

SENATE
Wednesday, December 11, 2024

AGENDA

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

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Consent

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[3. Email from MUFA President](#)

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Full Report: <https://publications.mcmaster.ca/catalogue/student-affairs/student-affairs-annual-report-2023-2024/>

12. Other Business

a. Presentation on Global Nexus

Matthew Miller, *Executive Director, Global Nexus*

Report to the Senate from the University Planning Committee

Open Session

a. Report from Facility Services

At its meeting on December 4, 2024, the University Planning Committee received the 2024 Planning Report from Facility Services. This item is being reported for information.

Senate: FOR INFORMATION
December 11, 2024



Facility Services

Facility Services
Report for University
Planning Committee
December 2024

UNIVERSITY PLANNING COMMITTEE REPORT

WHO WE ARE

The Facility Services team proudly cares for over 67 campus buildings, encompassing approximately eight million square feet of space across 377 acres of land. Our team operates around the clock, managing over 50 active construction projects at any given time and completing more than 12,000 service requests annually.

Our team of 350 hardworking, devoted, and diverse professionals takes immense pride in supporting a world-renowned teaching and research institution. We are dedicated to serving the campus community by delivering excellence across our areas of operation, developing innovative solutions and focusing on customer service. As responsible stewards of the university's resources, we ensure the highest standards in everything we do.

Facility Services includes the following offices and departments:

- The Office of Sustainability
- Design and Construction
- Maintenance Services
- Custodial and Grounds
- Mail and Logistics
- Utilities
- Financial Services

These teams provide essential campus services, including building maintenance, capital projects, custodial services, customer services, energy conservation, engineering design services, finance, fleet management, grounds, mail and logistics, sustainability, utility production and distribution, and waste management and recycling. Our internal communications, human resources, finance, and information technology staff support these operations.

HOW WE WORK

The Facility Services team strives to provide the McMaster community with an inspiring, state-of-the-art, sustainable, safe and inclusive physical environment to enable McMaster students, faculty and staff to thrive and advance McMaster's status in the world as a global institution.

The Facility Services team ensures the university obtains the best value for each dollar by utilizing comprehensive and competitive procurement practices. We engage in extensive Value Engineering exercises to look for alternative materials, equipment, products, processes, means and methods – and hold our vendors accountable, to realize the highest possible efficiency and quality while managing costs.

This fiscally responsible approach optimizes the university's resources to support the current fiscal situation, funding other strategic initiatives and improvements, reducing the research overhead, increasing the competitiveness of McMaster's research proposals and attracting the best and brightest minds to McMaster.

OUR MISSION

To deliver service excellence on time and on budget to a satisfied customer. We are committed to providing a healthy, safe, supportive and inspiring physical environment conducive to learning, teaching, research and community partnering while attracting and retaining quality students, faculty and staff.

OUR VISION

Embracing innovation and commitment in designing, building and maintaining facilities and grounds that ensure McMaster's continued placement as a world-class university.

OUR VALUES

- Trust

- Respect
- Accountability
- Integrity
- Teamwork
- Perseverance

WHERE WE ARE GOING – STRATEGIC PLAN REFRESH

To translate the vision, mission, and values into measurable goals and objectives, the Facility Services team is developing a refreshed strategic plan in alignment with the university's vision and mission.

The strategic plan will define how we support the university's education, research and outreach missions by:

- improve the physical condition of the facilities and grounds,
- reduce energy consumption through education and use of alternative fuel sources, and
- invest in people – our most valuable asset – by ensuring they have the skills, training and tools that enable them to contribute to our strategic goals.

These objectives outline our commitment to service excellence, fiscal responsibility, sustainability and increasing customer satisfaction by providing quality services in a responsive, reliable and customer-focused manner. The plan will be launched early next year.

HOW WE SUPPORT THE INSTITUTIONAL PRIORITIES

Whether they are caring for our university grounds, ensuring the lights stay on, or working on the latest campus construction project, the Facility Services team is privileged to witness the daily impact of their efforts on the university community.

While the projects highlighted below represent some of our most high-profile achievements from the past year and ongoing into 2025, they are just a glimpse of the extensive and vital work we do every day to advance the mission of the university.

Operational Excellence: Laboratory for Sustainability

The infrastructure of the university is built and maintained by Facility Services. As such we also have the greatest opportunity to improve the sustainability of campus operations through intentional improvements to how our physical spaces are constructed and renovated, electrified, heated and cooled. This year, two major strategies were created and presented to governance that will significantly shift our sustainability course, with plans to create more sustainable practices in place in 2025.

Completed in 2024

New net zero strategy: An updated version of the **Net Zero Carbon Roadmap** was presented to the Planning & Resources Committee in November 2024 and will be presented to the Board of Governors in December 2024. Once approved, the roadmap will share an updated action plan to achieve a 70% reduction in Scope 1 campus greenhouse gas emissions by 2030, with an aggressive target of achieving a net zero carbon campus by 2040.

Also aligned with Operational Excellence – Campus Environment

A greener, cleaner campus: An updated **Sustainable Building Policy** with accompanying standards will ensure all future major renovations and construction projects are completed with Sustainability at the forefront. With the proposed goal of new construction projects targeting LEED® silver certification or higher, these standards showcase our commitment to a carbon-free campus while creating state-of-the-art living, working and research spaces.

Also aligned with Operational Excellence – Campus Environment

Work continues in 2025

What's the score?: For the first time, McMaster is joining institutions across the globe by participating in the **Sustainability Tracking, Assessment & Rating System™**

(STARS®). This framework allows post-secondary institutions around the world to measure and benchmark their sustainability performance. We expect to receive our score (ranked in the Report as Bronze, Silver, Gold or Platinum) in spring 2025.

Measure what matters: Facility Services is working on the implementation of a campus-wide **Energy Management System** (EMS). Working on the efforts from our Utilities team to install meters in all buildings on main campus, the EMS will help showcase real-time energy use on campus through public dashboards, as well as analyze trends, benchmark facilities and consumption to identify potential issues before they become a concern.

Also aligned with Operational Excellence – Campus Environment

Reduce, reuse, recycle: **Waste Management** is an important aspect of sustainability at McMaster. Aligned with our efforts towards net zero carbon, McMaster would like to take a more strategic approach and set aggressive waste diversion rate targets. Facility Services is working with other on-campus partners (such as Hospitality Services, Housing and the MSU) to create a Waste Management Strategy to guide future diversion practices.

Also aligned with Operational Excellence – Campus Environment

Operational Excellence: Campus Environment

It is critical that the university increases its space capacity for students, researchers, faculty and staff, while investing in the reliability and quality of our current built-environment. This past year has marked the completion and progression of substantial housing, teaching and research facilities across our campus and into the downtown core, along with significant and sustainable improvements in existing infrastructure.

Completed in 2024

Expanding student housing capacity: This year, McMaster University completed its first graduate student residence, the new **10 Bay** building, situated at the southwest

corner of Bay Street and King Street in Downtown Hamilton. This residence, McMaster's first Public-Private Partnership (P3) project, provides accommodation for 630 graduate students and includes an integrated parking garage.

Life Science Building gets its greenhouse: The new 13,000-square-foot **McMaster Learning and Discovery Greenhouse** features a tall, spacious plant-friendly design and advanced technology like a sustainable geothermal system for year-round heating and cooling. This summer, the new biology learning and discovery greenhouse was completed. The state-of-the-art greenhouse includes two large research cell and eight small research cells. The new space is a game changer for the Department of Biology and will help biologists to customize light, automate watering and support ideal research conditions for the thousands of plants encompassing more than 200 species.

Also aligned with Teaching and Learning - Active and Flexible Learning Spaces; Teaching and Learning - Holistic, Transformational and Personalized Student Experiences; Operational Excellence – Laboratory for Sustainability; Research and Scholarship: Economic Prosperity and Social Innovation

A cooler, more energy efficient campus: The ten existing cooling towers at McMaster's central plant have been replaced with **eight new cooling towers** that will increase efficiency and campus cooling capacity for future growth. This improvement will also reduce noise to maintain environmental compliance approval with the Ministry of the Environment. The final phase of this project will replace the existing acoustic wall with a sound wall by end of 2027.

Also aligned with Operational Excellence – Laboratory for Sustainability

Work continues in 2025

Progress continues on **Lincoln Alexander Hall**, McMaster's next student residence building. When open, it will house an additional 1,366 students, in an amenity-rich, LEED® Gold certified building. This project is a \$250 million dollar project delivered using P3 Model, with our partner Knightstone Capital Management. The building is

approximately 600 thousand square feet, and when it is completed in summer of 2026, the university will, for the first time, be able to guarantee a bed for all first-year students.

Also aligned with Operational Excellence – Laboratory for Sustainability

Completion of MCCD: The **McLean Centre for Collaborative Discovery** project creates a 10-story building on approximately 180 thousand square feet to enhance learning experiences for graduate and undergraduate students and create a space for collaborative learning environment for the DeGroot School of Business and Faculty of Health Sciences including Health Leadership Academy, Masters in eHealth and the Biomedical Discovery and Commercialization program. The project budget is \$129M. The project is progressing and its target completion date is aimed for Summer 2025.

The building also includes:

- An event space for 600 people
- A new auditorium with 240 seats
- Four new active learning classrooms
- The reopening of the Innis library featuring new collaborative meeting spaces
- A new 370 seat banquet hall on the 10th floor

Also aligned with Teaching and Learning - Active and Flexible Learning Spaces; Teaching and Learning - Holistic, Transformational and Personalized Student Experiences

Work continues in 2025

LSB Renovations – Phase Two: Constructed in 1970, the **Life Sciences Building** is home to the Biology department. The majority of the building systems in the 5-storey structure are original and at the end of their service lives. A major retrofit of the entire building has been approved with the procurement of consultant services to complete the design and contract documents and assist with procurement and contract administration, which is intended to be in place by February 2025.

Also aligned with Teaching and Learning - Active and Flexible Learning Spaces; Teaching and Learning - Holistic, Transformational and Personalized Student Experiences

Reducing greenhouse gas emissions: The next step in McMaster's [Net Zero Carbon Roadmap](#) is the acquisition of **two new electric boilers**, which, when installed in late 2025, will reduce our campus's carbon emissions by 23%. The project has two main components: the installation of five natural gas generators (also known as Peak Shavers) and the installation of an Electrode Boiler. To date, the installation of four peak shaving natural gas generators is complete. The installation of the ET Clarke emergency generator is expected to start this winter and be completed by Fall 2025. The design for the Electrode boiler is to be completed this fall with procurement closed by end of 2024. ***Also aligned with Operational Excellence – Campus Environment***

Operational Excellence: Integrated Planning

We are committed to delivering the highest level of customer service to our campus community, across the entirety of our operations. We are taking considerable steps to increase the quality and frequency of our customer touchpoints, while encouraging feedback for continuous improvement.

Completed in 2024

Communicating with our customers: Facility Services completes over 12,000 work orders per year. **New work order communication** strategies are improving the customer experience to ensure clarity throughout the life cycle of each request. This process is also seeking customer feedback to continually improve these services.

Launched in July, the new enhanced communication protocol ensures the service requesters receive at least three communications during the life cycle of the work order

to inform about its status, start date, completion date, regular updates if the actual date deviates from the original date, final cost and a form to provide feedback.

Space, the next frontier: Work is underway to update the **Space Management Framework**, modernizing the existing policy from 1992 to align with the newly published Campus Plan 2023-33 as well as our Future of Workplace Strategy. Engagement with university stakeholders around a draft outline will begin in the new year, with a final framework ready for governance approvals expected in late Spring 2025.

Also aligned with Operational Excellence – Campus Environment

Work continues in 2025

New era of project management: The Facility Services team is developing a new **Project Management Manual (PMM)** to enhance the Capital Program team’s ability to deliver capital projects efficiently and effectively, on time, on budget and to the satisfaction of the campus community. PMM is an easy-to-use guide that provides tools and techniques tailored to suit the operation of the university and is necessary to successfully manage projects of all sizes and complexities. It is divided into five phases to represent the life cycle of the project; Planning, Design, Bid & Award, Construction and finally Closeout. It includes documents and templates supporting the project management process that are developed to meet the needs of pre-designed decision support tools.

Also aligned with Operational Excellence – Campus Environment

Inclusive Excellence: Systems and Structures

Facility Services is striving to embed inclusive excellence into our operations. We continue to look to how we can improve our systems, structures, policies and processes in alignment with our commitment to Equity, Diversity and Inclusion (EDI).

In early 2025, the first-ever **McMaster Facility Accessible Design Standards (MacFADS)** and its accompanying Policy will be shared with UPC. Created in

partnership with the Barrier Free Design Committee, this standard sets the bar (above and beyond the current building code standards) for accessible, universal design in all future major renovations and construction projects.

***Also aligned with Teaching and Learning - Active and Flexible Learning Spaces;
Teaching and Learning - Holistic, Transformational and Personalized Student
Experiences***



Equity and Inclusion Office Annual Report

SEPTEMBER 1, 2023 – AUGUST 31, 2024



Equity & Inclusion
Office





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Relevant Links

[Equity & Inclusion Office Website](#)

[Equity & Inclusion Facebook Page](#)

[Accessibility Hub Website](#)

[Sexual Violence Prevention and Response Office Website](#)

[Blue Folder: Discrimination and Harassment Guide](#)

[Gold Folder: Sexual Violence Prevention Response Guide](#)

Mandates & Highlights

Equity and Inclusion Office Mandate

The **Equity and Inclusion Office (EIO)** has a broad three-pronged mandate:

- to provide leadership to advance institutional equity, diversity, and inclusion (EDI) priorities and inclusive excellence goals;
- to provide education, training, and resources related to accessibility, inclusion & anti-racism, human rights, and sexual violence;
- to provide harassment, discrimination, and sexual violence prevention and response services.

The EIO is a key partner and leader in advancing McMaster's commitment to establishing accessible, equitable, and inclusive learning, living and working environments that are barrier-free and free from harassment, discrimination, and gender-based and sexual violence, per the university's [Accessibility Policy](#), [Discrimination and Harassment Policy](#), and [Sexual Violence Policy](#).

Equity and Inclusion Office Team 2023/2024

Dr. Barrington Walker, Vice Provost, Equity & Inclusion

Joan Johnson, Executive Assistant

Patricia Suleiman, Senior Director, Human Rights & Accessibility

Lenore Lukasik Foss, Director, Sexual Violence Prevention & Response Office

Cheryl Louzado, Director, Equity, Inclusion, and Anti-Oppression

Craig Foye, Senior Human Rights Advisor

Sacha Ally, Senior Human Rights Advisor

Fareeda Adam, Senior Human Rights Advisor

Paula Hearn, Manager, Accessibility Program

Wil Prakash Fularczuk, Manager, Sexual Violence Prevention Education

Natalie Lafluer, Sexual Violence Response Case Manager

Renata Hall, Manager, Inclusion and Anti-Racism Program

Eve Nyambiya, Coordinator, Anti-Black Racism Education and Programming

This academic year we said farewell to the following EIO staff members:

Nusrat Mir, Project Coordinator, Accessibility Program

Nirosha Balakumar, Manager, EDI and Anti-Racism, Department of Family Medicine

We wish them all the best on their new journeys.

Sincere thanks to the EIO team for their continued commitment to advancing inclusive excellence at McMaster.

Institutional EDI Framework & Strategy Update:

In partnership with [EAB](#), the EDIA framework and strategy will build upon the university's inaugural 2019–2022 strategic plan and the baseline training and capacity building that was successfully implemented in its action plan. Led by the inaugural Director of Equity, Inclusion and Anti Oppression, the 2025–2027 plan will strategically assess the 2019–2022 plan, building upon its strengths and identifying and addressing the existing gaps. It will also expand its intersectional analyses with more robust engagement of accessibility, disability justice, and decolonization. The strategic plan will also integrate faculty and academic support unit-specific plans that better reflect the university's coordinated decentralized nature.

Annual Report Mandate

Under sections 52 of the [Discrimination and Harassment Policy](#) and section 55 of the [Sexual Violence Policy](#), the EIO is responsible for collecting and reporting annual anonymized, aggregate data on complaints, investigations, sanctions and outcomes, consultations, disclosures, early interventions, and voluntary/dispute resolution to the Senate and the Board of Governors.

Annual Report Parameters

Unless stated otherwise, this report covers data collected from September 1, 2023, to August 31, 2024.

The EIO collects and maintains data for the annual report and includes information from the Sexual Violence Prevention and Response Office, the Human Rights and Dispute Resolution Program, Employee & Labour Relations, the Student Case Management Office, and the Faculty of Health Sciences' Office of Respectful Conduct in Clinical and Academic Environments (formerly the Professionalism Office).

In addition to highlighting policy-mandated, consolidated statistical data, the report provides narrative information and data on the activities of the four (4) EIO portfolios: AccessMac Accessibility Program; Inclusion, Equity, Inclusion and Anti-Oppression Program; Sexual Violence Prevention and Response Office (SVPRO); and Human Rights & Dispute Resolution Program (HRDR).

2023/2024 EIO Office Highlights

Significant Increase in Human Rights-Related Consultations

- Due to the tragic events on October 7, 2023, and subsequent ongoing conflict, the volume of consultations conducted under the Discrimination & Harassment Policy substantially increased. The HRDR team conducted a total of 1,292 consultations under the Discrimination and Harassment Policy and the Sexual Violence Policy. Of these, 45% (584) consultations addressed issues related to Israel and Palestine, while the remaining 55% (708) consultations focused on other areas covered under the Discrimination & Harassment Policy and Sexual Violence Policy.

Fostering A Community of Belonging at McMaster

- To support the McMaster community during challenging times, the EIO partnered with Employee & Labour Relations, the Faculty of Health Sciences, and Student Affairs to deliver 14 sessions titled *Fostering A Community of Belonging at McMaster University*. Students, staff, and faculty were invited to learn about McMaster's foundational commitment to human rights and our collective responsibility to learn, teach, and work in an environment free from discrimination.

Training Initiatives

- The EIO staff team offered over 293 synchronous, -education-oriented sessions and events, to over 16,025 students, staff, and faculty on a host of EDIA-related topics. EIO also offered 11 different asynchronous courses and training modules to approximately 14, 503 students, staff, and faculty.

Staff Updates

- Two individuals left the office during the reporting year, and one joined the EIO team.
- In August 2024, the office announced the addition of Cheryl Louzado, inaugural Director, Equity, Inclusion and Anti-Oppression. This new role, recommended in the EIO 2022 External Review, will support the development and implementation of an updated EDIA strategic framework.

Best Practice Review of Investigative Processes

- In the spirit of ongoing improvement, the University administration, in partnership with the McMaster University Faculty Association (MUFA), initiated a Best Practice Review of the Investigative Processes at McMaster University, which included the Sexual Violence Policy, the Discrimination & Harassment Policy and the Research Integrity Policy.
- The review was led by an external team. The scope of the review included investigation-related matters such as support and guidance for participants, data gathering and record keeping, the role of the Intake Office staff, disclosure to parties, interim measures, and procedural fairness.
- The report, including recommendations, was posted on the Provost's website on July 5, 2024.
- The EIO and the other intake offices have already incorporated many of the recommended updates into our investigation processes and work is ongoing.
- We will communicate our response to the report in early 2025.

Policy Work

- The Accessibility Policy was approved by the Senate and Board of Governors on June 6, 2024. New policy-related training videos will be released in the early 2025.
- Ongoing consultations on the revised Discrimination & Harassment, and Sexual Violence Policies are near completion. Recent Ministry directives address how Bill 166 Strengthening Accountability and Student Supports Act, 2024, will be incorporated into the updated Discrimination & Harassment Policy. Final drafts will be brought to the Senate and Board of Governors during the upcoming academic year.

Community Partners

Equity, anti-racism, human rights, accessibility, and sexual and gender-based violence prevention and response work are not limited to the office space's four (4) walls. As such, the communities McMaster serves have an input in advancing inclusive excellence. The EIO continues to foster relationships and collaborate on initiatives with the following community agencies and provincial and national associations:

- AODA University Community of Practice
- Advocacy Centre for Tenants Ontario
- Blazing Trails Mentorship Program
- BLKOWNEDHAMONT
- Burlington Mundialization Committee
- Canadian Association of College and University Student Services (CACUSS)
- Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE)
- Canadian Hearing Services
- Canadian National Institute for the Blind
- Children's Aid Society of Hamilton
- City of Hamilton – Accessibility Advisory Committee
- Community-Based Research Centre (CBRC)
- Darts Transit
- Hamilton Centre for Civic Inclusion (HCCI)
- Hamilton's Ally Meetup Group
- Hamilton Anti-Racism Resource Centre (HARRC)
- Hamilton Community Legal Clinic
- Hamilton Roundtable for Poverty Reduction
- Hamilton Black History Month Council
- Hamilton BikeShare
- Hamilton Tiger-Cats
- John C. Holland Awards
- L'Arche
- Munar Learning Centre
- Ontario Network of Accessibility Professionals
- Sexual Assault Centre (Hamilton and Area) (SACHA)
- Sisters in Spirit Committee Hamilton
- Sisters in Sync Hamilton
- The AIDS Network of Hamilton, Halton, Haldimand, Norfolk, and Brant (TAN)
- Ontario University's Sexual Violence Network (OUSVN)
- Rising Stars
- Purity Culture Research Collective
- White Ribbon Campaign
- Woman Abuse Working Group (WAWG)
- Work Safe Twerk Safe
- YMCA Hamilton/Burlington/Brantford International Committee



Program Highlights

2023 | 2024



AccessMac Accessibility Program

Highlights of Notable Successes and Opportunities

Institutional Accessibility Consultations and Projects

- **Updating McMaster’s Accessibility Policy:** During this period, to stay current with the AODA’s Integrated Accessibility Standards Regulations (IASR), as required by the AODA, the [McMaster University Accessibility Policy](#) was formally reviewed and approved by the Senate and Board of Governors in June 2024. The review and revision process was overseen by a committee of individuals, including the Equity and Inclusion Office’s Accessibility Program Manager, the Senior Director of Human Rights & Accessibility, and the Chair of the McMaster Accessibility Advisory Council (MAAC). The redrafting process included an extensive consultative component with the University’s community, including but not limited to consultations with 13 committees and / or campus community groups, plus in-depth reviews with six (6) responsible central units. The Accessibility Policy has been drastically updated and offers a roadmap for operationalizing legislative compliance under the AODA within the University, strategically identifying or outlining the centralized and distributed responsibilities.
- **Biennial AODA Reporting and Accessibility Environmental Scan:** In 2023, an AODA Compliance Environmental Scan was conducted across the University’s central units and departments. Data from this scan informed the completion of the 2023 AODA Accessibility Compliance Report, which was submitted to the Ministry of Seniors and Accessibility on December 15, 2023. Additionally, the data collected and analyzed from the Environmental Scan helped to identify gaps in compliance and areas needing improvements, which resulted in rigorous follow-up with relevant University partners and departments to come into compliance, along with the creation of new resources ([available on the resource page of the Accessibility Hub](#)).

Institutional Accessibility Training Development

- **Web Accessibility Compliance:** The University continues to work towards web accessibility in line with the Accessibility for Ontarians with Disabilities Act (AODA) by implementing the McMaster Web Accessibility Compliance Workplan 2023–2024. Progress in this area includes establishing governance around web accessibility (including a Steering Committee, of which Dr. Barrington Walker is a member, and an Advisory Group of which the Accessibility Manager is a consultant), new support resources for administrators, mass communication with the community, and holding 52 consultations and training sessions with website administrators. An initial deadline to reach web accessibility compliance was set for December 31, 2023. It was anticipated that this first 2023 deadline would not be achieved due to the complex nature of our large institution, which is also highly decentralized. McMaster reported non-compliance on the AODA Section 14 website and web content accessibility within its 2023 AODA Accessibility Compliance Report to the Ministry. Following a dialogue with the Ministry in November 2023, an agreement was reached for McMaster to have an extension to reach web accessibility compliance by December 31, 2024. The Equity and Inclusion Office and University Technology Services are working closely in partnership with other relevant campus partners to ensure the University reaches its web accessibility obligations under the AODA by the end of 2024.

- **Expanded In-depth Consultation Offerings:** Throughout this period, the AccessMac Program provided over 276 consultations, which ranged from referrals, resource sharing, and document reviews to policy and guidance document reviews. Additionally, based on the 2023 AODA compliance reporting and internal data collection, AccessMac identified a few priority areas requiring in-depth consultation and adjustments to bring the University further in line with the AODA. These consultations included:

- Advancing individualized emergency response processes in partnership with University Health and Safety
- Improving inclusive procurement processes in partnership with Strategic Procurement
- Ensuring accessibility and disability inclusions are embedded within the renewed McMaster institutional branding in partnership with Communications, Marketing & Public Affairs
- Informing accessible guidelines for McMaster’s facilities and infrastructure, led by Facility Services
- Website accessibility to reach full web accessibility by December 2024 in partnership with University Technology Services
- Assessments and roadmap for the forthcoming AODA Postsecondary Education Standards in partnership with the Office of the Vice-Provost, Teaching and Learning
- Accessibility reviews and consults of spaces, including laboratories and the community garden
- Review of accessibility at McMaster’s convocation in partnership with the Office of the Registrar.

These in-depth consultations significantly added value and contributed to meaningfully making McMaster’s structural processes and spaces more accessible and inclusive.

- **New and Updated Training Content:** To ensure AccessMac’s accessibility and disability inclusion trainings remain current, a full review was done of all asynchronous and synchronous training materials which AccessMac administers. Most notable is updating the AODA and Human Rights Code training, all Welcome Week and Community Advisor training materials, and creating new tailored training content for Faculties who request a training workshop. Updates include content related to the renewed Accessibility Policy, updated information on best practices and legislation, and a deeper focus on intersectionality. Additionally, AccessMac has partnered with Human Resources to shift the course “Creating Disability Inclusive Work Culture through Accommodations and Accessibility Approaches” to an online format, which will strengthen the course’s contribution to the Inclusive Excellence Leadership Program.

Communications

- **Accessibility Hub:** AccessMac continued to host and maintain the website accessibility.mcmaster.ca, also known as the Accessibility Hub, which is a central place for the McMaster community to access all information related to accessibility and disability inclusion. During this reporting period, there were 20,720 views across all pages within the Accessibility Hub, which indicates that the website remains an important space for the McMaster community to access policies, training, and resources, report accessibility issues, and learn more about events and publications.
- **Publications:** The fifth annual publication of the Accessibility and Disability Inclusion Update, 2022-2023, was launched during National Accessibility Week 2024.
- **Listservs:** AccessMac continued to host and maintain three accessibility listservs (1. For employees, 2. For students, 3. General). Over 30 communications were sent through these lists.

Accessibility and Disability Support-Related Consultations

AccessMac Accessibility Consultation: A consultation takes place when an individual or group seeks advice and/or guidance on a matter related to accessibility and disability inclusion as per the Accessibility for Ontarians with Disabilities Act (AODA), 2005 or best practice.

Type of Consultation	Number of Consultations
Accessibility and/or Disability Inclusion Consultations: Broad McMaster campus community	191
Accessibility and/or Disability Inclusion Consultations: Provincial accessibility communities (other ON universities and / or municipalities)	29
Consultations with Individuals with Disabilities: Disclosed - Persons with lived experience of disability(ies)	56
Total Consultations	276

Table: AccessMac’s Consultations between 2019 and 2024. Description: there are four rows including the date, number of disclosure related consultations, number of accessibility and disability inclusion consultations, and totals. There are also six columns which includes the years covered.

Category	2019/20	2020/21	2021/22	2022/23	2023/24
Disclosure / Support-Related Consultations	24	34	68	88	56
Accessibility and / or Disability Inclusion Consultations	141	227	256	307	220
Totals	165	361	324	381	276

Top Themes for AccessMac Accessibility Program Consultations:

- Digital and Web Accessibility
- Built Environment Accessibility
- Student-Employee Accessibility / Accommodation Support and Referrals
- Navigating accessibility at McMaster (general referrals, resources)
- Parking Accessibility
- Accessibility during protests on campus

Synchronous (In-person) Trainings, Workshops, and Committee Meetings	
In-Person Accessibility and Disability Inclusion Training and Education Sessions	949
Accessibility Committee and Network Meetings (38 in total):	545
Welcome Week Training (August 2024)	1,111
Community Advisory Training (August 2024)	142
Community Engagement Events and other Workshops (17 in total)	488
Sub-Total Persons Trained and Engaged Synchronously	3244

Asynchronous (online, self-paced) training	
AODA and Human Rights	Employees: 1,764 completed Students: 2151 completed Total: 3915
FLEX Forward	Employees: 92 Completed Students: 102 Completed Total: 194
TA Training - Accessibility and Disability Inclusion	402
Welcome Week and CA Online Training Component	1,253
MSU Executives and Volunteer Training	300
Sub-Total Persons Trained	6064
Total People Trained or Participated in Workshops through both Asynchronous and Synchronous methods	9308

Most Popular Educational Sessions Themes

- AODA and Human Rights Code
- Digital and Web Accessibility
- Tailored training – Accessibility and Disability Inclusion 101
- Accessible Education / Accessibility in Teaching and Learning
- Accessible Sessions - Fostering a Community of Belonging

AccessMac Community Development and Engagement

Committee and Network Engagement: During this period, the AccessMac Program Manager, and Project Coordinator participated in over 38 committee, working group, and network engagement meetings and activities. These groups range from internal networks and committees such as the McMaster Accessibility Advisory Council (MAAC), the Employee Accessibility Network (EAN), the McMaster Facility Accessibility Design Standards Committee (MacFADS), the McMaster Community of Practice, the Tech Round Table, Web Accessibility Advisory, the Disability, Inclusion, Madness, Accessibility, NeuroDiversity (DIMAND) committee, to external groups such as allyHamilton, Hamilton Disability Employment Network, and the Ontario Network of Accessibility Practitioners (ONAP), etc. AccessMac's involvement in these committees reflects the diverse thematic engagement, and wide reach of community partnerships within the University and the external community. Accessibility cannot be done in isolation, and by ensuring AccessMac's engagement within different spaces and discussions, we are ensuring accessibility and disability inclusion remains a priority in line with the University's commitment to AODA compliance.

International Day of Persons with Disabilities Events (December 3): To celebrate this milestone day, McMaster hosted five (5) community events, in addition to supporting and promoting other engagement activities held by our community partners. AccessMac's events include: 1) Navigating Accessibility Services Post-Pandemic at McMaster; 2) Disability Discussion: Celebrating Disability Pride; 3) McMaster Museum of Art's Accessibility Guided Tour and Art Workshop; 4) Digital Accessibility in 2023; 5) Employee Accessibility Network Meeting. In total, 45 participants joined these events, which is in addition to reaching many more individuals through the publication in the [Daily News article](#) marking the occasion.

Employee Accessibility Network: During this reporting period, AccessMac's Manager Co-Chaired the Employee Accessibility Network (EAN). Five meetings were held throughout the year, and 89 participants attended the meetings. The EAN's main meetings focused on providing a peer support space for members. Additionally, tailored meetings were held with the EAN to engage and consult on the following areas: McMaster's Accessibility, McMaster's Facilities Accessible Design Standards, the Community Garden, and Individualized Emergency Response Planning Procedures.

National Accessibility Week (May 2024): To recognize National Accessibility Week, AccessMac developed a statement to mark the occasion which was published through the [Daily News](#). Additionally, the annual publication of the [Accessibility and Disability Inclusion Update, 2022-2023](#) was launched, a compilation of 56 initiatives from across the University which have contributed to progressing disability inclusion and accessibility at McMaster. Initiatives were submitted from faculties, central units, and individuals, with a wide thematic area from research, teaching and learning, digital accessibility, infrastructure, employment, and advocacy.



Equity, Inclusion, and Anti-Oppression Program

Institutional Educational Projects

- New educational offerings included anti-Black racism focused *Black Racial Trauma and Supporting the Self*, *Black Intersectionality*, and *Supporting the Black community in Academia* as well as two asynchronous modules: *Equity, Diversity, Inclusion and Accessibility Fundamentals* and one to support the McMaster-wide Aids and Awards Review process.
- Collaborative efforts included support for Athletics and Recreation's Winter 2024 Progress Review and strategic educational planning process, the MacPherson Institute of Teaching and Learning and EIO's Inclusive Pedagogies, and partnership with Human Resources on the Inclusive Excellence People Managers Program, with a newly developed asynchronous module to launch in Winter 2025.
- Co-piloted newly revised Welcome Week and Residence Life Bystander Training modules for over 1200 student and residence welcome week representatives, in collaboration with Sexual Violence Prevention and Response Office (SVPRO), Accessibility McMaster (ACCESS MAC) Program within the EIO, the Sexual Assault Centre (Hamilton and Area), SACHA.

Institutional Initiatives

- Established an EDI Leads Community of Practice comprised of the full-time EDI and anti-racism leads/managers across DeGroote School of Business, Faculty of Health Sciences, Libraries, and Athletics and Recreation
- In Summer of 2024 the Anti-Black Racism Coordinator established a Scarborough Charter Community of Practice, comprised of representation including African and Caribbean Faculty Association of McMaster (ACFAM), Student Affairs, Black Student Success Centre (BSSC), African and African Diaspora Studies Program (ABLD), President's Advisory Committee for Building an Inclusive Community (PACBIC), and Black Student Mentorship Program (BSMP), to strategize the implementation of priorities and actions of upholding Black Excellence on Campus.
- Continued to sponsor McMaster Community and Hamilton Community events and initiatives, including the Black, Indigenous, and Racialized Employee Resource Group, Black Graduation and the John C. Holland Awards

Institutional Community Events

- Co-facilitated an event focused on Afrofuturism and Black Professional Development in collaboration with the Graduate Students Association and CUPE 3906
- *Our Campus Our Community* in Winter 2024 – A collaborative event with SVPRO, ACCESSMAC, and the Human Rights Dispute Resolution (HRDR) Team, for staff and faculty engaged in EDIA work
- Continued to be a key collaborator in the Black Graduation, which was attended by 750 graduating students, faculty, staff, families and friends, and well-received.
- Successfully continued to lead the curation of Black History Month events, promotions, and kick-offs for the McMaster community and funded and supported three events through a new funding opportunity for staff, faculty or student groups that wished to run BHM events
- Collaborated with the BSSC and Wellness Centre on a Black drop in check in for students, staff and faculty, promoting community building and mental health supports for the Black community on campus in Summer 2024

Equity, Diversity, and Anti-Oppression Program Consultations

Consultations: A consultation takes place when an individual or groups seek advice, guidance, or collaborative discussions related to Equity, Diversity, and Inclusion (EDI), Anti-Racism (AR), and Anti-Oppression (AO) education or strategic planning.

Type of Consultation	Number of Consultations 2022-2023	Number of Consultations 2023-2024
Inclusion and Anti-Racism Consultations: <ul style="list-style-type: none"> • Departmental or program specific EDI strategic planning, • recruitment and retention consultations • committee consultations and strategizing, • Consultations for educational mapping and planning, policy and protocol development, and content or statement reviews • Consultation for event and initiative planning or safety planning 	120	199
Support Related Consultations: <ul style="list-style-type: none"> • Persons with lived experience of equity deserving identity seeking navigational consultation and support 	10	7
Anti-Black Racism Education and Programming Consultations <ul style="list-style-type: none"> • Departmental or program-specific strategic planning and/or recruitment for Black identifying staff, students and faculty • Anti-Black Racism education mapping, reviews, and consultations • Safety planning for Black-focused events, initiatives, and projects on campus 	*N/A	105
Total	130	311

*2024 is the first year of reporting by category for Anti-Black Racism consultations as data were not previously captured

Equity, Diversity, and Anti-Oppression Education Sessions

Sessions and Workshops: Educational sessions and workshops encapsulate both synchronous and asynchronous workshops, presentations, and training delivered. This includes student, faculty, and staff delivered sessions, including leadership groups, student-led groups, classroom level workshops and discussions, and departmental staff training.

Type of Program	Number of Sessions 2022-2023	Number of Participants 2022-2023	Number of Sessions 2023-2024	Number of Sessions 2023-2024 (includes staff, students, faculty, and other community members)
<p>Equity, Diversity, and Anti-Oppression Education: This is comprised of workshops, discussion sessions, lectures and seminar style education delivered across our synchronous topics such as: bias, microaggressions, stereotypes, inclusive language, bystander intervention, psychological safety and anti-oppressive organizational development.</p> <p><i>(Please note: this data is inclusive of larger, staff and student cohort focused orientation education such as the Employee Equity Facilitators Program Training, the Inclusive Excellence People Managers Training in Anti-Racism, and the W Booth Orientation Training)</i></p>	78	4952+	36	1700+
<p>Anti-Black Racism Specific Education: this is comprised of workshops discussion groups, and seminar style education focused on our anti-Black racism educational topics such as: defining anti-Black racism, Black intersectionality's, Race-Based Trauma and Supporting the Black community</p>	*Data not captured	*Data not captured	13	7
<p>EDIA Fundamentals Asynchronous Module Completion: this new asynchronous module was launched in May 2024. The data reflect number of registrants and number of participants who have completed the module successfully</p>	*Data not captured	*Data not captured	EDIA Fundamentals Module on Avenue to Learn, Piloted May 2024	<p>Number of Registrants as of August 31st 2024: 157 staff/ faculty 171 students</p> <p>Number of Registrants that have successfully completed the module as of August 31st 2024: 67 staff/ faculty 148 students</p>

Type of Program	Number of Sessions 2022-2023	Number of Participants 2022-2023	Number of Sessions 2023-2024	Number of Sessions 2023-2024 (includes staff, students, faculty, and other community members)
Summer 2024 Welcome Week Representative and Residence Life Training	*Data not captured	*Data not captured	In collaboration with Student Success and Residence life, 4 educational sessions of Bystander intervention with 17 rounds of case scenario education were provided throughout August for the Welcome Week Reps and Residence Life Community Advisors	1100+ welcome week representatives and residence life community advisors
Total	78	4952+	70	3125+

*2024 is the first year of reporting by these categories as data were not previously captured

Community Development and Engagement

Type of Community Engagement	Engagement Highlights	Engagement Numbers
Black Graduation	In collaboration with Black Student Success Center, Office of the Registrar, the African Caribbean Faculty Association of McMaster, International Students Association, Black Student Association and McMaster Alumni Association, the Black Graduation highlighted the success and progression of Black students at McMaster	750+*
Black Drop In Check In	In collaboration with the Black Student Success Centre and the Wellness Centre, a community mental health check in event was held in Summer for Black students, Faculty and staff.	15
Black History Month	In collaboration with Black History Month Planning committee: 30 sessions and events were held throughout the course of February 2024 in addition to frequent social media engagement and education	2,200+
Total	N/A	2,965+

* data was derived from the Black Student Success Centre's Summary Report of Black Graduation

Faculty of Health Sciences – Family Medicine

As of Fall 2023, the Department of Family Medicine Equity, Diversity, Inclusion and Anti-Racism Portfolio does not have a dotted line report to the EIO. For information on the Department of Family Medicine education, consultation, and events, please visit the Department of Family Medicine [Website](#).



Sexual Violence Prevention & Response Office

Highlights of Notable Successes and Opportunities

- **It Takes All of Us (CONSENT 1A00/SGS 202):** SVPRO successfully piloted the It Takes All of Us (ITAOU) course in 2022/23 and, based on positive feedback, will continue to offer the asynchronous course for all incoming undergraduate and graduate students at McMaster. ITAOU is an online, interactive course that increases awareness of gender-based and sexual violence, bystander intervention, on-campus supports and fosters a campus culture of respect and consent. First year grad and undergrad students are automatically enrolled and encouraged to complete the course. McMaster employees also have access to the course through the Avenue to Learn (A2L) platform. As of August 31, 2024, 2,554 students completed the course, and another 1,181 students began but did not complete it.
- **ConsentLit Research Project:** With support of the Office of the Provost, SVPRO and the Okanagan Office of Health and Wellbeing began a mixed methods research study of the It Takes All of Us course. This project gathered diverse student and expert perspectives through surveys and focus groups. The findings of ConsentLit will inform this, and future university-level interventions aimed at enhancing consent education and reducing sexual violence among students at McMaster University.
- **Partnership Agreement with SACHA:** SVPRO is thrilled to be formally partnering with the Sexual Assault Centre (Hamilton and Area), SACHA, to strengthen and advance prevention education work within the McMaster community. The 2023/24 inaugural partnership agreement was so successful that we will continue in the 2024/25 academic year and hopefully beyond. Some of the Partnership Agreement outcomes include leading the development of a SACHA/SVPRO “Healthy, Sexy Times” zine with the Peer Educators, co-facilitating community conversations on It Takes All of Us and other topics related to gender-based violence, outreach supports at our tabling events, supporting the in-person training of over 1,100 Welcome Week reps, developing and leading events with Peer Educators teams, and many more prevention-related education sessions.
- **Peer Educators:** We recruited and trained a new group of 10 sexual violence prevention Peer Educators who will assist with events throughout the school year, including Consent Action and Awareness Weeks, and organizing our popular Dogs Against Cat Calling event.
- **Welcome Week Representative Training:** SVPRO, in partnership with EIO colleagues, offered bystander intervention training and small-group case scenario sessions to all 1,111 Welcome Week student leaders. The training was offered over three full days.
- **Unita Assk:** SVPRO’s own consent-educating and award-winning drag queen, Unita Assk, hosted events in collaboration with McMaster Welcome (Welcome Week kick-off), McMaster Student’s Union, McMaster Libraries, the Student Success Centre, and the Sexual Assault Centre (Hamilton and Area). Unita also co-hosted a successful “Math in Drag” Book launch with drag queen Kyne Santos in partnership with the Department of Mathematics and Statistics.
- **Feminist Self-Defence:** In partnership with local organization Acts of Resistance, six two-hour self-defense sessions for those identifying as women, non-binary, or 2SLGBTQIA+ were offered to the McMaster community (four for students and two for staff and faculty). All sessions were well-received by the community.
- **Website Usage:** Tracked 9,500 website visitors
- **Conference and Course Presentations:** SVPRO staff were invited to speak at conferences and courses such as, International Association of Student Affairs and Services Global Summit, Ontario University Sexual Violence Network training session, Canadian Association for the Prevention of Discrimination and Harassment in Higher Education, Osgoode Hall Law School Professional Development Courses, Integration Women’s Health Symposium for Allied Health Professionals, and the following course: Addressing Family Violence in Perinatal Care interprofessional workshop in collaboration with the Midwifery program at McMaster.

Disclosures

Disclosures over the past academic year are highlighted below.

A disclosure is made when an individual informs someone in the University community about an experience of sexual violence because they wish to access support, accommodations and/or information about their options. A person may wish to disclose, seek support, and take no further action. This is an option for individuals under [McMaster's Sexual Violence Response Protocol](#) and [Sexual Violence Policy](#).

Categories for reporting are based on provincial requirements, as set out in Common Institutional Metrics Reporting Guidelines document.

Sexual Violence Policy Disclosures

Between September 1, 2023, and August 31, 2024, there were a total of 143 Disclosures of Gender-Based and Sexual Violence. The number that went on to the Complaints process is captured in the Statistical Report section.

Category	2019/20 Total # of Disclosures	2020/21 Total # of Disclosures	2021/22 Total # of Disclosures	2022/23 Total # of Disclosures	2023/24 Total # of Disclosures
Sexual Assault	100	12	40	69	110
Sexual Harassment	13	11	16	22	10
Stalking	2	2		1	5
Indecent Exposure	1	1			
Voyeurism	1				1
Sexual Exploitation	4		1	3	2
Intimate Partner / Domestic Violence	3	1	4	8	21
SV (not specified)				20	
Total	124	27	61	123	*143

Note: SVPRO Disclosure Statistics are captured here and are also reflected in the Statistical Report which highlights consolidated data collected by EIO from all five Intake Offices on campus.

*Disclosures can include more than one category of Sexual Violence

Sexual Violence Policy Consultations

Between September 1, 2023, and August 31, 2024, SVPRO, offered 151 [Sexual Violence Policy](#) consultations. These consultations are captured here and are also reflected in the statistical section of the report showcasing consolidated consultation data collected by EIO from all five Intake Offices on campus.

Year	2019/20	2020/21	2021/22	2022/23	2023/24
Consultations	84	64	61	126	151

2023/24 Consultation Breakdown:

Sexual Harassment: 16 | Sexual Assault: 60 | Stalking: 7 | Exploitation: | IPV: 17 | GBV: 63

*consultations can involve more than one sexual violence category

Sexual Violence Prevention Education

Type	Number of Events	Number of Participants	Audience	Topics
Synchronous trainings and workshops (virtual, hybrid, and in-person)	46	3,819	Students (undergraduate, graduate), staff, faculty, clinical faculty	Responding to disclosures of sexual violence, preventing sexual harassment, building cultures of consent and inclusion, building gender-inclusive spaces, bystander intervention
Asynchronous trainings	N/A	1,253	Community Advisors, Residence Life Area Coordinators, Welcome Week Representatives	Responding to Disclosures of Sexual Violence
It Take All of Us (Consent 1A00/SGS 202)	N/A	4,986	Incoming undergraduate and graduate students, Community Advisors, Residence Life Area Coordinators, Welcome Week Representatives	Consent, responding to disclosures, bystander intervention, seeking supports on and off campus
Events and webinars	28	5,219	Open to all	Feminist self-defence classes; open mic poetry night; December 6 Memorial Walk; healthy masculinity webinars; joint webinars with other universities; Drag Story Time for grown-ups; various events with community partners (SACHA, Sisters in Sync, Next Gen Men)



Human Rights and Dispute Resolution Program

Highlights of Notable Successes and Opportunities

- Developed and launched coaching sessions, which are conducted post-investigation when there is a substantiated finding of a Discrimination & Harassment or Sexual Violence Policy violation. During this reporting year, the office successfully conducted eight (8) coaching sessions. This process supports a restorative justice approach to assist parties post-investigation.
- Redesigning and revamping the human rights component of the Inclusive Excellence Leadership Program, set to launch in Winter 2025, to strengthen its focus on equity, psychological safety, and inclusive leadership for senior leaders.
- The HRDR team streamlined the process of concerns and complaints, and all Senior Human Rights Advisors have Faculty and Department assignments. This ensures timely response and continues to foster relationships with the McMaster community.
- Ongoing collaboration with Assistant Deans, Deans, Student Accessibility Services, and other partners to update McMaster's process for the intake and assessment of retroactive academic accommodation requests.
- Significantly reduced timelines for investigations using transcription services for all internal investigations conducted by a Senior Human Rights Advisor when all parties are available to meet.
- Continued partnership with EIO colleagues and members of other Intake Offices to deliver customized training and provide leadership on human rights-related matters based on the EIO's statistics.
- Operationalized the new case management system to process all concerns and complaints related to the Discrimination & Harassment and Sexual Violence Policy.
- Members of the HRDR team were invited to speak at human rights & equity conferences and as guest lecturers at McMaster University and the University of Toronto, Faculty of Law.



