessori, Dundas Central Public School)
- Sketching Thursdays
- Slow Art Day

Annual Programming
- Hamilton Winterfest
- Alumni Day
- May at Mac
- Hamilton Arts Week
- McMaster Welcome Week
- Culture Days
- Take Our Kids to Work Day
- March Break Camps
- Summer Camps
- Slow Art Day

MMA participated in the Okanagan Charter:
https://okanagan.mcmaster.ca/inventories/teaching-learning/

Postsecondary, Professional and Adult Education Programs

Strategic Foresight Workshop for the McMaster Family Medicine Program for Faculty Development

Professional Day 2020
- Co-facilitated with Dr. Sean Park in May 2020

McMaster DeGroote School of Medicine Design Thinking and Foresight Health Innovations
- Co-designed with Dr. Sean Park March 2020

McMaster Different Teaching Methods Community of Practice
- Coordinated by Sarrah Lal, Faculty of Medicine

Faculty of Health Sciences Art Collective
- Collaborative partnership with this student-led group organizing exhibition in September 2019 and series of Museum tours and activities for the group throughout the academic year; moving online October 2020
APPENDIX 7: EDUCATION PROGRAMS

STEAM: Engineering Arts Collective
- Created by Engineering student Rosha Raviz for McMaster Engineering students

McMaster Nursing 700: Philosophy of Nursing Research
- Nursing PhD students discuss art as a means to understand truth and reality and the history of science

School of Grad Studies Programs
- Drawing Conclusions: Creativity for Graduate Students Series and DC12: Drawing Conclusions Continued
- Ongoing programs to spark imagination and creativity, welcome new graduate students to McMaster, combat social isolation and burnout for all graduate students

Elementary + Secondary School, Community, and Other Special Programs
In-school Programs for elementary and secondary schools
- Offered in-person Spring 2019 and virtually Spring 2020
- McMaster PR Art of Seeing Promo Video
  https://www.youtube.com/watch?v=kKTSQ8kbwM&feature=emb_logo

Hess Street Elementary School (HWDSB) Special Partnership Program
- Office of Community Engagement Access Grant: High Priority School specialized program over academic year
- News Story: https://museum.mcmaster.ca/about/news/hess/

Westdale Secondary School (HWDSB)
- Ongoing partnership in support of their Specialist High Skills Major in the Arts

Sketching Thursdays
- In-gallery weekly drop-in drawing program hosted by McMaster Fine Art students

Hamilton YMCA Youth Connections
- Targeted programming created in partnership with Youth Job Facilitator

McMaster Engineering Welcome Week Art Attack Event
- Virtual August 2020

McMaster International Students ESL Summer Camps
- Collaboration with instructors to deliver targeted content; McMaster MELD and MERGE programs

McMaster Mini U Summer Camps
- The museum participates annually with tours and classroom activities
- Virtual program in Summer 2020
APPENDIX 7: EDUCATION PROGRAMS

McMaster Student Wellness Centre
- Thrive Week in-gallery and art-making activities offered annually; Yoga in the Gallery Fall and Winter 2019

McMaster Student Success Centre
- Campus Liaison Tour Guides annual orientation

McMaster Employee Health and Well-Being ongoing programs; Healthy Workplace committee

The Art of Seeing™ Program
The Art of Seeing Program and Professional Workshops in partnership with the McMaster Department of Family Medicine
- McMaster PR Art of Seeing Promo Video acknowledging the 10th cohort of the program:
  https://vimeo.com/373460365

McMaster DeGroote School of Business MBA Art of Seeing, Virtual, May 26, 2020
McMaster CE Strategic Leaders Program, February 11, 2020
McMaster Continuing Education Art of Seeing, November 27, 2019
Hamilton Health Sciences Centre for People Development Art of Seeing, November 14, 2019
McMaster’s Take Our Kids to Work Day, November 6, 2019
McMaster CE Strategic Leaders Program, October 2, 2019

Research
The Art of Seeing Past Participants’ Research Project
- Measuring the effectiveness of the program over the long-term via semi-structured interview and qualitative analysis
- Museum staff Teresa Gregorio, Kate Hand and Rachel Sullivan, volunteer Gurinder Multani recruiting, interviewing and transcribing

McMaster Department of Family Medicine Indigenous Teaching Through Art Research Project
- Research team: Dr. Joyce Zazulak, Nicole Knibb (Senior Education Officer) Lorrie Gallant (Haudenosaunee art and history educator), and Dr. Amy Montour (physician DFM Grand Erie Six Nations Brantford site), and Laura Cleghorn (DFM researcher) to do qualitative analysis of focus group transcripts and publication writing to measure the effectiveness of the DFM ITTA program at Woodland Cultural Centre

McMaster iBiomed Program Project with Sean Park (academic supervisor) and student Raymond Tolentino
- Student workshop February 2020 called Subject to Change as part of Health Engineering, Science and Entrepreneurship Specialization program
  health-engineering-science-and-entrepreneurship-hese
- Investigated fostering empathy through visual art to better understand user design; writing paper for publication in 2021
APPENDIX 7: EDUCATION PROGRAMS

Academic Supervision
Health Sciences Inquiry 3H03
McMaster Children and Youth University Workshop
- Integrated Role of Arts and Science & Society Mentorship for MCYU student-led children's workshop(s); listed as a community-mentor

Tour Groups
McMaster University: Classes and Faculties
- McMaster Grad Students Scavenger Hunt
- McMaster Cultural Studies
- McMaster English and Cultural Studies Graduate Seminar
- McMaster Faculty of Health Sci Art Collective
- McMaster Campus Tour Guides
- McMaster Studio Art 2D03
- McMaster Studio Art
- McMaster Religious Studies
- McMaster Biomedical Graphics HTH SCI 3EE3
- McMaster CCE
- McMaster Art History 1A03, 2A03/CMST 2103
- McMaster English/CS 3VL3
- McMaster Biomedical Graphics HTH SCI 3EE3
- McMaster Biology 3H03 Human Disasters
- McMaster Classics TAs
- McMaster Classics 2B03
- McMaster Discovery Program
- McMaster MELD
- McMaster Homecoming Celebration of the Arts
- McMaster Anthropology 2F03
- McMaster Residents' Art of Seeing
- McMaster Theatre and Film 3N03
- McMaster Faculty of Medicine Alumni 50th Anniversary
- McMaster Integrated Business Humanities Leadership and Professional Competencies Class
- McMaster ART2DP3 Digital Practices
- McMaster TMG Committee
- McMaster Religious Studies
- McMaster New Employee Orientation (CCE)
- McMaster Cultural Production and the Environment Graduate Course
- McMaster Grad Studies Printmaking Workshop
- McMaster Life Sciences 4N03: Visualizing Science
APPENDIX 7: EDUCATION PROGRAMS

McMaster ARTSCI 4VC3
McMaster Health Sciences 1X01
McMaster Explore Graphic Science
McMaster Chemistry students
McMaster HTH SCI Inquiry Project Workshop
McMaster Anthropology 4B03
McMaster Indigenous Studies
McMaster Art History/Indigenous Studies 3BB03/3F03
McMaster DeGroote School of Medicine Design Thinking and Foresight Health Innovations
McMaster Canadian History 2TT3
McMaster Health Sciences Biomed Class
McMaster Life Sciences 4E03 "Science and Storytelling"
McMaster English Women Writers Course
HTH SCI 4L1A3 Innovation by Design
McMaster School of Graduate Studies Drawing Conclusions critical writing workshop
McMaster Engineering Welcome Week Committee Online Orientation Event

McMaster University: Clubs, Alumni, Groups
McMaster Alumni 100th Anniversary of the Group of Seven and the Group in McMaster’s Collection Talk
McMaster Residence Life
McMaster Creative Expressions Residence
McMaster Classics Club
STEAM: McMaster Engineering Arts Collective
MSU Artists at McMaster Club
FHS Arts Collective Photo workshop
FHS students magazine launch for Night Float Art and Medicine Journal
MSU Creativity Circle
Student Wellness Centre Yoga in the Galleries
McMaster Faculty of Health Sci Art Collective 'Zine Workshop
McMaster Faculty of Health Sci Art Collective Valentine’s Day Printmaking Workshop
McMaster Faculty of Health Sci Art Collective Watercolour Painting Workshop
McMaster Grad Studies Queer Students Association
McMaster Family Medicine Program for Faculty Development Professional Day

Elementary and Secondary Schools
*note: this year included a teacher’s strike and COVID closures
Dundas Valley School of Art
Dundas Valley Montessori School
Hess Street School Partnership (HWDSB)
APPENDIX 7: EDUCATION PROGRAMS

Westdale Secondary School: MMA ICE + SHSM program collaboration (HWDSB)
Garth Webb Secondary School (HDSB) Science classes
Rockway Mennonite Collegiate, Kitchener
Orchard Park Secondary School SHSM Arts and Culture Program
Holy Trinity High School (HCDSB)
Tiffany Hills School (HWDSB) Grade 6
Dundas Site School (Montessori High School)
Strata Montessori

Community Groups
Petites Pommes French Immersion Winter Camp
Hamilton YMCA Youth Job Connection
Lifescapers Creative Renewal Day
Hamilton Patient Services Rehabilitation
Newcomers to Canada group visiting McMaster campus
Sheila Greenspan's Art Appreciation Group
Chartwell Seniors Residence Hamilton
Seasons Seniors Residence Hamilton
Crossfire Assembly Church Adult Community Support Program
Mission Services 196 Youth After School Program
Halton Multicultural Council Connections Summer Camp
Seneca College Illustration Class
Norfolk County Museum and Archives
Mohawk College: Language Instruction for Newcomers to Canada program
Art Gallery of Hamilton Docents
Canadian Federation of University Women

Museum Education on Social Media
#ArtwordWednesday hashtag promotion and distance-tour education live videos and posts on:
- Instagram, Twitter, and Facebook (every Wednesday of the year)

@museum_instagram account:
- regular (3-5 times a week) education posts from collection and artwork on loan to museum

Museum-in-a-Minute Youtube videos:
- ongoing series of short informative videos on art techniques, periods, artists
- Produced with education and communications staff

Museum Selfie Day
APPENDIX 7: EDUCATION PROGRAMS

Speaking Engagements and Conferences
Museums and the Web: Online Conference, April 2020
University of Guelph University Art Galleries: Nexus for Innovation Conference
  • June 2019 and publication (expected 2021, in final edit)

Professional Community Involvement
Hamilton-Area Museum Educators (HME)
Teresa Gregorio, Coordinator
Canadian Art Gallery Educator (CAGE)
Nicole Knibb, Member at Large
Teresa Gregorio, Social Media & Blog
University Art Gallery Academic Engagement Group (Queen’s University Agnes Etherington Art Centre initiative)

Volunteers and Co-op Students
Co-operative Education Program
  • Partners with Westdale Secondary School; Co-op student, Mirielle Pearson, in Winter Term 2020

Volunteer Program/Volunteer Ambassadors Program
  • Fine Art students lead weekly in-gallery Sketching Thursdays drop-in program
  • Volunteers (McMaster and secondary school students) assist with art-making workshops and tours
  • Volunteer Ambassador Program pairs volunteers with Museum staff (Director, Curators, Communications, Collections, and Education) for an academic year; volunteers are recruited from McMaster, University of Toronto MMSt Program and OCADU
## APPENDIX 7: EDUCATION PROGRAMS

**TOURS September 2019-August 2020**  
*APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50*

### September 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Visitors</th>
</tr>
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<tbody>
<tr>
<td>September 5</td>
<td>McMaster Grad Students Scavenger Hunt</td>
<td>40</td>
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<tr>
<td>September 3 – 14</td>
<td>McMaster Cultural Studies</td>
<td>250</td>
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<tr>
<td>September 6</td>
<td>Dundas Valley Montessori School</td>
<td>50</td>
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<tr>
<td>September 10 – 14</td>
<td>McMaster Faculty of Health Sci Art Collective</td>
<td>400</td>
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<tr>
<td>September 10</td>
<td>Norfolk County Museum and Archives DROP IN TOUR</td>
<td>25</td>
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<td>September 10</td>
<td>Campus Tour Guides</td>
<td>25</td>
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<tr>
<td>September 10</td>
<td>Campus Tour Guides</td>
<td>25</td>
</tr>
<tr>
<td>September 11</td>
<td>Campus Tour Guides</td>
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<td>September 13</td>
<td>Campus Tour Guides</td>
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<tr>
<td>September 13</td>
<td>Creativity Circle</td>
<td>25</td>
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<tr>
<td>September 17</td>
<td>Hess Street School Partnership</td>
<td>35</td>
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<tr>
<td>September 17</td>
<td>McMaster Studio Art 2003</td>
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<tr>
<td>September 18</td>
<td>McMaster Religious Studies</td>
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<td>September 18</td>
<td>Appointment for Levy Storage: Doug Lowry in to see Soutine paintings</td>
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<tr>
<td>September 18</td>
<td>YMCA Youth Job Connection</td>
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<tr>
<td>September 18</td>
<td>McMaster English and Cultural Studies Graduates Seminar</td>
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<td>September 19</td>
<td>Appointment for PC: McMaster Art History</td>
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<td>September 24-20</td>
<td>Westdale + MMA ICE collab exhibition</td>
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<tr>
<td>September 24</td>
<td>McMaster Studio Art</td>
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<tr>
<td>September 26</td>
<td>McMaster Studio Art</td>
<td>30</td>
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<tr>
<td>September 26</td>
<td>McMaster Biomedical Graphics</td>
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<td>September 26</td>
<td>CHANGED to October 3</td>
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<tr>
<td>September 27</td>
<td>Culture Days</td>
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<tr>
<td>September 27</td>
<td>Hamilton Patient Services Rehabilitation</td>
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<tr>
<td>September 28</td>
<td>Culture Days</td>
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### APPENDIX 7: EDUCATION PROGRAMS

TOURS September 2019-August 2020

- APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50

#### October 2019

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>October 1</td>
<td>YMCA Youth Job Connection</td>
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<td>October 2</td>
<td>McMaster CCE Strategic Leaders Program Art of Seeing</td>
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<td>October 3</td>
<td>McMaster Art History 2A03/CMST 2103</td>
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<td>McMaster English/CS 3V13</td>
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<td>McMaster Biomedical Graphics HTH SCI 3EE3</td>
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<td>October 3</td>
<td>McMaster Biology 3H03 Human Disasters</td>
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<td>October 3-11 (?)</td>
<td>McMaster Classics TAs</td>
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<td>October 4</td>
<td>McMaster Art History 2A03/CMST 2103</td>
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<td>October 4</td>
<td>Westdale Secondary School HWDSB</td>
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<td>October 4</td>
<td>McMaster Classics 2B03</td>
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<td>Creativity Circle</td>
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<td>October 5 TBD</td>
<td>McMaster Discovery Program</td>
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<tr>
<td>October 8</td>
<td>McMaster Art History 2A03/CMST 2103</td>
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<td>October 10 CANCELLED</td>
<td>McMaster Faculty of Health Sci Art Collective</td>
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<td>October 10</td>
<td>McMaster MELD</td>
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<tr>
<td>October 11</td>
<td>Newcomers to Canada group visiting McMaster campus</td>
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<td>October 16</td>
<td>Sheila Greenspan's Art Appreciation Group</td>
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<tr>
<td>October 16</td>
<td>Garth Webb Secondary School HDSB Science classes</td>
<td>90</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Visitors</th>
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<td>YMCA Youth Job Connection</td>
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<td>October 17</td>
<td>National Collaborating Centre for Math-ads and Tools (NCCMT)</td>
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<td>October 19</td>
<td>McMaster Homecoming Celebration of the Arts</td>
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<td>October 21</td>
<td>McMaster Anthropology 2F03</td>
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<td>October 23</td>
<td>McMaster Residents' Art of Seeing</td>
<td>25</td>
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<tr>
<td>October 24</td>
<td>McMaster Theatre and Film 3N03</td>
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<tr>
<td>October 24</td>
<td>MSU Artists at McMaster Club</td>
<td>25</td>
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<tr>
<td>October 25</td>
<td>McMaster Faculty of Medicine Alumni 50th Anniversary</td>
<td>30 - 40</td>
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<td>October 26</td>
<td>STEAM: McMaster Engineering Arts Collective</td>
<td>20</td>
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<td>October 26</td>
<td>McMaster Faculty of Medicine Alumni 50th Anniversary</td>
<td>30 - 40</td>
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<tr>
<td>October 29</td>
<td>YMCA Youth Job Connection</td>
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<tr>
<td>October 29-31</td>
<td>McMaster Integrated Business Humanities Leadership and Pro-fessional Competence Class</td>
<td>105</td>
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<td>October 30</td>
<td>McMaster Residents' Art of Seeing</td>
<td>25</td>
</tr>
<tr>
<td>October 30</td>
<td>ART HIST 1A03</td>
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Total Monthly Visitors: 1089
# APPENDIX 7: EDUCATION PROGRAMS

## TOURS September 2019-August 2020
- **APPOINTMENTS TO SEE WORKS OF ART IN STORAGE:** 50

### November 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Visitors</th>
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<tbody>
<tr>
<td>November 1</td>
<td>Seneca College Ill-ustration Class</td>
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<td>November 1</td>
<td>Hess Street School Program</td>
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<tr>
<td>November 1</td>
<td>Creativity Circle</td>
<td>25</td>
</tr>
<tr>
<td>November 2</td>
<td>PhD student to see Kuralaks</td>
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<tr>
<td>November 5</td>
<td>Rockway Mennonite Collegiate</td>
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<tr>
<td>November 5</td>
<td>McMaster ART2DP3 Digital Practices</td>
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<tr>
<td>November 6</td>
<td>McMaster Take Our Kids to Work Day Art of Seeing</td>
<td>25</td>
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<tr>
<td>November 6</td>
<td>Mohawk College Language Instruction for Newcomers to Canada program</td>
<td>12</td>
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<td>November 6</td>
<td>McMaster Residents' Art of Seeing</td>
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<tr>
<td>November 7</td>
<td>Art Gallery of Hamilton Docents</td>
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<td>November 7</td>
<td>McMaster Art History 1A03</td>
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<td>November 7</td>
<td>Canadian Federation of University Women</td>
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<td>November 7</td>
<td>FHS Arts Collective</td>
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<td>November 8</td>
<td>McMaster TMG Committee</td>
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<td>November 12</td>
<td>McMaster Art History 1A03</td>
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<td>November 12</td>
<td>McMaster Fine Art</td>
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<td>November 12</td>
<td>YMCA Youth Job Connection</td>
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<tr>
<td>November 13</td>
<td>McMaster Religious Studies</td>
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<tr>
<td>November 13</td>
<td>McMaster Residents' Art of Seeing</td>
<td>25</td>
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<th>Organization</th>
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<tr>
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<td>Hamilton Health Sciences Centre for People Develop-ment Art of Seeing</td>
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<td>November 14</td>
<td>McMaster Religious Studies</td>
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<td>November 14</td>
<td>McMaster Art History 1A03</td>
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<td>November 14</td>
<td>McMaster Faculty of Health Sci Art Collective</td>
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<tr>
<td>November 15</td>
<td>Orchard Park Secondary School SHSM Arts and Culture Program</td>
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<td>November 19</td>
<td>McMaster New Employee Orientation (CCE)</td>
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<td>November 21</td>
<td>McMaster Graduate Students Arts group CANCELLED</td>
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<td>Student Wellness Centre Yoga in the Galleries</td>
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<td>CCE Art of Seeing</td>
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<td>McMaster Loss Pre-vention webinar</td>
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<td>McMaster Cultural Production and the Environment Graduate Course</td>
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<td>November 29</td>
<td>Holy Trinity High School (HCDSB)</td>
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<td>November 29</td>
<td>Creativity Circle</td>
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<td><strong>Total Monthly Visitors</strong></td>
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## APPENDIX 7: EDUCATION PROGRAMS