Statistical Report

of Complaints & Consultations under McMaster's
Discrimination & Harassment Policy
and Sexual Violence Policy

Definitions

Early Intervention: can be facilitated by an Intake Office may include fact-finding discussions, clarification of the issues, facilitated conversations, coaching, reconciliation, voluntary no-contact agreements. Where applicable, options for Early Intervention may also include equity, diversity, inclusion, and belonging education specific to the context of the allegation of a Policy violation.

Complaint: A complaint under McMaster University's *Discrimination & Harassment Policy* or *Sexual Violence Policy* is made when an individual seeks to initiate the institution's investigation and adjudication procedures by completing and submitting complaint forms to one of the five Intake Offices on campus. Upon receipt of a complaint, the Policy Response Team convenes to review the materials with a view to making recommendations to the respective Decision Maker. Complaints are either investigated or not investigated. If the complaint is not investigated, the complainant is informed of their right to make a written request for review of the decision to the appropriate Vice-President¹.

Investigations may also be initiated by the University, when the University becomes aware of situations where an investigation may be warranted, on the basis of both the circumstances and nature of the allegations¹.

Consultations: A consultation takes place when an individual seeks advice and/or guidance on a matter related to discrimination, harassment, and/or sexual violence from an Intake Office representative in one of the five Intake Offices on campus. Consultations are confidential, subject to limits of confidentiality, outlined in the Policies.

Coaching: involves structured sessions focusing on personal and professional growth, compliance with relevant policies, and enhancing interpersonal skills. These conversations often address the gap between intent and impact, guiding individuals to adjust their behaviours to align with the *Discrimination and Harassment Policy* and the *Sexual Violence Policy*. The sessions also explore power dynamics, identity, and societal norms influencing behaviour, particularly in areas like consent. This method promotes introspection, helping individuals understand the broader effects of their actions and fostering a constructive approach to personal and interpersonal challenges. Coaching is used post-investigation, following a finding of a policy violation, to support the healing of all parties involved.

Dispute or Voluntary Resolution: Dispute or early resolution is a voluntary service provided by Intake Office representatives to help facilitate the successful resolution of issues and concerns related to discrimination, harassment, and/or sexual violence. It is a voluntary process involving steps taken to resolve or remedy a Complaint, with which both the Complainant and Respondent have agreed. May include a mediation.

Intake Offices: the five Intake Offices listed in McMaster University's *Sexual Violence Policy and Discrimination & Harassment Policy* are the Sexual Violence Prevention & Response Office, Human Rights & Dispute Resolution Program, Employee and Labour Relations, Faculty of Health Sciences Office of Respectful Conduct in Clinical and Academic Environments, and Student Case Management Office.

¹ For more information on University-initiated investigations, see section 92 of the *Discrimination & Harassment Policy* and/or section 99 of the *Sexual Violence Policy*.

Consolidated numbers on complaints, consultations and alternative dispute resolution are listed in the statistical report section below.

Complaint Statistics

Overview of Complaint Data

1. Complaints: Overview of Complaint Numbers

Reporting Year	Total Number of Complaints	Open at Start of Year	New	Closed
September 1, 2019– August 31, 2020	46	12	34	20
September 1, 2020 – August 31, 2021	58	26	32	40
September 1, 2021 – August 31, 2022	35	18	17	18
September 2, 2022– August 31, 2023	28	9	19	23
September 1, 2023– August 31, 2024	40	5	35	25

There continues to be a noted increase in the complexity of the matters across multiple portfolios and the number of individuals involved.

2. Complaints by Policy

Reporting Year	Total Number of Complaints	Number of Complaints involving the Discrimination & Harassment Policy	Number of Complaints involving the Sexual Violence Policy	Number of Complaints involving both Policies
September 1, 2019– August 31, 2020	46	35	25	14
September 1, 2020 – August 31, 2021	58	48	25	15
September 1, 2021 – August 31, 2022	35	30	10	5
September 2, 2022– August 31, 2023	28	18	10	0
September 1, 2023– August 31, 2024	40	35	11	6

3. Complaints Investigated

Reporting Year	Percent investigated	Percent resulting in policy violations	Mean Length of investigation ² process (months)
September 1, 2019– August 31, 2020	75%	87%	5.4 (median 5)
September 1, 2020 – August 31, 2021	80%	59%	7.4 (median 7)
September 1, 2021 – August 31, 2022	66%	71%	8.4 (median 7.75)
September 2, 2022– August 31, 2023	43%	50%	8.8 (median 7)
September 1, 2023– August 31, 2024	24%	75%	3.5 (median 3)

Complaints not investigated

Complaints are not investigated for a variety of reasons, including: the complainant elects to withdraw the complaint; the parties reach a resolution; the complaint proceeds under another University process, such as Academic/Research Integrity, Student Appeal Procedures or Student Code of Rights & Responsibilities; the Assessment Team and Decision Maker decide not to investigate because, for example, there is no jurisdiction, the complaint is out of time, or there is no *prima facie* case.

In the past academic year, 76% of complaints did not proceed to investigation under the [Discrimination and Harassment Policy](#) or the [Sexual Violence Policy](#).

Interim measures

Interim measures are temporary steps put in place while an investigation is in progress to safeguard the working, learning, and/or living environments of all individuals. Interim measures do not extend beyond the final resolution of a matter and are reviewed on an ongoing basis to ensure they remain appropriate in the circumstances.

Interim measures were necessary in 75% of the cases investigated and closed this past academic year. Relevant staff and faculty are often asked to assist in discussions to explore options, and to support implementation and oversight of interim measures.

Outcomes

When policy violations are found to occur, outcomes vary, depending on the circumstances of each case. Examples of outcomes during the 2023/2024 academic year include: remedial educational initiatives; mandated training; professional coaching; instituting no contact orders between individuals; designating individuals as PNG (*persona non grata*) from campus; documented discussions; and termination of employment. Consolidated numbers on complaints, consultations and alternative dispute resolution are listed in the statistical report section below.

² The length of an investigation process is calculated as the time between the date the parties are first notified of the process and the date the parties receive the findings and outcomes of the process.

Disaggregated Complaint Data

1. Complaints: Protected Ground

Protected Ground	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Sex (includes sexual harassment and assault)	29	25	14	12	11
Personal Harassment (intimidation, bullying)	10	17	10	7	9
Ancestry, colour, race	7	13	8	4	14
Disability	5	7	4	4	7
Creed/religion	4	2	3	4	3
Family status	1	2	1	1	1
Age				2	4
Gender Identity/ Gender Expression				1	1
Reprisal				1	0
Total	56	66	40	36	50

*Note: Some complaints involve more than one ground.

2. Complaints: Participant Type

	Complainant	Respondent
Undergraduate Student	9	6
Graduate Student	3	2
Staff	19	20
Faculty	7	15
Other (external, not identified)	1	0

*Note: Some complaints involve more than one complainant and/or respondent.

3. Complaints: Faculty/Area of the University

	Complainant	Respondent
Administrative Units* (*other than Hospitality and Facility Services)	6	6
DeGroot School of Business	2	4
Faculty of Engineering	7	2
Faculty of Health Sciences	14	9
Faculty of the Humanities	3	1
Faculty of Science	2	2
Faculty of Social Sciences	2	2
Athletics & Recreation	0	1
Facility Services	1	0
Hospitality Services	1	1

4. Complaints: Origin of the Concern

Origin of Concern	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Academic context	14	16	9	7	10
Employment context	17	26	19	13	22
Campus community (e.g., extracurriculars, events)	2	3	3	0	5
Off campus, with a nexus to the University	6	8	2	7	2
Residence	4	3	0	0	0
Athletics	3	4	3	1	1

Coaching Statistics

8 post-investigation coaching sessions were conducted to support respondents in addressing behaviours identified as policy violations under the Discrimination and Harassment Policy and the Sexual Violence Policy.

Consultation Statistics

As set out above, a consultation takes place when an individual seeks advice and/or guidance on a matter related to discrimination, harassment, and/or sexual violence from an Intake Office representative in one of the four Intake Offices on campus. Consultations are confidential, subject to limits of confidentiality outlined in the Policies.

Numbers

For the 2023-2024 academic year, the five Intake Offices recorded a total of 1,412 consultations.

Themes

Most consults and disclosures pertained to employment matters. Staff and Undergraduate students were the most common groups seeking consultation.

Top three grounds- Consultations:

- Ancestry, colour, race
- Creed/religion
- Disability

Disaggregated Consultation Data

1. Consultations: Issue

Issue	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024
Harassment - Personal	77	95	108	112	124
Sexual Violence	74	81	61	35	378
Discrimination	114	64	91	100	668*
Accommodation	73	80	618	85	221
Grounds Based Harassment	125	43	69	150	253
Poisoned Environment	12	10	5	63	37
Accessibility**	2	17	3	11	25
Total	477	390	970	556	1,706

Note: some consultations involved more than one issue.

* 584 consultations addressed issues related to Israel and Palestine.

** Consultations related to accessibility under the Discrimination & Harassment Policy tend to focus on improving access to processes and services in a general overall sense, whereas consultations related to accommodation are focused on specific cases requiring resolution.

2. Consultations: Protected Ground

	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024
Disability	92	90	119	136	168
Creed/religion	28	12	542	26	361
Ancestry, colour, race	70	49	47	125	1,068
Ethnic origin	10	12	14	15	143
Family status	14	9	18	11	23
Gender identity/ gender expression	5	5	9	13	56
Age	3	0	6	3	6
Place of origin	11	24	15	5	115
Sex	151	92	45	51	81
Sexual orientation	6	3	6	1	12
Citizenship	3	7	4	4	16
Marital status	1	0	0	0	0
Total	384	303	825	390	2,049

Note: Some consultations involve more than one ground.

3. Consultations: Participant Type

	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024
Undergraduate Student	114	74	129	142	128
Graduate Student	92	43	43	62	44
Staff	115	106	173	226	348
Faculty	118	95	92	82	89
Medical Resident	27	5	6	21	4
Other (external, not identified)	11	21	527	23	16

4. Consultations: Faculty/Area of the University

	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024
Administrative Units	82	84	54	116	136
DeGroote School of Business	18	19	27	25	37
Faculty of Engineering	26	35	52	47	37
Faculty of Health Sciences	133	86	126	183	180
Faculty of the Humanities	24	23	28	28	20
Faculty of Science	35	32	47	82	29
Faculty of Social Sciences	46	40	25	26	157
Ath & Rec	NA	7	12	3	18
Unknown	113	34	599	47	15

5. Consultations: Origin of the Concern

Origin of Concern	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024
Academic context	201	199	228	231	260
Employment Context	73	70	106	207	129
Campus community (e.g., extracurricular, events)	43	25	27	33	137
Off campus, with a nexus to the University	50	21	30	17	34
Off campus, with no nexus to the University	NA	7	14	NA	5
Residence	7	13	13	17	4
Athletics & Recreation	18	15	9	18	4
Online					56

Education & Training Initiatives

The HRDR program has enhanced its tailored education and training efforts to address emerging issues and trends identified through complaint and consultation data collected using the case management system (July 2023). This proactive approach aims to mitigate risks and promote an inclusive campus environment.

The Senior Director of Human Rights and Accessibility, Senior Human Rights Advisors, and members of the Response Team collaborate to deliver tailored support and guidance. Quarterly reports and meetings provide a platform for reviewing anonymized complaint and consultation data with deans, department leads, and EDI leads, if available, ensuring confidentiality while identifying trends, addressing concerns, and supporting data-informed decision-making for strategic interventions.

Training content is customized to meet the specific needs of each faculty and department, focusing on addressing unique challenges and promoting relevant, impactful education. Regular evaluation ensures ongoing refinement and alignment with evolving institutional priorities, fostering a responsive and informed community.

The HRDR program remains committed to enhancing the campus climate through strategic, evidence-based education and training initiatives, addressing emerging issues while laying the foundation for sustainable cultural change.

During the 2023–2024 academic year, the HRDR team delivered 44 tailored training sessions across six faculties, in addition to various departments and administrative units, covering human rights and related topics, including discrimination, harassment, personal and psychological harassment, duty to accommodate, intake processes, and early interventions.

Dispute Resolution

As indicated above, dispute resolution is a service provided by Intake Office representatives to facilitate the resolution of issues and concerns related to discrimination, harassment, and/or gender-based and sexual violence.

Dispute resolution seeks to resolve matters in an efficient and amicable manner and, if successful, reduces the likelihood of a complaint being filed. Engagement in the process is voluntary, and parties may withdraw from the process at any point in time.

Situations involving human rights go to the core of people's identity; it is not surprising that addressing and assisting parties to work through such matters entail mediating emotionally charged, extremely sensitive, and multifaceted interpersonal conflicts. The Intake Offices draw upon their acquired expertise in conflict coaching, negotiation, and other Alternative Dispute Resolution (ADR) techniques.

Numbers

- For the 2023-2024 academic year, the Intake Offices recorded a total of 55 dispute resolution matters.

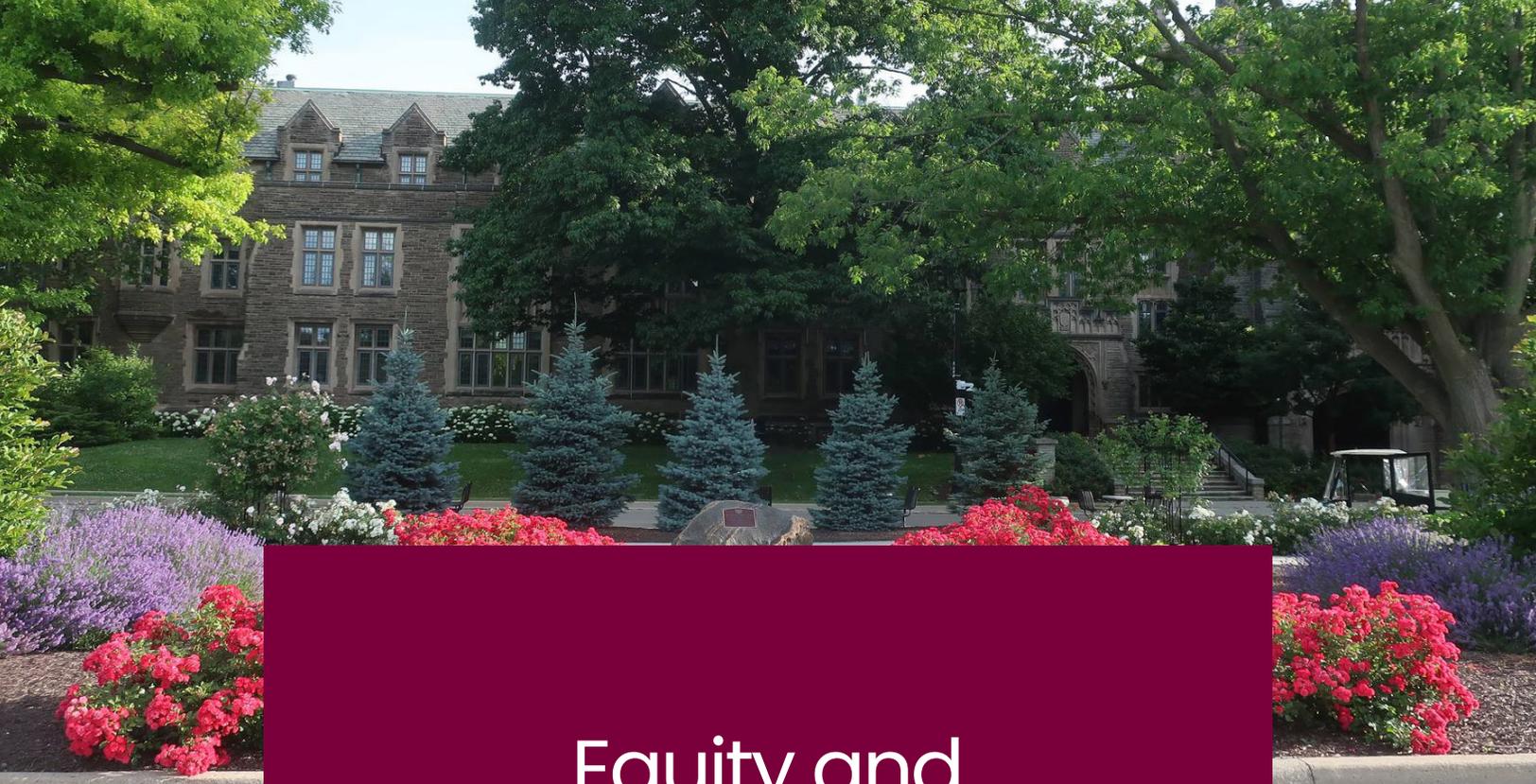
Reporting year	2019/2020	2020/2021	2021/2022	2022-2023	2023/2024
Number of resolutions facilitated by Intake Offices	122	145	103	90	55

- Discrimination, code based harassment and accommodation (related to ancestry, colour, race, sex and disability) are the most common matters where dispute resolution was conducted.*
- Undergraduate students and staff are the most common groups requesting assistance to resolve an issue, while staff and faculty are the most common groups asked to participate in a process to resolve an issue.*
- Most matters pertain to academics, followed by employment.*
- This decrease in ADR reflected a challenging environment in matters related to Israel and Palestine.*

Early Intervention Statistics

Sixteen Early Interventions were conducted during the 2023-2024 academic year, with the most common requests for intervention involving matters related to race, disability, sex, and sexual harassment.

Intervention Type	2021/2022	2023/2024
Early Interventions	23	16



Equity and Inclusion Office

Human Rights | Complaint Resolution

Education | Accessibility

Sexual Violence Prevention and Support

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Equity & Inclusion
Office



Full-Time and Part-Time Undergraduate Enrolment by Faculty and Level, as of November 1st

Relative to 2023-24, total undergraduate student headcount decreased by 1.0% (from 32,105 students to 31,779 students), with the largest per cent decrease occurring in the Faculty of Business (5.5%; from 3,694 students to 3,490 students). Level I full-time undergraduate enrolment was higher than the corresponding enrolment in the previous year, with an overall increase of 3.5% in level I. The largest per cent increase in level I full-time relative to 2023-24 occurred in Humanities (12.1%; 552 students to 619 students), Science (11.2%; 1,930 students to 2,147 students) and Business (11.1%; 801 students to 890 students). Level II full-time undergraduate enrolment was lower than the corresponding enrolment in the previous year, with an overall decrease of 2.3% in level II.

Enrolment Management Update Headcounts of Level I students

The overall undergraduate student level I enrolment for 2024-25 (6,417 students) saw a 7% increase from 2023-24 (5,997 students). The Faculty of Business enrolled 146 more level I students in 2024-25 relative to 2023-24 (from 649 students to 795 students) as did Humanities (from 478 students to 540 students), the Faculty of Science (from 1,793 students to 1804 students), and Nursing (from 155 students to 215 students). Meanwhile, Social Sciences (from 1,099 students to 1,031 students) and the Faculty of Engineering (from 1,514 students to 1,453 students) enrolled slightly fewer level I students in 2024-25 relative to 2023-24.

Total Graduate Headcount Enrolment by Faculty and Department, as of November 1st

Relative to 2023-24, total full-time graduate student headcount decreased by 0.7% (from 4,597 students to 4,565 students), with the largest per cent decreases occurring in the Faculty of Social Sciences (6.8%; from 365 students to 338 students) and the Faculty of Business (6.6%; from 609 students to 569 students). Full-time Master's student headcount increased by 0.6% (from 2,825 students to 2,842 students), with the largest per cent increase occurring in the Faculty of Engineering (5.9%; from 691 students to 732 students). Full-time Doctoral student headcount declined by 1.3% (from 1,692 students to 1,670 students), with the largest per cent decline (15.6%; 90 students to 76 students) occurring in the Faculty of Business. Total part-time graduate student headcount increased by 2.5% (from 890 students to 912 students), with the largest per cent increase (14.7%; from 95 students to 109 students) occurring in the Faculty of Engineering. Part-time Doctoral student headcount increased by 3.4% (from 87 students to 90 students), with the largest per cent increase (16.0%; from 25 students to 29 students) occurring in the Faculty of Engineering.

Full Time and Part Time Undergraduate Enrolment by Faculty and Level, as of November 1st.

FACULTY		2023/2024											2024/2025												
		Fall											Fall												
		Full Time							Part Time				Grand Total	Full Time							Part Time				Grand Total
		I	II	III	IV	V	OTHER	Total	Total	Total	Total	I		II	III	IV	V	OTHER	Total	Total	Total	Total			
BUSINESS	FACULTY OF BUSINESS	801	828	916	1023	1	41	3610	84	84	3694	890	678	833	735	241	28	3405	85	85	3490				
ENGINEERING	BACHELOR OF TECHNOLOGY	265	269	411	700			1645	319	319	1964	246	217	452	620			1535	307	307	1842				
	CHEMICAL ENGINEERING		66	63	71	22		222	10	10	232		100	58	72	31		261	8	8	269				
	CIVIL ENGINEERING		134	123	122	27		406	11	11	417		138	131	153	23		445	10	10	455				
	COMPUTING & SOFTWARE	195	365	433	372	34		1399	47	47	1446	156	394	391	446	32		1419	49	49	1468				
	ELECTRICAL & COMPUTER ENGINEERING		298	269	282	43		892	30	30	922		263	311	285	46		905	29	29	934				
	ENGINEERING PHYSICS		62	47	67	13		189	8	8	197		86	50	59	13		208	7	7	215				
	FACULTY OF ENGINEERING	1033	2	2			28	1065	13	13	1078	1024	1	1		28		1054	13	13	1067				
	IBEHS	172	114	116	137	114		653	4	4	657	175	147	108	124	133		687	1	1	688				
	MATERIAL SCIENCE & ENGINEERING		32	33	54	2		121	2	2	123		67	27	40	4		138	3	3	141				
	MECHANICAL ENGINEERING		171	170	206	39		586	28	28	614		165	181	206	42		594	18	18	612				
ENGINEERING TOTAL		1665	1513	1667	2011	294	28	7178	472	472	7650	1601	1578	1710	2005	324	28	7246	445	445	7691				
HEALTH SCIENCES	ANAESTHESIOLOGY						65	65			65					70		70			70				
	BACHELOR HEALTH SCIENCES	216	258	237	210		5	926	5	5	931	239	229	259	183		2	912	8	8	920				
	BIOCHEMISTRY & BIOMEDICAL SCI		163	153	179			495	3	3	498		165	184	172	4		525	2	2	527				
	COLLABORATIVE NURSING	153	366	306	324			1149	44	44	1193	82	217	282	318			899	75	75	974				
	FAMILY MEDICINE						231	231			231						238	238			238				
	HEALTH RESEARCH METHODS, EVIDENCE AND IMPACT						5	5			5					4		4			4				
	HONOURS BIOLOGY & PHARMACOLOGY (BIOPHARM)			15	4	18		37			37			17	4	15		36			36				
	IBEHS		35	36	37			108	4	4	112		34	35	36	2		107	2	2	109				
	MEDICINE						393	393			393						406	406			406				
	MIDWIFERY	44	44	30	40			158	1	1	159	42	43	41	27			153	1	1	154				
	MULTIPLE DEPARTMENTS						6	6			6						7	7			7				
	OBSTETRICS & GYNECOLOGY						51	51			51						54	54			54				
	ONCOLOGY						26	26			26						32	32			32				
	PATHOLOGY & MOLECULAR MEDICINE						32	32			32						38	38			38				
	PEDIATRICS						101	101			101						108	108			108				
	PHYSICIAN ASSISTANT EDUCATION PROGRAM	34	27					61			61	52	34					86			86				
	PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES						55	55			55						65	65			65				
	RADIOLOGY						51	51			51						56	56			56				
	SCHOOL OF MEDICINE	219	205	208				632			632	220	221	208				649			649				
	SCHOOL OF NURSING	166	134	241	226		1	768	20	20	788	222	156	232	228		6	844	29	29	873				
	SCHOOL OF REHABILITATION SCIENCE																	29			29				
	SURGERY						200	200			200		26	3				206			206				
HEALTH SCIENCES TOTAL		832	1232	1226	1020	18	1222	5550	77	77	5627	857	1125	1261	968	21	1292	5524	117	117	5641				
HUMANITIES	ART		3	12	29			44	6	6	50			3	13			16	8	8	24				
	ART HISTORY		8	8	7			23	1	1	24		1	5	7			13	3	3	16				
	COMMUNICATION STUDIES		84	93	91			268	11	11	279		79	78	96			253	5	5	258				
	ENGLISH		92	49	51			192	14	14	206		81	81	42			204	12	12	216				
	FACULTY OF HUMANITIES	502	58	8			28	596	36	36	632	593	55	8		23		679	33	33	712				
	FRENCH		8	8	12			28			28		3	7	7			17	2	2	19				
	GLOBAL PEACE AND SOCIAL JUSTICE		16	8	5			29	2	2	31		7	11	6			24	2	2	26				
	GREEK & ROMAN STUDIES		18	12	16			46	9	9	55		19	19	10			48	5	5	53				
	HISTORY		59	40	44			143	13	13	156		54	55	37			146	17	17	163				
	LINGUISTICS		36	51	46			133	10	10	143		43	36	53			132	8	8	140				
	MEDIA ARTS		27	31	22			80	5	5	85		26	29	31			86	4	4	90				
	MUSIC	9	13	10	16			48	4	4	52		7	13	10			30	4	4	34				
	PHILOSOPHY		114	91	92			297	21	21	318		125	87	81			293	17	17	310				
	SCHOOL OF THE ARTS	41	22					63	1	1	64	26	54	17	1			98	2	2	100				
	THEATRE & FILM STUDIES		16	23	12			51	2	2	53		3	10	15			28			28				
HUMANITIES TOTAL		552	574	444	443	0	28	2041	135	135	2176	619	557	459	409	0	23	2067	122	122	2189				

SCIENCE	BIOLOGY		224	262	308	2		796	12	12	808		240	217	284	3		744	13	13	757
	CHEMISTRY AND CHEMICAL BIOLOGY																				
	FACULTY OF SCIENCE	1522	72	83	81	7		243	6	6	249		103	63	88	11		265	5	5	270
	GEOGRAPHY & EARTH SCIENCES		89	33	6	3	63	1716	77	77	1793	1664	93	39	5		69	1870	78	78	1948
	KINESIOLOGY	235	64	79	69	6		218	7	7	225		43	62	81	6		192	9	9	201
	MATHEMATICS AND STATISTICS		251	174	237			897	7	7	904	265	219	238	191			913	6	6	919
	PHYSICS & ASTRONOMY		288	312	290	17		907	33	33	940		262	285	313	13		873	32	32	905
	PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		30	46	43	4		123	12	12	135		48	37	54	4		143	3	3	146
	SCHOOL OF INTERDISCIPLINARY SCIENCE		249	264	306			819	18	18	837		267	274	299			840	17	17	857
SCIENCE TOTAL	173	615	663	757	2		2210	31	31	2241	218	594	607	688	9		2116	23	23	2139	
SCIENCE TOTAL	1930	1882	1916	2097	41	63	7929	203	203	8132	2147	1869	1822	2003	46	69	7956	186	186	8142	
SOCIAL SCIENCES	ANTHROPOLOGY		61	37	34			132	8	8	140		65	49	33			147	4	4	151
	ECONOMICS	150	176	189	121			636	40	40	676	102	168	188	119			577	31	31	608
	FACULTY OF SOCIAL SCIENCES	1052	91	11			46	1200	39	39	1239	1017	133	20			45	1215	46	46	1261
	GEOGRAPHY & EARTH SCIENCES			1	1			2	1	1	3				1			3			3
	HEALTH, AGING AND SOCIETY	51	69	98	87			305	16	16	321	36	96	71	87			290	12	12	302
	INDIGENOUS STUDIES PROGRAM		12	7	6			25	2	2	27		8	15	8			31	4	4	35
	LABOUR STUDIES		26	12	17			55	2	2	57		24	23	8			55	3	3	58
	POLITICAL SCIENCE		210	179	155			544	37	37	581		220	193	160			573	24	24	597
	PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		119	99	45			263	27	27	290		124	94	48			266	29	29	295
	RELIGIOUS STUDIES		4	3	3			10	4	4	14		5	5	3			13	2	2	15
	SCHOOL OF EARTH, ENVIRONMENT AND SOCIETY		41	41	47			129	3	3	132		50	46	34			130	1	1	131
	SCHOOL OF SOCIAL WORK		65	69	45			179	18	18	197		49	61	55			165	20	20	185
	SOCIAL PSYCHOLOGY		101	110	92			303	15	15	318		115	101	112			328	11	11	339
	SOCIOLOGY		107	139	92			338	64	64	402		114	96	88			298	56	56	354
	SOCIAL SCIENCES	1253	1082	995	745	0	46	4121	276	276	4397	1155	1173	962	756	0	45	4091	243	243	4334
ARTS & SCIENCE	60	79	61	84			284	5	5	289	82	47	79	73		4	285	7	7	292	
DIVINITY	10	6		1		17	34	106	106	140											
GRAND TOTAL	7103	7196	7225	7424	354	1445	30747	1358	1358	32105	7351	7027	7126	6949	632	1489	30574	1205	1205	31779	

Note 1: Undergraduate Headcount enrolment includes Fall as reported to MCU on each year.

Note 2: Headcount Total excludes students on Co-op work term.

Note 3: Faculty of Engineering Other includes: Continuing Student-Engineering, Exchange Student (Incoming)-EN, LOP (Incoming)-EN, LOP/Visiting (Incoming)-EN, Transition Student-Engineering.

Note 4: Effective Summer 2015, McMaster's definition of a part time student changed from 12 units to 9 units per four month term.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

Enrolment Management Update
Headcounts of Level 1 students

FACULTY/PROGRAM	Total Target	2023											Grand Total - Target	2024											Grand Total - Target	
		101			105			Grand Total	RETURNING			101			105			RETURNING								
		Full-Time	Part-Time	Total	Full-Time	Part-Time	Total		Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
ARTS & SCIENCE PROGRAM	Arts & Science 1	ASCIENCE1	72	47	47	8	8	55	5	5	-17	72	59	59	14	14	73	8	8	1						
	Transition Student-Arts&Sci	TRANSAS									0							1	1	0						
	Total		72	47	47	8	8	55	5	5	-17	72	59	59	14	14	73	9	9	1						
FACULTY OF BUSINESS	Business 1	BUSINESS1	861	527	1	528	72	1	73	601	130	2	132	-260	902	656	1	657	84	84	741	76	7	83	-161	
	Integrated Business&Humanities	HIBH	61	45		45	3		3	48				-13	60	51		51	3		3	54				-6
	Transition Student-Business	TRANSBB									24	7	31	0								20	5	25	0	
	Total		922	572	1	573	75	1	76	649	154	9	163	-273	962	707	1	708	87	87	795	96	12	108	-167	
FACULTY OF ENGINEERING	B Tech 1 - BioTechnology CO-OP	BTECH_BIO1	40	30		30	12		12	42	9	1	10	2	42	32		32	8	8	40	8	2	10	-2	
	BTech1-Automt Sys EngTech CO-OP	BTECH_ASE1	88	74		74	15		15	89	18	1	19	1	95	78		78	8	8	86	12	2	14	-9	
	BTech1-Auto&Veh Eng Tech CO-OP	BTECH_AVT1	70	82		82	10		10	92	15	3	18	22	81	70		70	10	10	80	20	2	22	-1	
	Computer Science 1	COMPSCI1	186	3		3	12		12	15	7	1	8		5	1		5	1	1	6	2		2		
	Computer Science 1 CO-OP	COMPSCICO1		77	78		78	155		18	155	18		18	-16	226	99		99	39	138	10	1	11	-82	
	Engineering 1	ENGINEER1	874	88		88	22		22	110	18		18	18	1009	72		72	19	19	91	9	2	11	-78	
	Engineering 1 CO-OP	ENGINEERC1		739	103		103	842		103	842	61	10	71	78	1009	736	1	737	103	103	840	85	5	90	
	Integr Biomed Eng&Hth Sc1CO-OP	IBEHSC1	150	127		127	13		13	140	2		2	19	155	140		140	12	12	152	3		3	17	
	Integrated Biomed Eng & HthSc1	IBEHS1		24	24		24	5		5	29	1		1		18		18	2	2	20					
	Transition Student-Engineering	TRANSEN									2		2	0												0
Total			1408	1244		1244	270		270	1514	151	16	167	106	1608	1250	1	1251	202	202	1453	149	14	163	-155	
FACULTY OF HEALTH SCIENCES	Bach. of Health Sciences Hon	BHSCH/HBSCH	250	188		188	25		25	213	3		3	-37	250	214		214	24	1	25	239	1	1	2	-11
	Total		250	188		188	25		25	213	3		3	-37	250	214		214	24	1	25	239	1	1	2	-11
FACULTY OF HUMANITIES	Humanities 1	HUM1	478	321	2	323	103	6	109	432	78	11	89	-46	498	409		409	105	3	108	517	79	4	83	19
	Integrated Arts 1	IARTS1	26	34		34	5	1	6	40	2		2	14	47	14		14	9		9	23	3	2	5	-24
	Music 1	MUSIC1	22	4		4	2		2	6	3		3	-16	0											0
	Total		526	359	2	361	110	7	117	478	83	11	94	-48	545	423		423	114	3	117	540	82	6	88	-5
FACULTY OF SCIENCE	Chemical & Physical Sci Gateway	PHYSALSC1	82	85		85	22		22	107	9	3	12	25	149	106		106	16		16	122	8	1	9	-27
	Enviro & Earth Sci Gateway	ENVEARTH1	67	54		54	6		6	60	11	2	13	-7	87	82	1	83	11		11	94	8	1	9	7
	Integrated Science	HINTEGSCI	60	64		64	3		3	67				7	65	61		61	9		9	70	1		1	5
	Kinesiology	HKINESIOL	235	210		210	19		19	229	6	1	7	-6	265	244		244	18		18	262	3		3	-3
	Life Sciences Gateway	LIFESCI1	1053	924	1	925	107	2	109	1034	30	2	32	-19	1180	1019		1019	109	1	110	1129	36	7	43	-51
	Math & Statistics Gateway	MATHSTAT1	274	140		140	49	1	50	190	85	3	88	-84	278	167		167	45	1	46	213	57	4	61	-65
	Medical Radiation Sciences	HMEDRADSCI	113	92	1	93	13		13	106	1		1	-7	117	124		124	18		18	142	5		5	25
	Total		1884	1569	2	1571	219	3	222	1793	142	11	153	-91	2141	1803	1	1804	226	2	228	2032	118	13	131	-109
FACULTY OF SOCIAL SCIENCES	Economics 1	ECONOMICS1	158	73		73	25	1	26	99	52	3	55	-59	149	46		46	29	1	30	76	27	4	31	-73
	Health and Society 1	HHLTHSCY1	55	36		36	14	1	15	51	1		1	-4	54	27		27	5		5	32	4	2	6	-22
	Social Sciences 1	SOCSC11	896	807	3	810	138	1	139	949	107	7	114	53	995	804	2	806	113	4	117	923	100	13	113	-72
Total		1109	916	3	919	177	3	180	1099	160	10	170	-10	1198	877	2	879	147	5	152	1031	131	19	150	-167	
MIDWIFERY	Midwifery	MIDWIFERY	30	20		20	21		21	41	3		3	11	45	11		11	28		28	39	3		3	-6
	Total		30	20		20	21		21	41	3		3	11	45	11		11	28		28	39	3		3	-6
SCHOOL OF NURSING	Nursing - McMaster	NURS_MCM	122	131		131	24		24	155	10		10	33	235	206		206	9		9	215	5	2	7	-20
	Total		122	131		131	24		24	155	10		10	33	235	206		206	9		9	215	5	2	7	-20
Grand Total			6323	5046	8	5054	929	14	943	5997	711	57	768	-326	7056	5550	5	5555	851	11	862	6417	594	67	661	-639

Note 1: 101 - students registered in previous academic year at Ontario Secondary School
 Note 2: 105 - all other applicants including students that came indirectly from an Ontario Secondary School
 Note 3: Returning - internal transfers, students repeating Level 1, students readmitted, and students with course deficiency
 Note 4: Headcounts as of November 1 and as reported to MCU.
 Note 5: Headcounts exclude Divinity, Mohawk & Conestoga Nursing.
 Source: Student Records Database.
 PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS
 UPDATED ON: 03DEC2024

Total Graduate Headcount Enrolment by Faculty and Department, as of November 1, 2023-2024 to 2024-2025

FACULTY/DEPARTMENT		Full Time						Part Time				CO-OP Work Term						
		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		DIP/CERT		DOCTORAL		MASTERS		
		2023/2024	2024/2025	2023/2024	2024/2025	2023/2024	2024/2025	2023/2024	2024/2025	2023/2024	2024/2025	2023/2024	2024/2025	2023/2024	2024/2025	2023/2024	2024/2025	
BUSINESS	BUSINESS	90	76			21	13	7	9									
	EMBA			16	13													
	FINANCE			91	91													
	MBA			391	376					262	273					100	101	
	TOTAL	90	76	498	480	21	13	7	9	262	273					100	101	
ENGINEERING	BIOMEDICAL ENGINEERING	50	55	33	35						1					2		
	CHEMICAL ENGINEERING	62	64	31	26			1	3	1	1			2				
	CIVIL ENGINEERING	61	69	24	19			2	3	2	2			1			1	
	COMPUTING AND SOFTWARE	60	59	89	94			8	9	10	12			1	1	17	16	
	ELECTRICAL AND COMPUTER																	
	ENGINEERING	122	128	71	70			6	6	6	9					5	11	17
	ENGINEERING PHYSICS	41	46	23	36			1	1	12	22			2	7	1		3
	ENGINEERING PRACTICE			324	361					31	16						131	139
	FACULTY OF ENGINEERING			18	24	35	15			3	4			1			3	3
	MATERIAL SCIENCE & ENGINEERING	45	49	17	13						3					2		
	MECHANICAL ENGINEERING	72	73	61	54			7	7	2	3					1		1
	TOTAL	513	543	691	732	35	15	25	29	67	73	3	7	13	1	166	179	
HEALTH SCIENCES	BIOCHEMISTRY	82	76	65	60					1	1							
	BIOMEDICAL DISCOVERY AND COMMERCIALIZATION			52	66													
	CLINICAL BEHAVIOURAL SCIENCE											9	12					
	EHEALTH			71	66					21	22							
	FACULTY OF HEALTH SCIENCES					3	3								3			
	GLOBAL HEALTH	28	29	116	131													
	HEALTH MANAGEMENT			2						151	167							
	HEALTH POLICY	29	27															
	HEALTH RESEARCH METHODS, EVIDENCE AND IMPACT	71	60	62	73			34	30	26	22	51	39					
	HEALTH SCIENCE EDUCATION			24	18					40	32							
	MEDICAL SCIENCES	84	84	69	70													
	MIDWIFERY			12	13					25	39							
	NEUROSCIENCE	27	23	23	22						1							
	NURSING	16	17	66	64	6	3	1	2	14	12							
	OCCUPATIONAL THERAPY			136	138													
	PEDIATRICS			27	28					10	8							
	PHYSIOTHERAPY			130	129													
	PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES			57	59													
PUBLIC HEALTH			64	55					8	4	12	23						
REHABILITATION SCIENCE	25	23	86	85			9	8	37	21								
SCHOOL OF MEDICINE			1															
	TOTAL	362	340	1062	1077	9	6	44	40	333	329	72	77					
HUMANITIES	COMMUNICATION MANAGEMENT									46	40							
	COMMUNICATION STUDIES & MULTIMEDIA	26	23	11	9													
	ENGLISH	39	39	25	29													
	FACULTY OF HUMANITIES					1	2							1				
	FRENCH	14	14	2	2													
	GENDER AND SOCIAL JUSTICE			9	8					3	1							
	GREEK & ROMAN STUDIES	13	13	5	9													
	HISTORY	22	24	17	10					1	1							
	INTERDISCIPLINARY STUDIES			1														
	LINGUISTICS AND LANGUAGES	12	13	6	8													
	PHILOSOPHY	38	40	16	18													
	TOTAL	164	166	92	93	1	2			50	42		1					
INTERDISCIPLINARY	INTERDISCIPLINARY (CRSE BASED)					1	2											
	INTERDISCIPLINARY (RESEARCH)					2	7											
	TOTAL					3	9											
SCIENCE	BIOLOGY	49	43	33	45			1	1									
	CHEMICAL BIOLOGY	14	19	27	21													
	CHEMISTRY	37	37	31	24													
	COMPUTATIONAL SCIENCE AND ENGINEERING	21	20	22	22			5	5	1								
	FACULTY OF SCIENCE					9	7											
	GEOGRAPHY AND EARTH SCIENCES	43	37	37	32			1	2				3					
	KINESIOLOGY	34	36	35	48													
	MATH AND STATISTICS	34	34	61	52			1	1	1	1							
	MEDICAL RADIATION SCIENCES	11	9	13	14			1	1	5	7							
	PHYSICS & ASTRONOMY	41	43	29	30													
	PSYCHOLOGY	82	75	28	27													
	TOTAL	366	353	316	315	9	7	9	10	7	11							
SOCIAL SCIENCES	ANTHROPOLOGY	26	21	15	13				1									
	ECONOMICS	28	24	25	13					1						2		
	FACULTY OF SOCIAL SCIENCES			22	26	2	1									1		

GLOBALIZATION			19	14					1	3							
HEALTH, AGING & SOCIETY	22	24	16	16													
INDIGENOUS STUDIES PROGRAM				3													
LABOUR STUDIES	9	9	16	9			1			1	1						
POLITICAL SCIENCE	39	38	14	17						1	1						
RELIGIOUS STUDIES	24	21	9	7			1	1									
SOCIAL WORK	27	29	16	17						5	1		3				
SOCIOLOGY	22	26	14	10													
TOTAL	197	192	166	145	2	1	2	2	9	6		3				2	1
GRAND TOTAL	1692	1670	2825	2842	80	53	87	90	728	734	75	88	13	1	268	281	

Note 1: Headcount is as of November 1st of each year and as reported to MCU.

Note 2: Headcount enrolment of McMaster interdisciplinary programs is counted under their designated associated Faculty.

Note 3: Interdisciplinary (No Faculty) contains students in Academic Plans - Interdisciplinary (Post Degr) and Interdisciplinary (Research) who take courses from any Faculty and have not been associated with a specific Faculty.

SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)

PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS

UPDATED DATE:04DEC2024

Report to the Senate from the Graduate Council

Open Session

For Approval

a. Curriculum Revisions

At its meeting on November 12th Graduate Council approved the following changes

- Faculty of Social Science
 - A change to the admission requirements of the Economics Ph.D. to allow a direct entry option;
 - A new stream in Housing for the Master of Public Policy Program;
 - The cancellation of a stream in Social Psychology for the M.A. in Sociology.

It is now recommended,

that the Senate approve the curriculum revisions, for inclusion in the 2025-2026 Graduate Calendar, as circulated.

For Information

b. Curriculum Revisions

At the same meeting the following curriculum revisions were approved:

- Faculty of Social Science
 - A change to the calendar copy for the M.A. in Economic Policy to clarify existing course requirements;
 - A change to course requirements for the Master of Public Policy program to formalize a remediation process for the program;
 - A change to calendar copy for the Master of Public Policy program to clarify the core requirements of the program that will exist for the new stream and for the existing;
 - A change to course requirements for the M.S.W. in Social Work to replace a cancelled course as part of a group of three courses addressing the specific contexts of social work practice.

c. Program Closure

At the same meeting Graduate Council approved the following program closure:

- Faculty of Social Science
 - The closure of the Graduate Diploma in Critical Leadership in Social Services and Communities.

This item is being presented for approval from the University Planning Committee.

d. New Awards

The Anne Pitul Memorial Award

Terms:

Established in 2024 by Stephen Pitul, in loving memory of his wife, Anne Pitul. To be awarded to undergraduate or graduate students who demonstrate academic and/or research excellence within the Education Program in Anatomy.

Expenditures from the fund should be guided at the discretion of the Assistant Dean of Anatomy in the Faculty of Health Sciences.

[Note: A complete file for the information items listed above is available in the Graduate Council office, cbryce@mcmaster.ca.]

**Senate: For Approval/Information
December 11, 2024**



Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

Please read the following notes before completing this form:

1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.
2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT		Economics	
NAME OF PROGRAM and PLAN		PhD	
DEGREE	PhD		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	x	Change in Comprehensive Examination Procedure	Change in Course/Program Requirements
Change in the Description of a section of the Graduate Calendar		EXPLAIN:	
Other Changes:	Explain:		

Describe the existing requirement/procedure: Our calendar says the following:

Admission

The minimum standard for admission to the Ph.D. program is a **Master's degree** from a recognized university, with a B+ average. Admission is competitive: not all applicants who meet the minimum standard will be offered admission.

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

We would like to modify the requirement of holding a masters' degree to allow direct entry of exceptional undergraduates into the Phd program. The new language would be as follows.

Admission

The typical minimum standard for admission to the Ph.D. program is a Master's degree from a recognized university, with a B+ average; however, excellent candidates may be considered with an undergraduate degree in Economics or subjects with high levels of mathematical training. Admission is competitive: not all applicants who meet the minimum standard will be offered admission.

Rationale for the Recommended Change (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

A number of competing schools in Canada such as Western and McGill are moving to allow undergraduates to move directly to PhD and we would not want to lose the best students who might otherwise prefer to go to the US where direct admission is typical, or to the above-mentioned Canadian schools in order to save a year.

We note that at McMaster, several departments already allow direct entry into their PhD, for example Chemistry, Engineering Physics and Computer Science. Finally, we note that the best MA Econ students already take the same courses as first year PhD students and then directly get admission into the second year of the PhD program. Our change then amounts to bringing clarity and structure to an existing practice of some students saving a year in their academic journey.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

Ideally, we would like to start with this admission cycle so that such students can enter in the 2025-26 academic year.

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

Contact information for the recommended change:

Name: Alok Johri Email: johria@mcmaster.ca Date submitted: 9/30/24

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca

This is the track-change version of the Phd section of the graduate calendar for Economics.

Admission

The typical minimum standard for admission to the Ph.D. program is a Master's degree from a recognized university, with a B+ average; however, excellent candidates (exceptional grades and recommendation letters) may be considered with an undergraduate degree in Economics or subjects with high levels of mathematical training. Admission is competitive: not all applicants who meet the minimum standard will be offered admission.

~~The minimum standard for admission to the Ph.D. program is a Master's degree from a recognized university, with a B+ average. Admission is competitive: not all applicants who meet the minimum standard will be offered admission.~~

Requirements

There are three phases of doctoral studies:

Phase 1

The first is passing the comprehensive exams in microeconomic and macroeconomic theory. Students must complete the following courses:

Theory Sequence

ECON 721 / Microeconomic Theory I

ECON 722 / Microeconomic Theory II

ECON 723 / Macroeconomic Theory I

ECON 724 / Macroeconomic Theory II

Econometrics Sequence

ECON 761 / Econometrics I

ECON 762 / Econometrics II

Mathematics Review

ECON 765 / Mathematical Methods

Additional Information

ECON 761 may be waived if equivalent work has already been completed by the student at another university. A student's claim to have completed equivalent work will be tested by examination at the beginning of the academic year.

Phase 2

The second phase is passing the comprehensive exams in two areas of specialization and writing a research paper. Certain courses, selected at the discretion of the field examination committee, must be completed before attempting these exams. The usual areas of specialization, and typical course requirement for each of them, are given below however additional areas of specialization in which the department has research strength may be allowed with the permission of the graduate chair if they are based on courses offered by the department.

Health Economics

ECON 788 / Health Economics

ECON 791 / Advanced Topics in Health Economics

International Economics

ECON 751 / International Trade, Development and Investment

ECON 752 / International Finance

Labour Economics

ECON 781 / Labour Economics I

ECON 782 / Labour Economics II

Growth and Monetary Economics

ECON 741 / An Introduction to DSGE Models: Business Cycles, Inflation, and Credit

ECON 742 / Topics in Money and Macroeconomics

Population Economics

ECON 710 / Population Economics I

ECON 711 / Population Economics II

Public Economics

ECON 733 / Topics in Public Economics

ECON 731 / Public Finance

Econometrics

ECON 768 / Advanced Econometrics

ECON 769 / Advanced Microeconometrics

Additional Information

These comprehensive exams must be completed within twenty-four months of entering the doctoral program. The research paper requirement must be met within twenty-seven months of entering the doctoral program. The research paper will be presented in the Fall term during the PhD workshop discussed below. The research paper must be accepted by the supervisory committee.

Phase 3

The third phase is the thesis. A student may choose to take additional courses at this stage if the courses are germane to the student's proposed research. Up to four half courses may be taken outside of the department with the approval of the Graduate Chair. In addition to writing a thesis and taking courses, students must achieve the Active Researcher Milestone which involves participating in the department's research activities (for example, by attending seminars, PhD workshops and meeting with visiting speakers) and regularly presenting their research. The Active Researcher Milestone must be achieved annually until graduation.

A student at this stage is required to complete the following seminar courses. Students who have passed all their comprehensive examinations should register for Econ 798 in the Fall term that immediately follows and present the research paper. Doctoral students typically take a total of 12-14 graduate courses at this university.

ECON 798 / Workshop in Economics I

ECON 799 / Workshop in Economics II

Work Integrated Learning Stream

The Work integrated learning (WIL) stream in either the M.A. in Economics, the M.A. in Economic Policy or the PhD in Economics Degree

Students in any graduate program of the Economics Department who have obtained a GPA of B or higher at the time of application and a grade of B+ or higher in ECON 761 OR ECON 6G03 may apply to be moved from the regular stream of their program to the work integrated learning (WIL) stream associated with their degree program. The number of students who will be accepted into the WIL stream of the relevant program will be small and may change over time. Admission to the stream does not guarantee a placement. Working with information available to the department and

through their own efforts and contacts, a WIL stream student will compete for and apply for positions on their own. These positions can be held anywhere in the world. To complete the WIL stream, students must work in either one or two placements and successfully complete both ECON 796 and ECON 797. A student who fails to complete both courses will be switched back to the regular stream of the program that they are enrolled in. Both of these courses are for credit and are Pass/Fail. Registration in these courses will be restricted to students who have a placement that has been approved by the Econ 796 or Econ 797 course instructor as appropriate. In addition, PhD students must get permission from their supervisor. PhD students will normally enter the WIL stream having passed all comprehensive examinations as well as the research paper. A placement must include a significant research opportunity. At the completion of four months of a placement, the student must write an academic report discussing the work undertaken in light of their academic studies and must request a letter of evaluation from the mentor(s). These documents must be judged satisfactory by the course instructor to successfully complete either ECON 796 or ECON 797 as appropriate. Successful completion of these courses will be indicated on the student's transcript. In the event that the student does not complete the full term of a placement, the student will drop the course and join the regular stream of their program.

Interested Masters students should normally register for the WIL stream associated with their Masters program (MA or MAEP) at the beginning of term 2 of the first year of their program. Because of the nature of hiring, it is sometimes not known which students will be doing each placement until the month before that placement commences. Students who do not find a position can switch back into the regular stream of their program. Students taking Econ 796 or Econ 797 by working at a placement while still enrolled in other courses are expected to fulfill requirements of these other courses outside their placement work hours. While registered in either ECON 796 or ECON 797, a student will be considered a full-time student and will pay term tuition.



Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

Please read the following notes before completing this form:

1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.
2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	Social Sciences		
NAME OF PROGRAM and PLAN	Master of Public Policy		
DEGREE	Master of Public Policy (MPP)		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	<input type="checkbox"/>
		Change in Course/Program Requirements	<input checked="" type="checkbox"/>
Change in the Description of a section of the Graduate Calendar	<input checked="" type="checkbox"/>	EXPLAIN: This amendment would clarify the courses required to qualify for the MPP 'in Housing Policy' stream.	
Other Changes:	Explain:		

Describe the existing requirement/procedure:

Currently, the MPP only has one stream, and that is in 'Digital Society.' We are expanding to add one in Housing Policy.

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

- **Core MPP**

Students in the MPP in Digital Society Program will complete the following courses: PUBPOL 701, 702, 704, 705, 706, 709, 711, 740, 741, 742, 750, 751, 756 757. The co-op stream remains optional (PUBPOL 712).

AND:

Students in the MPP in Housing Policy (stream) will complete the following additional courses: PUBPOL 712, 713, 758, 760.

Rationale for the Recommended Change (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

Expanding the MPP by capitalizing on existing strengths at McMaster and solving for a demonstrated gap in policy education.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

Spring/Summer 2025

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

N/A

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

New copy as above.

Contact information for the recommended change:

Name: Vass Bednar Email: vass.bednar@mcmaster.ca Date submitted: September 30, 2024

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca



Ottawa, August 29 2024

James R. Dunn
McMaster University, Hamilton
Health, Aging & Society
Kenneth Taylor Hall, Room 225
Hamilton, ON L8S 4M4

Dear Jim,

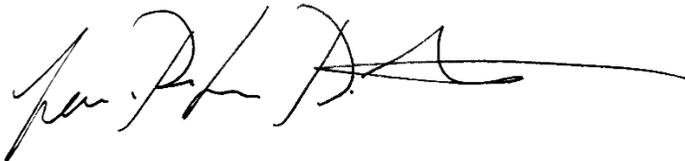
I am writing to express support for the expansion of the housing curriculum at McMaster University. We have been informed that McMaster University is considering developing new programs on housing, and it is my opinion that such an initiative would be beneficial to the housing data, research, and policy community.

Since the Budget 2017 investments in housing data and research, meaningful improvements have taken place in terms of the production, dissemination, and analysis of housing data. Those investments have allowed Statistics Canada and the Canada Mortgage and Housing Corporation to develop new sources such as the Canadian Housing Survey and the Social and Affordable Housing Rental Market survey. They have also supported the creation of important research hubs such as the one you lead and the Housing Research Collaborative at the University of British Columbia. There however remains important gaps in terms of post-graduate training on housing. As a result, agencies like Statistics Canada must train new graduates on the housing subject matter since few universities provide curricula on the topic. We have also witnessed relatively low uptake of housing microdata in the post-graduate community, potentially as a result of a skills and training gap.

I thus encourage McMaster University to consider opportunities to improve the training of the next generation of housing practitioners, to allow for an integrated vision of economic, social and environmental domains through a housing lens. The traditional approaches to training – that is seeing housing as a part of other domains such as the macroeconomy, health or social sciences, rather than a focus of its own – do not provide the tools necessary for today's housing challenges.

I would also like to thank you for the input and support that McMaster's Canadian Housing Evidence Collaborative has provided to our housing programs throughout the years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jean-Philippe Deschamps-Laporte', with a long horizontal flourish extending to the right.

Jean-Philippe Deschamps-Laporte, PhD
Acting Assistant Director
Centre for Income and Socio-Economic Well-being Statistics
Social, Health and Labour Statistics Field



19 August 2024

James R. Dunn, Ph.D.
Associate Dean, Research
Faculty of Social Sciences, McMaster University
1280 Main Street West
Hamilton, Ontario L8S 4L8

Dear Dr. Dunn,

I am writing to express support for the inclusion of a housing-specific stream within the Master's in Public Policy program at McMaster University. Given the magnitude and complexity of housing challenges across the country, and the need to scale up the research field in the area, this initiative is both timely and essential.

Housing is a critical issue that affects the well-being of individuals and communities across Canada. The challenges related to affordable housing and sustainable urban development are long term and complex. Addressing these issues requires a comprehensive understanding of public policy, economics, social outcomes, and urban planning.

Including a housing-specific stream to the Master's in Public Policy program can play a pivotal role in preparing the next generation of policymakers, researchers, and practitioners who are equipped to tackle these pressing challenges. A specialized stream would provide students with the knowledge and skills needed to develop innovative solutions and contribute to the creation of effective housing policies.

We will be pleased to explore what support CMHC and its representatives can bring to this program, including guest lectures and other in-kind participation. We also hire student interns through a competitive process that provides students with the opportunity to gain work experience related to their field of study. Our internship program is key to developing our talent pipeline and workforce of the future. Housing-specific studies strengthen the capacity of the talent we seek.

I look forward to hearing about your plans coming to fruition. Feel free to contact me if you require any further information regarding support.

Best regards,

Mathieu Laberge
Senior Vice President, Housing Economics and Insights



August 19, 2024

Jeremiah E. Hurley,
Associate Dean, Faculty of Social Sciences
McMaster University
1280 Main Street West
Hamilton, Ontario L8S 4L8

Dear Jeremiah E. Hurley:

This letter is provided to express my support for the creation of a Master of Public Policy (MPP) degree stream focused on housing policy at McMaster University. Housing is a central component of society. Its availability, affordability and sustainability have deep implications for the social and economic organization of communities. The need to understand housing policy is enduring, as the present housing crisis underscores the continued need for engagement on housing.

Housing, Infrastructure and Communities Canada has been responsible for providing housing policy advice to the federal government for a little over one year. In that short time, I have come to know the complexity of this policy space, which requires deep interdisciplinary knowledge of city planning, land use policy, the housing construction industry and more. Housing policy merits academic focus and rigour in its own right.

To date, I understand that no Canadian university has a dedicated degree stream educating students on housing policy. Only individual courses, often not permanently offered, exist in schools of public policy on the topic. Canada lags behind many of its G7 peers in that regard. Elite universities such as the Harvard Graduate School of Design, the Weitzman School of Design at the University of Pennsylvania and the University of Glasgow all have graduate programs dedicated to housing policy. Now, more than ever, young professionals are needed to undertake comprehensive research and support robust policy analysis on housing issues from an interdisciplinary and distinctly Canadian perspective.

...2

A program that serves to equip young housing policy professionals for job opportunities would be beneficial to all levels of government, where such expertise is greatly needed. I wish you the best of luck with this endeavour.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelly Gillis". The signature is written in a cursive style with a large initial "K".

Kelly Gillis
Deputy Minister of Housing, Infrastructure and Communities



Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

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1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.
2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).
3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT		Sociology			
NAME OF PROGRAM and PLAN		Stream in Social Psychology (Mosaic GSSMA; plan socispma).			
DEGREE	M.A.				
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)					
Is this change a result of an IQAP review? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Creation of a New Milestone <input type="checkbox"/>					
Change in Admission Requirements		<input type="checkbox"/>	Change in Comprehensive Examination Procedure		<input type="checkbox"/>
Change in the Description of a section of the Graduate Calendar		<input type="checkbox"/>	EXPLAIN:		
Other Changes:	<input checked="" type="checkbox"/>	Explain: Delete the stream as an option for the M.A. program.			

Describe the existing requirement/procedure:

Students may choose from one of two coursework options.

1. Degree requires completion of eight sociology graduate courses including one course in sociology methods and one in theory.
2. Must complete two of the following courses related to the stream:
 - Sociol 702: Selected Topics in Sociological Social Psychology
 - Sociol 704: Deviance and Social Problems
 - Sociol 711: Sociological Perspectives in Social Psychology
 - Sociol 718: Sociology of Work and Occupations
 - Sociol 726: Social Psychology of Colonialism and Decolonization
 - Sociol 755: Individual and Society
 - Sociol 758: Sociology of Race and Ethnicity.
3. Students must consult with their Graduate Advisor to ensure they enrol in courses that satisfy the requirements.

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

The Department would like to cease offering the “stream in social psychology.” The current coursework option, the major research paper option and the thesis option would not be affected by this request. The department research areas and PhD comprehensive area remain unaffected by this decision.

Reasons for the Motion

Faculty Complement

- There are several courses we have to offer on an annual basis to meet the requirements of the stream. Our faculty complement has changed since 2015 when the stream was created. Five of the original faculty have retired.
- Three of the current five faculty are cross-appointed limiting availability for graduate teaching in the stream.
- The need to cover required graduate and undergraduate methods and theory courses also limits availability to teach courses dedicated to the stream.
- Faculty currently offering courses for the stream may wish to teach courses beyond these requirements.

Student Comments & Experiences

- The Social Psychology Stream was originally introduced to increase interest amongst potential MA students. There is no evidence that this has been effective.

- Many students have reported that they feel misled about what the stream offers and what it provides. This is particularly true for the students coming from the FSS Social Psychology program.
- Students in the IQAP focus group reported that they wanting to see more variety in offerings related to Social Psychology and that the stream seemed to be very anchored in Sociology with some Social Psychology included but not enough to be considered a separate stream.
- Student choice of the stream vs coursework option (in program) seems to be based on the course selection available rather than interest¹.
- The Social Psychology Stream has not been acknowledged on the degree parchment since 2021. MA alumni have expressed dissatisfaction with this lack. On the transcript the steam is shown as “Sociology – Social Psychology – MA (course based)” vs “Sociology – MA (Course based).”

1. Our information is based on informal polls conducted by the Graduate Student Caucus, and reports by Graduate Committee Student Representatives over the past three years.

Rationale for the Recommended Change (How does the requirement fit into the department’s program and/or tie to existing Program Learning Outcomes from the program’s IQAP cyclical review?):

The stream was reviewed during the 2022-23 IQAP. Reviewers recognized that the stream is a mismatch as it is not interdisciplinary like the B.A. program in Social Psychology. It also was pointed out that the stream is understaffed despite student interest and that it should either be strengthened or eliminated. As available faculty complement is limited, elimination is logical outcome. Again, faculty in this research area are either cross appointed or are needed to teach vital graduate methods courses.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

Effective for Fall 2025/26 cohort (September 1 entrance). As an outcome, the Social Psychology stream would be removed as an admissions option in the fall 2024 competition.

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

https://academiccalendars.romcmaster.ca/preview_program.php?catoid=48&poiid=24622&returnto=9556

~~B. (1) Course Work Option – stream in Social Psychology~~

~~A candidate must pass a minimum of eight half courses. Of these, at least one half course must be a course in Sociological Theory and another half course in Sociological Methods. In addition, students must complete two courses relating to social psychology ([702](#), [704](#), [711](#), [718](#), [726](#), [755](#), [758](#)). Other than SOCIOL 6Z03, no other 600-level courses are permitted. Students are limited to one supervised research course (SOCIOL [730](#), [731](#)), or one half course in another department. Students may petition the Department Graduate Committee on a case-by-case basis for greater flexibility. All courses will normally be completed by the end of the summer term.~~

Contact information for the recommended change:

Name: Marisa Young Email: myoung@mcmaster.ca

Date submitted: April 3, 2024

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca

Report to the Senate from the Undergraduate Council

APPROVAL

a. New Non-Academic Microcredential Programs

At its meeting on November 5, 2024, the Undergraduate Council reviewed and approved three-non academic microcredential programs in Foundational Competencies and Tools for Equity-Based Co-Creation.

It is recommended,

that the Senate approve the following non-academic microcredentials in Foundational Competencies and Tools for Equity-Based Co-Creation, as circulated.

- a. **McMaster Equity-Based CoCreation Ambassador**
- b. **McMaster Equity-Based Co-Creation (EqCC) Coach**
- c. **EqCC Experience Advisor.**

b. Proposal to Pilot a Facilitated Admission Process for Indigenous Applicants to the Arts & Science Program

At its meeting on December 10, 2024, the Undergraduate Council will review and be asked to approve a proposal to pilot the Facilitated Admission Process for Indigenous Applicants to the Arts & Science program.

It is recommended,

that the Senate approve the proposal to pilot the Facilitated Admission Process for Indigenous Applicants, as recommended by the Arts & Science program, and as circulated.

c. Curriculum Reports: Major Curriculum Revisions for Inclusion in the 2025-2026 Undergraduate Calendar

At its meeting on December 10, 2024, the Undergraduate Council will review and be asked to approve major revisions to academic programs for inclusion in the *2025-2026 Undergraduate Calendar*, as proposed by the Faculties of Social Sciences, Health Sciences, and the Arts & Science Program.

1. Arts & Science Program

- *New Combined Honours Option: Arts & Science and Health and Society (Mental Health and Addiction Specialization)* established as a major modification to the *Combined Honours in Arts & Science and Another Subject* and the *Honours Health and Society Specialization in Mental Health and Addiction*
- *New Combined Honours in Arts & Science and Work and Labour Studies* established as a major modification to the *Combined Honours in Arts & Science and Another Subject* and the *Combined Honours in Work and Labour Studies and Another Subject*

2. Faculty of Social Sciences

- New co-op options established as major modifications to *Honours Anthropology (B.A.)*, *Honours Environment & Society (B.A.)*, *Honours Aging and Society (B.A.)*, *Honours Health and Society (B.A.)* and the *Honours Sociology (B.A.)*
- The establishment of the *Honours Economics (B.A.) – Accelerated Option* as a major modification to the *Honours Economics (B.A.)*
- Revisions to admission requirements from secondary schools pertaining to the *Honours Economics I* and *Honours Health & Society 1* programs

3. Faculty of Health Sciences

- Revisions to admission requirements related to applicants with previous college diploma studies

The modifications will be voted on via the omnibus motion below, but any member of Senate can request to pull out an item and vote on it individually.

It is recommended,

Omnibus Motion:

that the Senate approve all proposed major modifications to existing programs, as well as the admissions revisions recommended by the Undergraduate Council, for inclusion in the *2025-2026 Undergraduate Calendar*, as circulated.

Arts & Science Program

Motion 1:

that the Senate approve the establishment of the new *Combined Honours Option: Arts & Science and Health and Society (Mental Health and Addiction Specialization)* as a major modification to the *Combined Honours in Arts & Science and Another Subject* and the *Honours Health and Society Specialization in Mental Health and Addiction*, for inclusion in the *2025-2026 Undergraduate Calendar*, as circulated.

Motion 2:

that the Senate approve the establishment of the *Combined Honours in Arts & Science and Work and Labour Studies* as a major modification to the *Combined Honours in Arts & Science and Another Subject* and the *Combined Honours in Work and Labour Studies and Another Subject*, for inclusion in the *2025-2026 Undergraduate Calendar*, and as circulated.

Faculty of Social Sciences

Motion 3:

that the Senate approve the establishment of the *Honours Anthropology Co-op (B.A.)* as a major modification to the *Honours Anthropology (B.A.)*, for inclusion in the *2025-2026 Undergraduate Calendar*, as circulated.

Motion 4:

that the Senate approve the establishment of the *Honours Economics (B.A.) – Accelerated Option* as a major modification to the *Honours*

Economics (B.A.), for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.

Motion 5:

that the Senate approve the establishment of the *Honours Environment & Society Co-op (B.A.)* as a major modification to the *Honours Environment & Society (B.A.)*, for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.

Motion 6:

that the Senate approve the establishment of the *Honours Aging and Society Co-op (B.A.)* as a major modification to the *Honours Aging and Society (B.A.)*, for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.

Motion 7:

that the Senate approve, the establishment of the *Honours Health and Society Co-op (B.A.)* as a major modification to the *Honours Health and Society (B.A.)*, for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.

Motion 8:

that the Senate approve the establishment of the *Honours Sociology Co-op (B.A.)* as a major modification to the *Honours Sociology (B.A.)*, for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.

Motion 9:

that the Senate approve the revisions to Faculty of Social Sciences admission requirements from secondary schools pertaining to *the Honours Economics I and Honours Health & Society 1* programs, for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.

Faculty of Health Sciences

Motion 10:

that the Senate approve the revisions to Faculty of Health Sciences' admission requirements, for inclusion in the 2025-2026 Undergraduate Calendar, and as circulated.

INFORMATION

d. Program Closures

At its meeting on November 5, 2024, the Undergraduate Council reviewed and approved the following program closures. They will be presented for approval in the report from the University Planning Committee.

1. **Canadian Health Care Certificate**
2. **Certificate and the Certificate of Professional Learning in Health and Social Service Skill Development**

e. Curriculum Reports: Minor Curriculum Revisions for Inclusion in the 2025-2026 Undergraduate Calendar

At its meeting on December 10, 2024, the Undergraduate Council will review and be asked to approve minor curriculum revisions for inclusion in the 2025-2026 Undergraduate Calendar, as proposed by the Faculties of Humanities, Social Sciences, Engineering, and Science. These items are presented to Senate for information only and include the following:

Faculty of Humanities

- Minor in iArts (Integrated Arts)

Faculty of Social Sciences

- Interdisciplinary Minor in Food, Nutrition, and Environmental Health
- Suspension of admission to the Honours Psychology, Neuroscience & Behaviour – Mental Health Specialization (B.A.), effective September 2026

Faculty of Engineering

- Interdisciplinary Minor in Nuclear Studies & Society

Faculty of Science

- Suspension of admission to the Honours Psychology, Neuroscience & Behaviour – Mental Health Specialization (B.Sc.), effective September 2026

f. Sessional Dates for 2025- 2026

At the same meeting, the Undergraduate Council will review and be asked to approve the 2025-2026 Sessional Dates.

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

Senate

For Approval/Information

December 11, 2024

Foundational Competencies and Tools for Equity-Based Co-Creation Proposal for Non-academic Microcredentials

Rationale/Importance of Training

Co-creation approaches, such as co-design and co-production are increasingly recognized as a best practice approach to power-sharing and collaboration between service providers and service users from diverse groups, recognizing the specific insights each group can provide to improve health and other public services (Moll et al., 2020). There is currently a significant demand for Equity-Based Co-Creation (EqCC) among employers within the health and social service sector. Health Standards Association and Accreditation Canada (2023), for example, launched a new strategy in 2022 that emphasizes the importance of inclusion and collaboration with patient partners as essential elements in providing quality of care. As such, advancing equity, diversity and inclusion (EDI), and incorporating the patient voice into health system design is embedded into the strategic plans of healthcare organizations across the province.

There is a labour market gap in training related to inclusive approaches to co-creation. Over the past two years, our team, the McMaster Equity-based Co-Creation Hub, has received an increasing number of requests for training from a range of health and social service organizations, including small community services, hospitals, Home and Community Support Services (formerly known as LHINs), and agencies who support newcomers, Indigenous youth, and persons with disabilities. We have secured letters of support from a range of organizations supporting diverse communities (e.g., Regional Diversity Roundtable, North York General Hospital, Health Canada, Mental Health Commission of Canada, Inclusive Design for Employment Access) who see the importance of EqCC, but are searching for tools to do this work, and for 'lived experience experts' (service users who face barriers to inclusion) to support the process.

There is a need for training among both service providers and service users to build knowledge and skills in EqCC. This includes upskilling current service providers in the health and social service sector, creating new positions for 'patient partners' to provide input into service design, and ensuring that trainees entering the field are prepared to meet demands for equity-based approaches to service design and delivery. For learners, microcredentials provide an efficient, flexible way to build their skills in this growing field from a credible educational institution.

For McMaster University, and the McMaster Equity-Based Co-Creation Hub, the microcredential program provides a 'value added' learning opportunity that recognizes expertise within our faculty, responds to a need in the community, and provides an opportunity for modest revenue generation.

Our target learning audience will include: a) current service providers and decision makers in health and social services who have an interest in and are involved in service design and delivery with equity-deserving communities; b) 'experience experts' who have experienced challenges in the system (individuals with disabilities, recent immigrants, Indigenous and racialized communities) and who have experiences that could inform system re-design, but face barriers to engagement, and c) current students who plan to work in health and social service sector and

have an interest in EqCC. Funding for initial development is provided by the Ontario Ministry of Colleges and Universities, so our initial focus will be local and provincial, with an opportunity for an onsite session with the Coach and/or Experience Advisor courses. There is, however, an opportunity to expand nationally and internationally given the global connections with the McMaster EqCC. The Ambassador program is online and asynchronous, therefore can be widely available. The Coach and Experience Advisor courses are designed to be offered online, but in cohorts over a series of 9 consecutive weeks. The discussions are asynchronous, therefore we are able to accommodate learners who may have other work or school commitments or who may be in different time zones.

Learning Pathway

Our overall plan is to build five distinct, but related non-academic micro-credentialling opportunities that in the future could be combined into an Equity-Based Co-Creation (EqCC) certificate:

- MC1 - EqCC Ambassador (entry-level foundations);
- MC2 - EqCC Coach (more intensive tools and strategies to implement principles into practice);
- MC3 - EqCC Experience Advisor (tools for lived experience experts from equity-deserving communities to participate in co-creation);
- MC4 - An integrated learning experience (community fieldwork placement); and
- MC5 - EqCC Trainer (skills to train others in EqCC).

Our focus in the next year will be to build and pilot three initial microcredentials; the EqCC Ambassador, EqCC Coach and EqCC Experience Advisor. Specific content and activities in these courses will be co-created with input from our EqCC Centre community (includes trainees, clinicians, policy makers, service users, people with lived/living experience).

Figure 1 - Pathway for EqCC MicroCredential Training



Although our goal is to develop five courses, at this time we are seeking approval for only the first three. The plan is for the first three courses to be delivered in 2025/2026. Development of the final two courses will follow if the initial courses are successful. Each course is stand-alone, meaning it will be offered independently of the others and will issue its own microcredential badging upon completion. However, the courses are also sequential. All participants must complete the entry level Ambassador program as a prerequisite to completing either MC2 (coach)

or MC3 (experience advisor), depending upon their learning needs. MC2 and MC3 will run in parallel, with an opportunity for cross-learning and collaboration on project work in the final two weeks of the course. This will provide an important opportunity to apply their learning (coaches learning to work with experience advisors and vice versa).

Completion of either MC2 or MC3 is required in order to participate in MC4 (integrated fieldwork experience) or MC5 (train the trainer). Development of MC4 and MC5 will be considered at a later date, depending on the success of year 1.

M/C #1 - Ambassador

Department & Microcredential Information	
Microcredential Name:	McMaster Equity-Based CoCreation Ambassador
Credential:	Non-academic Microcredential (co-branded – McMaster Equity-Based Co-Creation Centre)
Name of Representative:	Sandra Moll/ Amy Pachai
Date of Submission:	October 2024
Microcredential Information	
Overview:	
<p>The McMaster Equity-Based Co-Creation (EqCC) Ambassador is an entry-level online course designed to highlight foundational principles and practices of EqCC, to prepare the trainee to become an ambassador for this knowledge within their community or organization.</p> <p>This microcredential course will take approximately 5-8 hours to complete. The format will be asynchronous, using online self-study to maximize accessibility. Trainees can work through the course materials at their own pace within the allotted time frame, with no need to log in at a specific time. If there are questions, they can reach out to a course instructor.</p>	

Learning Outcomes:

By the end of this course, learners should be able to:

- Define their own positionality and describe its potential impact on interactions with equity-deserving communities
- Identify and honour a range of worldviews, through listening, acknowledging historical harms, unlearning harmful myths, and valuing lived experience)
- Plan for how to engage in critical allyship with equity-deserving communities

Attaining Learning Outcomes:

Attainment of learning outcomes will be supported through:

- Instructional videos, readings, and case study examples
- Multiple choice questions as “Knowledge Checkpoints” after each section
- Reflection prompts throughout the learning experience

Evaluation of Learning Outcomes:

- LO1 – Defining positionality and impact on interactions with equity-deserving communities
 - Personal action plan will include a personal positionality statement
 - Positionality statements are an important tool to facilitate awareness of multiple identities based on group memberships, roles and personal values and characteristics, and to consider how these lived experiences and perceptions may influence interactions with others. It helps to make transparent what shapes our work.
 - Opportunity to apply learning from module on positionality and self-reflection with knowledge checkpoints
- LO2 - Identifying and honouring a range of worldviews
 - Personal action plan will include a section for reflections on the perspectives of equity-deserving groups and structural barriers that impact their experience
 - Opportunity to apply learning from modules on equity-deserving groups, Truth & Reconciliation and reciprocity/critical allyship
- LO3 - Plan for how to engage in critical allyship
 - Personal action plan will include identification of strategies to engage with equity-deserving communities within and outside their network.
 - Opportunity to integrate and apply learning from modules Critical Allyship and Ambassador skills

Evaluation:

Learning outcomes will be **assessed** through a final “Personal Action Plan” assignment, which includes creating a positionality statement, reflecting on stereotypes and historical harms that affect their target communities, and generating a plan for having conversations with people within and outside their networks. Evaluation is pass/fail, with feedback on strengths & areas for improvement provided by a course instructor.

Completion Requirements:

To receive this non-academic microcredential, learners must complete all learning and evaluative components. The microcredential course will be assessed using a pass/fail model.

Delivery Format:

Sessions will be delivered online via asynchronous activities using the Avenue to Learn platform. Note: We will explore Teams as an alternate option during the pilot testing process.

Credit Toward Another Credential:

Completion of this course is a prerequisite for the EqCC Coach and EqCC Experience Advisor microcredentials.

Upon completion of the sessions including relevant assessment, we will issue a digital certificate of completion. The certificate will outline the specific skills, competencies and specialized learning from the program, via a tamper-proof, directly verifiable credential that includes the issuing institution, date earned, learning outcomes and evaluation criteria

Course Evaluation:

The McMaster Equity-Based Co-Creation Centre will distribute a student course experience survey to gather feedback on the value of the course materials and facilitation.

Instructors/facilitators:

We will hire a part-time instructor with expertise in EqCC who will review the Personal Action plan. Faculty members affiliated with the McMaster Equity-based Co-Creation Centre will oversee the evaluation process.

Listing of Modules / Sessions

1. What is Equity-Based Co-Creation?
 - a. What is equity-based co-creation?
 - b. Language of Equity-Based Co-Creation
2. Positionality and Self-Reflection
 - a. What is positionality?
 - b. How to Explore Your Own Positionality
 - c. What is intersectionality?
 - d. Why does positionality matter in equity-based co-creation?
3. Equity-Deserving Groups
 - a. Who are these equity-deserving groups?
 - b. Structural Barriers
 - c. Historical and Ongoing Harms
4. Truth and Reconciliation
 - a. What does Truth and Reconciliation mean?
 - b. Actioning Truth and Reconciliation in Co-Creation
5. Reciprocity and Critical Allyship
 - a. What does reciprocity and allyship mean when working with equity-deserving communities?
 - b. What's the difference between being an Ally vs. Advocate?
 - c. A Case Study: Mental Health Services in the UK

6. Ambassador Skills

- a. Practically, what does this mean for you as an EqCC Ambassador?
- b. A Case Study: What's best for Esther?

7. Wrap Up

- a. Bringing it all together: Being an Equity-based Co-Creation Ambassador
- b. Personal Action Plan

Resource Requirements:

- Marketing
- Application/registration/enrolment
- Technology management
- Assignment feedback – 30 mins per assignment
- Fee for microcredential 'badging'

Proposed Fee: \$250

M/C #2 – EqCC Coach

Department & Microcredential Information	
Microcredential Name:	McMaster Equity-Based Co-Creation (EqCC) Coach
Credential:	Non-academic Microcredential (co-branded)
Name of Representative:	Sandra Moll/ Amy Pachai
Date of Submission:	September, 2024
Microcredential Information	
Overview:	
<p>The focus of this course is on building capacity to apply the skills of Equity-Based Co-Creation (EqCC) with diverse, equity deserving communities. It will build on foundational knowledge from the Ambassador course, with more in-depth skill development in co-design/co-creation, as well as understanding the core principles and practices of inclusive design.</p> <p>This microcredential course will take approximately 10 -15 hours to complete over a 9 week period. The format will be a combination of virtual synchronous sessions (at the start and the end of the course), asynchronous learning modules with an online discussion board, and collaborative group work at the end of the course to apply principles in practice. There is an option for an in-person session at the end of the course if there are local participants.</p>	
<p>Upon completion of the sessions described above including relevant assessment, we will issue a digital certificate of completion. The certificate will outline the specific skills, competencies and specialized learning from the program, via a tamper-proof, directly verifiable credential that includes the issuing institution, date earned, learning outcomes and evaluation criteria.</p>	
Learning Outcomes	
By the end of this course, learners will be able to:	
<ul style="list-style-type: none">• Co-create a vision for carrying out EqCC in different contexts• Implement strategies to meaningfully engage in co-creation with stakeholders, including individuals with lived experience• Build culturally safe, accessible spaces for co-creation• Promote innovation and transformation of service delivery• Evaluate the impacts of co-creation processes	
Attaining Learning Outcomes:	
Attainment of learning outcomes will be supported through:	
<ul style="list-style-type: none">• Instructional videos, readings, and case study examples• Multiple choice questions as “Knowledge Checkpoints” after each section• Discussion board posts (moderated by course instructor)• Reflection prompts throughout the learning experience• Three synchronous co-creation sessions	

Attainment of learning outcomes will be evaluated based on the following assessments completed by learners:

- Participation in moderated discussion board (weeks 3-6)
- Report on EqCC group experience shared between Coaches & Experience Advisors (week 9)
 - Learners will be asked to summarize process, including how they integrated learned concepts, and reflect on the outcomes
- Coach Action Plan (written or video) summarizing how they applied/would apply principles of EqCC within a health/social service setting (week 10):
 - Summary of vision, target group
 - Description of process for engaging target group, including key strategies to foster inclusion
 - Description of proposed outcomes and evaluation approach

Completion Requirements:

To receive this non-academic microcredential, learners must complete all learning and evaluative components. The microcredential course will be assessed using a pass/fail model.

Upon completion of the sessions including relevant assessment, we will issue a digital certificate of completion. The certificate will outline the specific skills, competencies and specialized learning from the program, via a tamper-proof, directly verifiable credential that includes the issuing institution, date earned, learning outcomes and evaluation criteria.

Delivery Format:

Sessions will be delivered via synchronous and asynchronous activities using Avenue to Learn platform.

Credit Toward Another Credential:

Completion of this course is required to be eligible for the integrated learning experience and/or trainer course.

Learner Evaluations (Grading Process):

The final grade for learners will be “pass/fail” with feedback on their reflection and plans.

Course Evaluation:

The McMaster Equity-Based Co-Creation Centre will distribute a student experience survey at the end of the course to gather feedback from learners regarding the relevance of the course content and facilitation.

Instructors/facilitators:

A co-instructional model is proposed, with an academic instructor as well as a community member who has experience in working with equity-deserving communities (service provider and/or service user).

Listing of Modules / Sessions

Week 1: Introduction to Course (online, asynchronous, 1 hour)

- Logistics, course design, review Ambassador course content
- Introducing approaches to co-creation
- Homework: Readings on co-design/co-creation

Week 2: Design Sprint (synchronous, 1.5 hours)

- What is co-creation & the design process?
- Learners will complete a design sprint using the Double Diamond model of design

Week 3: Equity-Based Principles Part 1 (asynchronous, 1 hour)

- EqCC Charter Principle 1: Honouring Worldviews
- EqCC Charter Principle 2: Acknowledging Ongoing and Historical Harms
- Discussion board activity

Week 4: Equity-Based Principles Part 2 (asynchronous, 1 hour)

- EqCC Charter Principle 3: Operationalizing Inclusivity
- EqCC Charter Principle 4: Creating Safer and Braver Spaces
- Discussion board activity

Week 5: Equity-Based Principles Part 3 (asynchronous, 1 hour)

- EqCC Charter Principle 5: Valuing Lived Experience
- EqCC Charter Principle 6: Being with and Fostering Trust
- Discussion board activity

Week 6: Equity-Based Principles Part 4 (asynchronous, 1 hours)

- EqCC Charter Principle 7: Cultivating an EqCC Heartset and Mindset
- Discussion board activity

Week 7: Co-Creation Experience Part 1 (synchronous, 2 hrs)

- A co-creation experience with the Coach course and Experience Advisor course cohorts
- Focused on the Discover and Define phases of co-creation

Week 8: Co-Creation Experience Part 2 (synchronous, 2 hours)

- A co-creation experience with the Coach course and Experience Advisor course cohorts
- Focused on the Prototyping phase of co-creation

Week 9: Wrap up & Final assessment (asynchronous)

- Evaluation of EqCC approaches module (1 hour)
- Reflection assignment and Coach action planning (2 hours)

Resource Requirements:

- Marketing
- Application/registration/enrolment
- Technology management
- Moderating online discussions

- Coordinating synchronous design sprint (session 2) and co-creation experience (sessions 7 & 8)
- Assignment feedback – 30 mins per assignment (final reflection & action plan)
- Fee for microcredential 'badging'

Proposed Fee: \$750

M/C #3 – Experience Advisor

Department & Microcredential Information	
Microcredential Name:	EqCC Experience Advisor
Credential:	Non-academic Microcredential (co-branded)
Name of Representative:	Sandra Moll/ Amy Pachai
Date of Submission:	September, 2024
Microcredential Information	
Overview:	
<p>The focus of this course is on building capacity among individuals with personal experience of inequities and injustices to overcome barriers to engaging in co-creation processes. To enroll, they must have lived experience as a service user (or family caregiver) who has experienced barriers to accessing quality care. This course will build on foundational knowledge from the Ambassador course, with a more in-depth exploration of the design skills and strategies from the perspective of lived experience.</p> <p>It will parallel the Coach course in terms of the number of hours and mix of both asynchronous and synchronous elements. A planned overlap with trainees from the Coach will enable the two groups to learn from each other since this congruent with the principles and practices of co-creation. Since trainees in this course will be from equity-deserving communities who face structural barriers to service delivery, we will be intentional in building a flexible schedule with access to a range of accommodations (e.g., closed captioning, translation, assignment extensions etc.) and financial bursaries as needed to attend. Course development will draw upon principles of anti-racism, and trauma-informed pedagogy.</p> <p>This microcredential course will take approximately 10 -15 hours to complete over a 9-10 week period. The format will be a combination of synchronous sessions (at the start and the end of the course), asynchronous learning modules with an online discussion board, and collaborative group work at the end of the course to apply principles in practice. Two sessions in this course will involve an interactive session with EqCC Coach participants.</p>	
<p>Upon completion of the sessions described above including relevant assessment, a microcredential (non-academic) badge will be issued in digital format.</p>	
Learning Outcomes:	
<p>By the end of this course, learners will be able to:</p> <ul style="list-style-type: none">• Reflect on the value of personal experience and positionality• Identify and articulate needs for accommodations if/when relevant• Communicate their perspective with others to foster and inspire change• Apply strategies to maintain personal boundaries, health and well-being	

Attaining Learning Outcomes:**Attainment of learning outcomes will be supported through:**

- Instructional videos, readings, and case study examples
- Multiple choice questions as “Knowledge Checkpoints” after each section
- Discussion board posts
- Reflection prompts throughout the learning experience
- Two synchronous co-creation sessions

Similar to the Coach training, there will be a combination of self-study, an online moderated discussion board, and synchronous collaborative sessions with other trainees and instructors.

Attainment of learning outcomes will be evaluated based on the following assessments completed by learners:

LOI 1 - Reflect on the value of personal experience and positionality

- Participation in moderated discussion board (1-2 posts per week)

LOI 2 - Identify and articulate needs for accommodations if/when relevant &

LOI 3 - Communicate their perspective with others to foster and inspire change

- Participation in and Reflection on EqCC group experience with Coaches & Experience Advisors (week 9)

LOI 4 - Apply strategies to maintain personal boundaries, health and well-being

- Experience Advisor Action Plan Submission (written or video) summarizing how they plan to apply the learning

Completion Requirements:

To receive this non-academic microcredential, learners must complete all learning and evaluative components. We will be intentional in building a flexible schedule with access to a range of accommodations (e.g., assignment extensions, learning supports etc.) to enable participation. The microcredential course will be assessed using a pass/fail model.

Delivery Format:

Sessions will be delivered online via synchronous and asynchronous activities with an option for in-person participation (weeks 7 & 8) if local cohort.

Learner Evaluations (Grading Process):

The final grade for learners will be “pass/fail.” Feedback will be provided from instructors on the reflections and action plan.

Course Evaluation:

The McMaster Equity-Based Co-Creation Centre will distribute a student experience survey at the end of the course to gather feedback from learners regarding the relevance of the course content and facilitation.

Instructors/facilitators:

A co-instructional model is proposed, with an academic instructor as well as a community member from an equity-deserving community (service provider and/or service user).

Listing of Modules / Sessions

Week 1: Introduction to Course (asynchronous, 1 hour)

- Logistics, course design, review Ambassador course content
- Introducing approaches to co-creation and story telling

Week 2: Design Sprint (synchronous, 1.5 hours)

- What is co-creation & the design process?
- Learners will complete a design sprint using the Double Diamond model of design

Week 3: Equity-Based Principles Part 1 (asynchronous, 1 hour)

- EqCC Charter Principle 1: Honouring/Reflecting on Worldviews
- EqCC Charter Principle 2: Acknowledging Ongoing and Historical Harms
- Discussion board activity

Week 4: Equity-Based Principles Part 2 (asynchronous, 1 hour)

- EqCC Charter Principle 3: Operationalizing Inclusivity (accommodations)
- EqCC Charter Principle 4: Creating Safer and Braver Spaces
- Discussion board activity

Week 5: Equity-Based Principles Part 3 (asynchronous, 1 hour)

- EqCC Charter Principle 5: Valuing Lived Experience
- EqCC Charter Principle 6: Being with and Fostering Trust
- Discussion board activity

Week 6: Equity-Based Principles Part 4 (asynchronous, 1 hour)

- EqCC Charter Principle 7: Cultivating an EqCC Heartset and Mindset
- Discussion board activity

Week 7: Co-Creation Experience Part 1 (synchronous, 2 hours)

- A co-creation experience with the Coach course cohorts
- Focused on the Discover and Define phases of co-creation

Week 8: Co-Creation Experience Part 2 (synchronous, 2 hours)

- A co-creation experience with the Experience Advisor course cohorts
- Focused on the Prototyping phase of co-creation

Week 9: Wrap up & Final assessment (asynchronous)

- Exploring Volunteer & Employment opportunities (1 hour)
- Submission of final project reports (1 hour)

Resource requirements:

- Marketing
- Application/registration/enrolment
- Accommodation supports
- Moderating online discussions

- Coordinating synchronous design sprint (S2) and co-creation experience (S7 & 8)
- Assignment feedback – 30 mins per assignment (final reflection & action plan)
- Fee for microcredential 'badging'

Proposed fee: \$500

Timelines

Fall 2024

- Pilot testing Ambassador course (8-10 participants)
- CoCreation of Coach and Experience Advisor courses (n=20-30 community members)
- McMaster approval process
- Secure resources & infrastructure for marketing, registration, badging system; recruit instructors

Winter/Spring 2025

- Launch ambassador course (recruitment, registration, implementation & evaluation) -20-25 per cohort
- Pilot feedback on EqCC Coach course & Experience Advisor course

Fall 2025

- Launch EqCC Coach and EqCC Experience Advisor courses (summer recruitment & registration)
- Continue Ambassador course (3x/year with goal of approx 50-75 students/year)

Budget & Resources

Revenue from Tuition

The EqCC Ambassador program will ideally be offered three times a year, with approximately 25 trainees per cohort for a total of 75 graduates per year. Graduates must complete this initial course to be eligible to enroll in the other EqCC training programs.

Ambassador course Proposed Fee: \$250 @ 75 trainees = \$18,750

We estimate that 20-25% of trainees who complete the Ambassador program will proceed to the EqCC Coach or EqCC Experience Advisor training. Both of these micro-credentials will be offered twice a year with approximately 10-15 people per cohort, for a total of 40-60 trainees per year across both programs.

Coach course proposed fee: \$750 @ 20 participants: \$15,000

Experience advisor proposed fee: \$500 @ 20 participants: \$10,000

The total annual numbers at steady state is estimated to be approximately 160 students annually across the 3 microcredentials. If 115 pple = \$43,750

Note: A bursary/scholarship program will be developed for people with lived/living experience to access to offset or cover the tuition costs for the course in order to optimize accessibility.