### TOURS September 2019-August 2020
- APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50

### December 2019

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<th>Date</th>
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<tr>
<td>December 3</td>
<td>Tiffany Hills School (HWDSB) Grade 6</td>
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<td>Dec 4</td>
<td>YMCA Youth Job Connection</td>
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<td>McMaster Grad Studies Printmaking Workshop</td>
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### January 2020

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<td>Les Petites Pommes</td>
<td>5</td>
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<tr>
<td>January 14</td>
<td>Hess St (TERESA AT HESS)</td>
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<tr>
<td>January 17</td>
<td>Hess St (TERESA AT HESS)</td>
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<tr>
<td>January 21</td>
<td>McMaster Life Sciences 4No3: Visualising Science</td>
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<tr>
<td>January 22</td>
<td>Dundas Valley School of Art</td>
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<tr>
<td>January 22</td>
<td>Creativity Circle</td>
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<tr>
<td>January 23</td>
<td>Chartwell Seniors Residence Hamilton</td>
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<tr>
<td>January 23</td>
<td>McMaster ARTSCI 4VC3</td>
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<td>January 23</td>
<td>McMaster Faculty of Health Sci Art Collective Zine Workshop</td>
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<td>January 17</td>
<td>McMaster MSU Creativity Circle</td>
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<td>Seasons Seniors Residence Hamilton</td>
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<td>McMaster Explore Graphic Science</td>
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<td><strong>Total Monthly Visitors</strong></td>
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# APPENDIX 7: EDUCATION PROGRAMS

**TOURS September 2019-August 2020**

- APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50

## February 2020

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<th>Date</th>
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<tr>
<td>February 1</td>
<td>Lifescapers Creative Renewal Day</td>
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<td>McMaster Chemistry students</td>
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<td>February 4 - 11</td>
<td>Black History Month Exhibition</td>
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<td>Crossfire Assembly Church Adult Community Support Program</td>
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<td>YMCA</td>
<td>10</td>
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<td>February 7</td>
<td>FHS Arts Collective Photo workshop</td>
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<tr>
<td>February 8</td>
<td>Winterfest</td>
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<td>February 8 TBD</td>
<td>McMaster HTH SCI Inquiry Project Workshop</td>
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<td>February 11</td>
<td>Dundas Site School (Montessori High School)</td>
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<td>February 11</td>
<td>McMaster CC Strategic Leaders Art of Seeing</td>
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<td>February 12</td>
<td>McMaster Anthro-pology 4B03</td>
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<td>February 13</td>
<td>McMaster University Centre for Continuing Education New Employee Orientation</td>
<td>25</td>
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<td>February 13</td>
<td>Mission Services 196 Youth After School Program</td>
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<td>February 13</td>
<td>McMaster Faculty of Health Sci Art Collaborative Valentine's Day Printmaking Workshop</td>
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<td>February 13</td>
<td>FHS students magazine launch for Night Float Art and Medicine Journal</td>
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<td>February 14</td>
<td>McMaster Indigenous Studies</td>
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<td>February 7 changed to February 14</td>
<td>McMaster MSU Creativity Circle</td>
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<tr>
<td>February 14</td>
<td>McMaster Art History/ Indigenous Studies 3BB03/3F03</td>
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<td>February 19</td>
<td>YMCA</td>
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<td>February 21 Cancelled</td>
<td>Today's Family Early Learning and Child Care</td>
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<td>McMaster English and Cultural Studies</td>
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<tr>
<td>February 25 - 29</td>
<td>McMaster DeGrooto School of Medicine Design Thinking and Foresight Health Innovations</td>
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<tr>
<td>February 25/26/28 TBD Cancelled</td>
<td>McMaster Social Sciences Society</td>
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<td>February 26</td>
<td>MSU Artists Group</td>
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<tr>
<td>February 27</td>
<td>McMaster Classics Club</td>
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**Total Monthly Visitors:** 490
## APPENDIX 7: EDUCATION PROGRAMS

**TOURS September 2019-August 2020**
- APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50

### March 2020

<table>
<thead>
<tr>
<th>Date</th>
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<td>McMaster Canadian History 2TT3</td>
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<td>McMaster DeGroote School of Medicine Design Thinking and Fore-sight Health Innovations</td>
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<td>March 4</td>
<td>YMCA</td>
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<td>March 5</td>
<td>McMaster Health Sciences Biomedical Class</td>
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<td>March 5</td>
<td>McMaster Canadian History 2TT3</td>
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<td>McMaster Faculty of Health Sci Art Col-lective Watercolour Painting Workshop</td>
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<td>March 6</td>
<td>Douglas Hunter in for Research on A.Y. Jackson</td>
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<td>FHS Arts Collective Photo workshop</td>
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<td>March 7 TBD</td>
<td>McMaster HTH SCI Inquiry Project Workshop</td>
<td>15-25 TBD</td>
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<td>March 10-14</td>
<td>McMaster Creative Expressions Resi-dence</td>
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<td>River Heights Ele-mentary School (GE06B)</td>
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<td>McMaster Life Sciences 4E03 &quot;Sci-ence and Storytall-ing&quot;</td>
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<td>March 10</td>
<td>McMaster English Women Writers Course</td>
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<td>March 11 or 12 TBD</td>
<td>Sir Allen MacNab High School First Nations, Inuit, Mè-tis English grade-11 class</td>
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<td>March 11</td>
<td>McMaster MSU Creat-ivity Circle</td>
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<td>March 11</td>
<td>HTH SCI 4LA3 Inno-vation by Design</td>
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<td>March 11</td>
<td>McMaster Resi-dence Life</td>
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<td>McMaster Resi-dence Life</td>
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<td>March 12</td>
<td>Melanie Bedore</td>
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<td>March 13</td>
<td>McMaster MSU Creat-ivity Circle</td>
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<td>Hamilton Program for Schizophrenia</td>
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<td>McMaster HTH SCI Inquiry Project Workshop (TBD)</td>
<td>15-25 TBD</td>
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<td>March 17-20</td>
<td>Aim for Sears</td>
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<td>March 17-28</td>
<td>McMaster Social Sciences Society</td>
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<td>YMCA</td>
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<td>March 19</td>
<td>Petites Pommes March Break Camp</td>
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<td>FHS Arts Collective Photo workshop</td>
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<tr>
<td>March 21</td>
<td>McMaster HTH SCI Inquiry Project Workshop (TBD)</td>
<td>15-25 TBD</td>
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<tr>
<td>March 24</td>
<td>IN-SCHOOL Sir Isaac Brock Elementary</td>
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<td>March 25</td>
<td>McMaster Nursing-704 Graduate Course</td>
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<td>March 28</td>
<td>McMaster HTH SCI Inquiry Project Workshop (TBD)</td>
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<td>March 31</td>
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<td>Total Monthly Visitors</td>
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# APPENDIX 7: EDUCATION PROGRAMS

TOURS September 2019-August 2020

- APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50

## April 2020

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<td>YMCA of Hamilton/Burlington/Brantford</td>
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<tr>
<td>April 2</td>
<td>McMaster Health Sci</td>
<td>drop-in</td>
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<tr>
<td>April 3</td>
<td>Hornsby Ridge Secondary School Fine Art SHSM</td>
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<td>April 3</td>
<td>McMaster MSU Creativity Circle</td>
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<tr>
<td>April 4</td>
<td>SLOW ART DAY</td>
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<td>CANCELLED</td>
<td>McMaster Multimedia Thesis Exhibition</td>
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<td>April 8</td>
<td>Art of Seeing talk at Museum London</td>
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<td>April 14</td>
<td>IN SCHOOL: Sir Wilfred Laurier grade 7</td>
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<td>April 14</td>
<td>Columbia International College: grade 12s</td>
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<td>April 15</td>
<td>Rockway Mennonite College grade</td>
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<td>Lyonsgate Montessori School</td>
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<td>April 15-18</td>
<td>Hess Street School Program Exhibition</td>
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<td>April 17</td>
<td>Hess Street grade 5/6 and 6/7</td>
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<td>April 18</td>
<td>Hess Street &quot;opening&quot; for students and family</td>
<td>drop-in</td>
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## April 2020 (continued)

<table>
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<tr>
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<td>Strata Montessori</td>
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<td>April 21</td>
<td>IN SCHOOL Queen-Victoria grade 4</td>
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<td>April 22</td>
<td>Youth Job Connection</td>
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<td>April 27</td>
<td>Strata Montessori</td>
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<tr>
<td>April 28</td>
<td>IN SCHOOL WH Balfour grade 6</td>
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<td>April 29</td>
<td>EGE Art of Seeing</td>
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<td>ISP</td>
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<td>Total Monthly Visitors</td>
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# APPENDIX 7: EDUCATION PROGRAMS

## TOU RS September 2019-August 2020

- APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50

### May 2020

<table>
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<td>May 4</td>
<td>Strata Montessori</td>
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<td>May TBD 4-week course</td>
<td>McMaster University Centre for Continuing Education Learning for 65+ Program</td>
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<td>IN.SCHOOL: grade 6 &amp; Cathy Wever Elementary</td>
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<td>Youth Job Connection, YMCA of Hamilton / Burlington / Brantford</td>
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<td>May 7-Postponed-to-2021</td>
<td>Canadian Conservators Association Conference</td>
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<td>Strata Montessori</td>
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<td>May 12</td>
<td>IN.SCHOOL: grade 6 &amp; Hillcrest Elementary</td>
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<td>Afternoon Tea Art Group</td>
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<td>IN.SCHOOL: Sir Wilfrid Laurier grade 8</td>
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<td>May 20</td>
<td>Youth Job Connection, YMCA of Hamilton / Burlington / Brantford</td>
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<tr>
<td>May 23</td>
<td>Girl Guides</td>
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<td>May 25</td>
<td>Strata Montessori</td>
<td>15</td>
<td>Online</td>
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<tr>
<td>May 26</td>
<td>Sir Allan MacNab High School First Nations: Inuit, Metis, English grade 11 class</td>
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### May 2020

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<td>McMaster DeGroote School of Business MBA Art of Seeing ONLINE</td>
<td>25</td>
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</table>

**Total Monthly Visitors:** 85
# APPENDIX 7: EDUCATION PROGRAMS

## TOURS September 2019-August 2020
- APPOINTMENTS TO SEE WORKS OF ART IN STORAGE: 50

### June 2020

<table>
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<td>McMaster School of Graduate Studies Drawing Conclusions critical writing workshop</td>
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<td>June 4</td>
<td>McMaster Family Medicine Health Education Program</td>
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<td>June 5</td>
<td>McMaster ALTITUDE Program</td>
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<td>June 6</td>
<td>McMaster Alumni Day</td>
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<td>June 15-18</td>
<td>McMaster School of Graduate Studies Drawing Conclusions critical writing workshop</td>
<td>10</td>
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<td>June 23</td>
<td>McMaster Take Our Community to Work Day</td>
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Total Monthly Visitors: 20

### July 2020

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<th>Date</th>
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<th>Visitors</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 6</td>
<td>McMaster Alumni 100th Anniversary of the Group of Seven and the Group in McMaster's Collection Talk</td>
<td>150</td>
<td>Online</td>
</tr>
<tr>
<td>July 13-16</td>
<td>Drawing Conclusions Grad Student Program</td>
<td>10</td>
<td>Online</td>
</tr>
<tr>
<td>July 22</td>
<td>Halton Multicultural Council Connections Summer Camp</td>
<td>79</td>
<td>Online</td>
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<tr>
<td>July 23</td>
<td>Halton Multicultural Council Connections Summer Camp</td>
<td>20</td>
<td>Online</td>
</tr>
</tbody>
</table>

Total Monthly Visitors: 259

### August 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Visitors</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10-13</td>
<td>Drawing Conclusions Grad Student Program</td>
<td>10</td>
<td>Online</td>
</tr>
<tr>
<td>August 31</td>
<td>McMaster Engineering Welcome Week Committee Online Orientation Event</td>
<td>40</td>
<td>Online</td>
</tr>
</tbody>
</table>

Total Monthly Visitors: 50
APPENDIX B: MEDIA SUMMARY

ArtDaily International Art News Site
- McMaster Museum of Art opens ‘Deanna Bowen: A Harlem Nocturne’ | Jan 20, 2020
- Exhibition brings together works by five North American artists who use animal imagery about Animals Across Discipline, Time & Space, Jan 18, 2020

Canadian Art Magazine
- The Agenda Section feature Peripheral Vision(s) | September 12, 2019
- The Agenda Section - Deanna Bowen: A Harlem Nocturne is the Editor’s Pick | January 2020
- A Black Curator Is Never Just a Curator
  - The Black Curators Forum, the first of its kind in Canada, was a safe space for serious discussion about structural change. Pamela Edmonds, senior curator at the McMaster Museum of Art, is one of the organizers.
  - by Kelsey Adams | December 17, 2019

Canadian Jewish News
- cover story: Herman Herzog Levy – The Canadian Jew who built an art collection for the ages, by Murray Teitel | September 11, 2019

CFMU – Radio and Blog
- MorningFile interview with Curator Rheanne Chartrand about Peripheral Vision(s) | September 26, 2019
- Video interview with senior curator Pamela Edmonds
  - it is from here that the world unfolds exhibition
  - 60 Seconds w/the McMaster Museum of Art – YouTube
- Morningfile
  - Olivia Fava interviews guest curator/professor Tracy McDonald about Animals Across Discipline, Time & Space exhibition | Jan 21, 2020
- Morningfile
  - Olivia Fava interviews Deanna Bowen | March 12, 2020
- CFMU Blog
  - MMA at Home: Deanna Bowen. Virtual Exhibition by Olivia Fava | May 14, 2020
- CFMU Blog
  - MMA at Home: Animals Across Discipline, Time and Space Virtual Exhibition by Olivia Fava | April 26, 2020

Chatelaine
- 5 Black Women Talk About Their Lives In Canada—Past, Present And Future
- On Art: Deanna Bowen (describes A Harlem Nocturne at McMaster) by Eternity Martis | Jan 31, 2020

C& (Contemporary) Magazine
- Black Curators Forum Toronto: A Black Curator is Never Just a Curator
  - Pamela Edmonds, senior curator at the McMaster Museum of Art, was one of the organizers.
  - by Kelsey Adams | January 31, 2020
APPENDIX 8: MEDIA SUMMARY

C magazine – Contemporary Art and Criticism / issue 143 / fall
- McMaster Senior Curator Pamela Edmonds interviewed for the article The Market Will Never Catch Up by Tiana Reid.

CKUA radio
- Trevor Kenney interview with Rheanne Chartrand, about McMaster’s touring NIIPA exhibition at Lethbridge Art Gallery.

Education News Canada
- Story about Animals Across Discipline, Time & Space exhibition | January 7, 2020

Galleries West
- McMaster Museum of Art’s traveling exhibition #nofilterneeded Shining light on the Native Indian/Inuit Photographers Association on view at University of Lethbridge Art Gallery | Dec 9, 2019

Geist Magazine – Query for images Re: NIIPA exhibition. Publication date unknown

Hamilton Spectator
Stories frequently shared by Metroland papers
- 25+ regional publications including:
  - The Record, St Catharines Standard, Peterborough Examiner, Hamilton News etc.
  - Front Page Story, Viewing the Indigenous image from the periphery by Graham Rockingham | September 27, 2019
  - Creature discomforts on display at McMaster Museum of Art
    - Five artists explore the tangled relationships between animals and humans | by Regina Haggio, Feb 01, 2020
  - New exhibitions and opening dates at McMaster Museum of Art, Event feature | Jan 7
  - A portal to Hamilton’s artistic past ‘Building Cultural Legacies’ explores the city’s rich artistic heritage from 1950 to 2000. By Graham Rockingham | December 6, 2019
  - Some Hamilton art museums and galleries offering virtual visits, tours and more by Jeff Mahoney | April 16, 2020

McMaster Daily News
- New exhibition confronts ‘Indian’ image and stereotypes | September 13, 2019
- Museum Supports Art at Supercrawl – Hiba Abdallah Commission on James St South | September 2019
- Welcome Back to the Museum of Art | September 2019
- McMaster Museum of Art partners with Hess Street School, November 2019
- McMaster Museum of Art exhibit reveals forgotten story of Black experience in Canada, News | January 14, 2020
- Using art to explore the role of animals in the Anthropocene era | January 3, 2020
- I think that art can help us rise up | April 2, 2020
- Supporting artists and diversifying McMaster’s art collection | July 16, 2020
APPENDIX 8: MEDIA SUMMERY

McMaster Silhouette
- McMaster University’s Year in Review / Includes MMA fall exhibition by Ursula Johnson By Neda Pirouzmand September 5, 2019
- 5 campus date ideas to do on a budget by Alannah DeAngelis | September 24, 2019
- Collection returns home to Hamilton for a 21st century revival by Adrianna Michell | September 26
- Ernest Daestwyler, The Boat Project. Journey through Hamilton by Andrew Mrozowski | September 26, 2019
- Rewriting History: Deanna Bowen’s A Harlem Nocturne turns the invisible into the visible.
  - Interview with Kimberly Phillips by Lauren O’Donnell, photos by Matty Flander | January 23, 2020
- Hamilton coming together in uncertain times | April 5, 2020

Muskrat Magazine
- Cris Derksen and nēhiyawak “Night of Indigenous Music” at McMaster Museum of Art | September 13, 2019

Nation Talk – Indigenous News / Newswire
- New exhibition confronts ‘Indian’ image and stereotypes | September 13, 2019
  - Story was shared to Indigenous Lands & Resources Today News
- Toronto Declares 2021 As The Year Of Public Art
  - under the artistic direction of Rhéanne Chartrand, curator of Indigenous Art at the McMaster Museum of Art
  - November 26, 2019
- Story also shared on Weekly Voice, Toronto and The Buzz Magazine

Now Magazine
- From Glissant Unfixed and Unbounded
  - McMaster’s senior curator Pamela Edmonds co-curates three day event at the AGO | November 2019

Slate Magazine
- Daanna Bowen exhibition at McMaster is cover feature Feb/March 2020 issue

Two Row Times
- Building Cultural Legacies with Art in Hamilton Exhibit
  - McMaster Museum of Art is one of the cultural institutions participating in the Hamilton Arts Council initiative | November 27, 2019

Urbanicity
- Hamilton’s events reflect our diverse heritage by Cynthia Carpenter | November 2019
- From Hamilton, to Santa. Amazing parts of the city — including McMaster Museum of Art by Ayolt de Roos December 8, 2019

View Magazine
- What’s on Peripheral Vision(s) feature exhibition (with Baskin image) | August 24, 2019
Specialist Publications or sites

AGOlnterd
- *United we stand* The AGO hosted part of Canada's first ever Black Curators Forum. McMaster's Pamela Edmonds was one of the organizers | November 5, 2019

Australasian Animals Studies
- *Animals Across Discipline, Time and Space* by Lynn Mowson | January 27, 2020

Elegea / Website
- Pamela Edmonds (Senior Curator at McMaster Museum of Art), Wanda McMaster’s senior curator Pamela Edmonds co-curates three day event at the AGO | November 2019

Field Trip: Art Across Canada Platform
- *McMaster Museum of Art's artist garden* | May 10, 2020

ManqueMagazine.com
- *Kiskadee* - Series of online columns about *Animals Across Discipline, Time and Space* by Mandy Suzanne Wong Spring 2020

Medium
- *Livestock: An Artist Talk*
  - About work in McMaster’s Animals Across Discipline, Time and Space exhibition by Derek Jenkins | March 18, 2020

The Wapatah Centre for Indigenous Visual Knowledge
- *Peripheral Vision(s)* Research story highlight on website | September 2019

Van Gogh: The Life / Online
- McMaster's Van Gogh painting was the feature work | September 14, 2019
Health, Safety and Risk Management
Report to the Board of Governors

Report 2020-5 for the period September 15, 2020 – February 4, 2021

The Health, Safety and Risk Management (HSRM) unit of Human Resources Services incorporates Environmental and Occupational Health Support Services (EOHSS), Employee Health Services (EHS) and works in cooperation with the Organizational Development unit. Together, we strive to promote the health, safety, wellness and engagement of all McMaster employees.