Expenses

- *Admin Coordinator (manage student enrolment, marketing, links with community partners)
 - \$25/hour x 10 hours/week x 52 weeks + FB = \$13,000 (+ 25% fringe benefits)
 - Learning Management System (Avenue, Teams or Moodle) – no cost
 - **Verified micro-credential system – no cost (sponsored by DeGrootte)
 - Instructor/evaluator – academic (30 hours per course @ 1.5% teaching based on standard stipend rate of 10% (200 hours) = \$1500) (for each of the coach & experience advisor courses – add 5 hours for reviewing submissions from Ambassador trainees)
 - Instructor/evaluator – Community member (30 hours/course @ 1.5% teaching load based on stipend rate noted above) = \$1500 (for each of the coach & experience advisor courses)
 - **Overhead & administrative costs associated with managing funds (online registration receiving/managing tuition fees, instructor payment, income disbursement) = \$6000
- Total expenses: \$24,000

*Note: Funding from the Ministry of Training, Colleges & Universities will cover the costs of course development and project coordination (2 days a week) for the first year.

**Note We are in process of confirming with DeGrootte School of Business details re: admin costs associated with adding course to their current online offerings. They also have offered to link with their microcredentialling system (at no charge) to produce the digital certificate.

References

¹Health Standards Organization and Accreditation Canada (2023). A Year of Action: Safer Care. A Healthier World. Our Strategy 2022-2026. https://healthstandards.org/files/AC-HSO-2022-A-Year-of-Action-Report_EN_v7-Final-May-29-2023.pdf

Moll, S., Wyndham-West, M., Mulvale, G., Park, S., Buettgean, A., Phoenix, M., Fleisig, R., & Bruce, E. (2020). Are you really doing “co-design”? Critical reflections when working with vulnerable populations. *BMJ Open*, 10:e038339. doi:10.1136/bmjopen-2020-038339

Proposal to Pilot a Facilitated Admission Process for Indigenous Applicants to the Arts & Science Program

Submitted by Dr. Beth Marquis, Director (Arts & Science), November 2024

Developed by the Arts & Science Program, in partnership with Indigenous Student Services

In May 2024, the McMaster Senate approved a proposal to pilot an Equitable Admissions Process for the Arts & Science Program. That proposal, which is available via [the Secretariat's website](#), draws on both published research and available program-related demographic data to explain the importance of developing admissions processes for Arts & Science that respond to barriers to postsecondary education experienced by individuals who identify as Black, Latin American/Latinx, and/or Indigenous in Canada. Thus, in line with the Ontario Human Rights Commission's guidelines for "Special Programs," it sets out a plan to develop a two-pronged admissions process intended to help promote substantive equality for Black, Latin American/Latinx, and/or Indigenous applicants to Arts & Science, and, as a result, ultimately to enhance the program's community of learning.

While the proposal approved in May 2024 outlined in detail the first stream of this process, which is available to applicants who identify as Black and/or Latin American/Latinx, this document describes more fully, and submits for approval, the proposed stream for Indigenous applicants. It is intended to be read in concert with the previously approved document, which elaborates much of the background information and evidence upon which this next phase also draws.

Consultation, Collaboration, and Guidance

As described in the previously approved proposal, preliminary plans for a new equitable admissions process for the Arts & Science Program were developed in consultation with program faculty (with particular input from Dr. Clare Warner), staff, and students, as well as a small number of alumni, via a range of discussions held in 2022-23. These initial plans, which were also developed with consideration of the work of others on campus who have developed equity-conscious admissions strategies, were subsequently refined following feedback and further discussion with Dr. Barrington Walker and staff at the Equity and Inclusion Office, Dr. Dawn Martin Hill and members of the Indigenous Education Council Academic Subcommittee, and the Office of Legal Services. As these revisions were developed, further discussions were held with Arts & Science faculty and students and with another graduate of the program. We also consulted, at this point, with faculty and staff affiliated with the African Caribbean Faculty Association of McMaster, the Black Student Success Centre, and the Latin American Network at McMaster University, and have been thrilled to continue collaborating with them, as well as with the McMaster Access Program and other campus partners, as we roll out the first stream of the process. In April 2024, we discussed plans for the Facilitated Admissions Process for Indigenous Applicants with members of the Indigenous Education Council (IEC), and were grateful to receive their further encouragement and feedback. The proposal articulated here was subsequently refined in partnership with Chrissy Doolittle, Director of Indigenous Student Services, and taken to the IEC in Fall 2024 for additional discussion prior to submission to Undergraduate Council and Senate. These processes of consultation and collaboration have been vital to the development of both streams of our equitable admissions process, and we remain excited to continue working with a range of partners – including, for the stream outlined here, the IEC, Indigenous Student Services, and the Indigenous Studies Department – to roll out and revise these processes if/as necessary.

The Proposed Process

The decision to create a separate stream of our equitable admissions process for Indigenous applicants followed from a recommendation to this effect from the IEC Academic Subcommittee, and has since received further support from the IEC and others. Given the particular barriers to postsecondary education experienced by Indigenous learners (see, for example, Gallagher-Mackay et al., 2023; Mayer & Suarez, 2019; Melvin, 2023), and in line with recommendations from the IEC and another Indigenous participant in our consultation process, this proposed stream will create *additional* spaces in the Arts & Science Program for Indigenous applicants who meet all program application criteria (i.e., it will add spaces for Indigenous students to our target intake of ~70 students per year).

As with the first stream of our equitable admissions process, the Facilitated Admissions Process for Indigenous Applicants will be *optional*. We will provide and/or link to text in our required supplementary application (which ALL applicants must complete) that explains the rationale for the process and asks students who identify as Indigenous to indicate whether they would like to participate or not. Applicants who elect to participate will subsequently be required to provide documentation to support verification of their Indigenous ancestry as set out in the recently developed [McMaster University Indigenous Ancestry Verification Guidelines](#). This documentation will be drawn on by the university's Indigenous Ancestry Verification Committee to confirm applicants' eligibility to participate in the facilitated admissions process. Following verification, a representative of this committee will confirm with the Director of Arts & Science whether applicants who have opted in to the process have completed the verification process and are eligible. No one in the Arts & Science Program will have direct access to ancestry verification documentation provided by applicants; as per the Indigenous Ancestry Verification Guidelines, such documentation will be overseen by the IEC.

Applicants who opt in to the process will be expected to meet all existing program application requirements and conditions for admission (i.e., admission requirements will not change). Admissions decisions made under the process will proceed as follows:

- Grade point averages will be calculated by admissions staff, collated, and shared with the Arts & Science Program, as per usual.
- Like all other applicants, Indigenous students who opt in to the stream will be required to complete the mandatory supplementary application – a series of brief questions which are intended to make space for students with a wide range of positionalities, perspectives, and experiences to speak about themselves and their interests in the program (see the [Arts & Science website](#) for the current questions).
- The supplementary applications for candidates being considered through this stream will be reviewed by a team of multiple readers. This team will include readers affiliated with the Arts & Science Program (faculty and students), who will have completed equity-relevant training in addition to receiving guidance specific to reviewing Arts & Science applications, as well as one or more Indigenous readers who may or may not be directly affiliated with the program. In cases where the reviews offered by the Indigenous reader(s) and those of other readers differ substantially (to the extent that these differences might determine whether an admission offer is made or not), the Director of the Arts & Science Program will consult with the Indigenous reader(s) to come to a mutually agreeable decision.
- Applicants who receive the required minimum supplementary application score, have a grade point average above the 88% cut off (including required courses), and have been confirmed as eligible through the Indigenous Ancestry Verification process will receive an offer. We don't plan currently to cap the number of spaces available through the stream, given the apparent underrepresentation in the program and the importance of creating a community of Indigenous

learners within it. If the process proves successful and we see a sustained increase in the number of Indigenous students in the program down the road, we may need to revisit this decision in future.

As with the first stream of our equitable admissions process, we hope this process will begin to acknowledge and account to some degree for the systemic inequities documented in existing research and potentially reflected in the limited program-specific demographic data available, and ultimately, to further enhance our program learning community. So too does this process seek to avoid the problems that attach to a quota-based approach (as we will not 'hold' a specific number of seats for Indigenous students), and to refrain from asking Indigenous applicants to do more work for their applications relative to their non-Indigenous peers – beyond the work involved in the necessary process of confirming eligibility through the Ancestry Verification Process. At the same time, this unique process seeks to respond to the guidance of Indigenous colleagues, and to ensure Indigenous participation in admissions decisions made under the process, in line with a call articulated in the [Indigenous Strategic Directions Document](#) developed by the IEC and the McMaster Indigenous Research Institute. We will continue to collaborate with Indigenous Student Services, the IEC, and others to refine the process as needed and to work toward implementing it in the most just and effective way possible.

Eligibility / Self-Identification

As previously indicated, we will follow the McMaster University Indigenous Ancestry Verification Guidelines in determining eligibility for our Facilitated Admissions Process for Indigenous Applicants. Those guidelines state:

For the purposes of Indigenous Ancestry Verification at McMaster University, the term "Indigenous" encompasses First Nation, Métis, or Inuit individuals. Additionally, this definition extends to include the U.S. context, encompassing American Indians/Native Americans, Alaska Natives, and Native Hawaiians.

McMaster University acknowledges that the identification of who is or is not a member of an Indigenous community can only be determined by the community itself, not by the University. Therefore, the Ancestry Verification process relies on Indigenous students, staff, and faculty to submit documentation that aligns with the criteria outlined in this document. In cases where an individual lacks a citizenship or membership card, additional documentation may be submitted for individual review by an Indigenous-led committee.

Indigenous Ancestry Verification at McMaster University serves the sole purpose of assessing eligibility for specific scenarios outlined in this document [including facilitated admissions streams, like the one proposed herein] and does not extend to verification processes external to the University. It is essential to emphasize that verification does not determine an individual's Indigenous identity. Indigenous students who self-identify but do not meet the criteria for Indigenous Ancestry Verification, will not be excluded from accessing other resources and programs offered by Indigenous Student Services and the Indigenous Health Learning Lodge. (McMaster Indigenous Education Council, 2024, p.1)

These guidelines, and the processes for verifying ancestry set out in the document as a whole, will be used to determine eligibility for the Facilitated Admissions Process for Indigenous Applicants to the Arts

& Science Program. As indicated above, individuals who opt in to the process will be required to provide relevant documentation/materials to the Indigenous Ancestry Verification Committee, who will confirm the eligibility of applicants with the Director of the Arts & Science Program following the verification process.

Pilot Timeframe and Plans for Assessment

We intend to offer this facilitated admissions process for as long as it proves necessary and effective. Since it will take several admissions cycles to begin to determine any meaningful trends in enrolment (particularly given the small size of the Arts & Science Program), we will pilot it for a period of at least 5 years in the first instance.

Ultimately, several factors will be considered to determine whether the process has been effective at meeting its goals. Markers of success will include the following:

1. A sustained increase in the number of Indigenous applicants to the program (with eligibility confirmed as described above).
2. A sustained increase in the number of Indigenous students accepting their offers and enrolling in the program (at a bare minimum, this would involve percentages of Indigenous students in the program that consistently meet or slightly exceed the rates of people identifying as Indigenous in Ontario).
3. Perceptions among Indigenous students that they experience a sense of community and adequate representation in the program.
4. Perceptions among Indigenous students that this stream works effectively and doesn't contribute to their further marginalization.
5. Perceptions among Indigenous partners involved in administering the process that it works effectively, allows for meaningful Indigenous involvement, and aligns with Indigenous perspectives and priorities on campus.

The first two of these indicators will be assessed through annual review of the number of students who opt in to the facilitated admissions process and have their eligibility confirmed through the Indigenous Identity Verification Process, and of the number of students with confirmed eligibility who receive and/or accept offers of admission. Given that Indigenous applicants can opt out of participating in the process, we will also pay attention to information provided via the OUAC demographic survey students are invited to complete when submitting their applications. That said, since the OUAC survey does not connect to the Indigenous Identity Verification Process, it will not be a primary data source on which we draw when assessing this stream; rather, it will provide supplementary evidence that will be treated as tentative. The latter three markers will be assessed via qualitative feedback sought from students and campus partners following the first, third, and fifth years of the initial roll out of the process (and informally between these times). If, after 5 years, the available evidence suggests the process is working but remains necessary, it will be continued. If, on the other hand, these assessments suggest the process is not meeting its goals, the stream will be reconceived (in partnership with relevant partners) or discontinued. Refinements based on the collected data may be proposed throughout the five-year period should they prove necessary.

Proposed Timeline for Next Steps

Pending approvals, we hope to roll out the Facilitated Admission Process for Indigenous Applicants to the Arts & Science Program in the 2025-26 application cycle. Please see the further details below:

- **November 2024:** Submit proposal for consideration via governance processes.
- **January 2025:** Senate approval anticipated.
- **February-August 2025:** Develop and refine materials to advertise the process; incorporate information about the new stream into recruitment strategies.
- **Fall 2025:** Build information about the stream for Indigenous students into the supplementary application tool. Share further information at recruitment events and through various recruitment strategies.
- **15 January 2026:** OUAC application deadline.
- **1 February 2026:** Supplementary application deadline (for all applicants).
- **March-April 2026:** Confirm eligibility of applicants who have opted in to the process with the Indigenous Ancestry Verification Committee. Review and score supplementary applications (for all applicants).
- **May 2026:** Send final admissions decisions.
- **Spring/Summer 2026:** Complete initial assessment of the pilot and plan for further revision as necessary.

References

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- McMaster Indigenous Education Council & McMaster Indigenous Research Institute (2024). *Indigenous Strategic Directions*. McMaster University. https://miri.mcmaster.ca/wp-content/uploads/2023/03/McMaster_IndigenousStrategicDirections.pdf
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ARTS & SCIENCE PROGRAM

UNDERGRADUATE CURRICULUM REPORT TO

UNDERGRADUATE COUNCIL

FOR THE 2025-2026

UNDERGRADUATE CALENDAR

26 November 2024

REPORT TO SENATE

ARTS & SCIENCE PROGRAM SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2025-2026

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2024 Arts & Science Program Report to Undergraduate Council for changes to the 2025-2026 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/2025-2026-arts-science-curriculum-report/>.

NEW PROGRAMS:

N/A, though note that two new combined honours options (to be added to the list of possibilities available for the Combined Honours Program in Arts & Science and Another Subject) are being proposed. See Major Revisions below.

PROGRAM CLOSURES:

N/A

MAJOR REVISIONS:

Two new Combined Honours Program Options - Arts & Science and Health and Society (Mental Health and Addiction Specialization) and Arts & Science and Work and Labour Studies are being proposed, as detailed below. Minor updates and revisions to other established combined honours programs will be determined with the relevant programs and posted on the Arts & Science website (<http://artsci.mcmaster.ca>).

We are also submitting a proposal for a new Facilitated Admissions Process for Indigenous Applicants to the Arts & Science Program. This proposal is appended for approval. If approved, information about this process will be made available on the Arts & Science website, rather than included in the Undergraduate Calendar.

COMBINED HONOURS IN ARTS & SCIENCE AND HEALTH AND SOCIETY (MENTAL HEALTH AND ADDICTION SPECIALIZATION)

ADMISSION

Enrolment in this Program is limited.

Completion of Arts & Science I with a grade point average of at least 6.0, including a grade of at least C in HLTHAGE 1CC3.

NOTES:

1. Six units from the following list are required: ARTSSCI 3B03, 3BB3, one of 3RL3/3S03. Students who choose to take ARTSSCI 3RL3 or 3S03 may only use one of those courses towards satisfying 3 units of the requirement. Additional units from this list may be included as an elective with permission of the Director.
2. Twelve units of Upper-Level ARTSSCI Inquiry beyond Level I are required. Of these 12 units, only 3

units can come from Level III Inquiry courses (ARTSSCI 3C03, 3CL3, 3CU3, 3EH3, 3GJ3, 3TR3); at least 9 units of Level IV Inquiry courses (ARTSSCI 4CB3, 4CD3, 4CF3, 4CI3, 4CP3, 4CT3, 4DS3, 4EP3, 4GS3, 4HS3, 4LI3, 4LT3, 4MB3, 4ST3, 4VC3) are required. Additional units of Upper-Level ARTSSCI Inquiry may be included as an elective with the permission of the Director.

3. One of ARTSSCI 4A06 or 4C06 may be taken as an elective.

4. HLTHAGE 1AA3/1BB3 must be completed by the end of Level II.

COURSE LIST 1

BIOLOGY 1A03, 1M03; CHEM 1A03, 1AA3; EARTHSC 1G03; ENVIRSC 1C03, PSYCH 1XX3

REQUIREMENTS

120 units total (Levels I-IV), of which 48 units may be Level I

24 units ARTSSCI 1A03, 1AA3, 1B03, 1BB3, 1C06, 1D06

6 units HLTHAGE 1CC3, and one of 1AA3/1BB3

6 units from *Course List 1* (requirement must be completed by the end of Level II)

18 units ARTSSCI 2A06, 2D06, 2E03, 2R03

6 units from ARTSSCI 3B03, 3BB3, one of 3RL3/3S03 (See *Note 1*)

3 units Level III or IV ARTSSCI Inquiry (see *Note 2*)

9 units Level IV ARTSSCI Inquiry (see *Note 2*)

9 units HLTHAGE 2B03, 2BB3, 2F03

9 units HLTHAGE 2GG3, 2L03, 2N03, 2P03

6 units HLTHAGE 2A03, and one of 3B03, 3G03

3 units HLTHAGE 3AA3

6 units HLTHAGE 3AB3, 3D03, 3M03, 3N03

6 units HLTHAGE 4Z06

9 units Electives (see *Note 3*)

COMBINED HONOURS IN ARTS & SCIENCE AND WORK AND LABOUR STUDIES

ADMISSION

Enrolment in this Program is limited.

Completion of Arts & Science I with a grade point average of at least 6.0, including a grade of at least C in one of WORKLABR 1A03 or 1E03.

NOTES:

1. Six units from the following list are required: ARTSSCI 3B03, 3BB3, one of 3RL3/3S03. Students who choose to take ARTSSCI 3RL3 or 3S03 may only use one of those courses towards satisfying 3 units of the requirement. Additional units from this list may be included as an elective with permission of the Director.

2. Twelve units of Upper-Level ARTSSCI Inquiry beyond Level I are required. Of these 12 units, only 3 units can come from Level III Inquiry courses (ARTSSCI 3C03, 3CL3, 3CU3, 3EH3, 3GJ3, 3TR3); at least 9 units of Level IV Inquiry courses (ARTSSCI 4CB3, 4CD3, 4CF3, 4CI3, 4CP3, 4CT3, 4DS3, 4EP3, 4GS3, 4HS3, 4LI3, 4LT3, 4MB3, 4ST3, 4VC3) are required. Additional units of Upper-Level ARTSSCI Inquiry may be included as an elective with the permission of the Director.

3. One of ARTSSCI 4A06 or 4C06 may be taken as an elective.

COURSE LIST 1

BIOLOGY 1A03, 1M03; CHEM 1A03, 1AA3; EARTHSC 1G03; ENVIRSC 1C03, PSYCH 1XX3

COURSE LIST 2

WORKLABR 2A03, 2G03, 2H03, 2J03, 2K03, 2M03, 2P03, 3A03, 3B03, 3C03, 3D03, 3E03, 3K03, 3L03, 3M03, 3P03, 3Q03, 4J03

REQUIREMENTS

120 units total (Levels I-IV), of which 48 units may be Level I

24 units ARTSSCI 1A03, 1AA3, 1B03, 1BB3, 1C06, 1D06

6 units from *Course List 1* (requirement must be completed by the end of Level II)

6 units WORKLABR 1A03, 1E03.

18 units ARTSSCI 2A06, 2D06, 2E03, 2R03

6 units from ARTSSCI 3B03, 3BB3, one of 3RL3/3S03 (See *Note 1*)

3 units Level III or IV ARTSSCI Inquiry (see *Note 2*)

9 units Level IV ARTSSCI Inquiry (see *Note 2*)

9 units WORKLABR 2A03, 2G03, 2J03, 3M03, 3Q03

18 units from *Course List 2*

9 units ENVSOCY 4LE3, WORKLABR 4A03, 4C03, 4F03, 4G03, 4H03

12 units Electives (see *Note 3*)

Rationale: These new combined honours options, developed jointly with the School of Labour Studies and the Department of Health, Aging & Society (both in the Faculty of Social Sciences), will be added to the list of Arts & Science combined honours programs. These new options will give Arts & Science students further flexibility in tailoring their degrees, and enable them to pursue some specialization in areas with which such specialization is not currently available.

We have not submitted these as new programs, as they are new only insofar as they represent additional, specific combined honours options being made available to students in the Arts & Science Program. The Combined Honours in Arts & Science and Another Subject has existed for many years. Likewise, the Combined Honours in Work and Labour Studies and Another Subject is an already existing program, as is the Honours Health and Society Specialization in Mental Health and Addiction. These new combinations for Arts & Science students reflect modifications to these existing programs in order to bring them together.

FACILITATED ADMISSIONS PROCESS FOR INDIGENOUS APPLICANTS TO ARTS & SCIENCE

Please see the attached proposal, which also speaks to the rationale for this new process.

REPORT TO UNDERGRADUATE COUNCIL

ARTS & SCIENCE PROGRAM SUMMARY OF CURRICULUM CHANGES FOR 2025-2026

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2024 Arts & Science Program Report to Undergraduate Council for changes to the 2025-2026 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/2025-2026-arts-science-curriculum-report/>.

ARTS & SCIENCE PROGRAM

- 2 new Combined Honours Program options
- Minor revisions to/clarification of existing policies
- Housekeeping changes
- New Facilitated Admissions Process for Indigenous Applicants (for approval, but not inclusion in the Undergraduate Calendar)

INSPIRE OFFICE OF FLEXIBLE LEARNING (formerly Intersession)

- 2 new ABLD courses and 2 new INSPIRE courses
- 1 deleted INSPIRE course
- 9 revised INSPIRE course descriptions
- 5 new courses added to the Interdisciplinary Minor in Latin American and Latinx Studies
- 1 revised course title for the Interdisciplinary Minor in Latin American and Latinx Studies

INTERDISCIPLINARY MINOR IN SUSTAINABILITY

- Housekeeping changes to Minor description
- 3 new courses added to Minor course list
- 1 course title deleted from Minor course list

Faculty of Social Sciences
Undergraduate Curriculum Report to
Undergraduate Council
FOR THE 2025-2026 UNDERGRADUATE CALENDAR

Approved
by
The Faculty of Social Sciences
Faculty Council

November 14, 2024

REPORT TO SENATE
FACULTY OF SOCIAL SCIENCES

SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2025-2026

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences. For complete review of all of the changes, please refer to the November 2024 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2025-2026 Undergraduate Calendar, found on SharePoint: [2025-2026 FACULTY OF SOCIAL SCIENCES CURRICULUM REPORT SENATE 14NOV2024](#)

1.0 NEW PROGRAMS: N/A

2.0 PROGRAM CLOSURES:

3.0 MAJOR REVISIONS:

3.1 Introduction of a new Co-op Option for the Honours Anthropology (B.A.) as follows:

Honours Anthropology Co-op (B.A.)

Admission

Enrollment in this program option is limited. Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including a grade of at least C in one of ANTHROP 1AA3 or 1AB3. Preference will be given to applicants currently in a Level I program. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Information about this program and about co-op policies and procedures can be obtained from the Social Sciences Co-op team in the Office of the Associate Dean Undergraduate Studies.

Admission Notes

1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Undergraduate Studies prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.
3. Applications that are submitted after the March 1 deadline will not be considered.
4. Offers of acceptance cannot be deferred.

Program Notes

1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.
3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term must enrol in a zero-unit course (i.e. SOCSCI 2WT0, 3WT0, 4WT0).
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.

5. To graduate with the co-op option recognized on the transcript, students must complete three (3) work terms each consisting of a minimum 12 weeks and/or 420 hours of full-time, paid experience.
6. Completion of SOCSCI 2EL3 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
7. Students who have completed only 3 units of Level I Anthropology will be required to complete 3 more units of Level I Anthropology by the end of the following academic year.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program.
(See *Admission* above.)

9 units

- ANTHROP 2E03 - Introduction to Biological Anthropology
- ANTHROP 2F03 - Introduction to Sociocultural Anthropology: Listening Across Difference
- ANTHROP 2PA3 - Introduction to Anthropological Archaeology

3 units

- SOCSCI 2EL3 - Career Preparation in the Social Sciences

3 units

from

- ANTHROP 2D03 - 23 and You: The Archaeology of your DNA
- ANTHROP 2FF3 - Human Skeletal Biology and Bioarchaeology
- ANTHROP 3CA3 - Ceramic Analysis
- ANTHROP 3BB3 - Ancient Agriculture to Criminal Investigations: Paleoethnobotany in Practice

- ANTHROP 3K03 - Archaeological Interpretation
- ANTHROP 3LA3 - Lithics Analysis
- ANTHROP 3P03 - Doing Ethnography: Research Methods
- ANTHROP 3PP3 - Paleopathology
- ANTHROP 3X03 - Zooarchaeology

24 units

- Levels II, III or IV Anthropology

3 units

- ANTHROP 3PD3 - Anthropological Perspectives and Debates

3 units

- SOCSCI 2J03 - Introduction to Statistics

12 units

- Level IV Anthropology

0-3 units

- ANTHROP 1AA3 - Introduction to Anthropology: Sex, Food and Death
- ANTHROP 1AB3 - Introduction to Anthropology: Race, Religion, and Social Justice

(See Note 2)

3 units

- SOCSCI 2JS1 - Co-Op Job Search 1
- SOCSCI 3JS1 - Co-Op Job Search II
- SOCSCI 4JS1 - Co-Op Job Search III

Work Terms

- SOCSCI 2WT0 - Social Sciences Co-Op Work Term
- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

27-30 units

- Electives, of which at least six units must be taken from outside of Anthropology

3.2 Introduction of a new Accelerated Option for the Honours Economics (B.A.) as follows:

Honours Economics (B.A.) – Accelerated Option

Admission

Completion of any Level I program with a Grade Point Average of at least 6.0 including an average of at least 5.0 in ECON 1B03 (or 1BX3) and 1BB3 (or 1BA3); and completion of one of ECON 1ME3, MATH 1MM3, 1A03, 1LS3; and completion of ECON 2B03, 2Z03 and 2Y03 (or 2H03). For continuation in program, see the section on *Minimum Requirement for Entering and Continuing in a Program Beyond Level I.*

Notes

1. COMMERCE 2FA3 may be substituted for ECON 2I03 and COMMERCE 2QA3 may be substituted for ECON 2B03.
2. Students with prior credit in a statistics course recognized as an alternative to ECON 2B03 are exempt from this requirement. Those students can take ECON 3EE3 (formerly 3U03) only if they achieved a grade of at least B+ in an alternative statistics course. There is no such grade requirement for ECON 3E03 (formerly 3WW3). See ECON 3EE3 (formerly 3U03) in the *Course Listings* section of this Calendar for a list of recognized alternative statistics courses.
3. Students interested in an M.A. in Economics should take ECON 3EE3 (formerly 3U03) and consider the Specialist Option.
4. MATH 1MM3 (or 1M03) is required for any student planning to transfer into Commerce and strongly recommended for any student with a Minor in Business or Finance.
5. Students who have not completed ECON 1ME3 are recommended to complete one of Grade 12 Mathematics of Data Management, STATS 1LL3, STATS 1L03, or COMMERCE 1DA3.
6. For students who have completed ECON 2H03 but did not successfully complete ECON 2HH3, they may substitute ECON 2Y03 in place of ECON 2HH3.

7. Students who have not completed at least 42 units for the Honours Economics Accelerated Option (B.A.) within the first consecutive 12 months of the program (including Level 1) will be transferred to the Honours Economics (B.A.).

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program. (See *Admission* above.)

6 units

- ECON 2Z03 - Intermediate Microeconomics I
- ECON 2ZZ3 - Intermediate Microeconomics II

6 units

- ECON 2B03 - Analysis of Economic Data
- ECON 4A03 - Honours Economic Analysis

(See *Notes 2 and 3* above)

6 units

- ECON 2H03
- ECON 2HH3
- ECON 2Y03 - Intermediate Macroeconomics I

or

- ECON 2Y03 - Intermediate Macroeconomics I
- ECON 2YY3 - Intermediate Macroeconomics II

(See *Note 6* above)

24 units

Levels II, III, IV Economics with no more than six units from the following courses

- ECON 2A03 - Economics of Labour-Market Issues
- ECON 2C03

- ECON 2D03 - Economic Issues
- ECON 2E03
- ECON 2F03
- ECON 2I03 - Financial Economics
- ECON 2J03 - Environmental Economics
- ECON 2N03 - Public Policy Toward Business
- ECON 2P03 - Economics of Professional Sports
- ECON 2Q03 - Economics of Bad Behaviour
- ECON 2T03 - Economics of Trade Unionism and Labour

(See Note 2 above.)

3 units

from

- ECON 3EE3 - Econometrics I
- ECON 3E03 - Applied Econometrics

(See Notes 3 and 4 above.)

3 units

from

- ECON 4F03 - Methods of Inquiry in Economics
- ECON 4FF3 - Research Methods in Economics

42 units

- Electives. Note: The number of units of Economics courses above Level I (excluding ECON 2B03, 3E03 and 3EE3) must not exceed 60

Rationale: *The Honours Economics (Accelerated Option) is designed for ambitious students who aspire to expedite their careers in economics and graduate with an Honours Economics (B.A.) degree in three years. The course requirements for the program are exactly the same as the Honours Economics (B.A.), however, the schedule for completion of the courses is accelerated. Economics I students interested in enrolling in this program option in Level II will be directed to follow a prescribed course enrollment sequence to prepare them for the compressed schedule of this program.*

They must also meet the specific course and GPA admission requirements for this program. All course prerequisites and entry requirements must be completed by the end of the Spring/Summer term after completion of Level I in the Fall/Winter term. Students who enter the program but fall off the compressed schedule will be permitted to transfer to the Honours Economics (B.A.) to complete their degree. Although students always have the ability in the regular program to take the courses on an accelerated schedule, we wish to be able to track the students to offer Academic Advising and support. Having an Accelerated Option in the UG Calendar also permits us to market this option.

3.3 Introduction of a new Co-op Option for the Honours Environment & Society (B.A.) as follows:

Honours Environment & Society Co-op (B.A.)

Admission

Enrollment in this program option is limited. Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including a grade of at least C in one of ENVSOCTY 1HA3 or ENVSOCTY 1HB3 (see *Note 9* below).

Preference will be given to applicants currently in a Level I program. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Information about this program and about co-op policies and procedures can be obtained from the Social Sciences Co-op team in the Office of the Associate Dean Academic.

Program Notes

1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in

at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.

3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term must enrol in a zero-unit course (i.e. SOCSCI 2WT0, 3WT0, 4WT0).
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. To graduate with the co-op option recognized on the transcript, students must complete three (3) work terms each consisting of a minimum 12 weeks and/or 420 hours of full-time, paid experience.
6. Completion of SOCSCI 2EL3 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
7. Not every Environment & Society course listed in this Calendar is offered every year. For course availability, students are advised to consult "Class Search" on Mosaic or contact the School of Earth, Environment & Society after April 1st for the list of courses that will be offered in the following academic year.
8. Students are strongly encouraged to check the prerequisites of upper-level Environment & Society courses and to speak with an Undergraduate Advisor in the School of Earth, Environment & Society regarding course selection.
9. Both ENVSOCTY 1HA3 and ENVSOCTY 1HB3 must be completed by the end of 60 units.
10. Students intending to register in ENVSOCTY 4MT6 A/B must submit an application to the course coordinator by April 1 of the academic year prior to

registration. Application forms are available from the School of Earth, Environment & Society main office after March 1. Students will be informed of their permission to register in ENVSOCTY 4MT6 A/B on April 15. Registration in this course is conditional upon achieving a GPA of at least 7.5.

11. Students interested in completing courses in the Geographic Information Systems (GIS) & Spatial Analysis subfield are strongly encouraged to complete MATH 1K03; if a Grade 12 Mathematics U was not completed.

12. Students interested in taking courses in Environmental Science and/or Earth science subfields are strongly encouraged to complete ENVIRSC 1C03 and/or EARTHSC 1G03.

13. The Honours Environment & Society program requires students to take one field methods course (ENVIRSC 3ME3 or ENVSOCTY 3MF3). All students are encouraged to meet with the academic program advisor in the School of Earth, Environment & Society to decide which of these courses best fits their area of academic interest.

14. The field components of ENVIRSC 3ME3 and ENVSOCTY 3MF3 are normally taken outside of the normal term. Details are announced in March.

15. The School of Earth, Environment & Society encourages students to embrace academic breadth in both knowledge and skills. As such, a minimum of 6 units of the 39 elective units (above Level I) must be taken from outside of the School of Earth, Environment & Society.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program
(See *Admission* above.)

0-3 units

- ENVSOCY 1HA3 - Society, Culture and Environment
- ENVSOCY 1HB3 - Population, Cities and Development

(See Note 9)

12 units

- ENVSOCY 2EI3 - Environment & Society: Challenges and Solutions
- ENVSOCY 2GI3 - Geographic Information Systems
- ENVSOCY 3MA3 - Research Methods
- ENVSOCY 3MB3 - Data Analysis

3 units

SOCSCI 2EL3 - Career Preparation in the Social Sciences

3 units

- ENVIRSC 3ME3 - Environmental Field Camp
- ENVSOCY 3MF3 - Urban Field Camp

(See Notes 13 and 14 above.)

12 units

- Level II ENVSOCY, EARTHSC, ENVIRSC

(See Note 12 above.)

12 units

- Level III ENVSOCY, EARTHSC, ENVIRSC

(See Note 12 above.)

12 units

- Level IV ENVSOCY, EARTHSC, ENVIRSC

33-36 units

- Electives

(See Note 15 above.)

3 units:

- SOCSCI 2JS1 – Co-Op Job Search I

- SOCSCI 3JS1 - Co-Op Job Search II
- SOCSCI 4JS1 - Co-Op Job Search III

Work Terms:

- SOCSCI 2WT0 - Social Sciences Co-Op Work Term
- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

3.4 Introduction of a new Co-op Option for the Honours Aging and Society (B.A.) as follows:

Honours Aging and Society Co-op (B.A.)

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including a grade of at least C in HLTHAGE 1BB3. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Information about this program and about co-op policies and procedures can be obtained from the Social Sciences Co-op team in the Office of the Associate Dean Academic.

Notes

1. See *Admission to Level II Programs* in the Faculty of Social Sciences Academic Regulations in this section of the Calendar.
2. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
3. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with

a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.

4. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term must enrol in a zero-unit course (i.e. SOCSCI 2WT0, 3WT0, 4WT0).
5. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
6. To graduate with the co-op option recognized on the transcript, students must complete three (3) work terms each consisting of a minimum 12 weeks and/or 420 hours of full-time, paid experience.
7. Completion of SOCSCI 2EL3 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
8. HLTHAGE 1AA3 - Introduction to Health and Society or HLTHAGE 1ZZ3 - Inquiry: Introduction to Health and Society must be completed by the end of 60 units.
9. Students who register in HLTHAGE 4Z06 A/B may take a maximum of 12 units comprised of 3 units from HLTHAGE 4AB3, 4B03, 4BB3, 4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4U03, 4W03, 3 units from HLTHAGE 4AB3, 4B03, 4BB3, 4BC3, 4C03, 4CH3, 4D03, 4F03, 4G03, 4H03, 4I03, 4J03, 4L03, 4M03, 4N03, 4O03, 4P03, 4Q03, 4R03, 4S03, 4T03, 4U03, 4W03, and 6 units of 4Z06 A/B. Otherwise they may take a maximum of 9 units, comprised of 6 units from HLTHAGE 4AB3, 4B03, 4BB3, 4C03, 4H03, 4I03, 4L03, 4N03, 4P03, 4U03, 4W03, and 3 units from HLTHAGE 4AB3, 4B03, 4BB3, 4BC3, 4C03, 4CH3, 4D03, 4F03, 4G03, 4H03, 4I03, 4J03, 4L03, 4M03, 4N03, 4O03, 4P03, 4Q03, 4R03, 4S03, 4T03, 4U03, 4W03.

10. Courses other than those listed below in the *Course List* may be substituted with the prior permission of the Chair. Students wishing to apply for substitutions must contact the Administrator of the Department of Health, Aging and Society. See *Admission to Level II Programs* in the Faculty of Social Sciences Academic Regulations in this section of the Calendar.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program (See Admission above.)

9 units

- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society
- HLTHAGE 2D03 - Continuum of Care
- HLTHAGE 2F03 - Aging and Health Care Systems

3 units

- SOCSCI 2EL3 - Career Preparation in the Social Sciences

3 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging I

3 units

from

- HLTHAGE 3B03 - Advanced Research Methods
- HLTHAGE 3G03 - Community Based Research

3 units

- SOCSCI 2J03 - Introduction to Statistics

3 units

- HLTHAGE 3L03 - Embodied Aging

3 units

from

- HLTHAGE 3BB3 - Field Experience
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

9 or 12 units

As outlined below:

9 units

6 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4U03 - Professions and Occupations in Health and Aging
- HLTHAGE 4W03 - Selected Issues in Aging and Society

3 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4BC3 – Civic Engagement and Applied Research
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4CH3 - Global Health Crises
- HLTHAGE 4D03 - Health, Culture and Diversity
- HLTHAGE 4F03 - Selected Issues in Health and Society

- HLTHAGE 4G03 - Global Health
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4M03 - Environment and Health
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 - Urban Health Inequalities and the Housing Crisis
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4U03 - Professions and Occupations in Health and Aging
- HLTHAGE 4W03 - Selected Issues in Aging and Society

or

12 units

3 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4P03 - Leisure and Recreation in Later Life

- HLTHAGE 4U03 - Professions and Occupations in Health and Aging
- HLTHAGE 4W03 - Selected Issues in Aging and Society

3 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4BC3 – Civic Engagement and Applied Research
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4CH3 - Global Health Crises
- HLTHAGE 4D03 - Health, Culture and Diversity
- HLTHAGE 4F03 - Selected Issues in Health and Society
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4M03 - Environment and Health
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 - Urban Health Inequalities and the Housing Crisis
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4U03 - Professions and Occupations in Health and Aging
- HLTHAGE 4W03 - Selected Issues in Aging and Society

6 units

- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis
(See *Note 9* above.)

15 units

from

- *Course List* or Health, Aging and Society

0-3 units

from

- HLTHAGE 1AA3 - Introduction to Health and Society
- HLTHAGE 1ZZ3 - Inquiry: Introduction to Health and Society
(See *Note 8* above.)

33-39 units

- Electives, of which at least six units must be taken from outside of Health, Aging & Society

3 units:

- SOCSCI 2JS1 – Co-Op Job Search I
- SOCSCI 3JS1 - Co-Op Job Search II
- SOCSCI 4JS1 - Co-Op Job Search III

Work Terms:

- SOCSCI 2WT0 - Social Sciences Co-Op Work Term
- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

Course List

- ANTHROP 2HI3 - Medical Anthropology
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3D03 - Labour Economics
- ECON 3Q03 - The Economics of Aging
- ECON 3Z03 - Health Economics
- ENVSOCTY 3HP3 - Population, Health and Aging
- ENVSOCTY 2HI3 - Health and Place

- PHILOS 2D03 - Bioethics
 - PHILOS 3C03 - Advanced Bioethics
 - PSYCH 3AG3 - Aging
 - SCAR 2ER3 - Religion, the Body, and the Machine
 - SCAR 2M03 - Death and Dying: Comparative Views
 - SCAR 2N03 - Death and Dying: The Western Experience
 - SCAR 2WW3 - Health, Healing and Religion: Western Perspectives
 - SOCWORK 3C03 - Social Aspects of Health and Illness
 - SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
 - SOCIOL 3CC3
 - SOCIOL 3G03 - Sociology of Health Care
 - SOCIOL 3HH3
 - SOCIOL 3X03
- or other designated and approved courses. (See Note 10 above.)*

3.5 Introduction of a new Co-op Option for the Honours Health and Society (B.A.) as follows:

Honours Health and Society Co-op (B.A.)

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a minimum Grade Point Average of 5.0 including a grade of at least C in HLTHAGE 1AA3 or HLTHAGE 1ZZ3. For continuation in the program, see *Minimum Requirements for Entering and Continuing in a Program Beyond Level I.*

Notes

1. See *Admission to Level II Programs* in the Faculty of Social Sciences Academic Regulations in this section of the Calendar.

2. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
3. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.
4. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term must enrol in a zero-unit course (i.e. SOCSCI 2WT0, 3WT0, 4WT0).
5. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
6. To graduate with the co-op option recognized on the transcript, students must complete three (3) work terms each consisting of a minimum 12 weeks and/or 420 hours of full-time, paid experience.
7. Completion of SOCSCI 2EL3 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
8. Courses other than those listed below in the *Course List* may be substituted with the prior permission of the Chair. Students wishing to apply for substitutions must contact the Administrator of the Department of Health, Aging and Society.
9. Students who register in HLTHAGE 4Z06 A/B may take a maximum of 12 units, comprised of 3 units from HLTHAGE 4AB3, 4B03, 4BB3, 4BC3, 4C03, 4CH3, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4U03, 3 units from HLTHAGE 4AB3, 4B03, 4BB3, 4BC3, 4C03,

4CH3, 4D03, 4F03, 4G03, 4H03, 4I03, 4J03, 4L03, 4M03, 4N03, 4O03, 4P03, 4Q03, 4R03, 4S03, 4T03, 4U03, 4W03, and 6 units of 4Z06 A/B. Otherwise, they may take a maximum of 9 units, comprised of 6 units from HLTHAGE 4AB3, 4B03, 4BB3, 4BC3, 4C03, 4CH3, 4D03, 4F03, 4G03, 4I03, 4J03, 4N03, 4O03, 4Q03, 4R03, 4S03, 4T03, 4U03, and 3 units from HLTHAGE 4AB3, 4B03, 4BB3, 4BC3, 4C03, 4CH3, 4D03, 4F03, 4G03, 4H03, 4I03, 4J03, 4L03, 4M03, 4N03, 4O03, 4P03, 4Q03, 4R03, 4S03, 4T03, 4U03, 4W03.

10. HLTHAGE 1BB3 - Introduction to Aging and Society must be completed by the end of 60 units.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program.
(See *Admission* above.)

9 units

- HLTHAGE 2B03 - Social Identity, Health and Illness
- HLTHAGE 2BB3 - Perspectives in Health, Aging and Society
- HLTHAGE 2F03 - Aging and Health Care Systems

3 units

- SOCSCI 2EL3 - Career Preparation in the Social Sciences

3 units

- HLTHAGE 2A03 - Research Methods in Health and in Aging I

3 units

from

- HLTHAGE 3B03 - Advanced Research Methods
- HLTHAGE 3G03 - Community Based Research

3 units

- SOCSCI 2J03 - Introduction to Statistics

3 units

- HLTHAGE 3AA3 - State, Civil Society and Health

3 units

from

- HLTHAGE 3BB3 - Field Experience
- HLTHAGE 3EE3 - The Practice of Everyday Life: Observations and Inquiry

9 or 12 units

As outlined below:

9 units

6 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4BC3 - Civic Engagement and Applied Research
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4CH3 - Global Health Crises
- HLTHAGE 4D03 - Health, Culture and Diversity
- HLTHAGE 4F03 - Selected Issues in Health and Society

- HLTHAGE 4G03 - Global Health
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 – Urban Health Inequalities and the Housing Crisis
- HLTHAGE 4T03 - Gender, Sex and Health
- HLTHAGE 4U03 - Professions and Occupations in Health and Aging

3 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4BC3 – Civic Engagement and Applied Research
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4CH3 - Global Health Crises
- HLTHAGE 4D03 - Health, Culture and Diversity
- HLTHAGE 4F03 - Selected Issues in Health and Society
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4H03 - History and Culture of Aging

- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4M03 - Environment and Health
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 – Urban Health Inequalities and the Housing Crisis
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4U03 - Professions and Occupations in Health and Aging
- HLTHAGE 4W03 - Selected Issues in Aging and Society

or

12 units

3 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4BC3 - Civic Engagement and Applied Research
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse

- HLTHAGE 4CH3 - Global Health Crises
- HLTHAGE 4D03 - Health, Culture and Diversity
- HLTHAGE 4F03 - Selected Issues in Health and Society
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 - Health and the Unfairly Structured City
- HLTHAGE 4T03 - Gender, Sex and Health
- HLTHAGE 4U03 - Professions and Occupations in Health and Aging

3 units

from

- HLTHAGE 4AB3 - Living Well with Dementia: Social and Physical Environments
- HLTHAGE 4B03 - Death and Dying in Later Life
- HLTHAGE 4BB3 - Aging and Technology
- HLTHAGE 4BC3 – Civic Engagement and Applied Research
- HLTHAGE 4C03 - Representations of Health and Illness Across the Lifecourse
- HLTHAGE 4CH3 - Global Health Crises
- HLTHAGE 4D03 - Health, Culture and Diversity

- HLTHAGE 4F03 - Selected Issues in Health and Society
- HLTHAGE 4G03 - Global Health
- HLTHAGE 4H03 - History and Culture of Aging
- HLTHAGE 4I03 - Aging and Health
- HLTHAGE 4J03 - Narratives of Illness
- HLTHAGE 4L03 - Social Policy and Aging
- HLTHAGE 4M03 - Environment and Health
- HLTHAGE 4N03 - Aging and Wellbeing
- HLTHAGE 4O03 - Soundscapes of Wellbeing in Popular Music
- HLTHAGE 4P03 - Leisure and Recreation in Later Life
- HLTHAGE 4Q03 - Representations of Mental Illness
- HLTHAGE 4R03 - Beyond the Social: Determinants of Indigenous Peoples Health
- HLTHAGE 4S03 – Urban Health Inequalities and the Housing Crisis
- HLTHAGE 4T03 – Gender, Sex and Health
- HLTHAGE 4U03 - Professions and Occupations in Health and Aging
- HLTHAGE 4W03 - Selected Issues in Aging and Society

6 units

- HLTHAGE 4Z06 A/B - Health, Aging and Society Thesis

(See Note 9 above.)

15 units

from

- *Course List* or Health, Aging and Society

0-3 units

- HLTHAGE 1BB3 - Introduction to Aging and Society

(If not completed in Level 1; see *Note 10* above.)

36-42 units

- Electives, of which at least six units must be taken from outside of Health, Aging & Society

3 units:

- SOCSCI 2JS1 – Co-Op Job Search I
- SOCSCI 3JS1 - Co-Op Job Search II
- SOCSCI 4JS1 - Co-Op Job Search III

Work Terms:

- SOCSCI 2WT0 - Social Sciences Co-Op Work Term
- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

Course List

Students are responsible for ensuring that course prerequisites are fulfilled.