Executive Summary

- COVID-19 continues to be the most critical issue impacting McMaster.
- Crisis Management Group (CMG) continues to meet regularly providing a forum for discussion and decisions as needed to support the University’s response to the pandemic. A return to campus committee also meets regularly, helping to operationalize University decisions, and ensure coordinated communications and planning. HSRM is actively engaged in these and other campus planning committees.
- The Hamilton Fire Department Prevention Division attended campus on December 23, 2020. No orders were issued.
- McMaster has received notification that we are in a WSIB surcharge position in the amount of $649K based on our New Experiential Experience Rating (NEER) performance from 2016-2019.

1. Training and Loss Prevention Initiatives

- The Environmental and Occupational Health Support Services (EOHSS) team provides ongoing support for onsite activities, with the current focus on planning for the 2021 winter term. The team supports University compliance with local, provincial and federal regulatory requirements and most recently the new provincial Stay at Home Order.
- Throughout the pandemic, HSRM has remained a consistent resource for the Crisis Management Group, the Return to Work Operations Group and the COVID-19 Rapid Response Group.
- The EOHSS team assisted with the wayfinding subcommittee of the Return to Work Operations Group to ensure that all buildings were appropriately signed according to regulations. https://mps.mcmaster.ca/services/signage-products/
- The EOHSS team published 17 topic-specific COVID-19 guidance documents to assist the McMaster community in developing SOPs. Topics include vehicle use, client facing areas and training of research personnel. The documents are regularly monitored for updates. Guidance documents on additional topics are published as needed.
- A COVID-19 standard operating procedure (SOP) template was created for departments
to use for onsite activities. The EOHSS team reviews department-specific SOPs and provides expert advice and support to ensure that all reasonable precautions are implemented as part of onsite work activity.

- Regular COVID-19 updates are provided at department-level joint health and safety committees.

- The EOHSS team is involved in collaborative initiatives to support the Hamilton community including a Housing & Conference Services project to provide living space for Hamilton healthcare workers during COVID-19.

- To date, more than 4300 employees and almost 8,000 students completed the COVID-19 Awareness Training. Note: more employees/students completed training than were physically coming back to campus.

- To support the safety of the McMaster community, a new on-line self-reporting tool was created for members of the McMaster community to confidentially report both positive and probable COVID-19 Cases. The reporting tool activates a response protocol through a sub-group of the Crisis Management Group deemed the ‘COVID-19 Rapid Response Group’. The protocol includes enhanced cleaning in areas where the individual spent extended time in person on McMaster property, and communication to the University community for confirmed positive cases. In addition, the University Occupational Health Nurses as part of the HSRM team are notified directly through the reporting tool and communicate with staff and faculty to provide additional support when a positive case notification is received. A similar process is initiated for students through the Student Wellness Centre.

- From September 2020 to January 31, 2021, the University received notification of 27 positive cases where the individuals had been on campus within 72 hours of their positive testing outcomes. Public Health continues to provide contact tracing for any positive cases.

- University safety protocols and practices have continued to evolve in alignment with direction from the Province of Ontario and Hamilton Public Health. Changes are regularly monitored and quickly communicated to ensure compliance. Examples of recent changes include the requirement for all attendees to campus to complete the self-screening tool and report to their supervisor or instructor before travelling to campus, and further restrictions on who is able to attend campus in accordance with recent stay-at-home orders.

- To further support the remote work population, HSRM developed employee facing material to support an ergonomic workspace for remote work.

- RMM 100 Workplace and Environmental Health and Safety Policy was reviewed and approved by Senior Management for 2021.

- The Central Joint Health and Safety Committee (JHSC) continues to follow its normal
workplan, including regular virtual meetings.

- The Workplace Wellbeing Newsletter continued to be delivered quarterly. The October 2020 edition focused on health and safety during COVID-19. The December edition included articles focused on holiday safety, healthy screen habits and the new training auto enrollment process for new McMaster employees.

- Additional COVID-19 signage with specific focus on lunch/break spaces was created for posting on campus. These areas have been flagged as higher risk for COVID-19 outbreaks.

- EOHSS continues to update and provide online availability of all University health and safety training programming. The most recent program to be included online during the reporting period is Indoor Air Quality (IAQ) training, Mould Awareness, and Employee Accommodation. Additional programming and safety talk updates are currently underway.

2. Government Relations and External Inspections/Audits

- The Hamilton Fire Department – Fire Prevention Division attended campus on December 23, 2020. The visit was in response to a malfunctioning fire alarm panel in Temporary Building 34. The fire alarm panel issue was resolved with no orders issued by the Hamilton Fire Department.

3. Employee Health Services Summary

3.1 Critical Injuries

- No critical injuries were reported during this period as noted above.

3.2 WSIB Lost Time and Health Care Claims Update

- There is a significant decrease in WSIB lost time and health care claims in 2020 due to remote working arrangements and a decrease in the total number of employees accessing McMaster property. It is important to note all lost time claims related to incidents that occurred in 2020 have returned to work and are no longer incurring lost time.
Annual Incident Summary Chart

<table>
<thead>
<tr>
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<th></th>
<th></th>
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<tbody>
<tr>
<td>Incidents</td>
<td>705</td>
<td>470</td>
<td>356</td>
<td>409</td>
<td>465</td>
<td>212</td>
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<td>Healthcare</td>
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<td>55</td>
<td>54</td>
<td>69</td>
<td>69</td>
<td>29</td>
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<tr>
<td>Lost Time Claims</td>
<td>25</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>33</td>
<td>2</td>
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<tr>
<td>Lost Time Days</td>
<td>125  days</td>
<td>241 days</td>
<td>355  days</td>
<td>127 days</td>
<td>363 days</td>
<td>22 days</td>
</tr>
<tr>
<td>Average LT Days/LT Incident</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>6</td>
<td>11</td>
<td>11</td>
</tr>
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</table>

- In 2019 6 claims negatively impacted McMasters Performance Index and Lost Time Frequency. 3 of these claims resolved in 2019 and 3 claims continue to be managed by Employee Health Services and WSIB. These 3 claims also incurred additional lost time in 2020 and continue to have lost time in 2021. All three claims required surgical intervention in 2020.
  - Claim 1 was related to a slip and fall on ice this employee continues to work with accommodation and modified hours
  - Claim 2 was related to a car accident off campus, this employee continues to have lost time and we are unable to return this employee to work due to layoff as a result of COVID-19 Pandemic
  - Claim 3 was related an object falling on them, this employee had surgical intervention in late 2020 and will be starting a Gradual Return to Work in Late February 2021
McMaster’s most recent Performance Index was 2.12 reflecting claims volume and lost time in 2019. Any Performance Index value of 1.0 or greater results in a surcharge position. The health care costs as well as lost time days contribute to the factors affecting performance index. Below you will find a chart that reflects how McMaster compares to other Universities Performance Index.
Lost Time Injury Frequency

- Below you will find a chart which highlights the lost time frequency rate. To calculate the lost-time injury rate, WSIB looks at the number of allowed lost-time claims and the total number of people employed to show the number of lost-time claims per 100 employees. The chart below shows how McMaster compares to other Universities in relation to Lost Time Injury frequency. In 2019 McMaster’s Lost Time Injury Rate was 0.39, lost time injuries are the leading driver of claims costs.

![Lost Time Injury Frequency Chart]

- Claim 1 was related to a slip and fall on ice this employee continues to work with accommodation and modified hours
- Claim 2 was related to a car accident off campus, this employee continues to have lost time and we are unable to return this employee to work due to layoff as a result of Covid 19 Pandemic
- Claim 3 was related an object falling on them, this employee had surgical intervention in late 2020 and will be starting a Gradual Return to Work in Late February 2021

3.3 WSIB Rating and New Rate Framework

- The new WSIB Rate Framework came into effect in January 2020 and eliminates the NEER program. The New Rate Framework creates a two-step approach to set and adjust premium rates for businesses.
• Step one involves setting an average rate for each industry class based on their risk profile and share of responsibility to maintain the insurance fund.

• Step two considers how the individual claim history compares to the rest of the businesses in the class. This means that the overall rate under the new model will reflect our individual claims experience and risk.

• Factors that determine premium rates under the new model include insurable earnings, number of claims and claim costs. A rolling six-year period is used to calculate the premium rate.

• Our current premium rate for 2020 is $0.24 cents and our rate for 2021 will remain the same at $0.24.

3.4 WSIB New Experimental Experience Rating (NEER)

• Although there is a New Rate Framework, the NEER program continues to be used to assess employer’s performance for the 2016-2019 period.

• We have received the final NEER firm Summary Statement from WSIB, this is our final statement as this format is discontinued with the New Rate Framework begins as indicated above (3.3).

• This NEER Statement assesses McMaster University’s performance based on our lost time and health care claim costs from 2019, 2018, 2017 and 2016. McMaster has a surcharge payment of $649,131.42.

Below is a chart outlining a summary of our Surcharge and Rebate Position from 2016 to 2020.

<table>
<thead>
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<th>Year</th>
<th>WSIB Premium</th>
<th>Surcharge</th>
<th>Rebate</th>
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<tbody>
<tr>
<td>2016</td>
<td>$1,419,103</td>
<td></td>
<td>$251,463</td>
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<td>2017</td>
<td>$1,471,554</td>
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<td>2018</td>
<td>$1,589,015</td>
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<td>$39,275</td>
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<tr>
<td>2019</td>
<td>$1,388,765</td>
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</tr>
<tr>
<td>2020</td>
<td>$1,295,771</td>
<td>$649,131</td>
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</tbody>
</table>
4. **Workplace Wellness Initiatives**

Organizational wellness is supported by addressing the thirteen psychosocial factors related to
the National Standard of Canada for Psychological Health and Safety in the Workplace.
McMaster regularly hosts a wide range of activities and initiatives to promote wellness. Recent
activities include:

- Organized and managed two on-site employee flu vaccination clinics. Providing just
  under 350 flu shots over the two days.
- Developed and delivered bi-weekly employee well-being newsletters, resources, and
  free virtual sessions on topics relating to meditation, getting and staying active, posture,
  management of time and energy, mental health resources, staying well during the
  holidays, connection and kindness, redefining thriving, and more.
- Offered 44 engagement and well-being initiatives during the time period for this report.
  2683 participants engaged in these activities.
- Continued to develop and update online resources on our psychological well-being
  during COVID-19 website as well as significant enhancements to the Healthy
  Workplace website. There were 1,118 and 2,774 page views respectively, during the
  2020 calendar year.
- Organized and executed the annual Healthy Workplace month activities in October, with
  a theme of *Fostering Wellness through Learning*.
- Organized and launched an inaugural Employee Wellness Day featuring three physical
  activity sessions and three well-being workshops throughout the day. 152 employees
  registered for 391 sessions on this day.
- With support from the McMaster Okanagan Special Project Funding, released a series
  of McMaster Class cooking class episodes, designed and instructed by McMaster’s own
  Executive Chef, Paul Hoag. There have been 368 views to date. Corresponding healthy
  recipes are also available on the Healthy Workplace website.
- Developed and launched the annual Financial Literacy Month (FLM) activities, including
  weekly workshops on topics such as food and finance, taxes and estate planning,
  budgeting and investment basics. Over 200 employees participated in the workshops
  and over 2900 employees reviewed the newsletter containing resources and
  information.
- In partnership with Student Affairs, developed and launched the annual Thrive Week
  program focusing on mental health and well-being.
- Organized an education session on McMaster’s employee discount program as part of
  FLM. 29 employees registered.
- In collaboration with a new retirement education provider, developed and launched a
  new series of 3 virtual courses which aimed at helping pre-retirement employees obtain
  and maintain financial stability in their upcoming retirement. A maximum of 45
  participants were allowed for this course and it was filled to capacity.
- Organized seven well-being workshops for department or team retreats/education.
- Offered free weekly virtual yoga sessions for McMaster employees.
- Developed and delivered a social media campaign “hygge hacks” centred around rest
  and recharging which resulted in 311 impressions, 14 interactions, and 6 new followers.
- Developed and delivered a social media campaign for the annual Bell Let’s Talk Day,
  focusing on reducing mental health stigma.
- Communicated monthly Homewood Health Newsletters
• Provided support and coaching in alignment with Healthy Workplace Committee

**Glossary**

**New Experimental Experience Rating (NEER):** The Workplace Safety & Insurance Board’s NEER plan recognizes an organization’s health and safety performance (based on its accident cost experience) and adjusts premiums accordingly through refunds and surcharges. When determining claims costs for the refund or surcharge calculation, NEER takes into account overhead costs and the future costs of benefits relating to the claim. The University’s status is determined by comparing its performance to other organizations in the same industry.

**Performance Index:** An index of less than 1.0 (rebate) indicates you are performing better than rate group average and more than 1.0 (surcharge) shows that your record is poorer than age in your rate group.
PRESIDENT'S REPORT TO
McMASTER UNIVERSITY’S BOARD OF GOVERNORS
MARCH 4, 2021

McMaster Vision Statement and Strategic Plan

As Board Members will have seen, we recently launched the new vision statement for McMaster:

Impact, Ambition and Transformation through Excellence, Inclusion and Community: Advancing Human and Societal Health and Well-being

Following many months of consultations, discussions, and the Shape the Future social media campaign, the new vision statement is intended to capture both the depth of our collective aspirations and desire for impact, as well as our commitment to inclusive excellence and serving the global community in all that we do. In referencing the current positioning statement, the vision statement links McMaster’s historical and continuing strengths and commitments with our intentions and goals for the future.

The consultation process highlighted the commitment of members of our University to making a positive and transformative impact on the world, focusing on excellence in everything we do, developing the diverse partnerships and collaborations needed to support our scholars and ensure that we are well positioned to tackle the major local and global issues we face, and building a clear sense of community and belonging for everyone. As I said in the letter which accompanied the launch of the vision statement, despite the challenging times in which we all find ourselves, I am extremely optimistic about our University and all that we can achieve together. I look forward to bringing this vision to life and increasing our positive impact locally and globally. To support and underpin this I am currently working with the senior team to finalize our strategic plan, which will focus our collective efforts around five key priorities:

- **Inclusive Excellence** – aspire to embed an inclusive approach that intentionally engages and respects a diversity of peoples, perspectives, and ways of knowing, in everything we do.

- **Learning and Teaching** – further advance and support innovation in learning and teaching, within and beyond the classroom, and across disciplines and Faculties, to elevate teaching as a professional discipline, and equip our students with the knowledge and skills needed to make a transformative impact on our world.

- **Research and Scholarship** – maintain and advance our global leadership and impact across all disciplines and Faculties, working collaboratively across disciplines and borders to develop knowledge, tackle global issues, and advance human understanding.

- **Engaging Local, National, Indigenous, and Global Communities** – further develop and expand our network of longstanding and respectful partnerships with communities, partners, research collaborators, and supporters for the benefit of all.
• **Operational Excellence** — enable the administrative operations of the University to most effectively support the institutional vision and aspirations of our community of researchers, scholars, teachers, and learners.

These priorities are based on the seven priorities I shared with the Board at the beginning of the 2020/21 academic year and comprise the foundational elements of McMaster’s strategic plan, with each priority becoming a strategic goal. The strategic plan is intended to bring together these goals and objectives, with associated activities and metrics. The Board Executive and Governance Committee recently reviewed a draft version of the strategic plan, with the final version to be brought forward to the entire Board for review.

**Planning for the Future**

As Board Members may have seen, the University recently announced that undergraduate academic activities will be hosted remotely for the 2021 Spring/Sumer and Intersession terms, with just a few exceptions for courses where students need access to specialized equipment. A decision has not yet been made about the Fall 2021 term but the University administration is engaged in working through the scenarios and issues, with a view to making a well-informed and thoughtful announcement as soon as we are able to.