- ANTHROP 2AN3 - Food and Nutrition in Society
- ANTHROP 2HI3 - Medical Anthropology
- ANTHROP 2U03 - Plagues and People
- ANTHROP 3Y03 - Indigenous Community Health and Wellbeing
- ECON 2CC3 - Health Economics and its Application to Health Policy
- ECON 3Z03 - Health Economics
- ENGLISH 3NH3

- ENVSOCY 2HI3 - Health and Place
- ENVSOCY 3HP3 - Population, Health and Aging
- ENVSOCY 4HC3 - Public and Community Health
- ENVSOCY 4HH3 - Environment and Health
- HTHSCI 2G03 - Statistics & Epidemiology 1
- INDIGST 3H03 - Indigenous Medicine I: Philosophy
- INDIGST 3HH3 - Indigenous Medicine II: Practical
- INDIGST 3P03 - Haudenosaunee Health, Diet and Traditional Botany Dish with One Spoon Health, Diet and Traditional Botany
- INDIGST 4HH3 - Indigenous Health and Interdisciplinary Approaches
- MUSIC 2MT3 - Introduction to the Practice of Music Therapy
- PEACJUST 3B03 - Peace-Building and Health Initiatives
- PHILOS 2D03 - Bioethics
- PHILOS 3C03 - Advanced Bioethics
- PSYCH 2AP3 - Psychological Perspectives on Mental Health
- PSYCH 3B03 - Special Populations
- SCAR 2ER3 - Religion, the Body, and the Machine
- SCAR 2M03 - Death and Dying: Comparative Views
- SCAR 2MT3 - Asian Meditation Traditions
- SCAR 2N03 - Death and Dying: The Western Experience
- SCAR 2WW3 - Health, Healing and Religion: Western Perspectives
- SCAR 2WX3 - Health, Healing and Religion: Comparative Views
- SOCWORK 3C03 - Social Aspects of Health and Illness

- SOCWORK 3O03 - Social Work and Sexualities
- SOCIOL 3G03 - Sociology of Health Care
- SOCIOL 3HH3
- WORKLABR 3D03 - Workers' Health and Well-Being in a Changing World
(See Note 8 above.)

3.6 Introduction of a new Co-op Option for the Honours Sociology (B.A.) program as follows:

Honours Sociology Co-Op (B.A.)

Admission

Enrollment in this program option is limited. Admission is by selection and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0, including a grade of at least C in SOCIOL 1Z03. Preference will be given to applicants currently in a Level I program. For continuation in the program, see the section on *Minimum Requirements for Entering and Continuing in a Program Beyond Level I* in the Faculty of Social Sciences Academic Regulations.

Information about this program and about co-op policies and procedures can be obtained from the Social Sciences Co-op team in the Office of the Associate Dean Academic.

Admission Notes

1. Students who intend to apply for this program option must follow the application instructions as found on the Social Sciences Co-op web site. Students who are unable to access this web site must consult the Social Sciences Co-op team in the Office of the Associate Dean Academic prior to the application deadline.
2. All applications for admission to the Co-op program option are considered annually and must be made directly to the Social Sciences Co-op team by March 1 for the Fall/Winter term.

3. Applications that are submitted after the March 1 deadline will not be considered.
4. Offers of acceptance cannot be deferred.

Program Notes

1. The standard duration of this program option is five (5) years. For information, see the Social Sciences Co-op website.
2. Co-op program options in the Faculty of Social Sciences follow an alternating sequence of work terms and academic terms. Students are required to enroll in at least one full-time academic term consisting of at least 9 units between any two work terms. Each student's sequence of work and academic terms must end with a final academic term. For information on permitted and recommended work term sequences compatible with scheduled course offerings in this program option, see the Social Sciences Co-op website.
3. Co-op work terms are components of the program involving full-time, paid work-integrated learning opportunities, typically secured through a job search process. Students on work term must enrol in a zero-unit course (i.e. SOCSCI 2WT0, 3WT0, 4WT0).
4. Students may take a maximum of 3 units during a work term, with the written permission of the work term supervisor.
5. To graduate with the co-op option recognized on the transcript, students must complete three (3) work terms each consisting of a minimum 12 weeks and/or 420 hours of full-time, paid experience.
6. Completion of SOCSCI 2EL3 in Fall Term of Level II or in Spring/Summer Term following Level I is strongly recommended in order for students to meet the requirements of Social Sciences 2JS1 and eligibility for job search access.
7. Students interested in graduate studies in sociology are advised to consider Honours Sociology (Specialist Option) (B.A.).

8. Students must normally complete SOCIOL 2KK3, 2LL3 and 2Z03 before entering Level III courses.
9. Students must normally complete SOCIOL 3FF3 before entering Level IV courses.
10. Students may take an additional 6 units of Level IV Sociology as electives.
11. Students may take a maximum of 3 units of Level IV independent research (SOCIOL 4M03 or 4N03).
12. Students should check both this Calendar and the Departmental website for prerequisites and course descriptions.

Requirements

120 units total (Levels I to IV), of which 48 units may be Level I

30 units

from

- the Level I program completed prior to admission to the program
(See *Admission* above)

3 units

- SOCSCI 2EL3 - Career Preparation in the Social Sciences

6 units

- SOCIOL 2KK3 - Introduction to Classical Sociological Theory
- SOCIOL 2LL3 - Introduction to Contemporary Sociological Theory
(See *Note 2* above.)

3 units

- SOCIOL 2Z03 - Introduction to Sociological Research
(See *Note 2* above.)

3 units

- SOCIOL 3FF3 - Introduction to Quantitative Research Methods
(See *Note 3* above.)

3 units

from

- Level IV Sociology lecture course list
(See Notes 3, 4, and 5 above.)

6 units

from

- Level IV Sociology seminar or directed research course lists
(See Notes 3, 4, and 6 above.)

3 units

- Level IV Sociology seminar
(See Notes 3 and 4 above.)

18 units

- Levels II or III Sociology of which a maximum of 12 units may be Level II.

3 units

- SOCSCI 2JS1 - Co-Op Job Search 1
- SOCSCI 3JS1 - Co-Op Job Search II
- SOCSCI 4JS1 - Co-Op Job Search III

Work Terms

- SOCSCI 2WT0 - Social Sciences Co-Op Work Term
- SOCSCI 3WT0 - Social Sciences Co-Op Work Term
- SOCSCI 4WT0 - Social Sciences Co-Op Work Term

42 units

- Electives, at least 6 units (above Level I) must be taken outside of Sociology

Rationale 3.1, 3.3, 3.4, 3.5, 3.6: *Expansion of the number of Co-op option programs in the Faculty of Social Sciences. We are adding new co-op options for the Honours B.A. programs in Anthropology, Environment & Society, Aging & Society, Health & Society, and Sociology to help students in these programs develop a greater understanding of their career options, enable them to articulate their skills and*

experiences to potential employers, and give them experience in the workplace that will ultimately enhance job placement rates after they graduate.

3.7 Admission Requirements

1. Admission from Secondary Schools

Subject Requirements for Specific Level I Programs

Economics I

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Completion of three additional U or M courses to total six courses

This Level I program is being phased out and will be last offered for Fall 2025 entry. It will be replaced by Honours Economics I.

Honours Economics I (Effective September 2026)

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Advanced Functions U
3. Calculus and Vectors U
4. Completion of three additional U or M courses to total six courses

***Rationale:** The Department of Economics would like to further broaden the attraction to their direct entry program and raise the level of the program to Honours Economics 1. Very often applicants do not see the value-added proposition of Economics 1 over Social Sciences 1. Honours Economics 1 will require a GPA of 5.0 for continuation and Good Standing. Students who will successfully complete the requirements for this Level 1 program will automatically move into Honours Economics (B.A.) Level II.*

Honours Health & Society 1

The following are the minimum Grade 12 U and M requirements:

1. English U
2. Completion of five additional U or M courses to total six courses

(Effective September 2026): Admission to Honours Health and Society I is by selection. A minimum average in the mid-80s or higher is required for application considerations. Applicants must complete a **mandatory supplemental application** as specified each year. See *Application and Documentation Deadlines* for specific dates.

***Rationale:** The Department of Health, Aging & Society wishes to introduce a supplementary application form for admission.*

**Faculty of Social Sciences
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2025-2026**

Below is the summary of substantive curriculum changes being proposed by the Faculty of Social Sciences. For complete review of all of the changes, please refer to the November 2024 Faculty of Social Sciences Report to Undergraduate Council for changes to the 2025-2026 Undergraduate Calendar, found on SharePoint: [2025-2026 FACULTY OF SOCIAL SCIENCES CURRICULUM REPORT SENATE 14NOV2024](#)

1. Faculty of Social Sciences

- Addition of new Program Notes for the Economics I program to clarify direct entry and the admission process to Level II programs in Economics and programs outside of the Economics department, and to explain the recommended courses to complete to be eligible for the new Honours Economics (Accelerated option) B.A.
- Addition of new Program Notes for the Honours Health & Society I program to clarify direct entry and the admission process to Level II programs in Health Aging & Society and programs outside of the Health Aging & Society department.
- Updates to course lists for Economics I, Health & Society I, and Social Sciences I to reflect course additions and deletions.
- Addition of one new course
 - (SOCSCI 2XL0) new course to provide basics in MS Excel.
- Revision to two existing courses (SOCSCI 1HS3, 3EP3) including description changes and an expanded prerequisite statement.
- Deletion of two courses including:
 - (SOCSCI 2EL0) being replaced with a 3-unit version of the course with expanded content.
 - (SOCSCI 3EL3) due to low enrollment
- Updates to Department Notes
- Updates to Faculty and Staff members
- Revisions to Faculty Regulations section:

- o Additional information provided regarding the Honours BA Co-op Program Options to add in new program options and to clarify work term information.
- o Addition of references to the Child and Youth Education Affiliated Certificate and new courses. Also, the addition of a reference to the Leadership and Management in the Not-for-Profit Sector Affiliated certificate and courses indicating they will be last offered in Winter 2025.
- o Addition of information about Co-op program options under the heading of Applying for Level II
- o List Co-op program options under Limited Enrolment Programs
- o Addition of regulations for continuation in a Co-op Program Option
- Updates to list of Limited Enrolment Programs
- Housekeeping updates
- Admission changes:
 - o Addition of a reference to a new Level 1 program – Honours Economics 1 to be first offered in Fall 2026; and reference to Economics 1 being last offered in Fall 2025.
 - o Addition of a reference to the addition of a supplementary application for Honours Health and Society 1 program for Fall 2026 entry.

2. Department of Anthropology

- Addition of a new Interdisciplinary Minor in Food, Nutrition, and Environmental Health
- Major Modification to the Honours Anthropology (B.A.) program to add in a new Co-op Option
- Addition of five new courses (ANTHROP 2PP3, 2SA3, 3CF3, 3EM3, 3MD3)
- Revisions to 24 existing courses (ANTHROP 2AN3, 2DA3, 2D03, 2EE3, 2FF3, 2HI3, 2O03, 2ST3, 3ET3, 3F03, 3FA3, 3HH3, 3IS3,

3K03, 3PD3, 3W03, 4B03, 4BB3, 4G03, 4GG3, 4LL3, 4MM3, 4NE3, 4SG3) with name and/or description changes and many with prerequisite changes that open the courses to a broader group of students.

- Revision to two existing courses (ANTHROP 3PD3, 4NE3) to open up the prerequisites but to introduce a small reserve cap for Honours Anthropology students
- Deletion of one existing course (ANTHROP 3G03) due to instructor retiring
- Temporary withdrawal of five existing courses (ANTHROP 3BF3, 3PH3, 4AA3, 4D03, 4HH3).
- Updates to Department Notes
- Housekeeping changes to Course Subfields
- Update of Faculty Members

3. Community Engagement

- Updates to Notes
- Revisions to course lists to reflect changes from other departments
- Addition of two new courses (CMTYENGA 3E03, 4B06)
- Revisions to two existing courses (CMTYENGA 4A06, 4A09)
- Revisions to Department Notes

4. Department of Economics

- Major Modification to the Honours Economics (B.A.) program to add in a new Accelerated Option
- Revision to Notes throughout all programs and the minor
- Addition of three new courses (ECON 2MP3, 2Y03, 2YY3)
- Revision of 22 existing courses (ECON 1B03, 1ME3, 2A03, 2B03, 2CC3, 2Z03, 2T03, 3E03, 3EE3, 3G03, 3H03, 3K03, 3Q03, 3Y03, 4A03, 4AA3, 4F03, 4FF3, 4G03, 4T03, 4TT3, SOCSCI 2J03) mainly to update prerequisites.

- Deletion of two existing courses (ECON 2H03, 2HH3)

5. School of Earth, Environment & Society

- Major Modification to the Honours Environment & Society program to add in a new Co-op option
- Housekeeping changes to remove old courses from all programs.
- Removal of the Honours Geography and Environmental Studies (B.A.) which had received prior approval of closure and has been phasing out since 2020.
- All course additions, revisions or deletions are submitted and approved through the Faculty of Science

6. Institute on Globalization and the Human Condition

- Housekeeping updates to the course lists.
- Addition of one new course (GLOBALZN 2GL0)
- Revisions to one existing course (GLOBALZN 3A03) to the title and description to better describe the content and make the course more distinctive.

7. Department of Health, Aging & Society

- Major Modification to the Honours Aging and Society (B.A.) program to add in a new Co-op option
- Major Modification to the Honours Health and Society (B.A.) program to add in a new Co-op option
- Revisions to course lists in Honours programs to reflect course additions and changes and open up all Level IV HLTHAGE courses to students in any of the programs in this department.
- Updates to the Minor in Mental Health, Addiction and Society to provide more course options.
- Changes in admission to Level II of the 3-year B.A. program to make it easier for Honours Health & Society I students to enter the 3-year B.A.

if they do not qualify for the direct entry into Honours Health & Society Level II.

- Revisions to 47 existing courses (HLTHAGE 1AA3, 1BB3, 2A03, 2AN3, 2B03, 2BB3, 2C03, 2D03, 2F03, 2HI3, 3AA3, 3AB3, 3B03, 3BB3, 3D03, 3DD3, 3E03, 3HP3, 3I03, 3K03, 3L03, 3M03, 3N03, 3Q03, 3R03, 3T03, 3YY3, 4BB3, 4BC3, 4C03, 4CH3, 4D03, 4F03, 4G03, 4H03, 4I03, 4J03, 4L03, 4M03, 4N03, 4O03, 4P03, 4Q03, 4R03, 4S03, 4T03, 4W03)
- Changes to Department Notes to remove references to old courses.
- Update to Faculty Members

8. Department of Indigenous Studies

- Updates to courses lists for all programs to expand course offerings to students.
- Addition of 12 new courses (INDIGST 1G03, 2IR3, 2N03, 3ID3, 3II3, 4CW3, 4DW3, 4IM3, 4K03, 4QQ3, 4TR3)
- Revisions to 24 existing courses (INDIGST 2B03, 2D03, 2F03, 2H03, 2J03, 2K03, 2U03, 3D03, 3F03, 3H03, 3HH3, 3J03, 3P03, 3R03, 3T03, 4A03, 4B03, 4C03, 4D03, 4G03, 4HH3, 4J03, 4L03, 4LF3, 4RI3) with name and/or description changes and many with prerequisite changes that open the courses to a broader group of students.
- New enrollment restriction on one existing course (MOHAWK 2Z03) to reduce the enrollment from 30 to 20.
- Deletion of three existing cross-listed courses (INDIGST 2BB3, 3E03, 3K03)
- Updates to Department Notes and contact information.
- Update to Faculty Members

9. School of Labour Studies

- Housekeeping to all programs to add in new courses, delete old courses, rearrange courses between required courses and course lists appropriately, and remove Notes referencing old courses.
- Addition of one new course (WORKLABR 4A03) to replace the 6-unit practicum which is being deleted.
- Revisions to four existing courses (WORKLABR 2K03, 3D03, 3K03, 3Q03)
- Deletion of 1 existing course (WORKLABR 4A06 A/B)
- Update to list of Faculty Members

10. Department of Political Science

- Update to Notes and course requirement for SOCSCI 2EL3 for the Honours Political Science (Co-op Option) B.A. program
- Update to course lists for the CIV DEM Minor
- Addition of three new courses (POLSCI 2ID3, 3CA3, 3GA3)
- Revisions to 10 existing courses (CIVDEM 4ED6 A/B, POLSCI 2LW3, 3C03, 3GC3, 3PG3, 3Y03, 4ED6 A/B, 4JS3, 4LC3, 4PE3, 4UF3) dealing with mainly course offering information, and a few title or description changes
- Deletion of two existing courses (POLSCI 2H03, 3KA3)
- Updates to Departmental Notes to reflect updates to course lists
- Update to list of Faculty Members

11. Department of Psychology, Neuroscience and Behaviour

- Update to Notes in each of the Honours programs to indicate that only 6 units of independent study type courses can be used towards the Psychology, Neuroscience & Behaviour Course List.
- Update to the Notes in the Honours Psychology, Neuroscience & Behaviour - Music Cognition Specialization (B.A.) to clarify the requirement of completing MUSIC 1CR3.

- The Honours programs will now permit a set of Level III PSYCH courses to be used towards program requirements.
- Addition of 7 SOCPSY courses to the Psychology, Neuroscience & Behaviour Course List for the Honours programs and towards the Psychology Course 3-year BA programs.
- Updated program requirements are being introduced for students who enter the Honours programs in September 2026.
- Updates to course lists in the Honours programs to reflect course additions
- Suspension of the Honours Psychology, Neuroscience & Behaviour – Mental Health Specialization (B.A.). This program will have a last entry of Fall 2025.
- All course additions, revisions or deletions are submitted and approved through the Faculty of Science

12. Department of Religious Studies

- Housekeeping changes to remove old course codes and references to Religious Studies courses and addition of new courses in programs and minors.
- Addition of four new courses (SCAR 2HW3, 2MH3, 3DR3, 3GP3)
- Revisions to 82 existing courses:
 - (ARABIC 2AA3, 2AR3)
 - (HEBREW 2A03, 2B03, 3A03, 3B03)
 - (SANSKRIT 2A03, 2B03, 3A03, 3B03)
 - (SCAR 1B03, 2AA3, 2AB3, 2AM3, 2AP3, 2AR3, 2BB3, 2BE3, 2BM3, 2BN3, 2EE3, 2ER3, 2F03, 2FF3, 2G03, 2GB3, 2GG3, 2GR3, 2HB3, 2HC3, 2HD3, 2HR3, 2IR3, 2J03, 2K03, 2M03, 2MT3, 2MW3, 2N03, 2NT3, 2Q03, 2QQ3, 2RD3, 2RN3, 2SA3, 2SB3, 2SK3, 2SP3, 2TA3, 2TT3, 2UD3, 2WX3, 2YY3, 3AR3, 3BW3, 3C03, 3CC3, 3EE3, 3E03, 3ET3, 3F03, 3FF3, 3GH3, 3HC3, 3HD3, 3JJ3, 3LL3, 3PA3, 3R03, 3RB3, 3S03, 3SA3,

3SB3, 3J03, 3UU3, 3XI3, 3Y03, 4AE3, 4R06 A/B, 4SC3) to update titles, some course descriptions to better reflect content, and removal of references to old RELIGST courses.

- Deletion of three existing courses (SCAR 2BA3, 2LL3, 2VV3) due low enrollment in two of the courses and the third is being moved up to a Level III course.
- Update to Faculty Members

13. Social Psychology Program

- One update to the Notes to clarify the Research Specialist Option.
- Housekeeping to remove old courses from the course lists
- Updates to the Departmental Notes to better describe the learning outcomes for the program.
- Minor housekeeping to course lists
- Update to Faculty members

14. School of Social Work

- Housekeeping changes to course lists in the Honours BSW and BSW programs and in the Interdisciplinary minor in Social Justice and Inclusive Communities.
- Updates to the Admission Statements for the Honours BSW and BSW programs to clarify the volunteer hours and the reference letters requirements.
- Updates to the Admission Notes to update the website address.
- Updates to the Program Notes and School Notes to update and clarify the Social and Political Context of Social Work course list.
- Addition of two new courses (SOCWORK 3ID3, 4TR3) which will also be crosslisted with an Indigenous Studies course.
- Revisions to two existing courses (SOCWORK 3I03, 4QQ3) to introduce new crosslistings with Indigenous Studies courses.
- Update to Faculty members

15. Department of Sociology

- Major Modification to the Honours Sociology (B.A.) program to add in a new Co-op option
- Revisions to four existing courses (SOCIOL 2UU3, 3A03, 3O03, 3P03) to slightly adjust the prerequisites.
- Update to Faculty members

16. Wilson College of Leadership and Civic Engagement

(All submissions of new curriculum or curriculum revisions are being submitted jointly with the Faculty of Humanities).

- Introduction of Calendar copy for the Leadership and Civic Studies I program
 - Introduction of Calendar copy for the Combined Honours in Leadership and Civic Studies and Another Subject (B.A.).
 - Addition of Notes to the Minor and updates to the Course Lists to alphabetize the courses.
 - Introduction of four new courses (WILSON 1A03, 1B03, 2C03, 2D03)
 - New Faculty listing
 - Introduction of academic and program regulations, and related academic information relevant to the program.
-

Appendix I

Letter from:

**Dr. Gianni Parise, Acting Dean, Faculty of Science
Dr. Jeremiah Hurley, Dean, Faculty of Social Sciences**

Regarding

Suspension of the following Programs:

**Honours Psychology, Neuroscience & Behaviour – Mental Health Specialization
(B.Sc.)**

and

**Honours Psychology, Neuroscience & Behaviour – Mental Health Specialization
(B.A.)**



November 11, 2024

**TO: Dr. Kimberley Dej, Vice-Provost (Teaching & Learning), Chair,
Undergraduate Council**

**FROM: Dr. Gianni Parise, Acting Dean, Faculty of Science
Dr. Jeremiah Hurley, Dean, Faculty of Social Sciences**

**SUBJECT: Program Suspension of Honours Psychology, Neuroscience &
Behaviour – Mental Health Specialization (B.Sc.) and Honours
Psychology, Neuroscience & Behaviour – Mental Health
Specialization (B.A.)**

The Faculties of Science and Social Sciences are jointly requesting that the Honours Psychology, Neuroscience & Behaviour – Mental Health Specialization (B.Sc.) and Honours Psychology, Neuroscience & Behaviour – Mental Health Specialization (B.A.) programs be suspended, effective September 2026.

This suspension is being requested due to insufficient capacity to provide students with the clinical course offerings and practical opportunities that comprise part of the PNB Mental Health Specialization and a lack of faculty who have the expertise to teach the capstone course. Because of these challenges, closing the Mental Health Specialization was one of the major recommendations suggested by the reviewers of the recent (April 2023) IQAP review of the Department of Psychology, Neuroscience & Behavior.

Notably, we will not shrink the PNB program because of this change. We will offer additional spaces in Honours Psychology, Neuroscience & Behaviour. We will encourage students interested in Mental Health to consider completing the Minor in Mental Health, Addiction and Society.

Incoming Level 1 students (Fall 2025), interested in applying to the program in Level 2 (entry Fall 2026), will be directed to meet with an Academic Advisor to discuss alternate program options.

Students currently enrolled in a Level 1 program, or Levels 2, 3 and 4 of the Psychology, Neuroscience & Behaviour – Mental Health Specialization programs will be able to complete their degree.

Gianni Parise, PhD

Jeremiah Hurley, PhD

cc. Office of the Associate Dean (Undergraduate Studies), Faculty of Science
Office of the Associate Dean (Undergraduate Studies), Faculty of Social Sciences

FACULTY OF HEALTH SCIENCES

UNDERGRADUATE CURRICULUM REPORT TO UNDERGRADUATE COUNCIL

FOR THE 2025-2026 UNDERGRADUATE CALENDAR

October 9, 2024

APPROVED BY THE HEALTH SCIENCES EDUCATION COUNCIL November 13, 2024

**APPROVED BY THE FACULTY OF HEALTH SCIENCES EXECUTIVE COUNCIL
November 13, 2024**

FACULTY OF HEALTH SCIENCES

REPORT TO SENATE

SUMMARY OF CURRICULUM CHANGES FOR 2025-2026

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2025-2026 Undergraduate Calendar, found at: [2025-2026 FHS Academic Calendar Final Draft.pdf](#)

NEW PROGRAMS:

None

PROGRAM CLOSURES:

None

MAJOR CHANGES:

Applicants with Prior College Diploma Studies

Applicants from a Pre-Health Sciences Pathway to Advanced Diplomas and Degrees

Applicants who have successfully completed a Pre-Health Sciences Pathway certificate or are registered in the program with a minimum average of 85% will be considered for admission. Applicants who are currently registered and will receive their certificate before August in the intake year for which they applied may receive a conditional offer of admission based upon interim grades. The offer of admission will be withdrawn if the applicant does not complete the full program by August 1 of the intake year for which they applied or does not meet the required prerequisite or admission criteria.

Applicants from the pre-health program need the following minimum requirements:

- i. Program equivalent of Biology – 85% minimum
- ii. Program equivalent of Chemistry – 85% minimum
- iii. Program equivalent of English – 85% minimum

- iv. Overall average 85%

Applicants from a Registered Practical Nursing (RPN) Program

Applicants who have a diploma in practical nursing from an Ontario College or equivalent with a minimum overall average of 85% or higher will be considered for admission. Applicants who are currently registered in a practical nursing program and will receive their certificate before August in the intake year for which they applied may receive a conditional offer of admission based upon interim grades. The offer of admission will be withdrawn if the applicant does not complete the full program by August 1 of the intake year for which they applied or does not meet the required prerequisite or admission criteria.

Applicants from the RPN program need the following minimum requirements:

- i. Program equivalent of Biology – 85% minimum
- ii. Program equivalent of Chemistry – 85% minimum
- iii. Program equivalent of English – 85% minimum
- iv. Overall average 85%

Applicant from other College Programs

Any other college applicants need the following minimum requirements.

- College courses in the required subject areas of:
 - i. Biology - two semesters or 6 units
 - ii. Science - two semesters or 6 units of Biology, Biochemistry, Chemistry, Kinesiology, or Physics (a total of 12 units of Biology will be acceptable)
 - iii. English - two semesters or 6 units
 - iv. Overall average of 85%.
 - Minimum of 85% in each of the required courses.

The offer of admission will be withdrawn if the applicant does not complete the minimum requirements by August 1 of the intake year for which they applied or does not meet the required prerequisite or admission criteria. Overall average from most recent 42 units of college coursework must be a minimum of 85%.

Applicants with Prior/Current University Studies

The following are the minimum course and grade requirements for applicants who are currently attending or have attended university in the past:

Prerequisite Requirements

- Grade 12 U courses from Ontario high school, equivalent out-of-province high school or CEGEP curricula, or 6 units (1.00 credit) from university courses in the following three (3) required subject areas of:
 - Biology – 3 units
 - Science (Biology, Biochemistry, Chemistry, Kinesiology, or Physics) - an additional 3 units (a total of 6 units of Biology will be acceptable)
 - English - 3 units
- Minimum of 75% in each of the three required courses
- Overall average from most recent 42 units or 14.00 credits of undergraduate coursework must be a minimum of 75%

All prerequisites must be complete at the time of application. If an applicant has obtained less than 18 units of university credit and has been out of high school or college for more than two years at the time of application, it is required that the applicant complete at least 18 units of university to be eligible for consideration.

FACULTY OF HEALTH SCIENCES
REPORT TO THE UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2025-2026

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Health Sciences Curriculum Report for changes to the 2025-2026 Undergraduate Calendar, found at: [2025-2026 FHS Academic Calendar Final Draft.pdf](#)

1. Faculty of Health Sciences – General Calendar Sections
 - Updated Admissions Requirements
 - Updated Deadlines for Application
 - Updated Academic Advising Contact Information
 - Updated Elective Courses Available to Level 1 Students
 - Updated Concurrent Certificates (for information, will be submitted to the Joint Committee on Certificates, Diplomas and Microcredentials for approval)
 - Admission and Registration

2. New Programs:
 - None

3. Revisions to Existing Programs
 - Honours Bachelor of Biomedical Discovery and Commercialization
 - Revision to 2 existing courses
 - Deletion of 2 courses
 - Revision to Program and Academic Regulations

 - Honours Bachelor of Health Sciences in Biochemistry Programs
 - Addition of 1 new course
 - Revisions to 15 existing courses
 - Revisions to Program and Academic Regulations

 - Honours Biology & Pharmacology
 - Revisions to Program and Academic Regulations

 - Honours Health Sciences Program
 - Addition of 18 new courses
 - Revision to 14 existing courses
 - Deletion of 10 courses

- Revisions to Program and Academic Regulations
- Integrated Biomedical Engineering and Health Sciences Program
 - Addition of 4 new courses
 - Revisions to 12 existing courses
 - Deletion of 4 courses
 - Revisions to Program and Academic Regulations
 - Revisions to List of Program Contacts
- Integrated Rehabilitation and Humanities
 - Revisions to 2 existing courses
 - Revisions to Program and Academic Regulations
 - Revisions to List of Program Contact Information
- Undergraduate Doctor of Medicine (M.D.) Program
 - Revisions to Program and Academic Regulations
 - Revisions to List of Program Contact Information
- Midwifery Education Program
 - Addition of 6 new courses
 - Revision to 6 existing courses
 - Deletion of 2 courses
 - Revisions to Program and Academic Regulations
 - Revisions to List of Program Contacts
- Physician Assistant Education Program
 - Revisions to Program and Academic Regulations
- Nursing Program
 - Addition of 7 new courses
 - Revisions to 28 existing courses
 - Deletion of 7 courses
 - Revision to Program and Academic Regulations
 - Revision to List of Program Contacts

Report to the Senate from the University Planning Committee

Open Session

APPROVAL

a. Proposed Name Change for CanChild Centre for Childhood Disability Research

At its meeting on December 4, 2024, the University Planning Committee approved the proposed modification to the name of the CanChild Centre for Childhood Disability Research to the CanChild Centre for Childhood-Onset Disability Research. Further details are contained within the circulated materials.

It is now recommended,

that the Senate approve, for recommendation to the Board of Governors, the name change of the CanChild Centre for Childhood Disability Research to the CanChild Centre for Childhood-Onset Disability Research.

b. Program Closures

At the same meeting, the University Planning Committee reviewed and approved the following program closures:

1. **Canadian Health Certificate**
2. **Health and Social Service Skill Development Certificate and Certificate of Professional Learning**
3. **Graduate Diploma in Critical Leadership in Social Services and Communities**

It is now recommended,

that the Senate approve the closure of the Canadian Health Care Certificate.

It also recommended,

that the Senate approve the closure of the Health and Social Service Skill Development Certificate and Certificate of Professional Learning.

It is further recommended,

that the Senate approve the closure of the Graduate Diploma in Critical Leadership in Social Services and Communities, as circulated.

INFORMATION

c. New Non-Academic Microcredential Programs

At its meeting on December 4, 2024, the University Planning Committee reviewed and approved three non-academic microcredential programs in Foundational Competencies and Tools for Equity-Based Co-Creation: McMaster Equity-Based CoCreation Ambassador, McMaster Equity-Based Co-Creation (EqCC) Coach, and EqCC Experience Advisor. These non-academic microcredentials were approved by Undergraduate Council on November 5, 2024. The materials are included in the Undergraduate Council Report.

**Senate: For Approval/Information
December 11, 2024**

MEMO

TO: University Planning Committee

FROM: Dr. Martin Horn, Vice-President, Research (Acting) 

RE: **Name Change for CanChild Centre for Childhood Disability Research**

DATE: November 21, 2024

On behalf of the Governing Board of CanChild Centre for Childhood Disability Research, I request a centre name change to CanChild Centre for Childhood On-set Disability Research.

Please see the attached letter which provides additional details of the request.

Atth.

cc: Provost and Vice-President (Academic)
Dean and Vice-President, Faculty of Health Sciences
Vice-Provost and Dean of Graduate Studies
University Secretariat and Freedom of Information and Protection of Privacy Officer

October 10, 2024

Dr. Andy Knights
Acting Vice-President, Research
Gilmour Hall, Room 208

Re: Renaming of the CanChild Centre for Childhood Disability Research

On behalf of the Governing Board of the CanChild Centre for Childhood Disability Research, I am requesting approval to modify the name of the centre to the CanChild Centre for Childhood-Onset Disability Research.

In the field of childhood disability, as medical advances and rehabilitation supports help to increase the lifespan of children born with neurodevelopmental conditions, more are growing up as adults and into their older years. There is a paucity of research for children with childhood-onset disabilities as they grow up, and for this reason there are more CanChild scientists doing research with this population as they age. For this reason, we are proposing that the name of the centre be revised to reflect the expansion in research and research partners (i.e., adults with neurodevelopmental disabilities).

Thank you for considering this recommendation. If you require further information regarding this naming request, please do not hesitate to contact me.

Yours sincerely,



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

Encl.

PO/sm

To: Dr. Aaron Schat, Chair, Joint Committee on Certificates, Diplomas and Microcredentials Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education (MCE)

Re: Closure of Canadian Health Care Certificate

Date: September 10, 2024

Effective January 1, 2025, McMaster Continuing Education (MCE) plans to close the Canadian Health Care Certificate.

This program was launched in 2017. The reason to close this program now is two-fold: enrolment trends show a steady decline over the last few years and the development of new courses for MCE's Health Information Fundamentals and Health Informatics programs have made the following courses redundant as electives:

- HTH 100 Understanding Canadian Health Care
- HTH 200 Medical Terminology
- HTH 300 Anatomy and Physiology
- HTH 116 Pathophysiology Part 1
- HTH 117 Pathophysiology Part 2

The closure announcement is planned for January 2025, with Spring 2025 being the last term for new students to begin program. Students enrolled in this program will have until the end of the Spring 2026 term to complete any outstanding courses.

MCE is committed to helping all students complete their program should they wish to do so.

Sincerely,



Lorraine Carter

Director, McMaster Continuing Education

CC. Dan Piedra, Kathleen Geelen

To: Dr. Aaron Schat, Chair, Joint Committee of Certificates, Diplomas and Microcredentials Committee

From: Dr. Lorraine Carter, Director, McMaster Continuing Education (MCE)

Re: Closure of Health and Social Service Skill Development Programs, Certificate and Certificate of Professional Learning

Date: September 10, 2024

Effective January 1, 2025, McMaster Continuing Education (MCE) plans to close the Health and Social Service Skill Development Certificate and Certificate of Professional Learning (CoPL).

These programs were launched in 2017. The decision to close them is based on enrolment trends which show a steady decline over the last few years.

The closure announcements are planned for January 2025, with Spring 2025 being the last term for new students to begin either program. Students enrolled in these programs will have until the end of the Spring 2026 term to complete any outstanding courses.

MCE is committed to helping all students complete their programs should they wish to do so.

Sincerely,



Lorraine Carter
Director, McMaster Continuing Education

CC. Dan Piedra, Kathleen Geelen

Recommendation for Change in Graduate Curriculum – For Change(s) Involving Degree Program Requirements / Procedures / Milestones

<u>Please read the following notes before completing this form:</u>			
<p>1. This form must be completed for all changes involving degree program requirements/procedures. All sections of this form must be completed.</p> <p>2. An electronic version of this form (must be in MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).</p> <p>3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.</p>			
DEPARTMENT	School of Social Work		
NAME OF PROGRAM and PLAN	Critical Leadership in Social Services and Communities		
DEGREE	Graduate Diploma		
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)			
Is this change a result of an IQAP review? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Creation of a New Milestone <input type="checkbox"/>			
Change in Admission Requirements	<input type="checkbox"/>	Change in Comprehensive Examination Procedure	<input type="checkbox"/>
Change in the Description of a section of the Graduate Calendar	<input type="checkbox"/>	EXPLAIN:	
Other Changes:	<input checked="" type="checkbox"/>	Explain: Cancellation of program (CRITLEADIP).	

Describe the existing requirement/procedure:

N/A

Provide a detailed description of the Recommended Change (*Attach additional pages if space is not sufficient.*)

Graduate Diploma in Critical Leadership in Social Services and Communities Calendar program cancellation.

Rationale for the Recommended Change (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

Low enrolment.

Provide implementation date: (*Implementation date should be at the beginning of the academic year*)

September 2025.

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

All students who were in the program have completed their degree.

Provide a description of the recommended change to be included in the calendar (please include a tracked changes version of the calendar section affected if applicable):

Please delete Graduate Diploma in Critical Leadership program section of the Calendar.

Existing Calendar wording with track changes:

Graduate Diploma in Critical Leadership in Social Services and Communities

This Graduate Diploma is designed for people who have an MSW or an MA and who are currently providing formal or informal leadership in social services or communities. It offers critical analyses and conceptual frameworks about changing conditions in social services and communities (with particular attention to evidence-based practice, audit and accountability); a range of models for progressive and transformative leadership, and opportunities to reflect on leadership practice with respected local leaders; opportunities to share knowledge with people who are engaged in the daily work of leading and sustaining progressive public services. Candidates are enrolled on a full-time or part-time basis. Full-time students will complete the program in twelve consecutive months of study, beginning in September. Part-time students will normally be expected to complete the diploma in two years.

Curriculum

Students take one of three courses that consider specific contexts of social work practice: institutional contexts (SOC WORK 740), community contexts (SOC WORK 721) or community-based research (SOCSCI 708). They take two courses focused explicitly on aspects of leadership: a theory and praxis course, and a course focused on leadership specifically in the contexts of contemporary social services and communities. Their final course considers critical approaches to evidence and evaluation, a key feature of contemporary leadership.

Students will be required to complete four (4) half courses; three required and one elective which include:
Three Required Courses:

- [SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership](#)
- [SOC WORK 742 / Organizational and Social Change: Theories, Practices and Possibilities for Leadership](#)
- [SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities](#)

One Elective Course:

One of:

- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users](#)
- [SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice](#)
- [SOCSCI 708 / Critical Approaches to Community Based Research](#)
- OR
a graduate-level course linked with the student's program of study offered by Social Work OR by another department or academic unit (provided that permission has been obtained from those departments or academic units, and School of Social Work's Graduate Chair).

Additional Comments

1. Students entering the Critical Leadership in Social Services and Communities diploma program who have already successfully completed [SOC WORK 721](#) in their previous master's degree, must

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take either [SOC WORK 740](#), [SOCSCI 708](#) or an elective (in the School of Social Work or in another department) approved by the School of Social Work's Graduate Chair.
Students entering the Critical Leadership in Social Services and Communities graduate diploma program who have already successfully completed Soc Work 743 may receive advanced credit if approved by the School of Social Work's Graduate Chair.

[Graduate Diploma in Critical Leadership in Social Services and Communities](#)

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[Return to: Faculty of Social Sciences](#)

This Graduate Diploma is designed for people who have an MSW or an MA and who are currently providing formal or informal leadership in social services or communities. It offers critical analyses and conceptual frameworks about changing conditions in social services and communities (with particular attention to evidence-based practice, audit and accountability); a range of models for progressive and transformative leadership, and opportunities to reflect on leadership practice with respected local leaders; opportunities to share knowledge with people who are engaged in the daily work of leading and sustaining progressive public services.

Candidates are enrolled on a full-time or part-time basis. Full-time students will complete the program in twelve consecutive months of study, beginning in September. Part-time students will normally be expected to complete the diploma in two years.

Admission

To be eligible for admission to the Critical Leadership in Social Services and Communities diploma program, applicants must have:

- A completed M.S.W. or M.A. degree with an average of at least an A- on whole degree. In exceptional circumstances, applicants with a B.S.W. or B.A. and an A- average on senior level undergraduate courses may apply if they have extensive leadership experience;
- Community or social service leadership experience.

Curriculum

Students take one of three courses that consider specific contexts of social work practice: institutional contexts ([SOC WORK 740](#)), community contexts ([SOC WORK 721](#)) or community-based research ([SOCSCI 708](#)). They take two courses focused explicitly on aspects of leadership: a theory and praxis course, and a course focused on leadership specifically in the contexts of contemporary social services and communities. Their final course considers critical approaches to evidence and evaluation, a key feature of contemporary leadership.

Students will be required to complete four (4) half courses; three required and one elective which include:

Three Required Courses:

- [SOC WORK 741 / Changing Social Services, Changing Communities: Focus on Leadership](#)
- [SOC WORK 742 / Organizational and Social Change: Theories, Practices and Possibilities for Leadership](#)
- [SOC WORK 743 / Critical Approaches to Evidence and Evaluation in Social Services & Communities](#)

One Elective Course:

One of:

- [SOC WORK 740 / Changing Social Service Organizations: Implications for Workers and Service Users](#)
- [SOC WORK 721 / Changing Communities: Tensions and Possibility for Citizenship and Social Justice](#)

• ~~[SOCSCI 708 / Critical Approaches to Community-Based Research](#)~~

• ~~OR~~

~~a graduate level course linked with the student's program of study offered by Social Work OR by another department or academic unit (provided that permission has been obtained from those departments or academic units, and School of Social Work's Graduate Chair).~~

~~Additional Comments~~

~~2. Students entering the Critical Leadership in Social Services and Communities diploma program who have already successfully completed [SOC WORK 721](#) in their previous master's degree, must take either [SOC WORK 740](#), [SOCSCI 708](#) or an elective (in the School of Social Work or in another department) approved by the School of Social Work's Graduate Chair.~~

~~3.1. Students entering the Critical Leadership in Social Services and Communities graduate diploma program who have already successfully completed Soc Work 743 may receive advanced credit if approved by the School of Social Work's Graduate Chair.~~

Contact information for the recommended change:

Name: Ameil Joseph Email: ameilj@mcmaster.ca Date submitted: September 24, 2024

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca

Report to the Senate from the Committee on Appointments

Open Session

At its meeting on November 25, 2024, the Committee on Appointments approved the following recommendations and now recommends them to the Senate for approval:

a. Establishment of the Faculty Association Observers at Hearings Policy and Policy Revisions

1. Memo to SCA – November 25, 2024
2. Memo to SCA – May 6, 2024
3. Email from MUFA President June 20, 2024
4. i. Faculty Association Observers at Hearings track changes
ii. Faculty Association Observers at Hearings clean copy
5. SPS D2 - Faculty Association Observers at Appeal Tribunal Hearings - to be superseded
6. SPS D3 - Faculty Association Observers at Removal Hearings – to be superseded

It is now recommended,

that Senate approve, for recommendation to the Board of Governors, the establishment of the *Faculty Association Observers at Hearings Policy*, which supersedes SPS D2 - *Faculty Association Observers at Appeal Tribunal Hearings* and SPS D3 - *Faculty Association Observers at Removal Proceedings*, effective January 1, 2025.

7. Faculty Grievance Policy - 2021 - UPDATED to remove observers

It is now recommended,

that Senate approve, for recommendation to the Board of Governors, the revisions to the *Faculty Grievance Policy* that include the removal of Appendix B: *Faculty Association Observers at Hearings*, effective January 1, 2025, as circulated.

8. Code of Conduct for Faculty and Procedure for Disciplinary Action - 1994 - UPDATED to remove observers

It is now recommended,

that Senate approve, for recommendation to the Board of Governors, the revisions to the Code of Conduct for Faculty and Procedures for taking Disciplinary Action, that include the removal of Appendix B: Guidelines Concerning the Appointment and Department of Observers at Faculty Disciplinary Hearings, effective January 1, 2025, as circulated.

9. Research Integrity Policy - 2017 - UPDATED to remove observers

It is now recommended,

that Senate approve, for recommendation to the Board of Governors, the revisions to the Research Integrity Policy, that include the removal of Appendix D: Association Observers at Hearings, effective January 1, 2025, as circulated.

Omnibus Motion:

that Senate approve, for recommendation to the Board of Governors, the establishment of the *Faculty Association Observers at Hearings Policy* and the resultant effects to the five associated statements and policies as circulated, effective January 1, 2025.

b. Terms of Reference

1. Revised Terms of Reference – Vice-President, Research

It is now recommended,

that Senate approve, for recommendation to the Board of Governors, the revised terms of reference for the Vice-President, Research, effective July 1, 2025, as circulated.

November 15, 2024

To: Senate Committee on Appointments

From: Andrea Thyret-Kidd, University Secretary

Subject: Proposed new policy: Faculty Association Observers at Hearings

Background Information:

In April 2023 a Joint MUFA-SCA Ad-Hoc Drafting Committee (“the Committee”) was struck to review the role and responsibilities of Faculty Association Observers under various University policies and to propose any needed revisions for approval through the University’s governing bodies.

The Committee found that the role of the Faculty Association Observer and the rules governing them were essentially identical under each of the policies. The Committee concluded that the establishment of a single policy governing Faculty Association Observers (“Observers”) would be the most effective option. The new policy would supersede SPS D2 and SPS D3 and would require amending the other policies to remove the appendices regarding Faculty Association Observers.

As part of the consultation process, the Committee and its consultants met with the MUFA President and MUFA Executive Director to discuss their assessment of the current process and recommendations for improvements to the process.

In the existing policies the process for the appointment of an Observer involved the University Secretariat asking for the faculty member’s consent to the presence of an Observer, and their consent to the Observer receiving copies of the hearing documents. MUFA reported that in some cases, no response was received from the faculty member and therefore no Observer could be appointed. The Committee determined that it would be more effective to have the appointment of an Observer permitted by default, and the faculty member informed they could decline to have an Observer appointed to the Hearing and/or decline the Observer receiving the hearing documents. For hearings that are held over many days MUFA informed the Committee that it can be difficult to find an Observer willing/able to attend all of the hearing dates. This has been accommodated in the past by scheduling several different Observers over the course of the hearing. The proposed new policy formally codifies this practice.

The Committee noted that neither the *Discrimination and Harassment Policy* nor the *Sexual Violence Policy* have provisions for an Observer. The Committee is not

recommending that these policies be changed at this time but do recommend that the possibility of a Faculty Association Observer be considered the next time each of these policies is reviewed.

May 2024 Governance Meetings:

On May 6, 2024, the Senate Committee on Appointments (SCA) reviewed and approved the new policy and revisions to relevant other policies, and forwarded them for approval to the Senate.

On May 15, 2024, the Senate reviewed the materials and had 2 areas of concern.