Our Provost, Susan Tighe, is leading a cross-campus group, known as the *Return to McMaster* group, consisting of representation from across the campus, to guide this. The evidence-based planning process is being supported by the expertise of leading McMaster researchers, as well as Public Health, and will take account of lessons learned from the previous months of both remote and on-campus activities. The goal is to develop scenarios that will consider ways to allow as much activity on campus as possible in September. In addition to an **Oversight Committee** comprising senior academic and administrative leaders from across University departments and Faculties, the *Return to McMaster* group includes a **COVID-19 Expert Advisory Committee** made up of McMaster researchers with expertise in the areas of vaccine development and distribution, testing, and the spread of infectious diseases, an **Employee Experience Working Committee**, a **Teaching, Learning and Student Experience Working Committee**, and a **Research and Innovation Working Committee**.

Each committee will be guided by the health, safety and well-being of both our University community and our neighbours in the broader Hamilton area. We will continue to provide updates to the campus community throughout the planning process and will share more details as the scenarios are developed.

**Inclusive Excellence**

At our last Board meeting I highlighted the launch of the University’s Strategic Equity and Excellence Recruitment and Retention (STEERR) program, which is a key priority within McMaster’s EDI Strategy and Action Plan. As part of this, a cohort hiring initiative that will see the appointment of up to 12 emerging and established Black academics and scholars across all six Faculties, is well underway. In addition, the University has recently been able to complete the hiring of three outstanding Indigenous scholars, as part of our ongoing focus on Indigenous education and research guided by the University’s Indigenous Education Council.
Alongside this program of faculty hiring, several Faculties have introduced new scholarships and bursaries to increase the opportunities for Black students, increase diversity, and help address accessibility barriers:

- The Department of Sociology has recently announced the Daniel G. Hill scholarship as part of a wide-ranging effort to increase diversity within the Department, and to provide support for equity-seeking groups after enrollment. The first recipient of the $5,000 scholarship, available to students enrolled in a graduate program who self-identify as Black, will be announced this spring.

- The Departments of History and Communication Studies & Multimedia have created bursaries for up to $2,500 per year that can be distributed among one or more Black students based on financial need, as part of broader strategies to better support equity and diversity.

- The Faculty of Engineering has partnered with five other Ontario universities to release new fellowships to expand the pathways for Indigenous and Black students pursuing doctoral degrees in Engineering. The Indigenous and Black Engineering and Technology (IBET) Momentum Fellowships aim to address the urgent need to encourage and support the pursuit of graduate studies by underrepresented groups. Recipients of the IBET Momentum Fellowship will receive $25,000 a year for four years as they pursue doctoral degrees and specialized engineering research. The goal is also to help prepare students for academic careers as professors and industry researchers and create a pipeline of students who will increase diversity in Canadian technology industries as they enter the workforce with graduate degrees from STEM programs.

- The National Society of Black Engineers (NSBE) McMaster Chapter has launched an annual scholarship for Canadian Black students entering the Faculty of Engineering. The NSBE McMaster Chapter Entrance Award will provide $2,500 a year to first-year Black students who demonstrate strong leadership skills and valuable contributions to their community.

Work also continues in response to the report of the Task Force that reviewed the Black Student-Athlete Experience and the McMaster Athletics Climate. As mentioned in the detailed action plan released last year, the University’s response includes establishing a Black graduate assistant coaching program, increasing the representation of Black staff within the Department of Athletics and Recreation, establishing a Black Student-Athlete Council, developing additional Financial Aid awards, a mentoring program, and establishing a dedicated physical space for a Black student services office. The critically important new role of Senior Advisor, Equity, Inclusion and Anti-Racism, has recently been filled and this individual will lead many of the other action items arising from the review in time for the start of the 2021/22 academic year.

As mentioned in previous updates, we are also focused on ensuring that all appropriate resources and services are available to support our students and create a safe and inclusive environment for all. To enable us to better assess this, and to help shape the future of student-centred programs and services, the McMaster Student Census and Experience Survey was launched on February 3, 2021. The survey is open until March 5, 2021 and is intended to help McMaster identify, and ultimately address, important differences in the ways in which diverse students experience campus life. The survey serves as a climate study aimed at improving services for all students, and in particular understanding and enhancing the experience of racialized and marginalized
students. It is confidential and contains demographic questions surrounding gender identity, sexual orientation, race, ability, and socioeconomic status, as well as questions about students’ experiences both within and outside the classroom, including the areas of student wellness and success; food security and financial health; personal security and physical safety; social connection and belonging; emotional and spiritual well-being; mental and physical health; career development; and academic success.

CAMPUS UPDATE

**McMaster Ranked among the most International Universities in the World**

McMaster has placed 38th out of 172 institutions on Times Higher Education’s list of the world’s most international universities – one of only four Canadian universities on the list. This ranking is based on the proportion of international students, staff and faculty, publications with international co-authors, and worldwide reputation scores. Thirteen per cent of McMaster’s undergraduates are international students. In graduate studies, international students make up 28 per cent of the student population. Overall, international students, staff, and faculty represent more than 90 different countries.

Research

**McMaster Researchers Developing Vaccines to fight COVID-19, using Specialized Campus Production Facility**

A team of virologists, infectious disease experts, and immunologists at McMaster is developing two new second-generation COVID-19 vaccine candidates, and is designing and producing them in a specialized facility on campus. This critical work, funded by the Canadian Institutes of Health Research, is being conducted in the Robert E. Fitzhenry Vector Laboratory, the first facility of its kind in Canada and one of only a few with the capacity to develop and produce viral-vectorized vaccines for clinical testing. Although the Vector lab has limited capacity, researchers are manufacturing tens of thousands of vaccine candidate doses there, with the potential to manufacture hundreds of thousands more. With Health Canada approval, they hope to begin human trials with healthy volunteers in Hamilton in the Spring and, if successful, will expand to the second phase of clinical testing next Fall. The research forms part of Canada’s Global Nexus for Pandemics and Biological Threats, the international network based at McMaster, which has scientists, clinicians, engineers, social scientists and other experts working collaboratively over the longer-term to prevent future pandemics and mitigate global health threats.

**New Study Examines Students’ Mental-Health and COVID-19**

Sociologist Marisa Young is leading new research at McMaster, in partnership with the World Health Organization, to understand students’ experience and needs, and develop better mental health solutions. The study, which is the first of its kind in Canada, has now been launched at 21 universities across 15 countries, allowing for regional and cross-cultural comparisons. The study will help inform and shape supports for students, such as McMaster’s Student Wellness Centre, and will help students find the resources and support they need throughout their time at university.
**McMaster receives $1M to lead COVID-19 Evidence Network**
To ensure decision-makers have timely access to the best COVID-19 science, the federal government is investing $1M to support the COVID-19 Evidence Network to support Decision-makers (COVID-END), hosted at McMaster. The Network, led by John Lavis, Director of the McMaster Health Forum, will bring together experts to collaborate and rapidly synthesize the best available evidence across the full breadth of Canada’s COVID-19 pandemic response. The project will maintain a publicly available inventory of the best evidence syntheses for COVID-19 decisions to ensure that Canadian decision-makers have the most up-to-date science available when needed, and will establish a Canadian panel to complement its existing global horizon-scanning panel that monitors emerging issues where evidence syntheses are needed.

**Community Engagement**

**McMaster to provide Tuition-Free Access for current and former Foster Children**
Working in collaboration with the Child Welfare Political Action Committee Canada, McMaster will be offering up to 20 current and former foster children free tuition, regardless of their age, so long as eligibility requirements are met. This supports McMaster’s Access Strategy, launched in 2019, which assists students from a variety of underrepresented groups in accessing university education. McMaster has developed programs and supports to help academically qualified students from underrepresented groups in Hamilton and surrounding communities access university education at the undergraduate level.

**McMaster to make Residence Rooms available for frontline Health-Care Workers**
The University is making private accommodations in residence, as well as meals, available for single-person stays between three and 14 days, to Hamilton healthcare workers who are seeking a safe, affordable place to self-isolate during the COVID-19 pandemic. Working in collaboration with the Thrive Group, a community-based non-profit, charitable organization, the program is similar to one the University first offered in the spring of 2020, and is open to frontline workers who are directly involved in providing healthcare to those with, or at risk of acquiring, COVID-19. The program will open with 20 rooms being made available, with more rooms to be opened up if required.
a. SPS B13 Revisions

At its meeting on February 11, 2021, Senate approved the revised Supplementary Policy Statement B13 – Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

Senate now recommends,

that the Board of Governors approve the revised Supplementary Policy Statement B13 – Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic, effective March 4, 2021.
January 6, 2021

TO: Senate Committee on Appointments

FROM: Andrea Thyret-Kidd, University Secretary

RE: Revisions to SPS B13 - Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

McMaster’s Supplementary Policy Statement B13 - Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic contains a clause stipulating a review by the Senate Committee on Appointments and MUFA to determine if revisions are required or an extension is necessary. The University Secretariat brought together the Working Group that drafted the original Policy in order to conduct a review and to solicit feedback and propose revisions. This work was undertaken in November and December 2020 and included participation from the Provost’s Office, MUFA, Health Sciences, and staff from the University Secretariat. Attached with this memo are tracked and clean versions of the Policy.

After meeting as a group and seeking feedback from across campus (including Faculty Deans) the Working Group heard that, although the Policy is working well, it could benefit from some modification to enhance clarity for users. The Working Group considered the current Policy and is proposing a number of revisions to improve clarity including:

- Highlighting and bolding points to add emphasis to important clauses
- Updating dates to reflect an extension of the Policy for faculty hired as of June 30, 2021
- Adding language related to the responsibilities of Department Chairs;
- Revising headings to enhance clarity
- Including a review by the Senate Committee on Appointments and MUFA in December 2021

It is now recommended,

that the Senate Committee on Appointments approve, for recommendation to the Senate and Board of Governors, the revised Supplementary Policy Statement B13 - Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic, effective March 4, 2021.
Complete Policy Title: 
Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

Policy Number (if applicable): 
SPS B13 draft 02

Approved by: 
Senate Executive / Board of Governors

Date of Most Recent Approval: 
April 29, 2020 / June 4, 2020 - effective May 12, 2020

Date of Original Approval(s): 

Supersedes/Amends Policy dated: 

Responsible Executive: 
Provost and Vice-President (Academic)

Policy Specific Enquiries: 
Provost and Vice-President (Academic)

General Policy Enquiries: 
Policy (University Secretariat)

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Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

PREAMBLE

1. McMaster University recognizes the exceptional circumstances that have resulted from the COVID-19 pandemic and the effect it has had on the career progression of its faculty members. COVID-19 has resulted in an unprecedented situation that has required faculty to rapidly adapt to new and/or alternate methods for teaching and course delivery for Winter Term 2020 classes, as well as future classes. This has affected their ability to engage in normal scholarly activities, University service, and has impeded faculty in their ability to undertake research and clinical scholarly activities.

2. The purpose of this Policy is to outline the details of how the academic assessment extension will be applied and administered in conjunction with the Tenure and Promotion Policy and SPS (Supplementary Policy Statement) documents.

3. For the purpose of interpreting this Policy:
   a) words in the singular may include the plural and words in the plural may include the singular;
   b) One-Year Extension means the one-year extension of a tenure-track appointment beyond the normal six-year limit and includes delaying the timing of their academic assessments by one year;
   c) SPS means the Supplementary Policy Statements;
   d) Tenure and Promotion Policy means the McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (2012), and
   e) Tenure-Track means:
      (i) tenure-track appointments;
      (ii) teaching-track appointments; and
      (iii) special appointments.

4. Normally the total duration of a faculty member’s initial Tenure-Track appointment may not exceed six years from the date of their first appointment (Section II, clause 6 of the Tenure and Promotion Policy). However, the Tenure & Promotion Policy does envision specific situations where these time limits may be extended (Section II, clause 7).

4.5 In keeping with the principles of the Tenure and Promotion Policy - the University has deemed it appropriate that all Tenure-Track faculty have their appointment extended by one year, which will in turn affect the timing of their academic assessments for re-appointment, tenure/permanence, and promotion.
Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

ELIGIBILITY

1. All faculty members holding a Tenure-Track appointment as of June 30, 2020, shall have their appointment extended by one year and the timing of their academic assessments may be delayed by one year.

2. All faculty members holding a Tenure-Track appointment as of June 30, 2021, shall have their appointment extended by one year and the timing of their academic assessments may be delayed by one year.

3. Section II, clause 4 (c) of the Tenure and Promotion Policy will continue to apply to those in Special-Track appointments. Although this Policy outlines a one-year extension for all eligible Tenure-Track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the Tenure and Promotion Policy.

PRINCIPLES GOVERNING EXTENSION GUIDELINES

Responsibilities of Department Chairs

8. It is the responsibility of the Chair of each Department to inform all members of the Department of the University’s tenure and promotion provisions related to the COVID-19 pandemic.

9. The Tenure and Promotion Policy (Section III, clause 37a) sets out the expectations that Department Chairs should meet at least once each academic year with all Tenure-Track candidates. Results of these discussions must be recorded in writing and agreed to by both parties. When a faculty member is eligible for the One-Year Extension the extended date must be clearly documented in the written summary of these discussions.

One-Year Extension Requirements

10. The One-Year Extension for eligible faculty is automatically granted, in compliance with the following:

   a. The One-Year Extension applies to the next assessment of a Tenure-Track faculty member, specifically the academic assessment that usually occurs in the faculty member’s third year at McMaster or the tenure/CAWAR/performance assessment.

   b. Faculty members currently in years 1, 2, or 3, may decide if they want to go forward with the year 3 assessment or defer to year 4.

   c. Faculty members currently in years 4 or 5 may decide if they want to go forward with the tenure/CAWAR/performance assessment in year 5 or defer to year 6.

   d. Faculty members currently in year 6 may go forward with the tenure/CAWAR/performance assessment or request a final review in year 7 and.

   e. Regardless, the total tenure clock will be a maximum of 7 years.

Policy Date: Effective May 12, 2020
Faculty Member Decision to Proceed on the Normal Timing

11. Although this Policy outlines a one-year extension (One-Year Extension) for all eligible Tenure-Track faculty, individuals do have the ability to proceed on the normal timing, as outlined in the Tenure and Promotion Policy.

7.12. Faculty members will inform their Chair in writing of their decision to go forward for re-appointment, tenure/permanence/CAWAR on the normal timing. In such cases, faculty should refer to the Tenure and Promotion Policy for guidance on timing and requirements.

Other Time Limit Extensions

4.13. The One-Year Extension is in addition to any other time limit extensions that have been made in compliance with Section II, clause 7 of the Tenure & Promotion Policy (e.g. special leave, medical leave, or a pregnancy/parental leave).

Dossiers

9.14. All eligible faculty members’ Dossiers shall be prepared in compliance with the procedures outlined in the Policy #SEP 812 Preparation of Dossiers for Re-Appointment, Tenure/Permanence and/or Promotion. Dossiers shall include a copy of this Policy under section 9.14 identified in the Table of Contents (listed below):

TENURE, PERMANENCE AND/OR PROMOTION DOSSIER: Dr. E. Z. Rider
Table of Contents

1. Written Recommendation of the Departmental Tenure and Promotion Committee - based on an examination of the following elements of the dossier:
2. Curriculum Vitae
3. Candidate’s Statement
4. Departmental Teaching Evaluation Report
5. Candidate’s Response to Departmental Teaching Evaluation Report
6. List and Biographical Sketch of Potential Referees
7. Referee Letters
8. Sample Copy of Chair’s or Dean’s Letter Sent to Referees, and the Relevant Policy for Referees

9.15. Chairs and Directors are encouraged to include in their statement to the Faculty Tenure and Promotion Committee a description of the effect the COVID-19 pandemic had on the candidate’s research, clinical, and/or teaching activities.

4.16. Eligible Faculty members may elect to include an additional 1-page statement on how the COVID-19 pandemic has affected their research, teaching, and/or University service within section 3 of their dossier (Candidate’s Statement).
Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

REVIEW

This Policy will be reviewed by MUFA and the Senate Committee on Appointments in December 2020 to determine if conditions require an extension of the application of this Policy and/or if revisions are necessary.

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Complete Policy Title: Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

Policy Number (if applicable): SPS B13

Approved by:
Senate Executive / Board of Governors

Date of Most Recent Approval:
April 29, 2020 / June 4, 2020 - effective May 12, 2020

Date of Original Approval(s):

Supersedes/Amends Policy dated

Responsible Executive:
Provost and Vice-President (Academic)

Policy Specific Enquiries:
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Policy (University Secretariat)

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Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

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   d) Tenure-Track means tenure-track appointments, teaching-track appointments, and special appointments;
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Extension of Timeline for Academic Assessments in Response to the COVID-19 Pandemic

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10. Chairs and Directors are encouraged to include in their statement to the Faculty Tenure and Promotion Committee a description of the effect the COVID-19 pandemic had on the candidate's research, clinical, and/or teaching activities.

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12. All eligible faculty members' Dossiers shall include a copy of this Policy in #8 below:

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7. Referee Letters
8. Sample Copy of Chair's or Dean's Letter Sent to Referees, and the Relevant Policy for Referees

REVIEW

13. This Policy will be reviewed by MUFA and the Senate Committee on Appointments in December 2020 to determine if conditions require an extension of the application of this Policy and/or if revisions are necessary.
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Message From Lisa

Dear Colleagues,

As leader of the Health Safety and Risk Management team, I am pleased to submit this inaugural Annual Health and Safety report to the Audit & Risk Committee of the Board of Governors.

The role and focus of the team is to provide guidance, advice, and tools to ensure the university is a safe and healthy environment, and to assist in compliance with health and safety regulatory legislation and best practices.

We collaborate with the McMaster community to provide timely information, consult on future projects and programming to anticipate the health and safety needs of staff and faculty.

We are focused on creating tools, processes and programs for supervisors and employees to mitigate and reduce risk for the university.

The COVID-19 pandemic proved challenging for the campus community. The team’s dedication and focus on prompt development and execution of comprehensive safety protocols ensured the health and safety of the campus community and was a clear demonstration of the team’s innovation and creativity.

The partnership and commitment of so many groups and departments across campus have helped make Health, Safety and Risk Management a priority at McMaster. Thank you for the opportunity to highlight this important work.

Lisa Morine
Director, Health Safety, Risk Management
Section 1: Health & Safety on Campus

This report provides an annual perspective on the state of health and safety at McMaster University.

The structure of the university’s Health and Safety System is outlined in the next section and forms the basis for program development and delivery ensuring the safety and well-being of staff, faculty and students, as well as mitigating serious risk at the institution.

The emergency response required by COVID-19 took centre stage for the university and the world in 2020. The university’s ability to quickly respond with strong health and safety programming guidance and support demonstrated the strength of the health and safety structure at McMaster.