1. A preference for different language in section 3 of the new *Faculty Association Observers at Hearings Policy*:

Proposed language in section 3:

The function of the Observer is to allow the Association to monitor the workings of the hearing procedures of the relevant policy.

Preferred language:

The function of the Observer is to allow the Faculty Association to monitor the workings of the Policy of which it is a joint author. It is important that the University have full confidence in the Policy. The presence of a Faculty Association Observer is an additional guarantee of fairness and may provide information leading to an improved policy.

The suggestion has been reviewed by the drafting committee and the SCA Chair. The language about ‘joint author’ applies to most of the related policies but not all. New language is now being proposed for section 3:

The function of the Observer is to allow the Association to monitor the hearing procedures and the workings of the relevant policy, of which the Association may be a joint author. It is important that the University have full confidence in the Policy. The presence of an Association Observer is an additional guarantee of fairness and may provide information leading to improved policies.

2. A Senator suggested that the observer’s report should not be confidential as proposed in the new policy. The suggestion was discussed with the MUFA President at the time, Catherine Anderson, who responded in writing:

In my opinion, the goal of the “Faculty Association Observers at Hearings” policy is so that any procedural irregularities come to the attention of the

MUFA President and, subsequently, to the University President and University Secretary.

Hearings and Tribunals are highly sensitive situations, and are uncommon enough that redacting a report is often not sufficient to obscure the identity of a respondent. Even though the Observer's role is neutral, a respondent might very well be wary about having an additional person present for the proceedings.

If Observers' reports were not guaranteed to be confidential, Respondents might refuse to have an Observer present, which would mean that any procedural irregularities would not then be reported to MUFA. In the interest of ensuring that as many Hearings as possible do indeed have an Observer present, it makes sense for the redacted report to remain confidential, circulated only within the MUFA Executive.

For the record, the MUFA Executive **approved** the Draft 06 version of the policy at our meeting on March 13, 2024.

The drafting committee and Chair of SCA agree that confidentiality of the Observer's report is important and therefore, recommend no further changes to the draft policy.

Materials:

Please see the attached materials. Items 1 and 4-8 were submitted to the May 15, 2024 Senate meeting. Items 2 and 3 are new.

1. Memo to the Senate Committee on Appointments from the Joint MUFA-SCA drafting committee – dated May 6, 2024 [for information]
2. Email from MUFA President, dated June 20, 2024 [for information]
3. Draft new policy – Faculty Association Observers at Hearings Policy [for approval]
 - a. Track change version
 - b. Clean copy
4. SPS D2 [to be superseded by new policy]
5. SPS D3 [to be superseded by new policy]
6. Faculty Grievance Policy – with revisions [for approval]
7. Code of Conduct for Faculty and Procedure for Disciplinary Action – with revisions [for approval]
8. Research Integrity Policy – with revisions [for approval]

Recommendation:

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the establishment of the *Faculty Association Observers at Hearings Policy*, which supersedes *SPS D2 - Faculty Association Observers at Appeal Tribunal Hearings* and *SPS D3 - Faculty Association Observers at Removal Proceedings*, effective January 1, 2025.**

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the revisions to the *Faculty Grievance Policy* that include the removal of Appendix B: Faculty Association Observers at Hearings, effective January 1, 2025.**

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the revisions to the *Code of Conduct for Faculty and Procedures for taking Disciplinary Action*, that include the removal of Appendix B: Guidelines Concerning the Appointment and Department of Observers at Faculty Disciplinary Hearings, effective January 1, 2025.**

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the revisions to the *Research Integrity Policy*, that include the removal of Appendix D: Association Observers at Hearings, effective January 1, 2025.**

Report To: Senate Committee on Appointments

Date of Meeting: May 6, 2024

Submitted By: Joint MUFA-SCA Ad-Hoc Drafting Committee to Review Policies with a Faculty Association Observer

Date of Report: April 29, 2024

Subject: Proposed New Policy: *Faculty Association Observers at Hearings Policy*
Revisions to the: *Faculty Grievance Policy, Code of Conduct for Faculty and Procedures for taking Disciplinary Action, and Research Integrity Policy*

Recommendation:

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the establishment of the *Faculty Association Observers at Hearings Policy*, which supersedes *SPS D2 - Faculty Association Observers at Appeal Tribunal Hearings* and *SPS D3 - Faculty Association Observers at Removal Proceedings*, effective June 6, 2024.**

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the revisions to the *Faculty Grievance Policy* that include the removal of Appendix B: *Faculty Association Observers at Hearings*, effective June 6, 2024.**

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the revisions to the *Code of Conduct for Faculty and Procedures for taking Disciplinary Action*, that include the removal of Appendix B: *Guidelines Concerning the Appointment and Department of Observers at Faculty Disciplinary Hearings*, effective June 6, 2024.**

That the Senate Committee on Appointments **approve, for recommendation to Senate and the Board of Governors, the revisions to the *Research Integrity Policy*, that include the removal of Appendix D: Association Observers at Hearings, effective June 6, 2024.**

Background:

In April 2023 a Joint MUFA-SCA Ad-Hoc Drafting Committee (“the Committee”) was struck to review the role and responsibilities of Faculty Association Observers under various University policies listed and to propose any needed revisions for approval through the University’s governing bodies.

The Committee found that the role of the Faculty Association Observer and the rules governing them were essentially identical under each of the policies. The Committee concluded that the establishment of a single policy governing Faculty Association Observers (“Observers”) would be the most effective option. The new policy would supersede SPS D2 and SPS D3 and would require amending the other policies to remove the appendices regarding Faculty Association Observers.

As part of the consultation process, the Committee and its consultants met with the MUFA President and MUFA Executive Director to discuss their assessment of the current process and recommendations for improvements to the process.

In the existing policies the process for the appointment of an Observer involved the University Secretariat asking for the faculty member’s consent to the presence of an Observer, and their consent to the Observer receiving copies of the hearing documents. MUFA reported that in some cases, no response was received from the faculty member and therefore no Observer could be appointed. The Committee determined that it would be more effective to have the appointment of an Observer permitted by default, and the faculty member informed they could decline to have an Observer appointed to the Hearing and/or decline the Observer receiving the hearing documents. For hearings that are held over many days MUFA informed the Committee that it can be difficult to find an Observer willing/able to attend all of the hearing dates. This has been accommodated in the past by scheduling several different Observers over the course of the hearing. The proposed new policy formally codifies this practice.

The Committee noted that neither the *Discrimination and Harassment Policy* nor the *Sexual Violence Policy* have provisions for an Observer. The Committee is not recommending that these policies be changed at this time but do recommend that the possibility of a Faculty Association Observer be considered the next time each of these policies is reviewed.

Consultation

The Committee invited the MUFA Executive to comment on the new policy prior to submitting its final report.

Committee Members

- Graeme Luke, Professor, Physics and Astronomy
- Sue McCracken, Professor, Accounting and Financial Management

Consultants

- Andrea Thyret-Kidd, University Secretary, University Secretariat
- Michelle Bennett, Hearings Manager, University Secretariat

From: [Mufa President](#)
To: [Thyret-Kidd, Andrea](#)
Subject: Observers policy
Date: June 20, 2024 3:48:10 PM

Hi Andrea, following up from our meeting yesterday.

In my opinion, the goal of the “Faculty Association Observers at Hearings” policy is so that any procedural irregularities come to the attention of the MUFA President and, subsequently, to the University President and University Secretary.

Hearings and Tribunals are highly sensitive situations, and are uncommon enough that redacting a report is often not sufficient to obscure the identity of a respondent. Even though the Observer’s role is neutral, a respondent might very well be wary about having an additional person present for the proceedings.

If Observers’ reports were not guaranteed to be confidential, Respondents might refuse to have an Observer present, which would mean that any procedural irregularities would not then be reported to MUFA. In the interest of ensuring that as many Hearings as possible do indeed have an Observer present, it makes sense for the redacted report to remain confidential, circulated only within the MUFA Executive.

For the record, the MUFA Executive **approved** the Draft 06 version of the policy at our meeting on March 13, 2024.

All the best,
- Catherine.

--
McMaster University Faculty Association (MUFA)
Catherine Anderson, President
<https://macfaculty.mcmaster.ca/>

As of January 2024, MUFA emails will come from @macfaculty.ca : please add this domain to your safe senders list!

Policy Title:

Faculty Association Observers at Hearings Policy

Approved by:

Senate / Board of Governors

Date of Most Recent Approval:

Month Day, 2024

Supersedes/Amends Policy Dated:

n/a

Date(s) of Original Approval:

Month Day, 2024

Responsible Executive: **Provost and Vice-President (Academic)**

Policy-Specific Enquiries: [Provost and Vice-President \(Academic\)](#)

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Accessible Format Requests and General Policy Enquiries: policy@mcmaster.ca

1. For the purpose of interpreting this document:
 - a) words in the singular may include the plural and words in the plural may include the singular;
 - b) **Tenure & Promotion Policy** means the *McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion*;
 - c) **Association** means the McMaster University Faculty Association ([MUFA](#)) and/or the [Clinical Faculty Association](#); and
 - d) **Tribunal** means a Tribunal, Hearing Committee or Hearings Committee.
2. As described in Section IV of the Tenure & Promotion Policy the relevant Faculty Association is permitted, subject to the consent of the faculty member, to send an Observer to Hearings under the following polices:
 - a) [Code of Conduct for Faculty and Procedures for Taking Disciplinary Action](#);
 - b) [Faculty Grievance Policy](#);
 - c) [Research Integrity Policy](#); and
 - d) [Tenure & Promotion Policy](#) (for tenure/promotion appeals, removal procedures).
3. The function of the Observer is to allow the Association to monitor the workings of the hearing procedures of and the workings of the relevant policy, of which the Association may be a joint author. It is important that the University have full confidence in the Policy. The presence of an Association Observer is an additional guarantee assurance of fairness and may provide information leading to improved policies.

Appointment of an Observer

4. The University Secretariat shall send a copy of this Policy to the faculty member when a Hearing is initiated.

5. The University Secretariat shall inform the faculty member in writing:
 - a) that the Association will be asked to appoint an Observer to attend the hearing and the Observer will receive a copy of the Hearing record; and
 - b) that the faculty member has the right to decline to have an Observer appointed to the Hearing and/or decline having the Observer receive a copy of the Hearing record. The faculty member must inform the University Secretariat in writing of their decision(s) to decline.
6. Subject to clause 5 b) above, the University Secretariat will notify the Association of the hearing dates for the case and that they may appoint an Observer attend.
7. If the Association appoints an Observer, the Observer may be either an active or retired member of the Association, and they shall be at "arm's length" from the case. The Association may need to appoint multiple Observers for a case so that there is an Observer present at each of the Hearing dates, however only one Observer will attend each date and one joint report will be submitted.
8. The Association will inform the faculty member and the University Secretariat who the Observer(s) will be.

Hearings

9. The Observer does not attend on behalf of the faculty member or the other party. The Observer should avoid interacting with either of the parties before or during the Hearing.
10. The Observer should avoid interacting with the Tribunal before, during, or after the Hearing.
11. The Observer should be familiar with the policies relevant to the Hearing, and particularly with this Policy.
12. Seating arrangements at in-person Hearings are at the discretion of the Chair of the Tribunal. The Observer may not speak without an invitation from the Chair.

13. Should an appointed Observer be absent on any of the Hearing dates, their absence shall not invalidate, in any way, the related Hearing.

Documentation

14. The Observer shall be provided with a copy of the Hearing documents, subject to the consent of the faculty member. This documentation shall be considered confidential.
15. The Observer is not entitled to be present when the Tribunal recesses for discussion amongst themselves.
16. The Observer will receive a confidential copy of the Tribunal's report.
17. The Hearing documents and the Tribunal's report shall be confidentially destroyed within 45 calendar days of the Observer's receipt of the Tribunal's report.

After the Hearing

18. After the Hearing is over the Observer should ask the parties separately, and outside of the presence of the Tribunal, if they were satisfied with the procedures followed and whether they wish to make any comment on them.

MUFA Reports

MUFA Observer Report

19. Observers appointed by MUFA shall write a report of the proceedings for the President of MUFA using the [Observer Report on a Formal Hearing](#).
20. The report shall be submitted to MUFA **within 30 calendar days** of the Observer's receipt of the Tribunal's decision.
21. The Observer shall limit comment to procedural matters and take care not to quote from either confidential documents or utterances, unless it is absolutely necessary to do so to make a point concerning procedural issues.

22. The Observer's report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the procedures by either party.
23. The unredacted Observer's report shall be confidential.
24. The MUFA President shall redact any personal or identifying information from the report. The redacted report may then be shared with the MUFA Executive.
25. The MUFA President may also schedule a debrief meeting with the University Secretary, and/or their delegate, to discuss any comments, questions, or concerns raised in the Observer Report.
26. If major procedural irregularities are noted by the Observer, the President of MUFA should inform the President of the University.

MUFA Report

27. MUFA is responsible for writing a confidential, anonymized report every 5 years of any procedural issues identified by MUFA Observers. The Report shall be shared with the University President and the University Secretariat.

Policy Revisions

28. Proposals for revisions to this Policy may be made by the administration, Senate, or one of the Associations. When such proposals are made, there shall be consultation among these parties.
29. When significant revisions are proposed, an ad hoc drafting committee will be struck with an equal number of members appointed by MUFA and the administration. The Clinical Faculty Association will be invited to appoint a member to the committee.
30. The Committee shall review any proposed amendments and formulate revisions for submission to the Senate Committee on Appointments and the MUFA Executive for approval, and referral to the Senate and the Board of Governors for approval.

Policy Title:

Faculty Association Observers at Hearings Policy

Approved by:

Senate / Board of Governors

Date of Most Recent Approval:

Month Day, 2024

Supersedes/Amends Policy Dated:

n/a

Date(s) of Original Approval:

Month Day, 2024

Responsible Executive: **Provost and Vice-President (Academic)**

Policy-Specific Enquiries: [Provost and Vice-President \(Academic\)](#)

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 - d) **Tribunal** means a Tribunal, Hearing Committee or Hearings Committee.
2. As described in Section IV of the Tenure & Promotion Policy the relevant Faculty Association is permitted, subject to the consent of the faculty member, to send an Observer to Hearings under the following polices:
 - a) [Code of Conduct for Faculty and Procedures for Taking Disciplinary Action](#);
 - b) [Faculty Grievance Policy](#);
 - c) [Research Integrity Policy](#); and
 - d) [Tenure & Promotion Policy](#) (for tenure/promotion appeals, removal procedures).
3. The function of the Observer is to allow the Association to monitor the hearing procedures and the workings of the relevant policy, of which the Association may be a joint author. It is important that the University have full confidence in the Policy. The presence of an Association Observer is an additional assurance of fairness and may provide information leading to improved policies.

Appointment of an Observer

4. The University Secretariat shall send a copy of this Policy to the faculty member when a Hearing is initiated.
5. The University Secretariat shall inform the faculty member in writing:

- a) that the Association will be asked to appoint an Observer to attend the hearing and the Observer will receive a copy of the Hearing record; and
 - b) that the faculty member has the right to decline to have an Observer appointed to the Hearing and/or decline having the Observer receive a copy of the Hearing record. The faculty member must inform the University Secretariat in writing of their decision(s) to decline.
6. Subject to clause 5 b) above, the University Secretariat will notify the Association of the hearing dates for the case and that they may appoint an Observer attend.
 7. If the Association appoints an Observer, the Observer may be either an active or retired member of the Association, and they shall be at "arm's length" from the case. The Association may need to appoint multiple Observers for a case so that there is an Observer present at each of the Hearing dates, however only one Observer will attend each date and one joint report will be submitted.
 8. The Association will inform the faculty member and the University Secretariat who the Observer(s) will be.

Hearings

9. The Observer does not attend on behalf of the faculty member or the other party. The Observer should avoid interacting with either of the parties before or during the Hearing.
10. The Observer should avoid interacting with the Tribunal before, during, or after the Hearing.
11. The Observer should be familiar with the policies relevant to the Hearing, and particularly with this Policy.
12. Seating arrangements at in-person Hearings are at the discretion of the Chair of the Tribunal. The Observer may not speak without an invitation from the Chair.

13. Should an appointed Observer be absent on any of the Hearing dates, their absence shall not invalidate, in any way, the related Hearing.

Documentation

14. The Observer shall be provided with a copy of the Hearing documents, subject to the consent of the faculty member. This documentation shall be considered confidential.
15. The Observer is not entitled to be present when the Tribunal recesses for discussion amongst themselves.
16. The Observer will receive a confidential copy of the Tribunal's report.
17. The Hearing documents and the Tribunal's report shall be confidentially destroyed within 45 calendar days of the Observer's receipt of the Tribunal's report.

After the Hearing

18. After the Hearing is over the Observer should ask the parties separately, and outside of the presence of the Tribunal, if they were satisfied with the procedures followed and whether they wish to make any comment on them.

MUFA Reports

MUFA Observer Report

19. Observers appointed by MUFA shall write a report of the proceedings for the President of MUFA using the [Observer Report on a Formal Hearing](#).
20. The report shall be submitted to MUFA **within 30 calendar days** of the Observer's receipt of the Tribunal's decision.
21. The Observer shall limit comment to procedural matters and take care not to quote from either confidential documents or utterances, unless it is absolutely necessary to do so to make a point concerning procedural issues.

22. The Observer's report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the procedures by either party.
23. The unredacted Observer's report shall be confidential.
24. The MUFA President shall redact any personal or identifying information from the report. The redacted report may then be shared with the MUFA Executive.
25. The MUFA President may also schedule a debrief meeting with the University Secretary, and/or their delegate, to discuss any comments, questions, or concerns raised in the Observer Report.
26. If major procedural irregularities are noted by the Observer, the President of MUFA should inform the President of the University.

MUFA Report

27. MUFA is responsible for writing a confidential, anonymized report every 5 years of any procedural issues identified by MUFA Observers. The Report shall be shared with the University President and the University Secretariat.

Policy Revisions

28. Proposals for revisions to this Policy may be made by the administration, Senate, or one of the Associations. When such proposals are made, there shall be consultation among these parties.
29. When significant revisions are proposed, an ad hoc drafting committee will be struck with an equal number of members appointed by MUFA and the administration. The Clinical Faculty Association will be invited to appoint a member to the committee.
30. The Committee shall review any proposed amendments and formulate revisions for submission to the Senate Committee on Appointments and the MUFA Executive for approval, and referral to the Senate and the Board of Governors for approval.

Complete Policy Title:
**Faculty Association Observers at Appeal
Tribunal Hearings**

Policy Number (if applicable):
SPS D2

Approved by:
**Senate
Board of Governors**

Date of Most Recent Approval:
**December 14, 2011
December 15, 2011**

Date of Original Approval(s):

Supersedes/Amends Policy dated:
April 22, 1996 (SPS 21)

Responsible Executive:
Provost and Vice-President (Academic)

Enquiries:
[Policy \(University Secretariat\)](#)

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1. As described in Section IV, clause 8, of the McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (referred to below as the "Tenure and Promotion Policy"), the Faculty Association is permitted, subject to the consent of the Appellant, to send an Observer to any Appeal Hearing.
2. The function of the Observer is to allow the Association to monitor the workings of the appeal procedures of which it is joint author.
3. The University Secretary shall send a copy of these guidelines to the Appellant when an Appeal Hearing is initiated and shall ask the Appellant in writing whether the Appellant consents (a) to the presence of a Faculty Association observer, and (b) if so, to all the documentation being provided to the Observer. The University Secretary shall notify the Faculty Association of the Appellant's response. If the Appellant consents to the presence of an Observer, the Association shall inform the faculty member and the University Secretary who the Observer will be.
4. The Observer does not attend on behalf of the Appellant or the Respondent. The Observer nominated by the Faculty Association should be an active or retired member of the Association and should be at "arm's length" from the case. The Observer should avoid interacting with either of the parties. At no time should the Observer engage the parties or the tribunal in any discussions regarding the matter under appeal.

5. The Observer must be familiar with the most recent edition of the Tenure, and Promotion Policy, and particularly with Section IV on Appeal Procedures and with these guidelines. The Observer should carry a copy of these documents to the Hearing.
6. Seating arrangements at the Hearing are at the discretion of the Chair of the Appeal Tribunal. The Observer may not speak without an invitation from the Chair.
7. The Observer shall be provided with all the documentation available to the appealing faculty member whose case is being observed, subject to the consent of the Appellant. This documentation shall be considered confidential and must be surrendered to the Chair at the close of the appeal hearings.
8. The Observer is not entitled to be present when the Appeal Tribunal members recess for discussion among themselves.
9. The Observer will receive a confidential copy of the document in which the Appeal Tribunal reports its decision to Senate.
10. After the hearing is over the Observer should ask the parties separately, and outside of the presence of the Appeal Tribunal, if they were satisfied with the procedures followed and whether they wish to make any comment on them.
11. The Observer shall then write a **report** of the proceedings for the President of the Faculty Association using the [Observer Report on a Formal Hearing](#) (also available from MUFA). The Observer shall limit comment to **procedural matters** and take care not to quote either from confidential documents or confidential utterances, unless it is absolutely necessary to do so to make a point concerning procedural issues. The Observer's report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the procedures by either party. The Observer's report should not be confidential, except that any quotations from confidential documents or confidential utterances should be confined to a confidential appendix to which only the Presidents of the University and of the Association should have access. If major procedural irregularities are noted by the Observer, the President of the Faculty Association should inform the President of the University.

Complete Policy Title:
Faculty Association Observers at Removal Proceedings

Policy Number (if applicable):
SPS D3

Approved by:
**Senate
Board of Governors**

Date of Most Recent Approval:
**December 14, 2011
December 15, 2011**

Date of Original Approval(s):
Spring, 1990

Supersedes/Amends Policy dated:
April 22, 1996 (SPS 22)

Responsible Executive:
Provost and Vice-President (Academic)

Enquiries:
[University Secretariat](#)

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

1. As described in Section VI, clause 5, of the *McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion* (henceforth Tenure and Promotion Policy), the Faculty Association is permitted, subject to the consent of the faculty member against whom removal proceedings have been instituted, to send an Observer to any meetings between the two parties to the proceedings, including the meetings described in Section VI, clauses 4 and 6 and the hearing described in Section VI, clauses 12 and 13, of the Tenure and Promotion Policy.
2. The function of the Observer is to allow the Association to monitor the workings of the removal procedures of which it is joint author.
3. At the time of sending the faculty member under consideration the written notification described in Section VI, clause 4, of the Tenure and Promotion Policy, the President of the University shall ask the faculty member in writing (with a copy to the McMaster University Faculty Association) whether the faculty member consents (a) to the presence of a Faculty Association Observer, and (b) if so, to all the documentation being provided to the Observer. The President of the University shall notify the Faculty Association and the University Secretary of the faculty member's response. If the faculty member consents to the presence of an Observer, the Association shall inform the faculty member and the University Secretary who the Observer will be.
4. The Observer does not attend on behalf of the faculty member against whom removal proceedings have been instituted. Nor does the Observer attend on behalf of the

President of the University. The Observer nominated by the Faculty Association should be an active or retired member of the Association and should be at “arm’s length” from the case. The Observer should avoid interacting with either of the parties. At no time should the Observer engage the parties in any discussions regarding the matter(s) at issue.

5. The Observer must be familiar with the most recent edition of the Tenure and Promotion Policy and particularly with Section VI on Removal Procedures and with these guidelines. The Observer should carry a copy of these documents to the Hearing, if one is to be held according to Section VI, clause 9 of the Tenure and Promotion Policy.
6. Seating arrangements at the Hearing are at the discretion of the Chair of the Hearing Committee (see Section VI, clauses 9 and 10 of the Tenure and Promotion Policy). The Observer may not speak without an invitation from the Chair.
7. The Observer is to be provided with all the documentation available to the faculty member whose case is being observed, subject to his or her consent. This documentation shall be considered confidential and must be surrendered to the Chair at the close of the removal hearings.
8. The Observer is not entitled to be present when the Hearing Committee members recess for discussion among themselves.
9. The Observer will receive a confidential copy of the document in which the Hearing Committee reports its decision to Senate.
10. After the hearing is over the Observer should ask the parties separately, and outside of the presence of the Hearing Committee, if they were satisfied with the procedures followed and whether they wish to make any comment on them.
11. The Observer shall then write a report of the removal proceedings for the President of the Faculty Association using the [Observer Report on a Formal Hearing](#) (also available from MUFA). The Observer should limit comment to **procedural matters** and take care not to quote either from confidential documents or from confidential utterances, unless it is necessary to do so in order to make a point concerning procedural issues. The Observer's report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the procedures by either party. The Observer's report should not be confidential, except that any quotations from confidential documents or confidential utterances should be confined to a confidential appendix to which only the Presidents of the University and of the Association should have access. If major procedural irregularities are noted by the Observer, the President of the Faculty Association should send a copy of the report to the President of the University.

Complete Policy Title

Faculty Grievance Policy

Policy Number (if applicable):

Approved by

**Senate /
Board of Governors**

Date of Most Recent Approval

**December 8, 2021 /
December 9, 2021**

Date of Original Approval(s)

December 8, 2021 /
December 9, 2021

Supersedes/Amends Policy dated

Faculty General Grievance Procedure
May 26, 1999 / June 10, 1999

Faculty Grievance Review Panel Guidelines for
Hearing Committees, September 28, 1993

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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SECTION I: INTRODUCTION

PREAMBLE

1. This Policy is designed to provide McMaster University faculty members with prompt and impartial adjudication of grievances arising from their employment relationship with the University.
2. This Policy is intended to facilitate and promote informal resolution of grievances and to furnish a formal mechanism of grievance resolution when informal means are unsuccessful. Mediation as a means of resolution of grievances is the preferred method for formal resolution of grievances. Only the most serious grievances which have not been resolved by mediation are appropriate for a Hearing.

TERMS AND DEFINITIONS

3. For the purpose of interpreting this document:
 - a) words in the singular may include the plural and words in the plural may include the singular;
 - b) members of the Administration, and Decision-Makers in this Policy may, where necessary and appropriate, delegate their authority;
 - c) **established practice** means a practice which is identifiable, certain, known and in force as of the date of the decision or action that is the subject of the grievance. The onus to show that such a practice exists rests upon the party who seeks to rely upon it;
 - d) **Faculty Association** means either the [McMaster University Faculty Association](#) or the [Clinical Faculty Association](#);
 - e) **faculty member** means those employees of the University or of a college affiliated with the University who hold the academic rank of professor, associate professor, assistant professor or lecturer, and includes clinical faculty;
 - f) **grievance** means a complaint against an administrative decision made by a Person with Administrative Authority;
 - g) **Grievor** may be an individual faculty member or a group of such members;
 - h) **Initial Decision-Maker** means the person with administrative authority that made the initial decision that is the subject of the grievance;
 - i) **MUFA** means the McMaster University Faculty Association;
 - j) **Person with Administrative Authority** means members of the Administration: the President, Vice-President, Vice-Provost, Dean, Associate Dean, Vice-Dean, Department Chair, Director of a Program, School, Institute or Centre);

- k) **Provost** means the Provost and Vice-President (Academic);
- l) **President** means the President and Vice-Chancellor; and
- m) **Respondent** means an individual University administrator that is a Person with Administrative Authority to remedy the grievance.

SCOPE

- 4. A grievance is a complaint that the interpretation or application of a duly enacted policy or established practice of the University by any *Person with Administrative Authority* (clause 3.j.), has not been fair, just or reasonable to the Grievor.
- 5. This Policy is open to all faculty members as defined under clause 3.e. above. However, any such faculty member who is covered by a collective agreement of a certified union or appointed through SPS A3 (*Procedures for Other Appointments except in Health Sciences*) or SPS A4 (*Procedures for Other Appointments within the Faculty of Health Sciences*) shall not be eligible to use this Policy.
- 6. The same complaint may not be filed under another University policy and this Policy contemporaneously.
- 7. Grievances about the following matters **are not** within the jurisdiction of this Policy:
 - a) decisions made and procedures under the jurisdiction of a University policy for which specific review or appeal procedures exist, such as in the:
 - (i) [*Discrimination and Harassment Policy*](#);
 - (ii) [*Sexual Violence Policy*](#);
 - (iii) [*Research Integrity Policy*](#);
 - (iv) Section III and IV of the [*Tenure & Promotion Policy*](#), regarding Tenure & Promotion and Appeal Procedures;
 - (v) Faculty Career Progress/Merit (CP/M) Plan;
 - b) disciplinary measures imposed by a Tribunal under the [*Code of Conduct for Faculty and Procedures for Taking Disciplinary Action*](#), at Stage 4;
 - c) decisions to suspend a faculty member under Section V of the *Tenure and Promotion Policy*;
 - d) decisions made by a Tribunal convened under Section VI of the *Tenure and Promotion Policy*;
 - e) decisions or recommendations made by a Faculty Grievance Tribunal under this Policy;
 - f) remuneration (salary and/or benefits). Nothing in this clause is intended to affect adversely the rights of persons to take complaints about their remuneration to the Provincial Pay Equity Commission if

- they have been unable to resolve them to their satisfaction within the University; and
- g) policies enacted and decisions made by University (the Senate and the Board of Governors) and Faculty governance bodies.
8. Grievances about disciplinary measures imposed under the Code of Conduct for Faculty and Procedures for Taking Disciplinary Action at Stages 1, 2 and 3 are within the jurisdiction of this policy.
 9. Disciplinary measures shall be imposed only in accordance with University policy.
 10. For example, and for greater clarity, while it may be perceived as such, an administrative decision affecting a faculty member is not in itself harassment. Under the *Discrimination and Harassment Policy* harassment means engagement in a course of *vexatious* comment or conduct that is known or ought reasonably to be known to be unwelcome. "Vexatious" comment or conduct is comment or conduct made without reasonable cause or excuse.

ADVICE AND GUIDANCE

11. Faculty members should consult with the relevant faculty association (either the [McMaster University Faculty Association](#) or the [Clinical Faculty Association](#)), to determine the most suitable policy or procedures to exercise.
12. Other resources for faculty are the University Secretariat, the Equity and Inclusion Office, the Faculty of Health Sciences Professionalism Office (only for members of that Faculty), or Employee/Labour Relations, as appropriate.

SECTION II: PROCEDURAL GUIDELINES

TIME LIMITS

13. Prompt adjudication of grievances is predicated upon adherence to the time limits set out in this Policy. Where time limits are not specified all parties are expected to make reasonable efforts to respond in a timely manner. Time limits, including those which apply to mediation, may be extended by mutual agreement of the parties.
14. A Grievor who fails to meet a time limit loses the right to proceed to the next stage. If a Respondent fails to meet a time limit, the Grievor shall have the right to proceed to the next stage.
15. Disputes about time limits (e.g., when the Grievor ought reasonably to have known the decision or action that is the subject of the Grievance) shall be adjudicated by the Chair of the Grievance Review Panel.

CONFLICTS OF INTEREST

16. Faculty members and persons with administrative authority will disclose conflicts of interest or other circumstances which may reasonably introduce or appear to introduce bias into any academic or administrative decision to which they may be a party.
17. Parties to the procedures shall exercise their good judgement regarding conflict of interest and recuse themselves accordingly.

CONFIDENTIALITY

18. Confidentiality shall be enjoined on all parties involved in any stage of this Policy. This does not preclude the discreet disclosure of information in order to elicit the facts of the case or as required by law which includes compliance with a summons or order from another administrative tribunal or court.
19. The University, and its employees and agents, will protect personal information and handle records in accordance with the [Freedom of Information and Protection of Privacy Act](#) ,

PROTECTION FROM REPRISAL

20. The University prohibits reprisal or threats of reprisal against any faculty member who makes use of this Policy or participates in proceedings held under its jurisdiction. An individual who believes they are the subject of a reprisal or threat of reprisal shall report this to the Provost's Office, or to the President's Office. Any individual found to be making such reprisals or threats will be subject to appropriate disciplinary action.

ADVISOR / REPRESENTATION

21. Grievors may be accompanied by an advisor or counsel at any stage of the procedures outlined in this Policy. The advisor or counsel may represent the Grievor at the Hearing. The costs of any accompaniment or representation are the responsibility of the Grievor.

UNIVERSITY SECRETARIAT

22. The University Secretariat is the administrative office responsible for the scheduling and holding of Hearings before the Tribunal and for the training of Tribunal members.

DATA GATHERING & RECORD KEEPING

23. Records related to a grievance shall be retained by the Provost's Office for seven years after last use.
24. Hearing files shall be retained by the University Secretary for seven years after last use and may be retained longer at the discretion of the University Secretary. The Tribunal's Report shall be retained permanently.
25. The Chair of the Grievance Review Panel is responsible for providing a written, anonymized, statistical report to the Chairs of the Senate and the Board of Governors, and the President of MUFA. In order to protect confidentiality, the statistical report will be held over until a sample size of five has been reached. The report will then provide statistics on a **rolling three-year basis**. This report may include recommendations for clarification of or changes to University policies, practices or procedures. The report could also contain a summary of the MUFA Special Enquiries and Grievances Chair's activities if submitted.

POLICY REVISIONS

26. Proposals for amending this Policy may be made by the Chair of the Grievance Review Panel, the University administration, the Senate, MUFA, or the Clinical Faculty Association. When such proposals are made, there shall be consultation among these parties.
27. If the Senate Committee on Appointments and the MUFA Executive agree that the revisions are minor and reach agreement on the revisions, the amendments will be presented to Senate by the Senate Committee on Appointments.
28. Otherwise, an *ad hoc* drafting committee will be established, and shall consist of 3 members named by the Senate Committee on Appointments and 3 members named by the MUFA Executive.
29. The *ad hoc* drafting committee shall review the proposed amendments and formulate revisions for submission to the Senate and the Board of Governors for approval.

SECTION III: GRIEVANCE PROCEDURES

30. Faculty members may contact MUFA for advice regarding this Policy and for assistance in formulating and pursuing a grievance.
31. Clinical faculty members who are not members of the McMaster University Faculty Association should consult with the Clinical Faculty Association for advice.
32. Every effort shall be made to resolve the complaint in a timely and collegial manner.

Mediation

33. Each year the Provost and the President of MUFA shall jointly establish a list of six (6) mediators. In addition, on an *ad hoc* basis, additional mediators may be agreed upon.
34. Internal mediators or external third-party mediators may be used for mediation. The Provost will propose a mediator. Both parties shall be given the opportunity to object in writing to the proposed mediator.
35. The mediator, who must have had no previous involvement in the case, shall hear both sides of the dispute and shall remain impartial. They shall hold all information in strict confidence and shall issue no public report or statements on the mediation. The mediator may not subsequently be a member of the Tribunal which hears the case if it proceeds to a Hearing, nor may they be called as a witness before a Tribunal.
36. With the mutual consent of the parties, mediation may be requested at any stage in the Policy not already stipulated and timelines for further steps revised accordingly.
37. The costs of mediation will be borne by the University.

Respondent

38. The Respondent is an individual University administrator that is a Person with Administrative Authority to remedy the grievance. Normally, the Initial Decision-Maker reports directly to the initial Respondent with respect to their administrative duties. The Initial Decision-Maker is normally not a Respondent under these procedures.
39. In the case of a Committee decision, the Initial Decision-Maker will be the administrative officer at the level to which the Committee reports, i.e., in the case of a Departmental Committee it will be the Chair of the Department, of a Faculty Committee it will be the Dean, of a University Committee the appropriate Vice-Provost, Vice-President or the President.

Deadline to Initiate a Grievance

40. The grievance must be brought **within 21 business days** after the Grievor knows, or ought reasonably to have known, the grounds for the grievance.

TYPE A GRIEVANCE

41. A Type A Grievance is when the **Initial Decision-Maker** is a:
 - a) Department Chair;
 - b) Centre Director; or
 - c) Program/School Director.
42. The **Respondent** is normally the Faculty Dean. In the Faculty of Health Sciences, the Executive Vice-Dean & Associate Vice-President (Academic) is normally delegated as the Respondent.
43. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

Informal Resolution with Initial Decision-Maker

44. The Grievor shall request to meet with the Initial Decision-Maker to informally discuss a resolution to the grievance.
45. The Initial Decision-Maker shall arrange a meeting **within 14 business days of receipt** of the request.

Informal Resolution with Respondent

46. If a resolution cannot be reached, the Grievor may choose to proceed to the next step, and shall **within 7 business days** after the meeting with the Initial Decision-Maker, request to meet with the Respondent to informally discuss with the Respondent a resolution to the grievance.
47. The Respondent shall arrange a meeting **within 14 business days of receipt** of the request.

Mediation with Initial Decision-Maker

48. If a resolution cannot be reached, the Respondent shall:
 - a) notify the Provost's Office of the grievance **within 7 business days** after the first meeting between the Grievor and the Respondent; and
 - b) arrange for mediation between the Grievor and the Initial Decision-Maker to commence **within 14 business days** of the Respondent's informal resolution meeting with the Grievor.

Written Decision from Respondent

49. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:
 - a) presented in writing to the Respondent:

- (i) the written grievance shall specify the nature of the grievance; and
- (ii) the remedy sought;
- b) a copy shall be provided to the Provost’s Office; and
- c) at the Grievor’s discretion, a copy may be provided to MUFA.

50. The **Respondent** shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance, with a copy provided to the Provost’s Office.

Request for Hearing

51. If the grievance is not resolved to the Grievor’s satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).



TYPE B GRIEVANCE

52. A Type B Grievance is when the Initial Decision-Maker is a:
- Dean (in the Faculty of Health Sciences, “Dean” and/or “Executive Vice-Dean & Associate Vice-President (Academic)”);
 - Institute Director; or
 - University Committee or Equivalent.

53. The **Respondent** is normally the Provost. However, where appropriate the Provost may refer the grievance to the relevant Vice-Provost or Vice-President, or to the President, and that person will become the Respondent.

54. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

Informal Resolution with Initial Decision-Maker

55. The Grievor shall request to meet with the Initial Decision-Maker to informally discuss a resolution to the grievance.

56. The Initial Decision-Maker shall arrange a meeting **within 14 business days of receipt** of the request.

Informal Resolution with Respondent

57. If a resolution cannot be reached, the Grievor may choose to proceed to the next step, and shall **within 7 business days** after the meeting with the Initial Decision-Maker, request to meet with the Respondent to informally discuss with the Respondent a resolution to the grievance.

58. The Respondent shall arrange a meeting **within 14 business days of receipt** of the request.

Mediation with Initial Decision-Maker

59. If a resolution cannot be reached the Respondent shall:

- notify the President’s Office of the grievance **within 7 business days** after the first meeting between the Grievor and the Respondent; and
- arrange for **mediation** between the Grievor and the Initial Decision-Maker to commence **within 14 business days** of the Respondent’s informal resolution meeting with the Grievor.

Written Decision from Respondent

60. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:

- a) presented in writing to the Respondent:
 - (i) the written grievance shall specify the nature of the grievance; and
 - (ii) the remedy sought;
- b) a copy shall be provided to the President’s Office; and
- c) at the Grievor’s discretion, a copy may be provided to MUFA.

61. The Respondent shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance, with a copy provided to the President’s Office.

Request for Hearing

62. If the grievance is not resolved to the Grievor’s satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).



TYPE C GRIEVANCE

63. A Type C Grievance is when the Initial Decision-Maker is a Vice-Provost or Vice-President.
64. The Respondent is the President.
65. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

Informal Resolution with Initial Decision-Maker

66. The Grievor shall request to meet with the Initial Decision-Maker to informally discuss a resolution to the grievance.
67. The Initial Decision-Maker shall arrange a meeting **within 14 business days of receipt** of the request.

Informal Resolution with Respondent

68. If a resolution cannot be reached, the Grievor may choose to proceed to the next step, and shall **within 7 business days** after the meeting with the Initial Decision-Maker, request to meet with the Respondent to informally discuss with the President a resolution to the grievance.
69. The President shall arrange a meeting **within 14 business days of receipt** of the request.

Mediation with Initial Decision-Maker

70. If a resolution cannot be reached the President shall arrange for **mediation** between the Grievor and the Initial Decision-Maker to commence **within 14 business days** of the President's informal resolution meeting with the Grievor.

Written Decision from Respondent

71. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:
 - a) presented in writing to the President:
 - (i) the written grievance shall specify the nature of the grievance; and
 - (ii) the remedy sought; and
 - b) at the Grievor's discretion, a copy may be provided to MUFA.
72. The President shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance.

Request for Hearing

73. If the grievance is not resolved to the Grievor's satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).



TYPE D GRIEVANCE

- 74. A Type D Grievance is when the Initial Decision-Maker is the President, they shall be referred to as the Respondent.
- 75. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

Informal Resolution with Respondent

- 76. The Grievor shall request to meet with the Respondent to informally discuss a resolution to the grievance.
- 77. The President shall arrange a meeting **within 14 business days of receipt** of the request.

Mediation

- 78. If a resolution cannot be reached the Respondent shall arrange for **mediation** between the Grievor and the Respondent to commence **within 14 business days** of the Respondent’s informal resolution meeting with the Grievor.

Written Decision from Respondent

- 79. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:
 - a) presented in writing to the Respondent:
 - (i) the written grievance shall specify the nature of the grievance; and
 - (ii) the remedy sought; and
 - b) at the Grievor’s discretion, a copy may be provided to MUFA.
- 80. The Respondent shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance.

Request for Hearing

- 81. If the grievance is not resolved to the Grievor’s satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).



SECTION IV: WRITTEN REQUEST FOR A HEARING

82. If, after receipt of the written decision from the Respondent, the grievance is not resolved to the Grievor's satisfaction, the Grievor may **within 21 business days** of the date of the decision letter, file a [Request for a Hearing Form](#), with the University Secretariat.
83. The **Request for a Hearing** shall contain:
- a) the details of the grievance;
 - b) a statement describing the grounds for the grievance;
 - c) a statement of the relief sought;
 - d) names of witnesses to be called;
 - e) the name of the Grievor's legal counsel or advisor, if applicable;
 - f) any documents the Grievor wishes to submit to the Tribunal as evidence in support of their position; [and](#)
 - ~~g) their decision on whether they agree to the Observer [attending](#) the Hearing;~~
 - ~~h) their decision on whether they agree to the Observer [receiving](#) the Hearing Record; and~~
 - ~~i) a copy of the Respondent's written decision.~~
- ~~84.~~ The University Secretariat shall acknowledge receipt of the grievance [and, in compliance with the Faculty Association Observers at Hearings Policy, shall send a copy of that policy to the Grievor and ask inform them-faculty member -of their right to decline for their consent to the presence of an Association Observer and/or decline the Association Observer receiving a copy of the hearing record.](#)
- ~~84-85.~~ [The University Secretariat shall](#) ~~and~~ inform the Chair of the Grievance Review Panel (or Vice-Chair) of the request for hearing.
- ~~85-86.~~ The University Secretariat shall forward a copy of the request for a hearing and supporting documentation to the Respondent and ask them for a written response to the *Request for a Hearing Form*.
- ~~86.~~ [The University Secretariat also shall inform the relevant faculty association that there is to be a Hearing under this procedure and, if the Grievor so consents, shall invite the faculty association to send an Observer.](#)
87. Within **21 business days of the receipt** of the request for a written response to the *Request for a Hearing Form*, the Respondent shall deliver to the University Secretariat a written reply to the Grievor's Request for a Hearing and shall submit the following information:
- a) preference for open or closed Hearing;

- b) opinion on whether the grievance falls within the scope of this Policy;
 - c) names of witnesses to be called; and
 - d) name of Respondent's counsel, if any.
88. The University Secretariat shall forward a copy of this reply to the Grievor.
89. The purpose of a Hearing is to provide the aggrieved faculty member or group of faculty members, within the institutional framework of the University, an impartial adjudication of their grievance.
90. The Tribunal, composed of three members of faculty who have not been previously involved in the decision being grieved against, is empowered to review the evidence, both written and oral, upon which the decision was based.
91. The members of the Tribunal shall be the sole judges of the facts and shall render a decision which, in their judgement, is fair and just in the circumstances.
92. The matter will be considered by a Tribunal under the *Procedural Rules for Hearings*, Section V.

SECTION V: PROCEDURAL RULES FOR HEARINGS

93. Hearings shall be conducted in accordance with the principles of procedural fairness, namely the rights to receive notice, to be heard, and to know the case against one. Adjudications and Hearings shall follow the applicable procedural rules specified in the [Statutory Powers Procedure Act \(SPPA\)](#) and set out in this Policy. The Tribunal shall have the right to control its own process, and, in this regard, if the Tribunal determines that variations to the procedures would lead to a fair, just, and efficient resolution of the Hearing, it has the power to make any Order in furtherance of this objective.
94. Where any procedural matter is not dealt with specifically in this Policy or the SPPA, the Tribunal may, after hearing submissions from the parties, establish an appropriate procedure.
95. Any procedural requirement contained in this Policy may be waived with the consent of the Tribunal and of all the parties.

Settlement

96. Parties are encouraged to settle any and all disputes prior to a hearing before the Tribunal. In the event that the issue is settled between the parties *prior* to any hearing before the Tribunal, the grievance may be withdrawn by mutual agreement of the parties. Once a Hearing has commenced, however, any settlement proposed by the parties must be approved by the Tribunal before the matter can be dismissed or resolved.

Submissions and Disclosure

97. Parties to the Hearing are required to make written submissions prior to the Hearing, as both Parties have a right to know the case to be met and must be given a fair opportunity to respond. Disclosure also helps the Parties prepare for the hearing.
98. Written submissions must include:
 - a) a list of all witnesses the Party intends to call to testify; and
 - b) a copy of all arguably relevant documents or other evidence in their possession;
 - c) and any such evidence shall be made available to the members of the Tribunal and to all parties prior to the Hearing.
99. Prior to a Hearing, members of the Tribunal shall be provided with:
 - a) the Grievor's complaint in the *Request for a Hearing Form*, which includes the details of the grievance, a statement of the issue or issues in dispute, a statement of the remedy sought, and documentation, including the written decision from the Respondent and any responses from all previous stages of the grievance; and
 - b) all written or other documentary evidence submitted by the parties.

100. Members of the Tribunal must not hear evidence or receive representations regarding the substance of the case other than through the procedures described in this Policy.