Health Safety and Risk Management (HSRM) was responsible for creating guidance documents and standard operating procedures, consulting on university strategy and providing direction on remote work advice. Mental health concerns were elevated throughout the year, so HSRM expanded mental health programming. This group also played a significant role in mandatory COVID-19 awareness training for employees and a digital reporting tool for student and employee COVID-19 cases on campus.

The pandemic continuously underscored the need for proactive risk management measures and will influence the work and focus of this group in the future.

In addition to the unplanned pandemic work required to support the university, normal health and safety programming also continued.
Who We Are and What We Do

The Health Safety and Risk Management (HSRM) Team is comprised of three core teams to support the McMaster community:

- Environmental and Occupational Health Support Services
- Employee Health Services
- Risk and Insurance

ORGANIZATIONAL STRUCTURE

As part of the Human Resources team, we engage with students, staff and faculty to provide guidance and tools to support a healthy and safe university.

Health Safety and Risk Management is a component of the Enterprise Risk Management System of the university.

Health and Safety is an operational risk driver. Safety provides the foundational programs and expectations for the university community to include staff, faculty, undergraduate students, graduate students, visitors and volunteers to follow every day. It is not limited to a laboratory and risk covers every process on our campus.

HSRM continually looks at new research and programming to anticipate the risks in order to work alongside staff and faculty.

Note: Health Physics, Nuclear Reactor and Biosafety (to include cannabis licensing for research) have a separate reporting structure and are not included in this report.
McMaster’s Workplace and Environmental Health and Safety Policy guides the activities and priorities of the Health, Safety and Risk Management infrastructure.

MCMASTER UNIVERSITY WORKPLACE AND ENVIRONMENTAL HEALTH AND SAFETY POLICY

McMaster University is committed to provide and maintain healthy and safe working and learning environments for all workers, students, volunteers and visitors. This is achieved by observing best practices which meet or exceed the standards to comply with legislative requirements as contained in the Ontario Occupational Health and Safety Act (OHSA), Environmental Protection Act, Nuclear Safety and Control Act and other statutes, their regulations, and the policies, programs and procedures established by the university.

To support this commitment both McMaster University and its workers, as defined by OHSA, are responsible jointly to implement and maintain an Internal Responsibility System directed at promoting health and safety, preventing incidents involving occupational injuries and illnesses or adverse effects upon the natural environment.

McMaster University is equally committed to preventing accidents in the workplace. This is achieved by continuous improvement of risk management programs, workplace inspections and health and safety training programs. The university is committed to a fair and consistent approach to early and safe reintegration to the workplace following occupational injuries and illnesses. The university is responsible for the provision of information, training, equipment and resources to support the Internal Responsibility System to ensure compliance with all relevant statutes, this policy and internal health and safety programs. Managers and Supervisors are accountable for the safety of workers within their area, for compliance with statutory and university requirements, and are required to support Joint Health and Safety Committees. Workers are required to work in compliance with statutory and university requirements, and to report unsafe conditions to their supervisors. Contractors and subcontractors undertaking to perform work for McMaster University must, as part of their contract, comply with all relevant workplace and environmental health and safety statutes and meet or exceed the university’s Workplace & Environmental Health and Safety Program requirements. In addition to the above stated managerial responsibilities, Deans, Directors, Chairs, Research Supervisors and other Managers are also accountable for the safety and prevention of accidents involving students, volunteers and visitors who work and/or study within their area of jurisdiction. Students are required by university policy to comply with all university health, safety and environmental programs.
McMaster Health and Safety System

Identification and need that these risks must be collectively managed through a series of programs that comprise the university's Risk Management System.

The key elements of McMaster's Risk Management System, RMM 101 (Health and Safety Risk Management System) are:

This system, in place since 1999, drives the development and maintenance of the university's Health & Safety Risk Management Manual (RMM).

The RMM contains more than 75 individual programs dedicated to identifying areas of risk to provide responsibilities for senior management, supervisors and employees who work with specific hazards.
“This year has presented a huge challenge to maintain essential services, and consistent approaches to workplace safety and health supports. EO HSS and the Employee Health group have stepped up to this challenge with the community stakeholders in a sensitive and compassionate manner to guide the community through the challenges to date.”
– Jim McAndrew, Health and Safety Coordinator Unifor Local 5555

“I want to thank everyone at EO HSS for everything they do for the university community. As a member of both the Science and Central JHSC, I have the opportunity to see some of the work that goes on behind the scenes. The dedication and effort that goes into accident prevention for students, staff, faculty, and the greater university community is greatly appreciated. We are truly fortunate to have such a wealth of health and safety knowledge to draw on at McMaster.”
– Paul Dube, Laboratory, Manager, Cryogenic Facilities, Brockhouse Institute for Materials Research (BIMR)

“McMaster’s solid safety record is a direct result of how well the staff in the Environmental and Occupational Health Support Services (EOHSS) department work together. EOHSS staff can be depended upon to use their combined expertise to find solutions to the myriad of health, safety and ergonomics issues the Library comes across on a regular basis.”
– Anne Pottier, Associate University Librarian, Library Services, University Library
# Section 2: The Results of our Efforts - 2020 Metrics

## Online Health and Safety Training Courses Completed

<table>
<thead>
<tr>
<th>Employees</th>
<th>Students</th>
</tr>
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<tbody>
<tr>
<td><strong>17,552</strong> Courses</td>
<td><strong>10,750</strong> Courses</td>
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</table>

### Total training sessions completed:
- 2020 training – 28,302
- 2019 training – 29,122
- 2018 training – 32,836

### COVID-19 training:
- 4,309 Employees
- 7,996 Students

## On-Demand Online Training Courses

- **2020**: 25 online courses
- **2019**: 18 online courses
- **2018**: 16 online courses

## Student Events

- **2020**: 2359 events reviewed and approved
- **2019**: 4476 events reviewed and approved
- **2018**: ~3000 events reviewed and approved

## 52,579

- # of chemicals inventoried in HECHMET - Higher Education Cooperative for Hazardous Materials and Equipment in 2020
  - **2019**: 40,000 total
  - **2018**: 22,369 total

## Ergonomic Assessments

- **2019**: 117 assessments
- **2018**: 90 assessments

## Incidents

- **2019**: 361 incidents
- **2018**: 319 incidents
Workplace Safety and Insurance Board (WSIB) Performance Index

WSIB New Experimental Experience Rating (NEER) recognizes an organization’s health and safety performance (based on its accident cost experience) and adjusts premiums accordingly through refunds and surcharges. When determining claims costs for the refund or surcharge calculation, NEER takes into account overhead costs and the future costs of benefits relating to the claim. The university's status is determined by comparing its performance to other organizations in the same industry. McMaster's NEER rating is >1. An index of less than 1.0 (rebate) indicates performance is better than rate group average and more than one (surcharge), shows performance is below the average in the rate group.

In 2020, McMaster's Performance Index placed us in a surcharge position. This is as a result of high-cost claims that occurred in 2019. The purpose of the NEER report is to assess McMaster University's performance based on our lost time and healthcare claim costs from 2019, 2018, 2017, and 2016.
**Lost Time Injury Frequency**

The Lost Time Injury frequency rate (LTI) is a way to measure an organization’s safety performance. It represents the number of lost time injuries that have occurred within a calendar year and is relative to the total number of hours worked. The purpose of calculating this rate and using this metric is to help us measure our safety programming.

Below you will find a chart that outlines the LTI in relation to other universities and all other industries in the education section (rate group 817). From the data in the chart below, you will see McMaster University continues to have a lower LTI than the Rate Group and a lower average than other large universities. These numbers tell us that our current safety programs, early and safe return to work initiatives, and injury prevention initiatives are helping to keep the McMaster community safe and at work.
Incident/Injury Reporting at McMaster

The first chart outlines incident types reported by category at McMaster between 2015-2020. This data includes staff, students, volunteers and visitors.

The second chart is a summary of all incidents that resulted in an injury that were reported to the WSIB. This summary shows that very few incidents require healthcare or loss of time from work (less than 20% of claims). This further demonstrates the positive, proactive, safety culture at McMaster.

Reported Incidents at McMaster 2015-2020

<table>
<thead>
<tr>
<th>Type of Injury</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abrasion/Contusion</td>
<td>84</td>
<td>73</td>
<td>55</td>
<td>63</td>
<td>55</td>
<td>35</td>
</tr>
<tr>
<td>Allergic Reaction</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Burn</td>
<td>30</td>
<td>25</td>
<td>30</td>
<td>29</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Cuts &amp; Lacerations</td>
<td>122</td>
<td>73</td>
<td>65</td>
<td>55</td>
<td>69</td>
<td>38*</td>
</tr>
<tr>
<td>Fracture</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Hazard (no Injury)</td>
<td>143</td>
<td>103</td>
<td>80</td>
<td>110</td>
<td>115</td>
<td>47*</td>
</tr>
<tr>
<td>Irritation (epidermis, eyes, ears)</td>
<td>27</td>
<td>17</td>
<td>11</td>
<td>3</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>Medical Symptoms (faint, fatigue, head, thoracic, abdominal, insect etc.)</td>
<td>95</td>
<td>43</td>
<td>23</td>
<td>26</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Puncture</td>
<td>43</td>
<td>17</td>
<td>13</td>
<td>17</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Sprain/Strain</td>
<td>144</td>
<td>107</td>
<td>69</td>
<td>95</td>
<td>110</td>
<td>39*</td>
</tr>
<tr>
<td><strong>Total Incidents</strong></td>
<td><strong>705</strong></td>
<td><strong>470</strong></td>
<td><strong>355</strong></td>
<td><strong>409</strong></td>
<td><strong>465</strong></td>
<td><strong>212</strong></td>
</tr>
</tbody>
</table>

*These totals include FHS.

McMaster Incidents/Injuries

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Incidents</td>
<td>705</td>
<td>470</td>
<td>356</td>
<td>409</td>
<td>465</td>
<td>212</td>
</tr>
<tr>
<td>No lost time injuries</td>
<td>74</td>
<td>55</td>
<td>54</td>
<td>69</td>
<td>69</td>
<td>29</td>
</tr>
<tr>
<td>Lost time injuries</td>
<td>23</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>Lost Time Days</td>
<td>125 Days</td>
<td>241 Days</td>
<td>355 Days</td>
<td>127 Days</td>
<td>363 Days</td>
<td>22 Days</td>
</tr>
</tbody>
</table>
Section 3: Key Focus and Achievements in 2020

Provide guidance, support and expertise related to COVID-19

The team continues to participate and support the Crisis Management Team. This includes the development and update of comprehensive tools for the university community to mitigate risk and maximize health and safety of all individuals on campus, including:

- Framework for decision making
- Hierarchy of Controls
- Guidance documents
- Developed and implemented a positive and probable case protocol for faculty, staff and students. Occupational Health Nurses provided 1:1 follow-up for every case reported by employees
- Templates for departments to create safe standard operating procedures (SOPs)
- Ongoing advice, support and approvals for departments unsure about appropriate actions required
- Direct correspondence with public health to understand restrictions, provincial legislation, and notification of active/suspected positive cases on campus
- Participated and collaborated to assist in providing consultation for fieldwork, teaching and laboratory activities
- COVID-19 Awareness training for faculty, staff and students
- Set guidelines for campus access, clinical studies, research activity
- Created checklist and physical inspection forms for supervisors in varying capacities to ensure COVID protocols were followed
- Provided additional physical health and mental health resources for employees working remotely
- Developed employee-facing material to support an ergonomic workspace for remote work
- Ensured all buildings were signed appropriately with new protocols and regulations
- Designed and implemented a COVID-19 self-screening reporting process for McMaster faculty, staff and students that is integrated with Mosaic
As public restrictions and provincial guidelines evolved, HSRM launched COVID-19 Awareness training for any staff, student or faculty member who needed access to McMaster campus during the pandemic. The training focused on the nature of the virus and was developed to ensure the McMaster community members understand how to prevent the spread of COVID-19 and take action to minimize risk.

To date, more than 4300 employees and almost 8,000 students completed the COVID-19 Awareness Training. Note: more employees/students completed training than were physically coming back to campus.

Throughout the pandemic, HSRM remained a consistent resource for the crisis management group, as well as the most staff and faculty. The team provided expert guidance on changing government restrictions and advised on appropriate steps required to prioritize health and safety for the campus community.

**Strategic Goals for 2021:**

**Enabling university strategy**

- Continue to review and assess our programming in line with McMaster’s strategic priorities for 2021
- Continue to provide guidance and support to the university relating to COVID-19 and re-entry to campus
- Continue to work on an expansion of mental health programming along with Okanagan Charter Committee
- Review university landscape for evolving growth
- Partner with researchers and faculty to assist them with research processes, fieldwork protocols, undergraduate programs.
- Anticipate and monitor new legislation for programming changes
- Prevention Strategies
- Laboratory Safety
- Environmental stewardship related to chemical and biological waste on campus
- Create a safe environment for the community
Continue to collaborate with our community:
• Participate on numerous committees on campus
• 28 Joint Health and Safety Committees
• Crisis Management Team
• Violence Risk Team members
• Okanagan Charter Committee members
• Healthy Workplace Committee
• Children’s Party
• Early & Safe Return to Work
• Occupational Health
• Employee Family Assistance Program inquiries and crisis counselling
• Employee Medical Leave (Sick Leave, Salary Continuance, Long Term Disability)
• Employee Medical Accommodation
• Occupational Injury or Exposure (WSIB)
• Medical Surveillance/Medical Monitoring

Delivering service excellence:
• Provide advice, support and tools for employees, supervisors, faculty, undergraduates and graduate students
• Student Placement information related to WSIB/Private Coverage from MCU
• Student event approver for MSU, GSA and McMaster Faculty Students Groups
• Providing safety course for undergraduates in 6 Faculties
• Occupational Health Testing

Empowering learning & growth:
• Created a series of health and safety training sessions available on-demand through MOSAIC
• Health and Safety Training Matrices
• Job Hazard Analysis
• Catered sessions for departments and administrative teams
• Tool Box talks
APPENDICES
Appendix 1: Programs Supporting the University

A. Health and Safety Training
Education and training are paramount to the success of the overall safety culture at McMaster University. Health and Safety training offered by Environmental and Occupational Health Supports Services (EOHSS) provides an introduction to safety best practices and legislation to all members of the university community.

Health and Safety becomes part of the employee experience during onboarding when a new hire begins in their role. All employees are required to complete mandatory core training sessions when hired, offered online through Mosaic and Avenue to Learn, McMaster’s Learning Management System.

Employees complete a Job Hazard Analysis (JHA) with their supervisor when they are hired. The JHA outlines the risks associated with the position and what additional training may be required in addition to the core sessions. A Training Matrix summarizes training for employee roles.

The provided training ensures faculty and staff are equipped to recognize hazards, work safely, prevent workplace-related incidents and injuries and comply with the Occupational Health and Safety Act. RMM 300 Health and Safety Training Program outlines the responsibilities of supervisors and employees related to McMaster’s training program.

Required Training Courses for all staff and faculty:
- Asbestos Awareness
- Ergonomics
- Fire Safety
- Health and Safety Orientation
- Slips, Trips and Falls
- Violence and Harassment in the Workplace
- WHMIS 2015

Additional site-specific training may be required depending on the employee’s role. EOHSS offers over 25 online health and safety courses. 28,302 training courses were completed during the 2020 year by staff, including TAs; 10750 were completed by students.

B. Joint Health and Safety Committees (JHSCs)
Joint Health and Safety Committees (JHSCs) are advisory groups made up of management and employee representatives required under the Occupational Health and Safety Act (OHSA). A central joint Health and Safety Committee (CJHSC) meets monthly to ensure coordinated support. 28 active JHSCs representing academic faculties and departments who meet regularly to:

- Conduct regular inspections to identify workplace hazards
- Participate in accident investigations
- Make recommendations to senior management regarding the identification and control of hazards
- Make recommendations on building improvements, training requirements, and policy/program revision or implementation.
C. Workplace Safety and Insurance Board

The university is required to report all workplace injuries in accordance with each province’s Workplace Compensation Board legislation and operational policies. Employee Health Services (EHS) team manages the reporting, case management, return to work, appeals, and objections related to workplace injuries. Workplace injuries are reported to the Workplace Safety Insurance Board (WSIB) as required under the Workplace Safety and Insurance Board Act.

The Workplace Safety & Insurance Board’s New Experimental Experience Rating plan recognizes an organization’s health and safety performance (based on its accident cost experience) and adjusts premiums accordingly through refunds and surcharges. When determining claims costs for the refund or surcharge calculation, NEER takes into account overhead costs and the future costs of benefits relating to the claim. The university’s status is determined by comparing its performance to other organizations in the same industry. McMaster’s NEER rating is >1. An index of less than 1.0 (rebate) indicates you are performing better than the rate group average.

As referenced in the last report, WSIB has announced changes to its Rate Framework which will fundamentally change the way the WSIB classifies Schedule 1 employers and sets its premium rates. These changes were effective as of January 2020. The new model will eliminate the NEER program and create a new two-step approach to set and adjust premium rates for businesses.

- Factors that determine premium rates under the new model include insurable earnings, number of claims and claim costs. A rolling six-year period is used to calculate the premium rate, e.g. in 2019, the years 2013-2018 determine the 2020 premium rate.

- WSIB will be using insurable earnings, claims costs and the number of allowed claims over a six-year period to set premium rates. Our current premium rate for 2019 is 0.29 cents. Our premium rate for 2020 will be 0.24 cents.

**WSIB’s Excellence Program vs Health and Safety Excellence Program**

The NEER program from WSIB has been discontinued in favour of a new framework. As a result, surcharges and rebates programmed has changed.

As such, this new program is the only manner in which an institution can obtain discounts to our premiums by creating a program and having it assessed by WSIB. For each program to a max of five programs a year, we have the opportunity to earn rebates to a maximum of 7% per year of premium. As such McMaster registered for this program last spring along with 14 other universities in Ontario. An extension to the assessment by WSIB has been extended by six months due to COVID. We currently have a subcommittee created comprised of the EOHSS team along with the Faculty of Health Sciences Safety office that meets regularly to complete the programs for the university. The WSIB is allowing pandemic-related topics to be used. This allows us to include much of the COVID-19 related work already done and currently underway at our institutions set in a risk management framework. More information will be available in the 2021 report.
D. Ergonomics Safety Program
The Ergonomics Safety Program promotes awareness and provides direction on the application of safe and efficient ergonomics design in the workplace to reduce work-related musculoskeletal disorders (MSDs). The university has a legal obligation under the Occupational Health and Safety Act (OHSA) to protect employees from hazards due to poor ergonomics.

To ensure an effective Ergonomics Safety Program, Environmental and Occupational Health Support Services (EOHSS) has made the following resources/tools available to employees: ergonomics training and awareness education, ergonomics self-assessment checklist and videos, and ergonomics assessments. Upon request, the EOHSS team will conduct an ergonomic assessment of work processes and/or workstations and provide detailed reports outlining recommendations. During COVID-19, the team has created new guides and support for those employees working remotely.

E. Workplace Health Promotion
Safety and Health Week
Each year for the past 26 years, McMaster hosts a variety of safety-related initiatives during Safety and Health Week including training programs, presentations, JHSC competitions, a barbecue and a vendor fair.

This week was implemented for the university by the current Director HSRM in the role of Safety Officer in the mid-1990’s. The McMaster Health and Safety Award of Excellence is also presented to a person or group from the McMaster community who has done an outstanding job of promoting health and safety in the workplace. The annual award is presented by senior management during the week-long celebration.

Slips, Trips and Falls Campaign
Slips, Trips and Falls (STF) continue to be a leading cause of serious injuries on campus. EOHSS has developed seasonal messaging to reduce these statistics with a special focus on STFs in stairwells.

F. Employee and Family Assistance Program
McMaster University offers an Employee and Family Assistance Program (EFAP) with Homewood Health. Homewood Health is the Canadian leader in mental health and addiction services. Services are available in multiple languages, 24 hours a day, 7 days a week. EHS uses this tool to support employees who are employees who are unwell or off work, or to employees who are working dealing with crises, challenging situations, or conflicts.

Homewood Health provides the following services:
• Confidential Counseling Services and Life Smart Coaching - available in person, by phone, by video or online
• Resources for Leaders and Managers
• Online Tools (online health and wellness library, e-learning, health e-media centre, health risk assessment, busy family child and eldercare resource locator)
G. Fire Prevention
EOHSS recruits and trains volunteer employee fire wardens to help during fire drills and in the event of an actual fire. These employees help ensure buildings are exited and team members understand evacuation protocols. Every October, as part of Fire Prevention Week Environmental and Occupational Health Support Services (EOHSS), hosts an appreciation day for the Fire Wardens with a demonstration/talk provided by Hamilton Fire Department. This event also helps to recruit new fire wardens.

H. Workplace Well-being Newsletter
EOHSS distributes the Workplace Well-being quarterly newsletter to the McMaster community to share health, safety and wellness information and includes resources from Environmental and Occupational Health Support Services, Employee Health Services and Organizational Development. The newsletter is distributed to more than 5,000 staff and faculty with 1,926 employees opening the newsletter.

I. Mental Health Initiatives
McMaster takes a systematic, preventative, and holistic approach to overall employee well-being, and facilitates numerous mental health initiatives.

Recognizing the importance of mental health and the psychological well-being of employees, EOHSS developed a website to provide guidance and resources for faculty and staff on a variety of topics.

Recent initiatives include:
- Enhancements to mental health benefits provided to employees for treatment received from registered psychologists, psychotherapists and social workers.
- Employee & Family Assistance Program delivered virtually and in-person
- Toolkits and resources for leaders on engagement, virtual work environment and challenges.
- Workplace restoration and reintegration support
- Coordinated crisis response between Employee Health, Employee/Labour Relations, Security Services, employee groups and our EFAP provider
- Partnership with Student Affairs on complex matters where students are also employees.
- Okanagan Charter – confirms and promotes McMaster’s commitment to health and well-being
- Numerous policies, programs and initiatives to enable a positive workplace culture, including McMaster’s Health and Safety policy
- New Employee Resiliency Training was adapted to a virtual workshop
- Online self-care toolkits and resources were developed to support employees during the pandemic.
J. Student Event Risk Management
Before McMaster students can hold an event on or off-campus, a risk assessment must be completed and submitted to the Student Event portal for approval. Events determined to be high risk are reviewed and approved by EOHSS. A student group must be approved/recognized by Student Affairs before it can arrange/propose events using McMaster's name. Recognized Student Groups include The Society of Off-Campus Students; Affiliated Student Unions/Associations and their ratified Clubs; and Academic Societies and their approved Sub-Groups.

The Primary Event Organizer must submit event forms through the Student Risk Management and Event Planning Portal via the Student Affairs home page in order to receive approval for events. Forms must be submitted at least 5 business days or more prior to the event date to ensure that all levels of approval, affiliated student unions/associations and EOHSS, have the appropriate time to review the details.

There are four types of high-risk activities that EOHSS reviews which include: physical activity, alcohol, travel and guest speaker events. Low-risk events such as meetings are automatically approved. Medium-risk events are approved by the intermediate approver designated by the Faculty or an MSU representative. Additional information assessed prior to approval includes certificates of insurance for third-party vendors, contracts and waivers.

In 2020, 2359 student events were approved. Student events were held virtually beginning in mid-March.

Student Event Requirements
Student Groups must be a recognized student group to hold an event. Forms must be submitted at least 5 business days or more prior to the event to allow for all levels of approval.

Events can not proceed without receiving approval. If the event occurs without approval the club/faculty association will be reported to Student Affairs where sanctions may apply dependent on the severity of the infraction.
**K. Student Placements**

HSRM is involved with student placements in our community and abroad. The Ministry of Colleges and Universities (MCU) is Ontario’s publicly funded Colleges and universities (Training Agencies) for students participating in unpaid work placements. MCU manages students’ unpaid work placements in accordance with Workplace Safety and Insurance Board (WSIB) policy and procedures as well as with MCU guidelines.

HSRM actively works with faculties to address inquiries and review contracts related to student placements. Students on placement are considered workers under the Occupational Health and Safety Act in the placement employer location and as such are entitled to the same protection as salary employees in that workplace. If the placement occurs outside Canada, our Risk Management Program #801 speaks to process/risk assessment completion required for submission for the proposed location in order to obtain approval to proceed.

HSRM provides documentation and health and safety checklists for placement employers to ensure students will be protected by appropriate safety policies and personal protective equipment when required.

**L. Researcher/Fieldwork**

Field research is an important component across many disciplines and areas of study, to collect data through observation outside of a classroom or laboratory, often outside of McMaster campus.

All faculty, staff and students participating in research field trips, research activities and placements (outside of Canada) that require McMaster sanctioned travel must complete the Field Trip/Student Placement/Research Activity Approval Form.

EOHSS plays a role in assessing and approving activities that qualify as significant or extreme risks to ensure the safety of all participants in field trips, research activities and student placements. EOHSS relies on Global Affairs Canada as a guiding resource for most approvals.

McMaster has invested in the global medical and security assistance program International SOS. This program is designed to keep faculty, staff and students healthy, safe and secure while they are travelling or living abroad within a McMaster capacity. International SOS provides medical, security and logistical expertise to help safeguard our international travellers. EOHSS provides this information in advance of departure.

EOHSS also manages McMaster’s travel safety and planning website which provides information and resources to help get prepared for international travel and fieldwork.
M. Occupational Hygiene

Occupational Hygiene is the science devoted to anticipating, recognizing, evaluating and controlling health hazards and helps workers avoid sickness, impaired health and well-being, or significant discomfort. The EOHS team regularly conducts occupational hygiene sampling and provides expert advice and guidance in a variety of areas. These areas include asbestos, noise, indoor air quality, mould contamination and respiratory protection.

- During a typical year hundreds of interactions/consultations/investigations can occur related to these hazards which can include:
- Providing guidance, recommendations and expert advice on a topic, including interpretation of legislation, standards, guidelines as well as the university’s Risk Management Manuals programs (RMMs) to ensure and maintain a healthy and safe working environment for the McMaster community
- Regular consultation and partnership with Facility Services as well as other departments, consultants, contractors and union members during asbestos removal construction projects including attending occupants meetings to inform the affected occupants within the area of timelines, safety precautions following asbestos legislation, sampling requirements expected during the construction, site visits, review of hazardous materials including the university’s Workplace Hazardous Materials Inventory System (WHMIS) and abatement reports as well as answering questions or concerns from the McMaster community;
- Utilization of a vast array of sampling equipment to quantify airborne concentrations related to indoor air quality, mould, noise, asbestos and interpretation of results, recommendations and conclusions provided in a technical report
- Provide training on the usage, storage, maintenance and care of respirators/masks and respiratory fit testing certification following the CSA standard to ensure all employees/students have the appropriate respirator/mask to protect against the hazard along with the proper protective fit
- Operating, maintaining, calibrating, coordinating the repair of all sampling equipment on hand to ensure validity and integrity of results
N. Higher Education Cooperative for Hazardous Materials and Equipment Tracking system (HECHMET)
Environmental & Occupational Health Support Services (EOHSS) office is responsible for ensuring regulatory compliance of the use, management, and security of hazardous materials on campus.

All buildings on McMaster’s campus (excluding FHS) use the Higher Education Cooperative for Hazardous Materials and Equipment Tracking (HECHMET) chemical management system. HECHMET is now used in all Faculties (except for the Faculty of Health Sciences) and involves using a dedicated software to track chemicals and other materials within the university working environment.

Hazardous chemicals are tagged with a unique barcode label that cross-references to:
• Storage location
• Principal Investigator (PI) responsible for the item
• Chemical properties and information
• SDS-related information
• Other information (e.g., information is secured using Access Levels)

The chemical inventory system allows McMaster to effectively:
• Monitor the purchase of all Hazardous Materials.
• Manage the distribution and access to these substances.
• Monitor the locations and types of Hazardous Materials present.
• Ensure appropriate disposal.
• Ensure compliance with regulatory requirements; and
• Encourage sharing among colleagues thereby reducing costs.

Although research in 2020 was reduced and undergraduate labs were not running, between 500 and 600 chemicals were processed into inventory monthly. In partnership with the university’s hazardous chemical disposal contractor (RPR Environmental Inc.), all chemicals flow in and out of the system via barcoding and data entry by mail clerks and disposal/delisting from the system by the waste contractors and EOHSS. This has enabled EOHSS to quickly generate regulatory reports for government bodies and send reminders and notices to researchers regarding the handling and storage of dangerous and harmful chemicals.
O. Chemical and Biological Hazardous Waste Use
EOHSS continues to coordinate with hazardous waste contractors on a weekly basis to manage hazardous waste removal in a responsible and environmentally safe manner. Biological waste removal was reduced from three times a week to once a week to reflect the reduced capacity of research during this past year. Special large-scale disposals were scheduled as needed. Hazardous chemical waste removal was maintained weekly throughout the year. Various lab clean-outs and highly sensitive chemicals categorized as explosives were removed as scheduled throughout the year.

P. Violence Risk
The EOHSS team and an Occupational Health Nurses from EHS are part of the university Violence Risk Assessment Team. Members of the team have been trained to assess violence risk in employees and are qualified to triage employees who may be a risk to themselves or others.

The team members determine when risk is present, along with recommendations and a safety plan for each person of interest identified by the university.

The team reports to Crisis Management Team.

Training in violence and harassment prevention was created by the EOHSS team and available through the training platform in MOSAIC. It is a required course for all employees as per the Occupational Health and Safety Act.
REPORT TO THE BOARD OF GOVERNORS
from the
EXECUTIVE AND GOVERNANCE COMMITTEE

I. Revisions to Board By-Laws – University Planning Committee

At its February 11, 2021 meeting, the Executive and Governance Committee reviewed and approved, for recommendation to the Board of Governors, revisions to the University Planning Committee Terms of Reference and membership. Details of the proposed revisions are contained in the attached report.

It is now recommended,

that the Board of Governors approve in principle, revisions to the terms of reference membership of the University Planning Committee within the Board of Governors By-Laws, as amended.

Board of Governors: APPROVAL
March 4, 2021
February 4, 2021

TO: University Planning Committee

FROM: Andrea Thyret-Kidd, University Secretary

RE: Revisions to the UPC Terms of Reference

Attached please find proposed revisions to the UPC terms of reference based on the discussion at the last meeting.

The terms of reference now clarify that UPC follows the Board Election By-Laws. Also attached are revisions to the Board Election By-Laws that outline how UPC faculty member elections will be run. There are no proposed revisions to the Board Election By-Law for the non-teaching and student UPC members.

Please note that rather than having Senate Executive review nominations, the revisions propose that the Faculty Dean will review the faculty member nominations. It is a normal part of the Senate and Board election procedures for the Secretariat to work with the Dean’s Offices to encourage nominations in order to ensure elections are held rather than acclimations.

Also attached are revised UPC Guidelines for Planning Reports based on feedback received from committee members.
THE UNIVERSITY PLANNING COMMITTEE

114. a) The University Planning Committee shall consist of the following membership:

**Ex Officio Members**
- Chancellor
- Chair of the Board of Governors (or delegate)
- Vice-Chair of the Board of Governors (or delegate)
- President: the Provost, who shall be Chair
- Vice-President (Administration)
- Vice-President (Research)
- Vice-Provost and Dean of Graduate Studies

**Members**
- Five-Six faculty members, **one from each Faculty, no more than two from any one Faculty**, elected for staggered three-year terms
- One Faculty Dean elected annually (by and from the six Faculty Deans)
- One **non-teaching** staff member, elected for a three-year term
- One graduate student, elected for a two-year term
- One undergraduate student, elected for a two-year term

**Consultants**
- Associate Vice-President, Finance and Planning (Academic)
- Associate Vice-President (Institutional Research & Analysis)
- Assistant Vice-President/Chief Faculties Officer

**Observers**
- Dean and Vice-President (Health Sciences) or delegate, **unless elected**;
- Vice-President (University Advancement);
- Vice-President (Students and Learning) and Dean of Students; and
- Chair of Undergraduate Council

(i) One-half of the membership, excluding the **ex officio** members, shall constitute a quorum.

(ii) The election of faculty, staff and student members to the University Planning Committee shall be conducted by the University Secretary and shall adhere to the Board of Governors Election By-

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1The University Planning Committee is a joint Board-Senate Committee and is the successor to the Board-Senate Committee on Academic Planning. It is also the successor to the Board-Senate Committee on Long-Range Planning named in The McMaster University Act, 1976. All references to the Board-Senate Committee on Long-Range Planning in The McMaster University Act, 1976 shall be deemed henceforth to refer to its successor, the University Planning Committee.
Laws. Following a call for nominations from the appropriate University constituency. The Senate Executive Committee shall review the nominations and ensure that there are sufficiently many to require that an election be held; it may make any additional nominations it deems necessary to ensure an election. The counting of ballots in elections to the University Planning Committee shall be in accordance with the transferable vote system.

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b) The University Planning Committee's fundamental mandate is to co-ordinate academic and resource planning so that the Senate and the Board of Governors may be assured that any proposal presented for approval has academic merit that supports the mission of the University and that resources necessary for the implementation of any proposal have been appropriately assessed. In this context the University Planning Committee shall:

(i) review the Plan for the University annually, and recommend revisions to it as necessary, for approval by the Senate and the Board of Governors;

(ii) review, for recommendation to the Senate and the Board of Governors, major initiatives (including those which are part of submissions to external agencies) that have significant resource implications, providing comment on how the proposals fit within the University Plan;

(iii) review and approve annual planning reports as prescribed by the Provost from the Faculties, the School of Graduate Studies, the Vice-Provost (Faculty), the Associate Vice-President (Students and Learning) and Dean of Students, the University Registrar, the University Librarian, and other units (as appropriate) that report directly to the Provost, providing comment on how the plans relate to overall University planning and current budgeting. Approved plans are to be reported to the Senate and the Board of Governors for information;

(iv) review and approve annual planning reports as prescribed by the Vice-President (Administration) from those administrative and service units that report directly to the Vice-President (Administration), providing comment on how the plans relate to overall University planning and current budgeting. Approved plans are to be reported to the Senate and the Board of Governors for information;

(v) review and approve annually a report from the Vice-President (Research) on the major operations, institutes, and initiatives that receive significant support from the budget envelope of the Vice-President (Research), and on the anticipated impact of new funding opportunities (from federal, provincial, or private agencies or businesses) as they arise. Approved plans are to be reported to the Senate and the Board of Governors for information;
(vi) receive annually from the Vice-President (University Advancement) a report on advancement efforts of the previous year and review, for recommendation to the Senate and the Board of Governors, future fund-raising priorities and their relationship to the University Plan;

(vii) provide commentary, with reference to the University Plan and the McMaster University Campus Master Plan, to the relevant committee of the Board of Governors on proposals for capital development and other expenditures that fall outside the annual budget (such as those encompassed by the Capital Renewals process). For all major projects, the University Planning Committee will be provided with a total impact analysis that assesses the ongoing costs of maintenance, utilities, etc.;

(viii) review, for recommendation to the Senate and the Board of Governors, the annual report on the McMaster University Campus Master Plan, including any updates, amendments and elaborations; and

(ix) report to the Senate and the Board of Governors any matters of concern formally identified as such by a majority of the Committee.

115. a) The Budget Committee shall be a subcommittee of the University Planning Committee with membership drawn from the University Planning Committee as follows:

**Ex Officio Members**
President
Provost
Vice-President (Administration)

**Members**
Three faculty members (one of whom shall serve as Chair)
One member of the non-teaching staff
One graduate student
One undergraduate student

(i) The Chair of the Budget Committee shall be elected annually by the University Planning Committee from among the faculty members on the University Planning Committee following nomination by the Chair of the University Planning Committee and a call for further nominations. The other two faculty members on the Budget Committee shall be selected subsequently by and from the faculty members on the University Planning Committee for service commencing July 1 or immediately following a vacancy. The Chair may vote on all questions.

(ii) Two-thirds of the membership shall constitute a quorum. If more than two members are absent when a vote is taken on the final budget, the vote must be confirmed electronically.
b) The Budget Committee shall:

(i) review the budget framework prepared by the University administration in consultation with the Office of Institutional Analysis and Research, including any changes to the McMaster Budget Model; this framework (including the models and projections upon which it is based) will be provided to the Joint Administration / Faculty Association Committee to Consider University Financial Matters and to Discuss and Negotiate Matters Related to Terms and Conditions of Employment of Faculty (the Joint Committee) as will updates to the framework should these arise;

(ii) receive and respond to budget submissions from all Faculties, areas, and units;

(iii) make budget recommendations available to the University Planning Committee during development of the recommendations, for comment on whether those recommendations are congruent with the University Plan; deliver the final budget to the University Planning Committee in a timely fashion to ensure that it is in a position to make comments in advance of the budget being transmitted to other deliberative bodies;

(iv) make budget recommendations available to the University Senate for comment before they are transmitted by the President to the Planning and Resources Committee of the Board of Governors;

(v) deliver budget recommendations to the President of the University for transmittal to the Planning and Resources Committee of the Board of Governors. Any comments of the University Planning Committee and Senate shall be included in the material for the Board of Governors, along with the President’s own comments; and

(vi) hold all meetings of the Committee in Closed Session.

c) The University Student Fees Committee shall be a sub-committee of the University Planning Committee with the following membership:

**Ex Officio Members**

- Associate Vice-President (Students and Learning) and Dean of Students – Co-Chair
- Vice-Provost and Dean of Graduate Studies – Co-Chair
- Associate Vice-President, Finance and Planning (Academic), Provost’s Office
- Executive Director, Education Services, Faculty of Health Sciences
- Controller, Financial Services
- University Registrar

**Student Members**

- Graduate Student Representative – selected from applicants for a one-year term
- Full-time Undergraduate Student Representative – selected from applicants for a one-year term
- Part-time Undergraduate Student Representative – selected from applicants for a one-year term
*Student positions are renewable once.