Evidence

101. Parties to the Hearing have the right to present evidence in support of their case to the Tribunal and to see any written or documentary evidence presented to the Tribunal.
102. The Parties are expected to produce all arguably relevant documents (with normal limitations of privilege, etc.), a **minimum of 10 business days prior** to the Hearing.
103. The Tribunal has the power to require production of written or documentary evidence by the parties or by other sources.
104. The Tribunal has the power to rule on the admissibility of evidence.

Witnesses

105. Parties to the Hearing, and the Tribunal, have the right to call, question, and cross-examine witnesses. Other than the parties, witnesses are present in the Hearing room only during the time they are testifying.
106. Any person appearing before the Tribunal as a witness shall be required to give evidence under affirmation or oath.
107. The Tribunal has discretion to limit the testimony and questioning of witnesses to those matters it considers relevant to the disposition of the case.
108. **Parties are responsible for contacting their own witnesses; for making all arrangements for witnesses to attend the Hearing; for paying any costs associated with their appearance before the Tribunal; and for absorbing the costs of any legal counsel attending on their behalf.**
109. The Tribunal Chair has the power to compel an unwilling witness to attend, and parties may contact the University Secretariat to request the Chair's assistance in this regard. The power to compel a witness is derived from the *Statutory Powers Procedure Act*. An unwilling witness may be compelled by the Chair under summons to testify where the written request by the party for the summons demonstrates the witness' testimony is relevant and related to the alleged facts of the case.

Closed Hearings

110. Hearings shall be held *in camera* unless either the Grievor or the Respondent requests that the Hearing, or some part of the Hearing, should be held in public. In the event of such a request, the Tribunal shall hear representations from all parties. In making its ruling, the Tribunal shall consider whether matters of

an intimate financial or personal nature are to be raised, whether there is an issue of public safety involved, the desirability of holding an open Hearing and other relevant circumstances.

Parties

111. Parties to a Hearing shall include:
- a) the Grievor; and
 - b) the Respondent.

Onus, Burden of Proof and Basis of Decision

112. The **balance of probabilities** is the test to be met to show, by the weight of the evidence presented, that all of the facts necessary to make a determination that an injustice or error have occurred, have a greater likelihood of being true than not.
113. The Grievor normally has the onus to present evidence to satisfy the Tribunal that, on a balance of probabilities, the interpretation or application of a duly enacted policy or established practice of the University by the initial Decision-Maker has not been fair, just or reasonable to the Grievor; however, for grievances related to disciplinary measures (section 8), the onus is on the Respondent to show that discipline is just, fair and reasonable to the Grievor.
114. The principles and procedures described in this section shall apply to all proceedings before the Tribunal. Tribunals shall not be charged with investigative duties.

Advisor / Representation

115. Parties have the right to be advised or represented by an Advisor or legal counsel. The costs of any representation are to be borne by the party retaining such representation.
116. An Advisor is a person of the individual's choice who acts in an advisory role (e.g., friend, family member, legal counsel), but is not a witness or potential witness in the matter.

Administrative and Legal Support

117. Administrative support for the Tribunal will be provided through the University Secretariat. Legal counsel for the Tribunal shall be provided as needed through the University Secretariat.

Other Parties

118. If other persons, in addition to the Grievor and the Respondent, have been specified as parties to the proceedings, the Hearing procedure shall be altered by the Tribunal to provide an opportunity for such additional parties to be heard.

Recess or Adjournment

119. The Tribunal may consider and grant a recess or an adjournment at the request of either party to allow them to review written or documentary evidence submitted at the Hearing.
120. The Tribunal may grant an adjournment at any time during the Hearing to ensure a fair Hearing.

Recording

121. Although the Hearing shall be recorded in order to obtain an accurate record of the proceedings, such recording is done for convenience purposes only and the malfunction of the recording device or subsequent loss of the recording shall not invalidate, in any way, the related Hearing.
122. The recording shall be held in confidence by the University Secretariat for a period of three years from the last date of the Hearing. Any party to the Hearing may request access to the recording and the reproduction thereof, upon reasonable notice and payment of the reasonable costs associated therewith.

Similar Questions of Fact or Policy

123. If two or more proceedings before the Grievance Review Panel involve the same or similar questions of fact or policy, the Chair of the Panel, after seeking written input from the parties, may decide:
 - a) to consolidate the proceedings or any part of them; or
 - b) to hear the proceedings at the same time; or
 - c) to hear the proceedings one immediately after the other.

WRITTEN HEARINGS**Notice of Written Hearing**

124. The parties shall be given reasonable, written notice of the Written Hearing submission deadlines.
125. The notice shall include the process and timelines for submissions for the Written Hearing. Any party whose reasons for failing to participate in the process that are not considered valid by the Tribunal's Chair, or whose failure to participate may cause unreasonable delay, shall be notified that the Tribunal will proceed in that party's absence.

HEARINGS**Notice of Hearing**

126. A Hearing shall be commenced as soon as possible following the appointment of the Tribunal.
127. An attempt shall be made to schedule the Hearing at a time and place convenient for the Tribunal and for the parties to the Hearing. However, any party whose reasons for absence are not considered valid

by the Tribunal's Chair, or whose absence may cause unreasonable delay, shall be notified that the Tribunal will proceed in that party's absence.

128. The parties shall be given reasonable, written notice of the Hearing.

ORDER OF THE HEARING

129. The first item of business for the Tribunal shall be to confirm the Hearing shall be closed, in accordance with the procedure set out above, or to hear and rule upon representations in favour of an open Hearing.

130. At the outset of the Hearing, the Chair shall:

- a) identify the nature of the case;
- b) review the order of the Hearing;
- c) note for the record the documentary information submitted by the parties to the Hearing, including any preliminary or procedural orders;
- d) note the names of the witnesses for each party;
- e) confirm the likely dates for sitting and the projected length of the Hearing;
- f) raise, or request the parties to raise, any and all preliminary issues concerning composition of the Tribunal and other unaddressed procedural matters; and
- g) proceed to deal with any matters raised in (f) above before the commencement of the substantive portion of the Hearing, by either proceeding directly to the Hearing or considering and rendering a decision on matters raised in (f) above.

131. The Grievor is the first party heard.

- a) Grievor's opening statement shall contain:
 - (i) a brief description of the grievance including what interpretation or application of a duly enacted policy or established practice of the University by the Respondent they believe was not fair, just or reasonable to the Grievor; and
 - (ii) what remedy they are seeking.
- b) Grievor's case provides factual support to show why their grievance should be remedied and may include any or all of the following:
 - (i) Grievor's oral testimony;
 - (ii) oral testimony of Grievor's witnesses; and
 - (iii) documents or other written evidence in support of this testimony.

- c) Questioning of the Grievor and their witnesses by the Respondent and/or by the Tribunal occurs at the close of each person's testimony.
132. Following the completion of the Grievor's case, the Respondent presents their case.
- a) Respondent's opening statement shall contain:
- (i) a brief reply to the Grievor's claims; and
 - (ii) the main arguments of their defence.
- b) Respondent's case presents the evidence to support their defense, which may include any or all of the following:
- (i) Respondent's oral testimony;
 - (ii) oral testimony of Respondent's witnesses; and
 - (iii) documents or other written evidence in support of this testimony.
- c) Questioning of the Respondent and their witnesses by the Grievor and/or by the Tribunal occurs at the close of each person's testimony.
133. Grievor's Reply: The Grievor and their witnesses have the right to offer testimony or other evidence in reply to the issues raised in the Respondent's case.
134. After the testimony of each witness, the Tribunal may, in addition to asking questions of the witness, request copies of such documents mentioned in testimony as the Tribunal in its discretion sees fit.
135. **After this point in the Hearing, no new evidence or witnesses may be introduced.**
136. The parties are entitled to make closing arguments, and to summarize briefly the main points of their cases, in the following order:
- a) Grievor;
 - b) Respondent; and
 - c) Grievor's reply, if necessary.
137. The Tribunal may alter the order described above in the interest of fairness to any or all of the parties.
138. While procedural fairness is essential, the Tribunal reserves its right to direct, curtail or encourage the organisation of witnesses, testimony and evidence in the interests of enhancing the clarity, relevance, and efficiency of the proceedings.
139. The Tribunal shall first warn, then caution, and may prohibit from continuing in such a manner, any party presenting testimony, evidence, argument or materials which are, in the reasonable opinion of the

Tribunal, irrelevant, unprovable, defamatory, vexatious or specious, or which impede or prevent the Tribunal from conducting the Hearing or reaching a decision.

DELIBERATIONS

140. The Tribunal shall deliberate in closed session and shall reach a decision. After deliberation and decision in closed session solely with members of the Tribunal is complete, the Tribunal may solicit the assistance of the University Secretariat and legal counsel regarding the precise form or wording of any order and reasons for judgement to support its decision and may request information on the range of decisions for previous cases heard under the Policy.

DECISION

141. The Tribunal Report shall normally be issued **within 90 business days** from the last day of the Hearing.
142. The Tribunal Report shall be sent to the:
- a) Grievor;
 - b) Respondent;
 - c) President; and
 - d) Faculty Association Observer (if one attended the hearing).
143. Where the Tribunal deems appropriate, affected parties may receive information about the decision and/or remedies that have a direct impact on them, within the constraints of relevant legislation.
144. The Tribunal will report its majority decision regarding the findings and remedies.
145. The report shall include:
- a) the membership of the Tribunal;
 - b) the background of the case, including the nature of the grievance;
 - c) a summary of the cases of the parties;
 - d) the Tribunal's majority findings;
 - e) the Tribunal's majority decision and the reasons for the decision; and
 - f) any ordered remedies and/or recommendations.
146. The President shall implement the decision promptly and shall notify all those eligible to receive the Tribunal's report, of the implementation of the decision.

147. The Tribunal shall not have jurisdiction to change any of the provisions of a duly enacted policy or established practice of the University.

OTHER RECOMMENDATIONS

148. Apart from its duty under these procedures to hear and decide the matters properly brought before it, any Tribunal may make recommendations or suggestions to University bodies or members. Such recommendations are offered for informational purposes and shall be distinct and separate from the decision.

APPENDIX A: GRIEVANCE REVIEW PANEL

GRIEVANCE REVIEW PANEL MEMBERSHIP

1. The President of the University and the President of the Faculty Association shall jointly appoint a full-time tenured/CAWAR faculty member as Chair of a Grievance Review Panel for a two-year term. The two Presidents, in consultation with the Chair, shall appoint 8 full-time, tenured, CAWAR or permanent faculty members, with at least one chosen from each Faculty, to a Grievance Review Panel for staggered three-year terms and shall appoint one or more of the members as Vice-Chair(s). The Chair shall have the authority to delegate to the Vice-Chair(s).

TRIBUNAL SELECTION

2. When the University Secretariat receives the written grievance, the University Secretariat shall inform the Chair of the Grievance Review Panel that a Tribunal needs to be established.
3. Within fourteen **(14) business days of receipt** of the written grievance by the University Secretariat, the Chair of the Grievance Review Panel (or a Vice-Chair in case of conflict of interest or absence), shall establish a Tribunal.
4. The Committee shall consist of the Chair or a Vice-Chair of the Grievance Review Panel, who shall act as Chair of the Tribunal, and two other members of the Grievance Review Panel.
5. The Chair shall select members of the Tribunal who have no conflict of interest; for example, they shall not be members of the same Department as the Grievor or Respondent, nor shall they have made a substantive contribution to the decision being grieved. These are examples only and are not intended to limit the range of conflicts of interest. The Chair must have scrupulous regard to real and perceived conflicts of interest.
6. The Chair or Vice-Chair of the Grievance Review Panel shall propose the membership of the Tribunal.
7. The University Secretariat shall forward to the Grievor and the Respondent the proposed membership of the Tribunal. Both parties shall be given the opportunity to express, in writing, **within 14 business days**, any objections they may have concerning the proposed membership of the Tribunal.
8. After careful consideration of any such objections, the Chair or Vice-Chair of the Grievance Review Panel shall either confirm the members of the Tribunal or propose a revised membership. The Panel Chair shall approve the Tribunal Chair and Tribunal members and, through the University Secretariat, shall so inform the Tribunal members, and the parties to the Hearing.
9. The University Secretariat shall ensure that all members of the Tribunal receive appropriate training to discharge their responsibilities.

~~APPENDIX B: FACULTY ASSOCIATION OBSERVERS AT HEARINGS~~

- ~~1. As described in *Procedural Rules for Hearings*, the Faculty Association is permitted, subject to the consent of the Grievor, to send an Observer to any Hearing.~~
- ~~2. The function of the Observer is to allow the Faculty Association to monitor the workings of the Policy of which it is a joint author. It is important that the University have full confidence in the Policy. The presence of a Faculty Association Observer is an additional guarantee of fairness and may provide information leading to an improved policy.~~
- ~~3. The University Secretariat shall send a copy of these guidelines to the Grievor when a Hearing is initiated and request the Grievor's consent (a) to the presence of a Faculty Association Observer, and (b) if so, to all the documentation being provided to the Observer. The University Secretariat shall notify the Faculty Association of the faculty member's response. If the Grievor consents, the University Secretariat shall request the Faculty Association to provide the name of the Observer.~~
- ~~4. The Observer should be an active or retired member of the Faculty Association and should be at "arm's length" from the case. The Observer does not attend on behalf of the Grievor and should avoid interacting with any of the parties. At no time should the Observer engage the parties or the Tribunal in any discussions regarding the matter being heard.~~
- ~~5. The Observer must be familiar with the most recent version of this Policy including the *Procedural Rules for Hearings*, Appendix E.~~
- ~~6. Seating arrangements at the Hearing are at the discretion of the Chair. The Observer may not speak without invitation from the Chair. The Observer is not entitled to be present when the Tribunal members recess for discussion among themselves.~~
- ~~7. The Observer shall be provided with all the documentation available to the Grievor, subject to the Grievor's consent. This documentation shall be considered confidential and must be surrendered to the Chair at the close of the Hearing.~~
- ~~8. The Observer shall receive a confidential copy of the Tribunal Report.~~
- ~~9. After the Hearing is over the Observer should ask the parties separately, and outside of the presence of the Tribunal, if they were satisfied with the process followed and whether they wish to make any comment on the process.~~
- ~~10. The Observer shall write a report of the proceedings for the President of the Faculty Association using the *Observer Report on a Hearing* as provided by MUFA. They shall limit comment to procedural matters and take care not to quote either from confidential documents or utterances, unless it is absolutely necessary to do so to make a point concerning procedural issues.~~
- ~~11. The Observer report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the Policy by either party. The report should not be confidential, except that any quotations from confidential documents/utterances be confined to a confidential appendix to which only the Presidents of the University and of the Faculty Association should have access. If major procedural irregularities are noted by the Observer, the President of the Faculty Association should inform the President of the University.~~

APPENDIX [bB](#): RELATED POLICIES

This Policy is to be read in conjunction with the following policies, procedures, etc. Any question of the application of this Policy or related policies shall be determined by the Provost and Vice President (Academic), and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- [Career Progress/Merit Plan](#)
- [Code of Conduct for Faculty and Procedures for Taking Disciplinary Action](#)
- [Discrimination and Harassment Policy](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Faculty Association Observers at Hearings Policy](#)
- [Group Conflict and Senate Mediation Procedures](#)
- [Ontario Human Rights Code](#)
- *Removal policy (Section VI of the [Tenure and Promotion Policy](#))*
- [Research Integrity Policy](#)
- [Sexual Violence Policy](#)
- [Statement on Building an Inclusive Community with a Shared Purpose](#)
- [Statement and Guidelines on Inclusive Communications](#)
- *Suspension policy (Section V of the [Tenure and Promotion Policy](#))*
- *T&P Appeal (Section IV of the [Tenure and Promotion Policy](#))*
- [Violence in the Workplace, Policy on](#)
- [McMaster University Policy on Accessibility](#)



Policies, Procedures and Guidelines

Complete Policy Title:
**Code of Conduct for Faculty and
Procedure for Taking Disciplinary
Action**

Policy Number (if applicable):

Approved by:
**Senate
Board of Governors**

Date of Most Recent Approval:

TBD
September 14, 1994
December 8, 1994

Appendix B revised by Senate
Committee on Appointments

April 22, 1996

Date of Original Approval(s):
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April 22, 1996
December 8, 1994

Responsible Executive:
Provost and Vice-President (Academic)

Enquiries:
[Policy \(University Secretariat\)](#)

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Disciplinary Hearings~~

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DUTIES AND RESPONSIBILITIES OF FACULTY MEMBERS

1. Unless stated otherwise in the letter of appointment (and/or the annual contract, if applicable), faculty members have obligations to McMaster University in three areas: (a) teaching; (b) research, scholarly, or creative activities; and (c) university service.
 - a. Each faculty member is responsible for teaching effectively and in a conscientious manner. Without limiting the generality of this requirement, faculty members
 - will follow Senate and Graduate Council policies regarding course outlines, and will inform students of assignments and methods of evaluation;
 - will make themselves accessible to students for consultation, for instance, by posting and maintaining reasonable office hours;
 - will adhere to the published time-table in all but exceptional circumstances, and will take reasonable and appropriate steps to inform both students and the University of any necessary cancellation and rescheduling of instruction; and
 - will be conscientious in grading student assignments and commenting on theses in a timely fashion, and will adhere to the schedules for submission of grades and evaluations by Departments, Faculties, and the School of Graduate Studies.
 - b. Each faculty member will devote a reasonable proportion of time to research, scholarship, or creative work. All faculty members will make the results of such work accessible to their peers in the scholarly community, and, where appropriate, to the general public, through publications, lectures, and other means.
 - c. Each faculty member is responsible for participating in the life of the University, in its governance and administration. They will normally do so through participation in committees of the University, and/or by accepting a fair and reasonable share of the administrative responsibilities in their Department, their Faculty, and the University.
 - d. Each faculty member is responsible for conducting himself or herself in a professional and ethical manner towards colleagues, students, staff, and other members of the University community. Without limiting the generality of the foregoing, faculty members at McMaster University
 - will not infringe the academic freedom of their colleagues;
 - will not discriminate against any member of the University community on grounds prohibited by Ontario Human Rights Code;
 - will observe appropriate principles of confidentiality, particularly regarding students;



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- will, in their published work, whenever it is appropriate, indicate publicly the assistance of academic colleagues or students;
- will disclose conflicts of interest or other circumstances which may reasonably introduce or appear to introduce bias into any academic or administrative decision to which they may be a party; and
- will observe all of the published rules and policies of the University and its legislative bodies.

PROCEDURES FOR TAKING DISCIPLINARY ACTION

2. The procedures below describe four stages of disciplinary action, one or more of which might be initiated against faculty members who fail to meet their responsibilities as academic members of the University. It is envisaged that these disciplinary procedures will most often be applicable in the realms of teaching, research and university service, (e.g., repeated below par performance in regard to career progress merit, repeated refusal to accept committee responsibilities and the like). Should the Chair decide that the case falls within the jurisdiction of another University policy (such as human rights, sexual harassment, research ethics, and consulting), the procedures set out in those policies shall apply.
3. In the spirit of the Senate-approved "Terms of Reference for Department Chairs" it is also envisaged that in most cases the Department Chair will be the initiator of the disciplinary actions described below.
4. Whenever questions arise, either within or outside the Department, about the behaviour of a faculty member, the Department Chair should be so informed and he or she must take appropriate steps to satisfy him/herself that there is a problem, including talking with the faculty member on an informal basis, with a view to resolving the problem.
5. In certain situations, such as where the issue involves the conduct of the Department Chair or where the Department Chair is in a conflict of interest, it may be appropriate for the Faculty Dean to initiate the disciplinary procedure.
6. If at any stage in these procedures, the Faculty Dean feels compromised by an earlier involvement (e.g., if the Chair consults the Dean early in the process), the Dean shall appoint a delegate to carry out his or her responsibilities in Stage 3.



STAGE 1

7. When the Department Chair concludes that the behaviour or negligence of a departmental colleague requires correction and the application of this Code of Conduct, the Chair will so inform the colleague in writing and will invite the person concerned to discuss the problem with the Chair. The Chair should also invite a senior departmental colleague to be present, and the department member concerned shall be free to invite a faculty colleague also to be present.
8. On this occasion, the Chair will inform those present of the problem and of his/her proposals for its correction.
9. The Chair will make a note of the views expressed by those present on the matter under consideration and of the corrective measures which the faculty member is required to take. The Chair will also indicate a deadline by which he/she expects to see an improvement or issue a warning about the consequences of the inappropriate behaviour being repeated.
10. A copy of the Chair's note, with these details, shall be given to the faculty member concerned. The Chair will keep his/her note separate from the faculty member's personal file in the Department. Should the faculty member concerned refuse to cooperate or be present for these proceedings, they will continue nevertheless.

STAGE 2

11. Should the Chair have cause to believe that the problem continues after the deadline indicated during the initial discussion (Stage 1), the Chair shall draw up a formal letter of warning to the faculty member concerned. This letter shall state the nature of the unacceptable behaviour, take note of the previous discussion, describe the course of action that must be followed by the faculty member, and establish a new deadline. The Chair shall make clear to the faculty member concerned that should there be no improvement or correction by the new deadline, the Chair will refer the matter to the Dean of the Faculty (Stage 3).
12. The Chair shall send the letter by registered mail to the faculty member concerned and shall invite him or her to respond in writing.
13. A copy of the Chair's letter, with any response, shall be placed in the faculty member's personal file in the Department.
14. Should the faculty member involved refuse to cooperate or to be present, the process will continue in his/her absence and the Chair shall take whatever action he/she considers appropriate and so inform the faculty member.



STAGE 3

15. If the deadline stipulated in Stage 2 passes without, in the Chair's judgment, the problem being corrected, the Chair shall inform the Faculty Dean of the situation.
16. The Dean will invite the Chair, the faculty member concerned and an adviser of the latter's choice to discuss the matter. The Dean may also invite other University officers (e.g., Dean of Graduate Studies, Vice-President [Research], Director of Personnel Services) to be present, if he/she deems their presence would be relevant or appropriate.
17. If, after hearing from both parties, the Dean decides that the complaint lacks merit, she/he will inform both parties in writing and will instruct the Department Chair to destroy any relevant letters placed in the concerned faculty member's file.
18. If the Dean decides that the matter should be pursued, he/she may write one final letter of warning to the faculty member concerned or refer the matter to the Provost.
19. Should the Dean decide on a letter, this must clearly restate the nature of the unacceptable behaviour or negligence, indicate the steps necessary for its correction, and stipulate a deadline by which time the correction must be evident.
20. Should the Dean conclude, after the deadline has passed, that the problem still remains, she/he shall inform the faculty member concerned in writing that the matter is being referred to the Provost.
21. As in previous stages, Stage 3 will proceed even in the absence or non-cooperation of the concerned faculty member.
22. When the Dean refers a disciplinary matter to the Provost, either in lieu of the letter referred to in Stage 3, or because the deadline stipulated in Stage 3 has passed without, in the Dean's judgment, the problem being corrected, he or she shall provide the Provost with copies of all previous correspondence on the matter and shall also copy the letter of referral to the faculty member concerned. The letter of referral shall include a recommendation with respect to the disciplinary action the Dean believes should be taken against the faculty member.

STAGE 4

FACULTY DISCIPLINE BOARD AND DISCIPLINE TRIBUNAL

23. There shall be a Faculty Discipline Board, consisting of twelve tenured faculty members at the rank of professor. Members of the Board shall be appointed by Senate for staggered three-year terms, once renewable, effective July 1.

~~24.~~ If the Dean refers the matter to the Provost under the provisions of Stage 3,
~~25.~~

~~26-24.~~ the Provost shall proceed to establish a Faculty Discipline tribunal in accordance with the stipulations of clauses 26 and 28 below, and
i. ~~the Provost shall send a copy of the "Guidelines Concerning the Appointment and Department of Observers at Faculty Disciplinary Hearings" (Appendix B) to the faculty member concerned and request his or her consent to the presence of an Observer, as provided for in clause 29 below. If the faculty member consents, the Provost shall notify the McMaster University Faculty Association of its right to send an Observer, as specified in clause 29, and the Association shall inform the faculty member and the Secretary of the Senate who the Observer will be.~~

~~27-25.~~ The Provost, upon receiving from a Faculty Dean a letter of referral concerning a disciplinary matter (see clause 22), shall, through the University Secretariat, give the faculty member concerned an opportunity to respond in writing to the letter of referral. In compliance with the Faculty Association Observers at Hearings Policy, the University Secretariat shall send a copy of that policy to the faculty member and inform them of their right to decline the presence of an Association Observer and/or decline the Association Observer receiving a copy of the hearing record.

~~28-26.~~ The Provost shall also forward to the Dean and the faculty member (the parties to the Hearing) a list of the members of the Faculty Discipline Board and they shall be given the opportunity to express to the Provost, in writing, any objections they may have concerning any members of the Board. After careful consideration of any such objections, the Provost shall select the members of the Discipline Tribunal from among the members of the Board, in accordance with the requirements of clause 28. The Provost shall also designate which of the Board members shall serve as Chair of the Discipline Tribunal.

~~29-27.~~ When the Provost has decided upon the members and the Chair of the Discipline Tribunal, he or she shall so inform the Tribunal members, the parties to the Hearing and the Secretary of the Senate.

~~30-28.~~ The Discipline Tribunal shall consist of three members of the Faculty Discipline Board who do not have a conflict of interest; at least one of the three shall be from outside the Faculty of the person who is the subject of the Hearing.



~~31. Subject to the agreement of the faculty member who is the subject of the Hearing, the McMaster University Faculty Association shall be permitted to send an Observer to the Hearing described in clause 30. The Observer shall be entitled to receive all the documentation available to the faculty member concerned, subject to the consent of the faculty member. Such an Observer shall be non-participating and subject to the "Guidelines Concerning the Appointment and Department of Observers at Faculty Disciplinary Hearings" (Appendix B).~~

PROCEDURES FOR DISCIPLINARY HEARINGS

- a. The principles and procedures described in Appendix A shall apply to all proceedings before a Faculty Discipline Tribunal. Discipline Tribunals shall not be charged with investigative duties.
- b. At the Hearing, the onus shall be on the Faculty Dean to adduce evidence to satisfy the Discipline Tribunal that the alleged unacceptable behaviour or negligence has occurred.
- c. Parties to the Hearing may be advised or represented by a friend, colleague, or legal counsel (see also clause 35).
- d. Administrative support from the Discipline Tribunal will be provided through the Office of the Senate Secretariat.

DISCIPLINE TRIBUNAL DECISION

~~32-29.~~ The Discipline Tribunal shall report in writing to the Provost within 120 days of being struck, except in extraordinary circumstances or unless circumstances clearly warrant a longer period.

~~33-30.~~ The report shall be copied to the parties to the Hearing, to those members of the Faculty Appointments Committee not involved in the Hearing, and to any other individuals the Discipline Tribunal deems appropriate.

~~34-31.~~ The report shall include:

- a. the membership of the Discipline Tribunal;
- b. the background of the case, including the nature of the alleged unacceptable behaviour or negligence;
- c. a summary of the cases of the parties to the Hearing;
- d. the Tribunal's majority findings [This section shall clearly indicate which allegations(s) of unacceptable behaviour or negligence is (are) supported and which is (are) not]; and
- e. the Tribunal's majority recommendation(s) and the reasons for the recommendation(s).



35-32. The Discipline Tribunal may recommend:

- a. that no disciplinary action against the faculty member is warranted; or
- b. such disciplinary action as the Discipline Tribunal deems appropriate.
Such disciplinary action may include, but is not limited to:
 - i. instruction to the appropriate administrative officers and/or committees that they take the findings of the Discipline Tribunal into consideration when the individual is next considered for career progress/merit increases;
 - ii. instruction to the appropriate administrative officers and/or committees that they take the findings of the Discipline Tribunal into consideration when the individual is next considered for promotion, if applicable;
 - iii. a recommendation to the President that the faculty member be suspended, with or without pay, for a specified period, in accordance with relevant University policies;
 - iv. a recommendation to the President that the appropriate procedures for removal be initiated, in accordance with existing University policies.

The disciplinary action recommended by the Discipline Tribunal should be proportional to the severity of the unacceptable behaviour.

It is expected that the Tribunal will reach a unanimous or a majority decision regarding the disciplinary action to be recommended. If it cannot, then the following procedure shall be followed. Two members of the Discipline Tribunal, neither of whom is the Chair, shall each submit in writing to the Chair of the Tribunal the disciplinary action he or she believes is appropriate. The Chair shall select one of the two proposals as the Tribunal's recommendation.

36-33. If no disciplinary action is recommended by the Discipline Tribunal, the Tribunal shall decide what portion of any reasonable legal expenses incurred by the faculty member shall be borne by the University.

37-34. Decisions of the Discipline Tribunal are binding and cannot be appealed.

38-35. Within ten days from receipt of the report from the Discipline Tribunal the Provost shall, if the Tribunal has recommended disciplinary action, forward the report to the President.

39-36. The President, upon receipt of the Discipline Tribunal's report, shall promptly implement the recommendations of the Tribunal, as appropriate within the terms of existing University policies and/or contractual obligations.



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CONFLICT OF INTEREST

40-37. The Faculty Dean and the Provost shall undertake to avoid conflicts of interest at the respective levels of these proceedings. Any changes required to preserve arm's length dealing supersede the requirements of these procedures. Should the Faculty Dean or Provost not be at arm's length from the matter under these proceedings, the Dean of Graduate Studies shall act for the Dean and the Vice- President (Research) shall act for the Provost. Should the Dean of Graduate Studies or Vice-President (Research) not be at arm's length, the President shall appoint a Faculty Dean not otherwise involved in the proceedings to serve in his or her place.



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APPENDIX A

PROCEDURAL RULES FOR A DISCIPLINARY HEARING

1. The Statutory Powers Procedure Act, R.S.O. 1990, (SPPA) establishes minimum rules by which certain tribunals must proceed, to ensure that the rules of natural justice have been observed. These rules are divided into two separate parts: (1) persons whose rights are to be affected by the decision being taken have a right to be heard before that decision is taken, and (2) a person has the right to have his or her case decided by an unbiased decision-maker.
2. Faculty Discipline Tribunals established under this policy must incorporate these principles in their procedures in order to satisfy the requirements of being fair to the parties before them.
3. Because the SPPA provides fundamental rules, rather than a detailed set of procedures for the conduct of hearings, tribunals have some discretion to establish the actual manner in which the hearing will be conducted. However, nothing in this document should be interpreted to mean that the parties involved have given up any rights under the SPPA.
4. All Discipline Tribunals convened under this policy shall follow the procedures detailed below.

PARTIES TO A HEARING

5. Parties to Hearings shall include:
 - a. the Faculty Dean who referred the matter to the Provost; and
 - b. the faculty member who is the subject of the Dean's referral (hereinafter called "the respondent").

HEARINGS

6. Hearings are normally open to the public, but any party to the Hearing may request a closed Hearing. The possible disclosure of certain matters may indicate the need for a closed Hearing, such as matters of public security, intimate financial or personal details, or other matters that may have a substantially adverse effect on the interest of any person or on the public interest.

If a request by a party or the parties to the Hearing to close the Hearings is made prior to or during the hearing of a case, the Chair of the Discipline Tribunal shall close the Hearing for the purpose of discussing the request. After listening to the



arguments for closing, the Tribunal shall decide whether, in accordance with Section 9(1) of the Statutory Powers Procedure Act, sufficient cause for closing exists. If not, the Hearing will be re-opened.

7. An attempt shall be made to schedule the Hearing(s) at a time and place convenient for the Discipline Tribunal and for the parties to the Hearing. However, any party whose reasons for absence are not considered valid by the Discipline Tribunal Chair, or whose absence may cause unreasonable delay, shall be notified that the Tribunal will proceed in the party's absence.
8. The Hearing(s) shall be commenced as soon as possible following the appointment of the Discipline Tribunal. Each party to the Hearing shall be sent a Notice of Hearing.
9. Prior to the Hearing, members of the Discipline Tribunal shall be provided with the letter of referral from the Faculty Dean to the Provost, together with all attachments, and with the written response (if any) from the respondent.
10. Parties to the Hearing shall be given the opportunity to submit written or other documentary evidence prior to the Hearing and any such evidence shall be made available or be accessible to the members of the Discipline Tribunal and to all parties prior to the Hearing.
11. Members of the Discipline Tribunal must not hear evidence or receive representations regarding the substance of the case other than through the procedures described in this Appendix.

THE ORDER OF THE HEARING

12. a. The Chair's opening statement shall:
 - i. identify the parties,
 - ii. identify the nature of the case, and
 - iii. list the evidence already before the Discipline Tribunal.
- b. The Faculty Dean is the first party heard.
 - i. This party's opening statement shall contain a brief description of his/her case, including what he/she believes is the faculty member's alleged unacceptable behaviour.
 - ii. This party will then present his/her evidence relating to the alleged unacceptable behaviour, which may include any or all of the following:
 - a. his/her oral testimony;
 - b. oral testimony of his/her witnesses; and



- c. documents or other written evidence in support of this testimony.
 - iii. Questioning of this party and his/her witnesses by the Respondent and/or by the Discipline Tribunal occurs at the close of each person's testimony.
- c. The Respondent then presents his/her case.
 - i. The opening statement of the Respondent shall contain:
 - a. a brief reply to the first party's claims; and
 - b. the main arguments of his/her defense.
 - ii. The Respondent will then present his/her evidence to support his/her defense, which may include any or all of the following:
 - a. his/her oral testimony;
 - b. oral testimony of his/her witnesses; and
 - c. documents or other written evidence in support of this testimony.
 - iii. Questioning of the Respondent and his/her witnesses by the first party and/or by the Discipline Tribunal occurs at the close of each person's testimony.
- d. The Faculty Dean has the right to offer testimony and call witnesses or other evidence in reply to the issues raised in the Respondent's case. Only arguments or evidence related to evidence of the Respondent can be introduced by the Faculty Dean at this stage.

AFTER THIS POINT IN THE HEARING, NO NEW ARGUMENTS OR EVIDENCE MAY BE INTRODUCED.
- e. The parties are entitled to make closing arguments, and to summarize briefly the main points of their cases, in the following order:
 - i. Faculty Dean,
 - ii. Respondent,
 - iii. Faculty Dean.
- f. The Discipline Tribunal may alter the order described in sub-sections (a) to (e) above in the interest of fairness to any or all of the parties.

THE EVIDENCE

13. Parties to the Hearing have the right to present evidence in support of their case to the Discipline Tribunal and to see any written or documentary evidence presented to the Tribunal.
14. The Discipline Tribunal has the power to require production of written or documentary evidence by the parties or by other sources.

WITNESSES

15. A person appearing before the Discipline Tribunal may be required to give evidence under affirmation or oath.
16. Parties to the Hearing have the right to call, question and cross-examine witnesses.
17. The Discipline Tribunal has discretion to limit testimony and questioning of witnesses to those matters it considers relevant to the disposition of the case.
18. Parties are responsible for producing their own witnesses and for paying the costs associated with their appearance before the Discipline Tribunal (see also, clause 35 in the main policy).
19. The Discipline Tribunal Chair has the power to compel a witness to attend, and parties may request the Chair's aid in this regard.
20. Witnesses normally are present in the hearing room only during the time they are testifying.

DELIBERATIONS BY THE DISCIPLINE TRIBUNAL

21. Following the formal Hearing(s), the Discipline Tribunal shall deliberate in closed session. The Tribunal shall have the right to engage independent legal counsel to aid it in internal legal discussions.

DISCIPLINE TRIBUNAL DECISION

See main policy, clauses 31 to 38.



APPENDIX B

GUIDELINES CONCERNING THE APPOINTMENT AND DEPARTMENT OF OBSERVERS AT FACULTY DISCIPLINARY HEARINGS

1. ~~As described in clause 29 of the Code of Conduct for Faculty (referred to below as the "Procedures"), the McMaster University Faculty Association is permitted, subject to the consent of the faculty member who is the subject of the disciplinary hearing, to send an Observer to the hearing described in clause 30 of the Procedures.~~
2. ~~The function of the Observer is to allow the Faculty Association to monitor the workings of these Procedures. It is the role of the Observer to comment in the Report on the adequacy of the procedures, with a view to making recommendations to improve relevant policies, not to comment in the Report on the conduct or the judgement of the tribunal.~~
3. ~~As outlined in clause 24 (ii) of the Procedures, the Provost shall send a copy of these guidelines to the faculty member concerned when a Disciplinary Hearing is initiated and shall ask the faculty member in writing (with a copy to the McMaster University Faculty Association) whether the faculty member consents (a) to the presence of a Faculty Association observer, and (b) if so, to all the documentation being provided to the Observer. The Provost shall notify the Faculty Association and the Secretary of the Senate of the faculty member's response. If the faculty member consents to the presence of an Observer, the Association shall inform the faculty member and the Secretary of the Senate who the Observer will be.~~
4. ~~The Observer does not attend on behalf of the faculty member. That function is fulfilled by counsel or by an agent chosen by the faculty member, if desired. Nor does the observer attend on behalf of the President of the University. The Observer nominated by the Faculty Association should be an active or retired member of the Association and should be at "arm's length" from the case.~~
5. ~~The Observer must be familiar with the Code of Conduct for Faculty (including these guidelines) and should carry a copy of the document to the Hearing.~~
6. ~~Seating arrangements at the Hearing are at the discretion of the Chair. The Observer may not speak without an invitation from the Chair.~~
7. ~~The Observer shall be provided with all the documentation available to the faculty member, subject to the faculty member's consent. This documentation shall be considered confidential. It shall be surrendered to the Chair at the close of the Hearing.~~

- ~~8. The Observer is not entitled to be present when the Discipline Tribunal members recess for discussion among themselves.~~
- ~~9. The Observer shall receive a confidential copy of the document in which the Discipline Tribunal reports its decision to the Provost.~~
- ~~10. After the Hearing is over, the Observer should ask the parties separately if they were satisfied with the procedures followed, and whether they wish to comment on them.~~
- ~~11. The Observer shall then write a report of the proceedings for the President of the McMaster University Faculty Association using the attached form. The Observer shall limit comment to procedural matters and take care not to quote either from confidential documents or confidential utterances, unless it is absolutely necessary to do so to make a point concerning procedural issues. The Observer's report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the procedures by either party. The Observer's report should not be confidential, except that any quotations from confidential documents or confidential utterances should be confined to a confidential appendix to which only the Presidents of the University and of the Faculty Association should have access. If major procedural irregularities are noted by the Observer, the President of the Faculty Association should inform the President of the University.~~

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Research Integrity Policy

Policy Number (if applicable):

Approved by:
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Responsible Executive:
Vice President (Research)

Enquiries:
[University Secretariat](#)

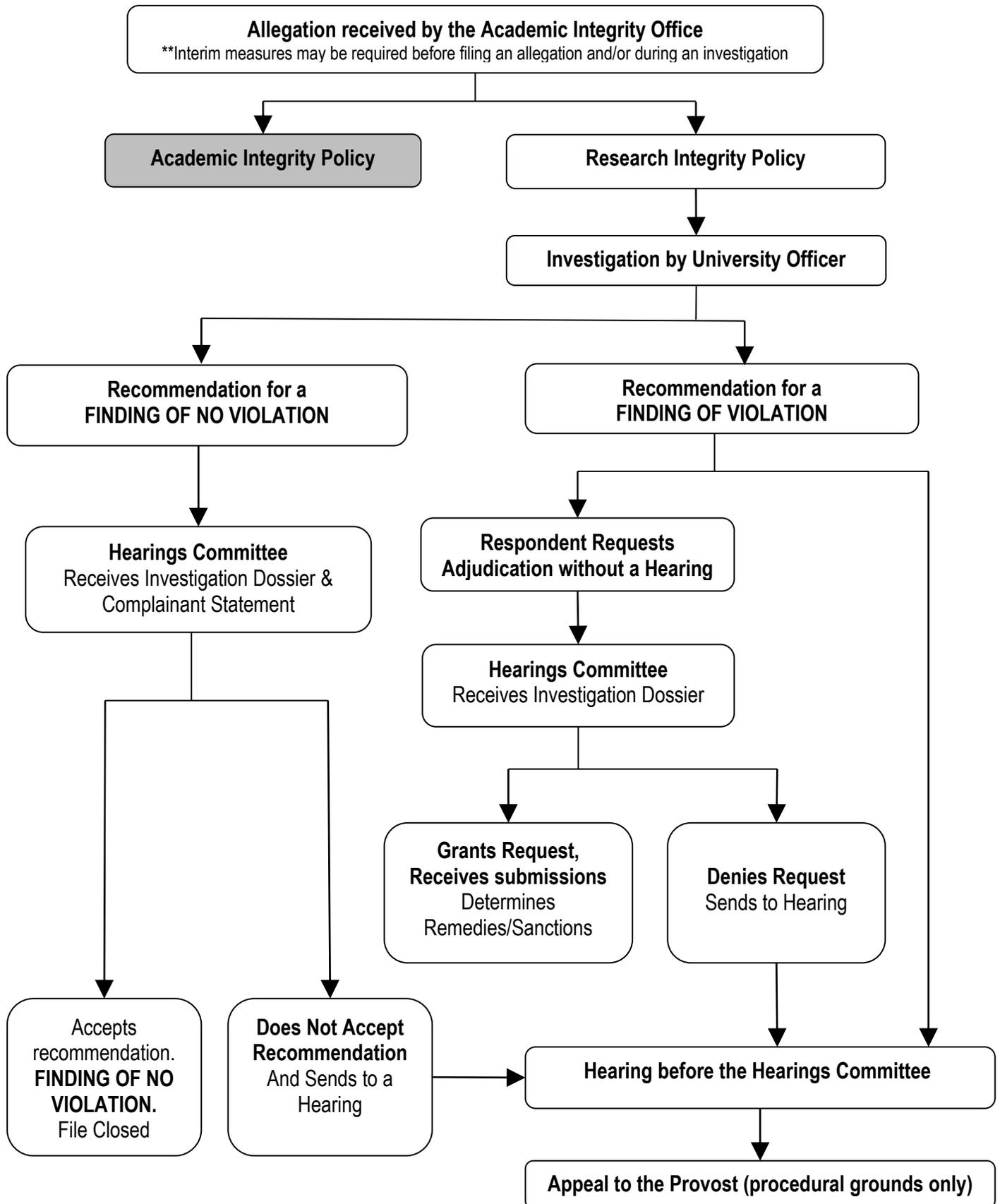
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SECTION I: INTRODUCTION

PREAMBLE

1. The University states unequivocally that it demands research integrity from all of its members. Research misconduct, in whatever form, is ultimately destructive to the values of the University and society; furthermore, it is unfair and discouraging to those who conduct their research with integrity.
2. This Policy applies to all institutional personnel. "**Institutional Personnel**" means faculty, postdoctoral fellows, graduate students, undergraduate students, and other research support staff and any other personnel, including senior administrators, involved directly or indirectly in research, including, but not limited to, research associates, technical staff, adjunct professors, librarians, visiting professors, volunteers, observers, and institutional administrators and officials representing McMaster University.
3. University research requires the individual integrity of all institutional personnel. Researchers at McMaster demonstrate integrity in many ways, including the following:
 - they practice intellectual honesty in the process of acquiring and extending knowledge.
 - they adhere to ethical requirements in their research.
 - they acknowledge fully the work of others by providing appropriate references in papers, essays and the like and by declaring the contributions of co-investigators. Researchers do not take credit that is not earned.
 - they strive to ensure that others are not put at an unfair disadvantage in their pursuit of knowledge. they do not withhold material that should rightly be available to all.
4. Any allegation of research misconduct will be processed in accordance with this Policy, which aligns with the principles and requirements of the [Tri-Agency Framework: Responsible Conduct on Research](#). The term Tri-Agency, when used in this document, refers to the funding agencies: Canadian Institutes of Health Research (CIHR); Natural Sciences and Engineering Research Council of Canada (NSERC); and the Social Sciences and Humanities Research Council of Canada (SSHRC).
5. Where institutional and/or policy jurisdiction is unclear the procedures outlined in [Appendix E: Jurisdiction](#) and [Appendix D: Jurisdiction](#) will be followed. Policies are already in place governing research with human and animal subjects. This document is not intended to supersede them.
6. For the purpose of interpreting this document, words in the singular may include the plural and words in the plural may include the singular.

RESEARCH

7. Research is an undertaking, or a commitment to an undertaking, intended to extend knowledge through a disciplined inquiry or systematic investigation. This definition of research in this policy includes, but is not limited to, the following scholarly activities:
 - a) the preparation and publication, in either traditional or electronic format, of scholarly books, articles, reviews, translations, critical editions, bibliographies, textbooks, and pedagogical materials;

- b) creative works in drama, music and the visual arts (including recordings, exhibitions, plays and musical compositions, which may take form as remixes, homages or parodies);
 - c) literary works in prose, poetry, and drama; and
 - d) contract research and consultancy contracts.
8. Students (graduate and undergraduate) are often involved in research as part of their academic work, employment, and/or volunteering activity. Research by students may lead to academic credit, payment, and/or academic merit (e.g. reference letters, publications, etc.).

RELATED POLICIES

9. This document is to be read in conjunction with the following policies, statements, and collective agreements. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):
- [Academic Integrity Policy](#)
 - [Care and Use of Animals in Research and Teaching, Policy on](#)
 - [Charitable Giving Policy](#) (Donations to Research Accounts)
 - [Conflict of Interest in Research, Statement on](#)
 - [Consulting Policy and Procedures, Statement on](#)
 - [Dishonest or Fraudulent Activities Related to Funds or Property Owned by or in the Care of McMaster University](#)
 - [Faculty Association Observers at Hearings Policy](#)
 - [Financial Procedure for Research Grants](#)
 - [Fraud Policy](#)
 - [Indirect Costs Associated with Research Funding from the Private Sector, Policy on](#)
 - [Internally Sponsored Research Accounts](#)
 - [Joint Intellectual Property Policy](#) – (McMaster University, Hamilton Health Sciences and St. Joseph's Healthcare Hamilton)
 - [McMaster University Revised Policy and Regulations With Respect To Academic Appointment, Tenure And Promotion \[2012\]](#) Tenure and Promotion Policy
 - [Ownership of Student Work](#)
 - [Research Accounts Policy](#)
 - [Research Ethics at McMaster University, Policy on](#)
 - [Research Involving Human Participants, Policy Statement on](#)
 - [Research Residuals Policy](#)
 - [RMM #801 – Field Trip and Electives Planning and Approval Program](#) (Safety During Academic or Research Field Work)
 - [Tri-Agency Framework: Responsible Conduct of Research](#)
 - [Tri-Agency Policy Statement: Ethical Conduct for Research Involving Humans](#) (TCPS 2)
 - [Use of University Facilities for Non-Academic Purposes, Policy on](#)
 - [Ph.D. Supervision at McMaster University](#)

SECTION II: ROLES & RESPONSIBILITIES

INSTITUTIONAL PERSONNEL

10. All institutional personnel are responsible for:
 - a) contributing to maintaining a culture of research integrity in all aspects of academic life;
 - b) participating in education and training programs when appropriate;
 - c) reporting incidents/concerns of potential research misconduct to the Office of Academic Integrity; and
 - d) participating in investigations under this Policy, if requested to do so.