**Consultants**
Director, Finance and Administration, Student Affairs
Associate Registrar and Graduate Secretary, School of Graduate Studies
Assistant Registrar, Government Aid Programs, Registrar’s Office
Manager, Accounts Receivable, Financial Affairs
Two staff members from Financial Affairs (approved by the Committee annually)
Two staff members from Institutional Research and Analysis (approved by the Committee annually)

d) The University Student Fees Committee shall:

(i) recommend all revisions to tuition (undergraduate and graduate degree, diploma and certificate) and supplementary fees to the Budget Committee;

(ii) establish deadlines for the submission of all proposed tuition and supplementary fees to the University Student Fees Committee;

(iii) recommend policy guidelines to the Budget Committee that outline services and materials for which fees can be charged;

(iv) recommend policy guidelines to the Budget Committee for charging fees for existing and new programs that are not funded through grants from the Ministry of Training, Colleges and Universities;

(v) ensure that all proposed changes to existing student fees and all proposed new fees are reasonable, conform to government regulations and have been approved through appropriate processes within the University;

(vi) ensure that proposed changes to student fees are feasible and do not involve undue complications to calculate and administer; where appropriate, determining the most “tax efficient” method for students who are being charged these fees; and

(vii) hold all meetings of the Committee in Closed Session.

Revised: December 9, 2020
2. when deemed appropriate, review the policy and procedures relating to discrimination, harassment, and/or sexual violence and make recommendations, through the Senate Executive Committee, to the Senate and the Board on policy changes or new policies deemed necessary by the Panel.

The hearing of any case shall be before a Tribunal, consisting of three members of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence. These members shall be free of conflict of interest and shall be chosen by the Chair, or a Vice-Chair as appropriate, of the Hearing Panel in accordance with procedures approved by the Senate and the Board.

Hearings before a Tribunal of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall be conducted in accordance with the procedures approved by the Senate and the Board.

Conflict of Interest

16. At any meeting of the Board or of any committee of the Board, changes in remuneration of employees of the University shall be deemed not to be a proposed contract within the terms of Section 8, subsection 16 of the 1976 Act.

Board-Senate Committee to Recommend a President

17. From time to time, as required, the Board shall appoint five of its members to a Board-Senate Committee to Recommend a President, one of whom shall be from those appointed under Section 8 (1) (d) of the 1976 Act, one member from those elected under Section 8 (1) (i), one member from those elected under Section 8 (1) (f), and two members shall be from among the persons elected or appointed under Sections 8 (1) (b), 8 (1) (c) or 8 (1) (j) of the 1976 Act.

BY-LAW NO. 2

being a by-law relating to the elections to the Board.

Election by the Board

1. (1) The term of office of each of the members to be elected under Section 8 (1) (b) of the 1976 Act shall end on June 30th of the last year of the designated term for which the member was elected so that the terms of not more than four members shall expire in any one year;

(2) The candidates for election under Section 8 (1) (b) of the 1976 Act shall be nominated by the Nominating Committee of the Board or by individual members of the Board, provided that nominations of candidates by individual members shall be filed with the Chair of the Nominating Committee not later than three weeks preceding the date of the election, and the consent of the nominee shall be secured before such nomination is filed;

(3) The Board shall conduct its election at a regular meeting in June of each year, having notified its members at least two months prior to the date of the election. In the event that more candidates than are required are nominated,
voting shall be by secret ballot, and the candidates receiving the greatest number of votes shall be declared elected;

(4) When two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

Election by Teaching Staff

2.

(1) The election of members by the teaching staff under Section 8 (1) (f) of the 1976 Act shall be held annually and completed by April 30th;

(2) The terms of office of each member to be elected under Section 8 (1) (f) shall end on June 30th of the last year of the designated term for which the member was elected so that the terms of not more than two members shall expire in any one year;

(3) A notice defining eligibility requirements shall be posted on the McMaster Daily News website [http://dailynews.mcmaster.ca] and on the University Secretariat’s election website https://secretariat.mcmaster.ca throughout the nomination period;

(4)

a) For seats on the Board of Governors, any member of the teaching staff may be nominated as a candidate for election provided the written consent of the nominee has been filed with the Secretary of the Board and the nomination paper has been signed by five members of the teaching staff;

b) Seats on the University Planning Committee are Faculty specific (one member from each Faculty). Teaching staff may be nominated as a candidate from their Faculty for election provided the written consent of the nominee has been filed with the Secretary of the Board and the nomination paper has been signed by three members of the teaching staff from the same Faculty as the candidate. The Dean of the Faculty shall review the nominations and make any additional nominations as deemed necessary to ensure an election. A separate election shall be held for each faculty seat and eligible voters will be from the relevant Faculty;

(5) The nominations must be received by the Secretary of the Board not later than three weeks prior to the election. The Secretary of the Board shall, as soon as possible following the close of the election period, prepare a list of candidates whose eligibility has been validated by the Assistant Vice-President, Human Resources, such list to be posted on the McMaster Daily News website and on the University Secretariat’s election website at least two weeks prior to the election;

(6) Eligible voters may cast their votes via the link to MacVote provided by the University Secretariat, such votes to be cast no later than April 30, the precise dates to be determined by the Secretary of the Board. Detailed instructions
for the conduct of elections shall be posted on the University Secretariat election website.

(7) The ballots shall be counted under the supervision of the Secretary of the Board. The candidate having the greatest number of votes using the transferable vote system shall be declared elected;

(8) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

Election by Undergraduate Students

3. (1) The nomination and election of a member by the undergraduate students under Section 8 (1) (g) of the 1976 Act, shall be conducted during the period January 15 – March 31 (primary election period). In the event that the undergraduate student position is vacant at the end of the first week of September, a secondary election shall be conducted and completed by October 31;

(2) The term of a member to be elected under Section 8 (1) (g), during the primary election, shall commence on July 1 following the election, and the term of a member elected during the secondary election shall be deemed to have begun on the previous July 1;

(3) Any undergraduate student whose registration has been recorded by the University Registrar as a student, as defined by the 1976 Act, is eligible to vote;

(4) Any undergraduate student eligible to vote may be nominated as a candidate for election, provided written consent has been filed with the Secretary of the Board and the nomination paper has been signed by at least ten undergraduate students eligible to vote;

(5) At the beginning of the election period a notice defining eligibility requirements shall be posted on the McMaster Daily News website and on the University Secretariat election website and shall be published at least once in "The Silhouette";

(6) Nominations must be received by the Secretary of the Board not later than the end of the first week of February (end of the first week of October)* in the year of election;

(7) A list of eligible candidates whose status has been validated shall be posted, as soon as possible after the close of nominations, on the McMaster Daily News website and on the University Secretariat election website and published in at least one issue of "The Silhouette" at least ten days prior to the election
day(s). A copy of the campaign regulations (see Appendix I) will be provided to each candidate and posted on the University Secretariat election website;

(8) Eligible voters may cast their votes via the link to MacVote provided by the University Secretariat, such votes to be cast no later than March 31 (October 31)*, the precise dates to be determined by the Secretary of the Board. Detailed instructions for the conduct of the election shall be posted on the University Secretariat election website;

(9) The ballots shall be counted under the supervision of the Secretary of the Board. The candidate having the largest number of votes using the transferable vote system shall be declared elected;

(10) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

* Secondary election

Election by Graduate Students

4.

(1) The nomination and election of a member by the graduate students under Section 8 (1) (h) of the 1976 Act, shall be conducted during the period January 15 – March 31 (primary election period). In the event that the graduate student position is vacant at the end of the first week of September, a secondary election shall be conducted and completed by October 31;

(2) The term of a member to be elected under Section 8 (1) (h) during the primary election shall commence on July 1 following the election, and the term of a member elected during the secondary election shall be deemed to have begun on the previous July 1;

(3) Any graduate student, whose registration has been recorded by the University Registrar as a student, as defined by the 1976 Act, is eligible to vote and may be nominated as a candidate for election provided consent has been filed with the Secretary of the Board and the nomination paper has been signed by at least ten graduate students eligible to vote;

(4) At the beginning of the election period a notice defining eligibility requirements shall be posted on the McMaster Daily News website and the University Secretariat election website and shall be published at least once in "The Silhouette";

(5) Nominations must be received by the Secretary of the Board not later than the end of the first week of February (the end of the first week of October)* in the year of election;

(6) A list of eligible candidates, whose status has been validated, shall be posted, as soon as possible after the close of nominations, on the McMaster Daily News website and the University Secretariat election website and published in at least one issue of "The Silhouette" at least ten days prior to the election
day(s). A copy of the campaign regulations (see Appendix I) will be provided to each candidate and posted on the University Secretariat election website;

(7) Eligible Voters may cast their votes via the link to MacVote provided by the University Secretariat, such votes to be cast no later than March 31 (October 31)*, the precise dates to be determined by the Secretary of the Board; Detailed instructions for the conduct of the election shall be posted on the University Secretariat election website.

(8) The ballots shall be counted under the supervision of the Secretary of the Board. The candidate having the largest number of votes using the transferable vote system shall be declared elected;

(9) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions to elect one candidate.

* Secondary election

5. Election by Non-Teaching Staff

(1) The election of a member by the non-teaching staff under Section 8 (1) (i) of the 1976 Act shall be completed by April 30 in any year in which an election is held;

(2) The term of a member to be elected under Section 8 (1) (i) shall end on June 30th of the last year of the designated term for which the member was elected so that the term of not more than one member shall expire in any one year;

(3) 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 Secretary of the Board and the nomination paper has been signed by at least ten members of the non-teaching staff eligible to vote;

(4) A notice defining eligibility requirements shall be posted on the McMaster Daily News website and the University Secretariat’s election website throughout the nomination period;

(5) Nominations must be received by the Secretary of the Board not later than three weeks prior to the election. The Secretary of the Board shall, as soon as possible following the close of the nomination period, prepare a list of candidates whose eligibility has been validated by the University’s Assistant Vice-President, Human Resources, such list to be posted on the McMaster Daily News website and the University Secretariat election website at least two weeks prior to the election;

(6) Eligible voters may cast their votes via the link to MacVote provided by the University Secretariat, such votes to be cast no later than April 30, the precise dates to be determined by the Secretary of the Board of Governors. Detailed
instructions for the conduct of the election shall be posted on the University Secretariat’s election website.

(7) The ballots shall be counted under the supervision of the Secretary of the Board. The required number of candidate(s) having the greatest numbers of votes using the transferable vote system shall be declared elected.

(8) Where two or more candidates receive the same number of votes and are thus prevented from being declared elected, a new election shall be held, confined to such candidates, under similar conditions.

Electoral Responsibilities of the Secretary 6. The Secretary of the Board shall be responsible for determining dates and implementing procedures, as necessary, to give effect to the by-laws of the Board governing the elections of members of the Board by and from the teaching staff, the non-teaching staff, undergraduate and graduate students.

Listing of Candidates 7. When names of candidates are listed on any electoral documents, they shall be arranged in alphabetical order.

Transferable Vote System 8. Whenever the by-laws provide for the counting of ballots by the transferable vote system, the following procedure shall be adopted.

Ballots shall be marked only with numerals 1, 2, 3, 4, etc. entered opposite the names of candidates in order of preference. Voters may leave blanks opposite the names of candidates for whom they do not wish to vote.

(1) To elect a single member,

A - First Count

(i) The number of ballots shall be counted to determine how many votes will constitute a majority which is one more than one-half the total number of ballots;

(ii) A candidate who receives a majority of first choice votes shall be declared elected;

(iii) On the first count, if no candidate has received a majority of the first choice votes, the candidate with the fewest number of first choice votes shall be eliminated from the count and such ballots shall be redistributed according to the second choice votes marked upon them.

B - Second Count

(i) A candidate who receives a majority of first and second choice votes combined shall be declared elected;

(ii) On the second count, if no candidate has received a majority of first choice and second choice votes combined, the ballots of the candidate with the next fewest number of votes shall be redistributed according to the next valid
choice vote marked upon them. The "next valid choice vote" shall not include a candidate who has already been eliminated.

**C - Third Count**

(i) A candidate who receives a majority of first, second and next valid choice votes combined shall be declared elected;

(ii) On the third count if no candidate has received a majority of first, second and next valid choice votes combined, the above procedures shall be repeated as many times as necessary until one candidate has received a majority of votes.

(2) To elect a second member:

The same procedure described in subsection 1 of this section shall be followed to elect a second member except that the candidate who has already received a majority of votes under subsection 1 of this section and has been declared elected shall not be included in the count. All ballots indicating the elected candidate as first choice shall be allotted to the candidate whom these ballots indicate as second choice. Whenever a vote in any ballot is for the elected candidate, the next valid choice vote shall be counted;

(3) To elect a third member:

The same procedures described in subsection 1 and 2 of this section shall be followed, except that the two candidates elected shall not be included in the count. All ballots indicating the two elected candidates as choices shall be allotted to the candidate whom these ballots indicate as the next valid choice marked upon them;

(4) To elect a fourth member:

The same procedures described in subsections 1, 2 and 3 of this section shall be followed except that the three candidates already elected shall not be included in the count.

**Vacancy of an Elected Member**

9. When a vacancy occurs on the Board and the vacancy is that of an elected member whose term has six months or less to run, the Board may decide by resolution to fill the vacancy and shall so inform the constituency involved. If the Board so decides, it shall, at its next regular meeting, on the recommendation of the Nominating Committee of the Board, appoint a member from the relevant constituency to hold office until the following June 30th.

When a vacancy on the Board is that of a member whose term has more than six months remaining in it and the member has been elected under Section 8 (1) (f), or 8 (1) (i) of the 1976 Act, a special election shall be held as soon as practicable to fill the vacancy for the period remaining. Except as to the date of such election, the election procedures shall be those established in the Board By-laws for a regular election.
INVESTMENT POOL UPDATE
Special Response Package
McMaster University Investment Pool

Board of Governors Meeting
March 4, 2021

TOM LAPPALAINEN
Director, Client Portfolio Management
Russell Investments Canada Limited
Special Response Package
An Overview of Performance, Policy, Procedures

> The *Statement of Investment Policies and Procedures* (SIPP) guides the fiduciary duties delegated to the Investment Pool Committee by the Board of Governors.

> Further, the SIPP identifies three roles for PRC and Board
  1. Review and approve the annual SIPP change recommendations from the Investment Pool Committee (IPC)
  2. Monitor and receive the semi-annual performance reports
  3. Review and approve investment manager hiring/termination recommendations from IPC

> The governance model delegating more detailed tasks to an investment committee with expertise membership is common across higher education and other organizations.
Special Response Package
Investment Pool Performance (ending December 31, 2020)

- Strong One Year Results – Up 14.6%
  - Ahead of Policy Benchmark by 4.8%
  - Total Assets Under Management $1.3 Billion

- The SIPP defines the role of PRC and Board to review (for information) 4-year performance to bench semi-annually (reported September and April)
  - 4-year annualized performance is 9.3% at December 31, 2020
  - Compared to Policy Benchmark of 7.7%, ahead by 1.6%

- Despite earlier pull-backs in the first half of 2020, results demonstrate importance of looking beyond market shocks, considering longer periods of time to assess performance
Special Response Package
SIPP Objectives and Asset Mix

- The SIPP objectives are identified as:
  - Support stable expenditure needs, currently 5% per year
  - Preserve capital in “real” terms
  - Provide capital growth
- The SIPP asset mix to support these objectives consider both risk and volatility such that average returns over a 4-year rolling annualized trend achieve the 5% per year expenditure needs.

<table>
<thead>
<tr>
<th>Asset Class*</th>
<th>Policy % Allocation</th>
<th>Current % Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Equities</td>
<td>10%</td>
<td>9.9%</td>
</tr>
<tr>
<td>U.S. Equities</td>
<td>25%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Non-North American Equities</td>
<td>25%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Bonds</td>
<td>35%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Real Assets (Real Estate &amp; Infrastructure)</td>
<td>5%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

* Longer -Term Strategic Asset mix will be transitioned to over time increasing Real Assets allocation to 20% and reduce bond allocation to 20%
Special Response Package
Investment Manager Overview

- McMaster's Annual Financial Report discloses managers held

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Blend of Investment Styles</th>
<th>Overall Rating</th>
<th>UNPRI Signatory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Equity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foyston Gordon &amp; Payne</td>
<td>Value</td>
<td>4 (Hire)</td>
<td>Yes</td>
</tr>
<tr>
<td>PCJ</td>
<td>Thematic Growth</td>
<td>3 (Retain)</td>
<td>Yes</td>
</tr>
<tr>
<td>US Equity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackrock</td>
<td>Market Oriented</td>
<td>3 (Retain)</td>
<td>Yes</td>
</tr>
<tr>
<td>Mesirov</td>
<td>Small Cap</td>
<td>3 (Retain)</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-North American Equities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morgan Stanley</td>
<td>Growth</td>
<td>4 (Hire)</td>
<td>Yes</td>
</tr>
<tr>
<td>Harris</td>
<td>Value</td>
<td>4 (Hire)</td>
<td>Yes</td>
</tr>
<tr>
<td>Russell Investments</td>
<td>Global ESG</td>
<td>4 (Hire)</td>
<td>Yes</td>
</tr>
<tr>
<td>Real Assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiera Real Estate</td>
<td>Real Estate</td>
<td></td>
<td>Yes</td>
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<tr>
<td>Bentall Kennedy</td>
<td>Real Estate</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Fixed Income / Bonds</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Beutel</td>
<td>Moderate Rate Anticipation</td>
<td>3 (Retain)</td>
<td>Yes</td>
</tr>
<tr>
<td>Blackrock</td>
<td>Small Cap</td>
<td>3 (Retain)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Special Response Package
Investment Manager Overview

- Diversification across different asset classes, investment manager styles, geography, and form of holding aim to manage risk and volatility in either up or down market cycles
- All rated managers have a Russell “Hire” or “Retain” rating
- All 11 investment managers are UNPRI signatories and have ESG integrated approaches to managing their products (company selection) aligned with McMaster’s current SIPP requirements
Special Response Package
Key Performance Indicators Monitored by IPC

**Performance**
- Quarterly: Total portfolio return vs. target of 5% above inflation
  - Performance vs. benchmarks and peers over different horizons
  - Portfolio risk (volatility) within expected ranges

**Manager Ratings**
- On-Going Russell Investments rating assessment
  - Assessment of product specific management teams
  - Overall investment decision making vs. best practices
  - Role of ESG factors in process
  - Results consistent with approach

**Alignment with ESG Policies**
- Quarterly: review ESG Scores and On-Going Assessments
  - Manager ESG ratings
  - Evolving integrated practices by Investment Managers

**Carbon Efficiency**
- Annually: Review portfolio carbon efficiency relative to University objectives: -45% by 2030 from 2018, net zero by 2050 (reported in the university's Annual Financial Report)
### Special Response Package

**Key Performance Indicators Monitored by IPC**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Quarterly: Total portfolio return vs. target of 5% above inflation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quarterly Return:</td>
</tr>
<tr>
<td></td>
<td>Total Fund: 9.0%</td>
</tr>
<tr>
<td></td>
<td>CPI+5%: +2.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance vs. benchmarks and peers over different horizons</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Year Returns:</td>
</tr>
<tr>
<td>Total Fund: 9.3%</td>
</tr>
<tr>
<td>Total Policy: 7.7%</td>
</tr>
<tr>
<td>BNYMellon Peer Median: 8.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manager Ratings</th>
<th>On-Going Russell Investments rating assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All managers are ranked Hire or Retain by Russell Investments</td>
</tr>
</tbody>
</table>

*Refer to slide 12 regarding equity manager searches

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All data as of December 31, 2020.
Special Response Package
ESG Scores Monitored by IPC

- Russell evaluates investment manager ESG integration and alignment and provides a scoring refer to the next slide for a summary of this methodology

<table>
<thead>
<tr>
<th>Manager and total portfolio ESG ratings</th>
<th>Q3 2020 Report</th>
<th>Product Measure</th>
<th>Benchmark Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGP</td>
<td>23.9</td>
<td></td>
<td>24.7</td>
</tr>
<tr>
<td>PCJ</td>
<td>24.6</td>
<td></td>
<td>24.7</td>
</tr>
<tr>
<td>Mesirow*</td>
<td>29.4</td>
<td></td>
<td>30.7</td>
</tr>
<tr>
<td>Blackrock (US)*</td>
<td>23.7</td>
<td></td>
<td>23.5</td>
</tr>
<tr>
<td>Morgan Stanley</td>
<td>21.6</td>
<td></td>
<td>22.7</td>
</tr>
<tr>
<td>Harris</td>
<td>23.9</td>
<td></td>
<td>24.2</td>
</tr>
<tr>
<td>Russell</td>
<td>22.9</td>
<td></td>
<td>22.9</td>
</tr>
<tr>
<td>Brookfield</td>
<td>24.8</td>
<td></td>
<td>23.3</td>
</tr>
<tr>
<td>Overall Average**</td>
<td>23.6</td>
<td></td>
<td>24.0</td>
</tr>
</tbody>
</table>

* Values as at March 31, 2020
** Overall is calculated using Portfolio weights at September 30, 2020
Special Response Package
Russell’s ESG Scoring Methodology
- Measures the degree to which a company’s economic value is at risk driven by multiple material ESG factors
  - Lower scores are better and represent less unmanaged risks
    - negligible risk (overall score of 0-9.99 points)
    - low risk (10-19.99 points)
    - medium risk (20-29.99 points)
    - high risk (30-39.99 points)
    - severe risk (40 and higher points)

The ESG Risk Ratings are composed of three building blocks that contribute to a company’s overall rating
1. Corporate Governance
2. Material ESG Issues (MEI’s)
3. Idiosyncratic Issues

Materiality: Two-dimensional rating architecture
1. Exposure: measuring a company’s exposure to industry-specific material ESG risks
2. Management: reflects how well a company is managing its exposure.
Special Response Package
Approach to ESG investment in the SIPP monitored by IPC:

Integration
- Integrate environmental, social and governance (ESG) factors into investment processes and decision-making.

Beliefs
- The University believes that ESG factors can have a material impact and financial implication on the risk and return profile of its investments.

Consideration
- Consideration should be given to how managers analyze and integrate ESG factors into their investment process when selecting fund managers.

Alignment
- Aligns with the United Nations supported Principles for Responsible Investment ("PRI").

Scope
- Applicable to Investment Pool assets invested in listed equities and listed infrastructure. Other asset classes will be considered.
Special Response Package
SIPP Board Role in Fund Governance

The Board of Governors:

- Approves the overall direction for investments through the SIPP
- Delegates roles and responsibilities for the direction to its standing committees:
  - Planning and Resources Committee (PRC), which approves SIPP changes, hiring, and terminations, and receives semi-annual performance reports;
  - Investment Pool Committee (IPC) with investments and treasury expertise

McMaster’s approach aligns with governance best practices broadly:

- Allocating responsibilities where there is the best expertise and resources to manage increasing levels of detail
Special Response Package
Current Investment Pool Committee Priorities

- Continued implementation of real asset strategy
  - Continued implementation of infrastructure
  - Real estate is proceeding more slowly due to COVID
- Equity manager searches
  - Canadian and International equity diversification to reduce volatility and carbon
  - Alignment with ESG policy is key
- Focus on UNPRI, ESG/SDGs, TCFD, carbon reduction, renewables, alternative energy with each hiring opportunity
Thank you.
Any questions?
McMaster University
Salaried Pension Plans

March 4, 2021

Prepared by Aon

Presentation to McMaster University
Special Response Package Contents

- Investment Strategy Overview
- SIPP and Quarterly Monitoring
Investment Strategy Overview
### Historical Performance and Current Asset Allocation
**As at December 31, 2020**

<table>
<thead>
<tr>
<th>Historical Performance (%)</th>
<th>Market Value ($000s)</th>
<th>Estimated Annual Fee (bps)</th>
<th>Performance Objective Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1 Year 4 Year 10 Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fund Return</td>
<td>6.0 10.3 8.9 8.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fund Benchmark</td>
<td>6.7 9.4 8.5 8.3</td>
<td>2,460,206</td>
<td>27.1</td>
</tr>
<tr>
<td>Total Fund Value Added</td>
<td>-0.7 0.9 0.4 0.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The SIPP performance metric is for the 4-Year Total Fund performance to outperform 4-Year Total Fund Benchmark.

- The Board has delegated fiduciary oversight to the Pension Trust Committee (PTC) made up of investment expertise and pension members. PTC meets at minimum quarterly.

- PTC undertakes Asset Liability (A/L) Studies to assess the effectiveness of the invested assets to meet the funding requirements of the plan liabilities.
  - The 2018 A/L study recommended increasing asset duration to better match liability duration.
  - PTC implemented the A/L recommendations by extending duration of risk reducing assets (fixed income) with an increased allocation to long bonds from 15% to 25% by the end of 2019.

- The plan’s return-seeking portfolio (equities and real assets) are diversified across a variety of asset classes, investment styles, and geographies. PTC is increasing diversification by increasing ‘real assets’ over the next decade. Real Assets are currently at 4% (up from 1%) and on track to reach 9% over the next 12-18 months. The goal is to achieve 25% in Real Assets by 2028.
Current Asset Allocation vs. SIPP Targets

Current Asset Allocation vs. Targets – December 31, 2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Market Value ($000)</th>
<th>Market Value (%)</th>
<th>Target Allocation (%)</th>
<th>Differences (%)</th>
<th>Minimum Allocation (%)</th>
<th>Maximum Allocation (%)</th>
<th>Within Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Equity</td>
<td>465,802</td>
<td>18.9</td>
<td>20.0</td>
<td>-1.1</td>
<td>16.0</td>
<td>24.0</td>
<td>Yes</td>
</tr>
<tr>
<td>U.S. Equity</td>
<td>587,501</td>
<td>23.9</td>
<td>20.0</td>
<td>3.9</td>
<td>17.0</td>
<td>27.0</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-North American Equity</td>
<td>462,191</td>
<td>18.8</td>
<td>15.0</td>
<td>3.8</td>
<td>12.0</td>
<td>24.0</td>
<td>Yes</td>
</tr>
<tr>
<td>Universe Bonds</td>
<td>234,949</td>
<td>9.5</td>
<td>10.0</td>
<td>-0.5</td>
<td>5.0</td>
<td>20.0</td>
<td>Yes</td>
</tr>
<tr>
<td>Long Term Bonds</td>
<td>598,726</td>
<td>24.3</td>
<td>25.0</td>
<td>-0.7</td>
<td>15.0</td>
<td>30.0</td>
<td>Yes</td>
</tr>
<tr>
<td>Real Assets</td>
<td>95,711</td>
<td>3.9</td>
<td>10.0</td>
<td>-6.1</td>
<td>5.0</td>
<td>15.0</td>
<td>No</td>
</tr>
<tr>
<td>Cash &amp; Cash Equivalents</td>
<td>15,327</td>
<td>0.6</td>
<td>0.0</td>
<td>0.6</td>
<td>0.0</td>
<td>10.0</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Total Fund</strong></td>
<td><strong>2,460,206</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>0.0</strong></td>
<td><strong>0.0</strong></td>
<td><strong>10.0</strong></td>
<td><strong>Yes</strong></td>
</tr>
</tbody>
</table>

*Note: SIPP provisions exist for Real Assets to be built up over time, thus eliminating potential for non-compliance during capital drawdown phase. Regarding the equity allocations, the Canadian equity weight drifted under target due to extreme deviations in equity market performance witnessed in 2020, as well as an anticipation of a lowering of the Canadian equity weight (vs. foreign equities). Similarly, the US and EAFE equity weights are currently above target allocations.
## Current Fund Managers
As at December 31, 2020

<table>
<thead>
<tr>
<th>Current Manager</th>
<th>Rating</th>
<th>Aon ESG Rating*</th>
<th>UNPRI Signatory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jarislowsky Fraser Canadian Equity</td>
<td>Qualified</td>
<td>Not rated</td>
<td>Yes</td>
</tr>
<tr>
<td>SSgA Windwise Canadian Equity</td>
<td>Qualified</td>
<td>Not rated</td>
<td>Yes</td>
</tr>
<tr>
<td>BlackRock US Equity (Hedged to C$)</td>
<td>Buy</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Jarislowsky Fraser US Equity (being removed in 2021)</td>
<td>Qualified</td>
<td>Not rated</td>
<td>Yes</td>
</tr>
<tr>
<td>T. Rowe Price US Equity</td>
<td>Buy</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>GMO EAFE Equity</td>
<td>Qualified</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Templeton EAFE Equity (being removed in 2021)</td>
<td>Qualified</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>Walter Scott EAFE Equity</td>
<td>Buy</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Mawer Global Equity (being added in 2021)</td>
<td>Buy</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>RBC Global Focus Equity (being added in 2021)</td>
<td>Buy</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>BlackRock Universe Bond Index</td>
<td>Buy</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>BlackRock Long Bond Index</td>
<td>Buy</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Bentall Kennedy Canadian Real Estate</td>
<td>Qualified</td>
<td>Not rated</td>
<td>Yes</td>
</tr>
<tr>
<td>IFM Global Infrastructure</td>
<td>Buy</td>
<td>Not rated</td>
<td>Yes</td>
</tr>
<tr>
<td>Axium Infrastructure (being added in 2021)</td>
<td>Buy</td>
<td>Not rated</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Aon prepares ESG ratings for all Buy rated investment manager products. In the case of GMO and Templeton, the ESG ratings were assigned while each were Buy rated.

A high-level summary of AONs Rating and ESG Rating approach follows.
Manager Ratings Explanation

Below we describe the criteria which we use to rate fund management organizations and their specific investment products.

With the exception of Operational Due Diligence ("ODD"), each qualitative component is assessed as follows:

- Weak
- Average
- Above Average
- Strong

The ODD factor can be assigned a Pass, Conditional Pass or Fail rating and can be interpreted as follows:

- **Pass** – Our research indicates that the manager has acceptable operational controls and procedures in place.
- **Conditional Pass** – We have specific concerns that the manager needs to address within a reasonable established timeframe.
- **Fail** – Our research indicates that the manager has critical operational weaknesses and we recommend that clients formally review the appointment.

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Buy</th>
<th>Buy (Closed)</th>
<th>Qualified</th>
<th>Sell</th>
<th>In Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does this mean?</td>
<td>We recommend clients invest with or maintain their existing allocation to our Buy rated high conviction products.</td>
<td>We recommend clients invest with or maintain their existing allocation to our Buy rated high conviction products, however it is closed to new investors.</td>
<td>A number of criteria have been met and we consider the investment manager to be qualified to manage client assets.</td>
<td>We recommend termination of client investments in this product.</td>
<td>The rating is under review as we evaluate factors that may cause us to change the current rating.</td>
</tr>
</tbody>
</table>
Defining Aon’s ESG Ratings Scale

Aon has assigned an ESG score to its Buy rated Fixed Income and Equity active funds.

These will be calculated on a 1-4 scale, with 1 being poor and 4 being best – these scores can be used as differentiator when selecting and monitoring a product.

The Fund Management Team appears **unaware or unconcerned** with ESG risks in the investment strategy and has not taken any material steps to address ESG considerations in the portfolio.

The Fund Management Team demonstrates an **above average awareness** of potential ESG risks in the investment strategy and has taken essential steps to identify, evaluate and potentially mitigate these risks.

The Fund Management Team is **aware of potential ESG risks** in the investment strategy and has taken some steps to identify, evaluate and potentially mitigate these risks.

The Fund Management Team demonstrates high **awareness** of all known and potentially financially material ESG risks in the investment strategy and, at present, has incorporated appropriate processes to identify, evaluate and potentially mitigate these risks across the entire portfolio.
SIPP and Quarterly Monitoring
Key Elements of the SIPP

Purpose
- Intended to set out the investment framework which shall apply at all times for the Plans [Contributory Pension Plan for Salaried Employees of McMaster University, including McMaster Divinity College and the Contributory Pension Plan for Salaried Employees of McMaster University, including McMaster Divinity College 2000]/ The policy is based on a ‘prudent person portfolio approach’

Objective of the Plan
- Provide participants with defined pension benefits based on the best average salary and with indexation (subject to excess return formula) of retirement benefits

Funding Objectives
- Focus on maintaining a going concern funded ratio between 90-110%;
- Manage the volatility of contributions; and
- Reduce likelihood of material solvency payments and target to maintain the solvency funded ratio above 85% at all future actuarial valuation dates
Key Elements of the SIPP

Asset Mix and Categorizations per Pension Benefits Act

- This section sets out the target asset mix of the plan (and ranges), which reflects the risk tolerance of the plan. Further, the PBA changes introduced in 2018 uses the asset mix allocations to apply the new Provision for Adverse Deviation (PfAD) calculation methodology and additional payment requirements to fund a pension reserve.

Legislative/Regulatory Requirements

- 10% rule: no one holding may represent more than 10% of the Total Fund’s assets (some exceptions apply)
- 30% rule: a pension fund may not acquire or hold more than 30% of the voting rights of a corporation (some exceptions apply)
- Related party transactions: prohibited unless acquired via the open market or at a nominal amount, which must be identified in the SIPP

Delegation of Responsibility and Administration

- The Board of Governors has delegated fiduciary responsibilities mainly to the Pension Trust Committee. This section sets out the delegation of certain authorities and the support that other suppliers may provide.
Key Elements of the SIPP

Delegation of Responsibility and Administration

- The University is the legal administrator of the Plans and is therefore responsible for all matters relating to the administration, interpretation, and application of the Plans, including developing, monitoring, and amending the SIPP. PTC is a standing committee of the Board formed for the purpose of assisting the University with the administration of the Plans.

- Duties include a holistic view of the assets and the liabilities. The Board (BOG) and the Planning and Resources Committee of the Board (PRC) has maintained some fiduciary responsibilities beyond delegation to PTC these include, but are not limited to:
  - At least annually review and approve the SIPP (BOG)
  - Review and approve the pension valuations, annual pension Financial Statements, and recommendations from PTC on investment manager terminations and hires (BOG)
  - Monitor the investment performance of the total fund to benchmark to ensure the portfolio is delivering on expectations and is appropriately aligned with liabilities (PRC)

- Maintaining separate committees for different pools of investment assets is a critical aspect of governance management. Different fund types (endowments and pension plans with differing beneficiaries) have different investment objectives and thus need to be managed in separate ways.

- Combining committees to manage multiple types of funds may lead to conflicts of interest or lack of separation between managing on behalf of ultimate beneficiaries
  - Typical market practice is to separate oversight of different Investment Funds
  - Pension representation on asset allocations is key to ensuring the indexation approach remains generally accepted by members
Approach to ESG Investment

- The Salaried Plan assesses ESG integration when selecting new investment managers
  - Evidenced through recent equity manager search which included an enhanced focus, questionnaire and finalist presentation time on ESG philosophy and integration

- McMaster monitors ESG scores and viewpoints over time (through external vendors) and requests incumbent investment managers provide specialized reporting, data, and addresses UNPRI, ESG, and other evolving practice adoptions during meetings with PTC

- Aon provides ESG ratings as part of its proprietary, fundamental framework
  - Includes viewpoints, trends and commentary

- Salaried Plans’ ESG approach will continue to evolve over time, particularly with the University’s adoption of TCFD and focus broadly across the United Nation’s 17 sustainable development goals
PTC Quarterly Monitoring - Key Performance Indicators

Key performance indicators as per the SIPP are noted below. While the University monitors several other qualitative factors, below represents the clear quantitative metrics that are monitored on a quarterly basis.

Quarterly Plan Level Monitoring
- Going concern funded ratio (target to maintain between 90-110%)
- Solvency funded ratio (target to maintain above 85%)
- Total fund performance versus benchmark over rolling 4-year annualized periods
- Total fund volatility (as measured by standard deviation) over rolling 4-year annualized periods

Quarterly Investment Manager Monitoring
- Active managers: outperform benchmark over rolling 4-year annualized periods and place above median in relative peer group
- Passive managers: track the underlying index within a permissible tracking error range
PTC Work Plan Priorities (Medium and Long Term)

**Priorities:**

- **SIPP modernization**
  - Update the SIPP to align with evolving best practices based on global evidence and research

- **Increase the Real Asset allocation to 10% by 2023 and 25% by 2028**

- **Asset Liability Study may be scheduled to begin in next 12 months**

- **Implement the Task Force on Climate-related Financial Disclosures (TCFD)**
  - Two phased adoption approach over years 2021/22 and 2022/23
  - Establish principals and goals to be followed
  - Incorporate University’s commitment to TCFD
    - Measure and set carbon reduction strategy
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