RESEARCHERS

11. A Researcher is involved in an undertaking to extend knowledge through a disciplined inquiry or systematic investigation.
12. Responsibilities of Researchers include¹, but are not limited to:
 - a) Rigour: Scholarly and scientific rigour in proposing and performing research; in recording, analyzing, and interpreting data; and in reporting and publishing data and findings;
 - b) Record-keeping: Keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agreement, policies at McMaster University, laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others;
 - c) Accurate referencing: Referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including but not limited to theories, concepts, data, source material, methodologies, findings, graphs and images;
 - d) Authorship: Including as authors, with their explicit consent, all those and only those who have materially and/or conceptually contributed to, and who accept responsibility for, the contents of the publication or document, in a manner consistent with their respective contributions, and authorship policies of relevant publications and/or academic or professional societies;
 - e) Acknowledgement: Acknowledging appropriately all those and only those who have contributed to research, in addition to authors, all contributors and contributions to research, including writers, funders and sponsors; and
 - f) Conflict of interest management: Appropriately identifying and addressing any real, potential or perceived conflict of interest, in accordance with the [Statement on Conflict of Interest in Research](#).

Applying for and Holding External Funding

13. Applicants and holders of grants and awards shall provide true, complete and accurate information in their funding applications and related documents and represent themselves, their research and their

¹ This language (clauses 17-23) is based on the *Tri-Agency Framework: Responsible Conduct of Research* (2011), and will be revised as required to remain consistent with that document.

accomplishments in a manner consistent with the norms of the relevant field. This includes certifying when necessary that they have no findings for a breach of responsible conduct of research policies such as ethics, integrity or financial management policies that would make them ineligible to apply for and/or hold funds from Tri-Agency funding sources or any other research or research funding organization world-wide.

14. Principal funding applicants must ensure that others listed on the application have explicitly agreed to be included.

Management of Grant and Award Funds

15. Researchers are responsible for using grant or award funds in accordance with relevant policies, including the *Tri-Agency Financial Administration Guide* and Agency grants and awards guides; and for providing true, complete and accurate records and information on documentation for expenditures from grant or award accounts.

Requirements for Certain Types of Research

16. Researchers must comply with all applicable requirements and legislation for the conduct of research, including, but not limited to:
 - a) Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans ([TCPS 2](#));
 - b) Canadian Council on Animal Care Policies and Guidelines;
 - c) Agency policies related to the Canadian Environmental Assessment Act;
 - d) Licenses for research in the field;
 - e) Laboratory Biosafety Guidelines;
 - f) Controlled Goods Program;
 - g) Canadian Nuclear Safety Commission (CNSC) Regulations; and
 - h) Canada's Food and Drugs Act.

Rectifying a Breach of Policy

17. Researchers who become aware they may have violated the expectations of a research policy are expected to be proactive in rectifying the situation, for example, by correcting the research record, providing a letter of apology to those affected, and/or repaying funds.

SUPERVISORS

18. For the context of this policy there are **two types** of Supervisor which are not mutually exclusive:
 - a) an **Academic** supervisor oversees the academic work of a student, the most common example being a faculty member overseeing a graduate student's academic and research progress;
 - b) an **Employment** supervisor is any faculty or staff member acting in their capacity as **supervisors** within a Faculty, Academic Department, and/or Workplace. They oversee the work of an employee,

which includes, but is not limited to, a faculty member overseeing a Post-Doctoral fellow / technician / undergraduate or graduate student performing research in the faculty member's laboratory.

19. Supervisors are expected to be competent researchers and are expected to understand the demands of ethical conduct of research and reporting research results. Supervisors provide direction on good research practices and serve as a mentor and example through their own research activities and their supervision of others. A Supervisor's duties include, but are not limited to:
 - a) providing an adequate degree of oversight which identifies deviations from acceptable practice in a timely fashion;
 - b) taking appropriate steps to address research integrity concerns when they come to their attention;
 - c) reporting research misconduct allegations when they come to their attention;
 - d) supporting and protecting any employee or student who, in good faith, reports a potential violation of the *Research Integrity Policy*;
 - e) cooperating during Investigations, and in the implementation of Interim Measures, and/or Sanctions;
 - f) completing all required training and ensuring that the individuals under their supervision are trained appropriately on:
 - (i) the [RMM 300 Health and Safety Training Program](#);
 - (ii) the *Research Integrity Policy* and the relevant related policies; and
 - (iii) the acceptable methods for undertaking research and reporting it.
 - g) keeping records of training on the *Research Integrity Policy* for the institutional personnel under their supervision;
20. In an academic research setting a supervisor has specific duties. The failure to fully execute their duties as supervisor may result in a degree of responsibility for any research misconduct committed by individuals under their supervision.

GRADUATE STUDENTS

21. Under this policy, a person is considered a graduate student if enrolled either part-time or full-time in a graduate studies program at the time of an alleged research misconduct violation. Graduate students, having been deemed admissible to higher studies, are expected to be competent in the acknowledgement of other people's work, whether that work is in print, or electronic, or other media.
22. Graduate education concentrates on the formation of appropriate research skills and prepares students to undertake independent inquiry. All graduate students are responsible for familiarizing themselves with the definitions of research integrity and research misconduct in the University policies.

OFFICE OF ACADEMIC INTEGRITY

23. The Office of Academic Integrity is the administrative office responsible for the receipt and processing of allegations of misconduct at the investigation stage, and for providing procedural advice and

administrative support for University Officers. This Office participates in planning, assisting and coordinating appropriate research integrity education and research misconduct prevention activities.

24. The Office of Academic Integrity assists all those conducting research under the auspices of McMaster University, with matters of research integrity, and provides policy and procedural guidance in addressing research misconduct concerns and/or allegations.

UNIVERSITY OFFICER

25. The term “University Officer” as defined in [Appendix B](#) and used in this Policy, refers to the individual responsible, with support and resources provided by the Office of Academic Integrity, for investigating allegations of research misconduct in a timely manner, as appropriate in the circumstances.
26. The University Officer is also responsible for presenting the investigation results at the Hearing and reporting to the appropriate administrative officer any reports of reprisals or threats of reprisals that come to their attention.

UNIVERSITY SECRETARIAT

27. The University Secretariat is the administrative office responsible for the scheduling and holding of hearings before the Hearings Committee and for the training of Hearings Committee members.

VICE-PRESIDENT (RESEARCH)

28. The Vice-President (Research) is the decision-maker responsible for determining what, if any, Interim Measures are required at any stage of a research misconduct allegation, and overseeing the communication, implementation, and review of such measures.

ADMINISTRATION

29. The term “Administration”, as used in this Policy, refers to individuals and entities responsible for the University’s research endeavours. A non-exhaustive list includes: Chairs; Directors of Schools and Programs; Associate and Assistant Deans; Deans; Research Office for Administration, Development & Support (ROADS); Health Research Services (HRS); the Vice-Provost (Faculty); the Vice-President (Research); the Provost; and the Senate.
30. Administrators are responsible for developing and updating policies and procedures related to maintaining the research integrity of the University community and providing the resources required to support these activities. In addition, they are responsible for promoting awareness of what constitutes the responsible conduct of research, including the relevant granting agency requirements, and providing resources so that members of the University are able to function with the highest standards of integrity, accountability, and responsibility in their research pursuits. Activities may include disseminating information about the expectations for research integrity and providing education on the responsible conduct of research.

SECTION III: POLICY VIOLATIONS

POLICY VIOLATIONS

31. Research Misconduct² is the failure to comply with this Policy and/or any Tri-Agency policy, throughout the life cycle of a research project (from application for funding to the conduct of the research and the dissemination of research results).
32. Research Misconduct **includes but is not limited to the following**, in the proposing, conducting or reporting of scholarly activity:
- a) Falsification of Credentials: Misrepresenting qualifications, awards and/or achievements, misrepresenting the status of publications, reporting non-existent work.
 - b) Fabrication: Making up data, source material, methodologies or findings, including graphs and images.
 - c) Falsification: Manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without accurate disclosure and which could result in inaccurate findings or conclusions.
 - d) Suppression: Failing to take timely and pro-active steps to publish corrections or retractions to a researcher's previous results when a significant error or deficit is identified in such work after publication.
 - e) Destruction of Research Records: The destruction of one's own or another's research data or records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards.
 - f) Plagiarism: Presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and/or proper acknowledgement and, if required, without permission. All material, including information from the internet, anonymous material, copyright material, published and unpublished material and material used with permission, must be properly acknowledged. Direct quotations of text or material must distinguish the text or material that has been taken from the other source. Directly quoted material is normally identified by indentation, italics, quotation marks or some other formatting change. Expression in one's own words of an idea, concept or interpretation that one has obtained from another source, must be identified and attributed in a similar manner. All direct and indirectly quoted material requires a reference or footnote in the text and full citation in the references and/or bibliography, in accordance with the standards appropriate to the discipline.

² This language (clause 31 a-p) is based on the *Tri-Agency Framework: Responsible Conduct of Research* (2011), and will be revised as required to remain consistent with that document.

- g) Self-plagiarism and/or Redundant Publications: Republishing one's own previously published work or part thereof, including data, in the same or another language, without adequate acknowledgment of the source/original publication and/or justification.
- h) Invalid Authorship: Inaccurately attributing authorship, including attribution of authorship to persons other than those who have contributed sufficiently to take responsibility for the intellectual content, or agreeing to be listed as author to a publication for which one has made little or no material contribution. "Ghostwriting" is one form of invalid authorship where an author or authors represent themselves as having been responsible for the creation of scholarly work when in fact major contributions have been prepared by an unacknowledged author or authors.
- i) Inadequate Acknowledgement: Failing to appropriately recognize the contributions of others in a manner consistent with their respective contributions and authorship policies of relevant publications.
- j) Mismanagement of Conflict of Interest: Failing to appropriately manage any real, potential or perceived conflict of interest, in accordance with the *McMaster University's Statement on Conflict of Interest in Research*, such as:
- (i) failure to reveal any material conflict of interest to the sponsors or to those who commission work or when asked to undertake reviews of research grant applications or manuscripts for publication, or to test products for sale or distribution to the public; or
 - (ii) failure to reveal to the University any material financial interest in a company that contracts with the University to undertake research, particularly research involving the company's products. Material financial interest includes ownership, substantial stock holding, a directorship, significant honoraria or consulting fees, but does not include routine stock holding in a large publicly traded company.
- k) Abuse of Confidentiality: Failing to respect the confidentiality of information and ideas taken from grant applications or manuscripts being reviewed or discussions held in confidence.
- l) Abuse of Authority: Intimidating or exploiting subordinates in a research context that encourages, influences or coerces the subordinate to themselves commit or be complicit in an instance of research misconduct.
- m) Misrepresentations to Funding Agencies:
- (i) Providing incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report.
 - (ii) Applying for and/or holding a funding agency award or receiving funds indirectly when deemed ineligible by one or more of the Tri-Agencies or any other research or research funding organization world-wide for reasons of breach of responsible conduct of research policies such as ethics, integrity or financial management policies.
 - (iii) Listing of co-applicants, collaborators or partners without their explicit agreement.
- n) Mismanagement of Research Funds: Using research funds (internal, external, and/or Tri-Agency) for purposes inconsistent with the policies of the funding agency/sponsor/institution; misappropriating funds; contravening financial policies (including External Research Sponsor financial policies and/or

Tri-Agency financial policies - namely the *Tri-Agency Financial Administration Guide*, Tri-Agency grants and awards guides); or providing incomplete, inaccurate or false information on documentation for expenditures from research funds accounts.

- o) Breaches of Agency Policies or Requirements for Certain Types of Research: Failing to meet funding agency policy requirements or, failing to comply with relevant policies, laws or regulations, for the conduct of certain types of research activities; failing to obtain appropriate approvals, permits or certifications before conducting these activities.
- p) Non-compliance with the Research Ethics Board Policies and Procedures: Conducting research with human participants without research ethics clearance obtained from the McMaster Research Ethics Board (MREB) or the Hamilton Integrated Research Ethics Board (HIREB); carrying out research with human participants in a manner that was not approved by MREB or HIREB; failing to submit an amendment or revision to a research protocol involving human participants originally approved by MREB or HIREB; failing to submit an annual status report to MREB or HIREB for a research protocol approved by MREB or HIREB.

REMEDIES AND SANCTIONS

- 33. The Hearings Committee shall order remedies and recommend sanctions based on the merits of the case and proportional to the severity of the violation. If there are mitigating and/or contextual factors in determining/implementing the remedy/sanction, the reasons shall be clearly articulated by the Hearings Committee.
- 34. The existence of any previous findings of research misconduct will be taken into account when remedies and sanctions are determined, and the severity of remedies/sanctions may be greater as a result. Remedies and sanctions may be used independently or in combination for any single violation and may be varied according to what the Hearings Committee considers appropriate.
- 35. Remedies and sanctions for research misconduct may have other consequences for the Respondent (e.g. the Tri-Agency may impose their own sanctions, such as the withdrawal of funds). These possible additional consequences shall not be a factor when deciding on remedies/sanctions; the remedies/sanctions are decided based on the merits of the case.
- 36. Regardless of the remedies ordered and/or the sanctions recommended, the Hearings Committee does not have the power to limit disclosure of the sanctions or findings to the appropriate granting council or agency.

Remedies

- 37. Remedies may include, but are not limited to:
 - a) ordering the Vice-President (Research) to issue a letter of concern to the researcher. The Hearings Committee will identify any additional recipients, whether the letter is to be placed in the researcher's file in the Faculty Dean's office and the retention period of the letter in the file;
 - b) ordering the Vice-President (Research) to issue a letter notifying any External Research Sponsors of the

findings. The Hearings Committee will identify whether the letter is to be placed in the researcher's file in the Faculty Dean's office and the retention period of the letter in the file;

- c) ordering the researcher to correct the research record;
- d) ordering the researcher to withdraw all pending relevant publications;
- e) ordering the researcher to notify publishers of publications in which the relevant research was reported;
- f) ordering the researcher to notify co-investigators and collaborators of the finding(s);
- g) ordering the Vice-President (Research) to issue a letter to affected parties notifying them of the finding; and
- h) recommending to the Vice-President (Research) and/or the President, any other action the Hearings Committee deems appropriate

Sanctions

38. Sanctions may include, but are not limited to:

- a) recommending the Vice-Provost and Dean of Graduate Studies restrict (e.g. requiring co-supervision of graduate students for a specified period) or remove the faculty member's privileges for the academic supervision of graduate students for a specified period, in accordance with the policy [Ph.D. Supervision at McMaster University](#);
- b) recommending the Vice-President (Research) issue reports to appropriate administrative officers and/or committees considering tenure, permanence, and/or promotion, for inclusion in the faculty member's tenure, permanence, and/or promotion dossier, for a specified period of time;
- c) recommending the Vice-President (Research) issue reports to appropriate administrative officers and/or committees considering career progress/merit awards, and the retention period of the letter in the file;
- d) recommending the Vice-President (Research) withdraw specific research privileges from the research for a specified period;
- e) recommending the Vice-President (Research) arrange for special monitoring or modification of research work for a specified period;
- f) recommending to the Senate the rescinding of a degree;
- g) recommending to the Senate the revocation of a title;
- h) for staff or faculty **Recommendation for Suspension**, as applicable;
- i) for staff or faculty, **Recommendation for Dismissal or Recommendation for Removal**, as applicable; and
- j) **for Students only**, ordering any of the sanctions in the [Academic Integrity Policy](#). These include, but are not limited to: transcript notation, suspension, and expulsion.

SECTION IV: PROCEDURAL GUIDELINES

CONFIDENTIALITY

39. Confidentiality shall be enjoined on the University Officer and all institutional personnel involved in the Investigation and/or Hearing. This does not preclude the discreet disclosure of information in order to elicit the facts of the case or as required by law which includes compliance with a summons or order from another administrative tribunal or court.
40. The University Officer and institutional personnel working in concert with the University Officer will be subject to administrative disciplinary action for inappropriate breaches of confidentiality on their part.
41. Public reports or statements may be issued identifying the Respondent in the following circumstances:
 - a) at the request of the Respondent when the Hearings Committee has accepted the conclusions of the Investigation Report that there has been No Violation of the Policy; or
 - b) following a Hearing, when a Respondent is exonerated and wishes that fact to be known publicly; or
 - c) following a Hearing, when the Hearings Committee has found that the Respondent has Violated the Policy.
42. Complainants and/or affected parties may receive information about the outcome and/or any sanctions/remedies that have a direct impact on them, within the constraints of relevant legislation
43. Where required by a professional licensing body, the results of the Hearing may also be communicated to that professional licensing body.
44. The University, and its employees and agents, will protect personal information and handle records in accordance with the [Freedom of Information and Protection of Privacy Act](#) and the [Personal Health Information Protection Act](#).

PROTECTION FROM REPRISAL

45. The University prohibits reprisal or threats of reprisal against any member of the University who makes use of this Policy or participates in proceedings held under its jurisdiction (including the University Officer, and the members of the Hearings Committee). An individual who believes they are the subject of a reprisal or threat of reprisal shall report this to the Academic Integrity Officer. Any individual found to be making such reprisals or threats will be subject to appropriate disciplinary action.

ADVISOR / REPRESENTATION

46. Respondents may be accompanied by an advisor or counsel at any stage of the procedures outlined in this Policy (see [Appendix H: Glossary of Terms](#)[Appendix G: Glossary of Terms](#)). The advisor or counsel may be present during Investigation interviews but may not participate as a representative. The advisor or counsel may represent the party at the Hearing. The costs of any accompaniment or representation are to be borne by the party.

FRIVOLOUS OR VEXATIOUS COMPLAINTS

47. A researcher's reputation is crucial to their career, and serious consideration must be given to the possible harm to his or her reputation before making any allegation of misconduct. The University will take care to ensure that those making legitimate accusations in good faith are protected from reprisals, but will not tolerate allegations that are frivolous, unreasonable, vexatious or wholly without foundation. If such allegations are found to have been maliciously motivated, disciplinary actions against those responsible shall be initiated by the University.

DATA GATHERING & RECORD KEEPING

48. The Office of Academic Integrity is responsible for providing a written, anonymized, public annual statistical report to the Senate and the Board of Governors.³
49. Records related to an Investigation shall be retained by the Office of Academic Integrity for seven years after last use.
50. Hearing files shall be retained by the University Secretary for seven years after last use, and may be retained longer at to the discretion of the University Secretary. The Hearings Committee's Report shall be retained permanently.

INTERIM MEASURES

51. At any stage of a Research Misconduct allegation, it may be necessary to implement Interim Measures to safeguard the interests of the research, supervisory, and/or educational environment of the Complainant, Respondent, and Institutional Personnel. Interim Measures may also be necessary to safeguard the interests of individuals, agencies or corporations who are not the subject of an allegation, but whose interests may be directly affected by the alleged misconduct or an Investigation process. See [Appendix F: Interim Measures](#) [Appendix E: Interim Measures](#).
52. The Vice-President (Research) shall give due consideration to the effect that the filing of an allegation may have on both parties in the case of a supervisory relationship, as well as the need to preserve academic program/studies and future working relationships.

RESPONDENT STATUS DURING AN INVESTIGATION

53. If criminal charges are laid against the Respondent, the Investigation or Hearing may be suspended, pending the outcome.
54. While under investigation and/or before a Hearings Committee has rendered a decision, a **faculty or staff** member may formally resign from the University. However, this will not prevent the continuation of the investigation or the hearing.

³ In order to protect confidentiality, the statistical report to Senate and Board will be held over until a cell size of five has been reached. The report will then provide statistics on a rolling three-year basis.

Students: Transcripts and Registration

55. When a charge of research misconduct is made against a student and until the case has been resolved, the student will not be issued transcripts directly but, at the student's request, transcripts will be sent to institutions or potential employers. If the student is subsequently found guilty and the conviction results in a transcript notation, the recipients of any transcripts will be so informed by the Registrar.
56. While under investigation for, or subsequent to being found guilty of research misconduct in a course(s), a student shall not be permitted to withdraw formally from that course(s).
57. While under investigation for research misconduct, a student shall be permitted to withdraw formally from the University. However, this will not prevent the continuation of the investigation or the hearing.

SECTION V: ALLEGATIONS AND INVESTIGATION

REPORTING AN ALLEGATION

58. All institutional personnel who are involved in research have a responsibility to report what they, in good faith, believe to be research misconduct.
59. The Office of Academic Integrity is the appropriate office to receive concerns and questions regarding potential allegations of research misconduct.
60. [Responsible Allegations](#), or information related to responsible allegations, should be sent directly to the Office of Academic Integrity, in writing.

Anonymous Allegations

61. The Office of Academic Integrity may refer an anonymous allegation to the University Officer to conduct an investigation should there be compelling evidence submitted with the anonymous allegation.

Internal Audit

62. Allegations concerning research misconduct received by [Internal Audit](#), in the Office of Audit and Risk Services, and that are not being investigated by that office, will be forwarded to the Office of Academic Integrity for evaluation and possible investigation. The procedures outlined in this Policy will take precedence over others such as the [Fraud Policy](#) when the ethical use of research funding is at issue.
63. Internal Audit Investigations that reveal a potential allegation of research misconduct (e.g. misrepresentation to funding sponsor, mismanagement or improper use of research funds) will be submitted to Office of Academic Integrity to handle in accordance with the procedures below.

Allegations

64. Allegations of misconduct may be received from within or outside the University.
65. The allegation of misconduct shall include particulars in sufficient detail to enable all persons to make clear the nature or type of research activity which is regarded as being the subject of misconduct, together with a brief description of the facts, events and circumstances which describe the allegations. Complainants are encouraged to include all relevant information in the allegation. If new information becomes available after the allegation has been submitted, Complainants are directed to speak with the Office of Academic Integrity to determine appropriate next steps.

Inquiry to Identify Responsible Allegations

66. Upon receipt of an allegation of misconduct the Office of Academic Integrity shall initiate an inquiry to establish whether it is a [Responsible Allegation](#), whether it is within the jurisdiction of this Policy ([Appendix E: Jurisdiction](#)[Appendix D: Jurisdiction](#)) and if an investigation is required.

67. If the allegation is deemed responsible, the Office of Academic Integrity shall inform the appropriate University Officer ([Appendix B: University Officers](#)) and commence the procedures to begin the Investigation. The Academic Integrity Officer shall ensure that the University Officer does not have any reasonable apprehension of bias.
68. In the case of Internal Audit Investigations, the appointed University Officer may conduct a further investigation or may rely on the Internal Audit Investigation. The University Officer shall be responsible for presenting the Investigation results to a Hearings Committee.
69. The Office of Academic Integrity shall, no later than **three business days** after the Investigation is commenced, notify the University Secretariat, the Vice-President (Research), and the Faculty Dean that an Investigation is underway. The University Secretariat will ensure the Audit Committee is advised of any allegations of financial wrongdoing, and the eventual outcome of the investigation.
70. The Office of Academic Integrity shall contact the Research Office for Administration, Development & Support (ROADS) to determine whether the research that is the subject of the allegation has internal, external, or Tri-Agency funding.
71. The Office of Academic Integrity shall contact the Faculty Dean to determine if the Respondent holds a position which is externally funded, or in the case of a graduate student, is in receipt of external funding.
72. If the researcher has applied for and/or received Tri-Agency or external funding for the research that is the subject of the allegation, and the Office of Academic Integrity has determined that it is a responsible allegation, that Office shall in consultation with the Vice-President (Research), send notification of the allegation to the Secretariat on the Responsible Conduct of Research (SRCR) or the External Funding Sponsor.

INVESTIGATION PROCEDURES

73. Investigations conducted under this Policy will follow the principles of procedural fairness. The University Officer will impartially collect evidence and interview witnesses in relation to the allegation, as well as contact journals, publishers and/or co-authors, where they deem it appropriate to do so, in order to gather additional information, documentation, and any other relevant evidence.
74. In consultation with the Office of Academic Integrity the Investigator has discretion to adjust the scope and the manner in which the investigation will be conducted in compliance with this Policy and the principles of procedural fairness. If deemed necessary they may expand the scope of the investigation as the result of new allegations or information they become aware of during the investigation.
75. The University Officer shall discuss the matter with the Complainant and may request additional documentation or other relevant information.
76. The University Officer shall provide the Respondent, in writing, the details of the allegation, together with particulars of other relevant information known to the University Officer at that time, and give that party an opportunity to respond within a reasonable time.

77. Respondents are expected to participate in the Investigation. Lack of participation will not stop the matter from proceeding under the Policy. The Respondent shall have the right to meet with the University Officer and discuss the matter and shall have the right in addition to and alternatively thereto to provide a response in writing, accompanied by any relevant documentation or other information, within a reasonable period of time.
78. All Institutional Personnel are expected to meet with the University Officer if requested to do so and to participate in good faith.
79. Complainants, Respondents and witnesses have the option of being accompanied by an [Advisor](#).
80. Except for sharing information with their Advisor all those who meet with an Investigator (including the Advisor) are required to keep confidential the meeting and any information shared to ensure the integrity of the proceedings. Failure to do so could be considered a breach of confidentiality/privacy, and may result in disciplinary action.
81. An individual who was not previously identified as a Respondent but who, during the course of an investigation, is identified as a potential Respondent will be notified and given an opportunity to meet the University Officer and to respond to any allegations.
82. Where, during the Investigation or any subsequent Hearing, the University Officer has reasonable and probable grounds to believe it is appropriate that research activity be suspended, in whole or in part, or that interim measures are necessary to protect the research/supervisory environment, the University Officer shall inform the Vice-President (Research). See [Appendix F: Interim Measures](#)[Appendix E: Interim Measures](#).

INVESTIGATION REPORT AND DOSSIER

83. The University Officer shall prepare an Investigation Report and an Investigation Dossier shall normally be issued **two months from receipt of the allegation** of misconduct.
84. The Investigation Report *shall include* the following:
 - a) a summary of the allegation(s) and response;
 - b) a statement on how the research is funded (internal, external, or Tri-Agency);
 - c) a list of the relevant evidence considered by the University Officer in making their recommendation;
 - d) the names of any witnesses;
 - e) factual findings;
 - f) the University Officer's determination whether they:
 - (i) **Recommend a Finding of No Violation of the Policy**, based on the evidence available (this does not preclude a University Officer from bringing a charge at a later date, should new evidence become available); or

(ii) **Recommend a Finding of Violation of the Policy** for some or all of the allegations, and any recommended remedies and/or sanctions.

85. The Investigation Dossier *shall include*:

- a) the Investigation Report; and
- b) Appendices of all relevant evidence the University Officer considered in making their recommendation (documents, witness statements, affidavits, images, audio or visual recordings, etc.).

86. The University Officer shall submit the Investigation Report and Dossier to the Office of Academic Integrity.

SECTION VI: REFERRAL TO THE HEARINGS COMMITTEE

RECOMMENDATION FOR A FINDING OF NO VIOLATION OF THE POLICY

87. The Office of Academic Integrity shall give a copy of the Investigation **Report** to the Complainant. This shall be accompanied by a letter requesting the Complainant submit a written statement to the University Secretariat (within **15 business days** of receipt of the letter) responding to the University Officer's investigation report and recommended finding.
88. A copy of the Investigation **Report** shall be given to the Vice-President (Research).
89. The Academic Integrity Officer shall write a **letter summarizing** the University Officer's Recommendation and the next steps in the process, which shall be given to:
 - a) the Faculty Dean;
 - b) the Tri-Agencies and/or External Funding Sponsor, if they were previously notified of an investigation taking place.
90. A copy of the Investigation **Dossier** shall be given to the Respondent and the University Secretariat.
91. The University Secretariat shall send the Investigation Dossier and the Complainant's statement (if any) to the Hearings Committee.
92. The Hearings Committee shall deliberate and decide:
 - a) to accept the recommendation for a finding of **No Violation of the Policy**, and the file will be closed;
or
 - b) to direct the case proceed to a Hearing before a new Hearings Committee.

RECOMMENDATION FOR A FINDING OF VIOLATION OF THE POLICY

93. A copy of the Investigation **Report** shall be given to the Vice-President (Research).
94. The Academic Integrity Officer shall write a **letter summarizing** the University Officer's Recommendation and the next steps in the process, which shall be given to:
 - a) the Complainant;
 - b) the Faculty Dean;
 - c) the Secretariat on the Responsible Conduct of Research and/or External Funding Sponsor where previously notified, as appropriate.
95. A copy of the Investigation **Dossier** shall be given to the Respondent and the University Secretariat.
96. Within **5 business days** of receipt of the Investigation Dossier the University Secretariat shall request the Respondent to provide a written response to the Investigation Report. The University Secretariat shall also send a copy of [Appendix D: Association Observers at Hearings](#) the [Faculty Association Observers at](#)

Hearings Policy to the Respondent and ~~request their consent~~ inform them of their right to decline to the presence of an Association Observer and/or decline the Association Observer receiving a copy of the hearing record. (see below).

97. Within **20 business days of receipt**, the Respondent shall deliver to the University Secretariat **either**:
- a) a written response to the allegations, recommended findings, remedies, and sanctions in the University Officer's Investigation Report, which shall include:
 - (i) names of witnesses to be called;
 - (ii) the name of Respondent's counsel or advisor, if applicable;
 - (iii) any documents the Respondent wishes to submit to the Hearings Committee as evidence in support of their position;
 - ~~(iv) their decision on whether they agree to the Observer attending the Hearing; and~~
~~their decision on whether they agree to the Observer receiving the Hearing Record.~~

OR

- b) a request to hold a **Written Hearing**;

OR

- c) a request for **Adjudication Without a Hearing** as the Respondent admits guilt for all those allegations the University Officer considered to be research misconduct and is of the opinion that a Hearing is not required to determine the remedies/sanctions.

98. The University Secretariat shall forward a copy of the Respondent's reply to the University Officer.
99. If the Respondent consents to the presence of an Observer, the University Secretariat shall notify the relevant trade union or association of its right to send an Observer, and request the appropriate trade union or association provide the name of the Observer.

WRITTEN HEARING

100. The University Secretariat shall inform the University Officer of the request for a Written Hearing and will ask the University Officer if they agree.
101. If the University Officer agrees to a Written, Hearing the University Secretariat shall inform the Hearings Committee of the request. If the University Officer does not agree, the matter shall proceed directly to an oral Hearing (Formal Hearing).
102. The Hearings Committee shall receive the Investigation Dossier and the request for a Written Hearing. If the Hearings Committee is of the opinion that an oral Hearing is required to properly determine the penalty, then Hearing dates will be set.
103. If the Hearings Committee grants the request for a Written Hearing, the matter shall proceed as outlined in Section VII: Hearings Committee Procedural Rules.

ADJUDICATION WITHOUT A HEARING

104. A request for Adjudication Without a Hearing may only be made if the Respondent has accepted the conclusions of the Investigation Report and admits guilt, for **all** those allegations the University Officer considered to be research misconduct.
105. The University Secretariat shall inform the University Officer of the request for adjudication without a hearing and will ask the University Officer if they agree.
106. If the University Officer agrees to adjudication without a hearing the University Secretariat shall inform the Hearings Committee of the request. If the University Officer does not agree to adjudication the matter shall proceed directly to a hearing.
107. The Hearings Committee shall receive the Investigation Dossier and the written request for adjudication without a hearing. If the Hearings Committee is of the opinion that a Hearing is required to properly determine the penalty then Hearing dates will be set.
108. If the Hearings Committee grants the request for adjudication without a hearing, it shall direct the parties to make written submissions regarding remedies and/or sanctions, and to submit them to the University Secretary as outlined below:
 - a) the University Officer within **7 business days** of notification of the Hearings Committee's decision; and
 - b) the Respondent within **7 business days** of receipt of the University Officer's submission.
109. The Hearings Committee will make a decision regarding the remedies and/or sanctions based on the Investigation Dossier, and the written submissions of the Respondent and the University Officer.
110. Under no circumstances does the Hearings Committee have the power to prevent disclosure of the finding, remedies and/or sanctions to the Tri-Agency when the researcher has applied for and/or received Tri-Agency funding for the research that is the subject of the allegation and/or External Funding Sponsor, as appropriate.

SECTION VII: HEARINGS COMMITTEE PROCEDURAL RULES

111. Hearings shall be conducted in accordance with the principles of procedural fairness, namely the rights to receive notice, to be heard, and to know the case against one. Adjudications and Hearings shall follow the applicable procedural rules specified in the *Statutory Powers Procedure Act*, and set out in this Policy. The Hearings Committee shall have the right to control its own process, and, in this regard, if the Hearings Committee determines that variations to the procedures would lead to a fair, just, and efficient resolution of the Hearing, it has the power to make any Order in furtherance of this objective.
112. Where any procedural matter is not dealt with specifically in this Policy or the Rules, the Hearings Committee may, after hearing submissions from the parties, establish an appropriate procedure.
113. Any procedural requirement contained in this Policy may be waived with the consent of the Hearings Committee and of all the parties.

Submissions and Disclosure

114. Parties to the Hearing shall be given the opportunity to submit written or other documentary evidence prior to a Hearing, and any such evidence shall be made available or be accessible to the members of the Hearings Committee and to all parties prior to the Hearing.
115. Prior to a Hearing members of the Hearings Committee shall be provided with:
 - a) the University Officer's investigation dossier, which includes the investigation report;
 - b) the written response to the Investigation Report, if any, of the Respondent; and
 - c) all written or other documentary evidence submitted by the parties.
116. Members of the Hearings Committee must not hear evidence or receive representations regarding the substance of the case other than through the procedures described in this Policy.

Closed Adjudications and Hearings

117. Hearings and Adjudications shall be held *in camera* unless either the Respondent or the University Officer requests that the hearing, or some part of the hearing, should be held in public. In the event of such a request, the Hearings Committee shall hear representations from all parties. In making its ruling, the Hearings Committee shall consider whether matters of an intimate financial or personal nature are to be raised, whether there is an issue of public safety involved, the desirability of holding an open hearing and other relevant circumstances.

Parties

118. Parties to a Hearing shall include:
 - a) the University Officer who conducted the Investigation; and
 - b) the Respondent, who is the person or persons against whom the allegation of misconduct in research has been made.

Onus, Burden of Proof and Basis of Decision

119. The University Officer has the onus to present evidence to satisfy the Hearings Committee that, on a balance of probabilities, whether the alleged Violation of the Policy has occurred. The principles and procedures described in this section shall apply to all proceedings before the Hearings Committee. Hearings Committees shall not be charged with investigative duties.

Representation

120. Parties have the right to be advised or represented by a friend, colleague, or legal counsel. The costs of any representation are to be borne by the party retaining such representation.

Administrative and Legal Support

121. Administrative support for the Hearings Committee will be provided through the University Secretariat. Legal counsel for the Hearings Committee shall be provided as needed through the University Secretariat.

Other Parties

122. If other persons, in addition to the University Officer and the Respondent, have been specified as parties to the proceedings, the hearing procedure shall be altered by the Hearings Committee to provide an opportunity for such additional parties to be heard.

Recess or Adjournment

123. The Hearings Committee may consider and grant a recess or an adjournment at the request of either party to allow them to review written or documentary evidence submitted at the hearing.
124. The Hearings Committee may grant an adjournment at any time during the hearing to ensure a fair hearing.

Evidence

125. Parties to the Hearing have the right to present evidence in support of their case to the Hearings Committee and to see any written or documentary evidence presented to the Hearings Committee.
126. The Parties are expected to produce all arguably relevant documents (with normal limitations of privilege, etc.), including those that may have only come to light as a result of the Investigation Report, a minimum of 10 business days prior to the Hearing.
127. The Hearings Committee has the power to require production of written or documentary evidence by the parties or by other sources.
128. The Hearings Committee has the power to rule on the admissibility of evidence.

Witnesses

129. Parties to the Hearing and the Hearings Committee have the right to call, question, and cross-examine witnesses. Other than the parties, witnesses are present in the Hearing room only during the time they are testifying.
130. Any person appearing before the Hearings Committee as a witness shall be required to give evidence under affirmation or oath.
131. The Hearings Committee has discretion to limit the testimony and questioning of witnesses to those matters it considers relevant to the disposition of the case.
132. **Parties are responsible for contacting their own witnesses; for making all arrangements for witnesses to attend the Hearing;** for paying any costs associated with their appearance before the Hearings Committee; and for absorbing the costs of any legal counsel attending on their behalf.
133. The Hearings Committee Chair has the power to compel an unwilling witness to attend, and parties may contact the University Secretariat to request the Chair's assistance in this regard. The power to compel a witness is derived from the *Statutory Powers Procedure Act*. An unwilling witness may be compelled by the Chair under summons to testify where the written request by the party for the summons demonstrates the witness' testimony is relevant and related to the alleged facts of the case.

Recording

134. Although the Hearing shall be recorded in order to obtain an accurate record of the proceedings, such recording is done for convenience purposes only and the malfunction of the recording device or subsequent loss of the recording shall not invalidate, in any way, the related hearing. The recording shall be held in confidence by the University Secretariat for a period of seven years from the last date of the hearing. Any party to the hearing may request access to the recording and the reproduction thereof, upon reasonable notice and payment of the reasonable costs associated therewith.

Similar Questions of Fact or Policy

135. If two or more proceedings before the Research Misconduct Hearings Panel involve the same or similar questions of fact or policy, the Chair of the Panel, after seeking written input from the parties, may decide:
 - a) to consolidate the proceedings or any part of them; or
 - b) to hear the proceedings at the same time; or
 - c) to hear the proceedings one immediately after the other.

WRITTEN HEARINGS

Notice of Written Hearing

136. The parties shall be given reasonable, written notice of the Written Hearing submission deadlines.

137. The notice shall include the process and timelines for submissions for the Written Hearing. Any party whose reasons for failing to participate in the process that are not considered valid by the Hearings Committee's Chair, or whose failure to participate may cause unreasonable delay, shall be notified that the Hearings Committee will proceed in that party's absence.

FORMAL HEARINGS

Notice of Hearing

138. A Hearing shall be commenced as soon as possible following the appointment of the Hearings Committee.
139. An attempt shall be made to schedule the hearing at a time and place convenient for the Hearings Committee and for the parties to the hearing. However, any party whose reasons for absence are not considered valid by the Hearings Committee's Chair, or whose absence may cause unreasonable delay, shall be notified that the Hearings Committee will proceed in that party's absence.
140. The parties shall be given reasonable, written notice of the hearing.

ORDER OF THE HEARING

141. The first item of business for the Hearings Committee shall be to confirm the hearing shall be closed, in accordance with the procedure set out above, or to hear and rule upon representations in favour of an open hearing.
142. At the outset of the hearing, the Chair shall:
- a) identify the nature of the case;
 - b) review the order of the hearing;
 - c) note for the record the documentary information submitted by the parties to the hearing, including any preliminary or procedural orders;
 - d) note the names of the witnesses for each party;
 - e) confirm the likely dates for sitting and the projected length of the hearing;
 - f) raise, or request the parties to raise, any and all preliminary issues concerning composition of the Hearings Committee and other unaddressed procedural matters; and
 - g) proceed to deal with any matters raised in (f) above before the commencement of the substantive portion of the hearing, by either proceeding directly to the hearing or considering and rendering a decision on matters raised in (f) above.
143. The University Officer is the first party heard.
- a) The University Officer's opening statement shall contain:
 - (i) a brief description of their case, including what they believe is the violation of the Policy; and
 - (ii) what sanction they are submitting for the Hearing Committee's consideration.

144. Following the completion of the University Officer's opening statement, the Respondent may present their opening statement at that time, or may defer until completion of the University Officer's case.
145. Following the Respondent's opening statement (if presented) the University Officer presents their case.
 - a) University Officer's case presents the evidence relating to the alleged research misconduct, which may include any or all of the following:
 - (i) University Officer's oral testimony;
 - (ii) oral testimony of University Officer's witnesses; and
 - (iii) documents or other written evidence in support of this testimony.
 - b) Questioning of the University Officer and their witnesses by the Respondent and/or by the Hearings Committee occurs at the close of each person's testimony.
146. Following the completion of the University Officer's case, the Respondent may present their opening statement if they elected to defer until the completion of the University Officer's case.
 - a) *Respondent's opening statement* shall contain:
 - (i) a brief reply to the University Officer's claims; and
 - (ii) the main arguments of their defence.
 - b) *Respondent's case* presents the evidence to support their defense, which may include any or all of the following:
 - (i) Respondent's oral testimony;
 - (ii) oral testimony of Respondent's witnesses; and
 - (iii) documents or other written evidence in support of this testimony.
 - c) Questioning of the Respondent and their witnesses by the University Officer and/or by the Hearings Committee occurs at the close of each person's testimony.
147. The University Officer and their witnesses have the right to offer testimony or other evidence in reply to the issues raised in the Respondent's case.
148. After the testimony of each witness, the Hearings Committee may, in addition to asking questions of the witness, request copies of such documents mentioned in testimony as the Hearings Committee in its discretion sees fit.
149. **After this point in the hearing, no new arguments, evidence, or witnesses may be introduced.**
150. The parties are entitled to make closing arguments, and to summarize briefly the main points of their cases, in the following order:
 - a) University Officer
 - b) Respondent
 - c) University Officer

151. The Hearings Committee may alter the order described above in the interest of fairness to any or all of the parties.
152. While procedural fairness is essential, the Hearings Committee reserves its right to direct, curtail or encourage the organisation of witnesses, testimony and evidence in the interests of enhancing the clarity, relevance, and efficiency of the proceedings.
153. The Hearings Committee shall first warn, then caution, and may prohibit from continuing in such a manner, any party presenting testimony, evidence, argument or materials which are, in the reasonable opinion of the Hearings Committee, irrelevant, un-provable, defamatory, vexatious or specious, or which impede or prevent the Hearings Committee from conducting the hearing or reaching a decision.

DELIBERATIONS

154. The Hearings Committee shall deliberate in closed session and shall reach a decision. After deliberation and decision in closed session solely with members of the Hearings Committee is complete, the Hearings Committee may solicit the assistance of the University Secretariat and legal counsel regarding the precise form or wording of any order and reasons for judgement to support its decision, and may request information on the range of sanctions/remedies for previous cases heard under the Policy.

DECISION

155. The Hearings Committee Report shall normally be issued **within seven months** of receipt of the allegation and **shall be sent to:**
 - a) the Respondent;
 - b) the University Officer;
 - c) the Office of Academic Integrity;
 - d) the Vice President (Research);
 - e) the Provost;
 - f) the President;
 - g) the Secretariat on the Responsible Conduct of Research where previously notified and/or External Funding Sponsor as appropriate.
156. Where the Hearings Committee deems appropriate, Complainants and/or affected parties may receive information about the outcome and/or any sanctions/remedies that have a direct impact on them, within the constraints of relevant legislation
157. Where required by a professional licensing body, the results of the Hearing may also be communicated to that professional licensing body.
158. In the case of multiple Complainants and/or Respondents the Hearings Committee Report may, at the discretion of the University Secretariat, be summarized or redacted before being given to the Secretariat

on Responsible Conduct of Research, or any additional party not identified in clause 155 above. This will occur when the University Secretariat has determined it is necessary to do so in order to protect the privacy of individuals (witnesses, other Complainants or Respondents), about whom the recipient of the report is not entitled to receive information.

159. It is expected the Hearings Committee will reach a majority decision regarding the remedies and/or sanctions to be ordered/recommended.
160. The report shall include:
 - a) the membership of the Hearings Committee;
 - b) the background of the case, including the nature of the alleged misconduct;
 - c) a summary of the cases of the parties to the Hearing or the submissions for Adjudication;
 - d) the Hearings Committee's majority findings;
 - e) the Hearings Committee's majority decision and the reasons for the decision. This section shall clearly indicate which allegations are supported and which are not; and
 - f) any ordered and/or recommended remedies and/or sanctions.
161. Should the Respondent be exonerated:
 - a) the Vice-President (Research) shall within ten business days from receipt of the Hearings Committee report act to exonerate the Respondent. The Vice-President (Research) shall consult with the Respondent regarding the appropriate steps to protect the reputation of the Respondent, including the issuance of statements of exoneration; and
 - b) the Hearings Committee may recommend to the President that the reasonable legal expenses incurred by the individual Respondent shall be borne by the University.
162. Under no circumstances does the Hearings Committee have the power to prevent disclosure of the finding, remedies and/or sanctions to the Tri-Agency when the researcher has applied for and/or received Tri-Agency funding for the research that is the subject of the allegation.
163. If the Hearings Committee determines that misconduct has occurred, the Vice-President (Research) may inform, as warranted and in consultation with the University Secretariat, the appropriate co-authors, collaborators, editors of journals, professional societies, appropriate University officers, etc., within the parameters of the remedies/sanctions set out by the Hearings Committee.

OTHER RECOMMENDATIONS

164. Apart from its duty under these procedures to hear and decide the matters properly brought before it, any Hearings Committee may make recommendations or suggestions to University bodies or members. Such recommendations are offered for informational purposes and shall be distinct and separate from the decision.

SECTION VIII: APPEALS

165. Within **20 business days** of receiving a Research Misconduct Hearings Committee Report, the Respondent may make a final appeal to the Provost.
166. Grounds for such appeals shall be limited to procedural grounds, specifically that there was a violation of procedural fairness by the Hearings Committee.
167. The appeal must be made in writing and must describe in detail the purported violation of procedural fairness by the Hearings Committee.
168. Upon receipt of a notice of appeal, the Provost or designate will review the Hearing Record and the written statement of appeal, and determine whether or not the grounds for appeal are valid. The Provost or designate may also review the audio recording of the hearing. The Provost or designate will rule on the appeal **within 30 business days** of its submission.
169. Should the Provost or designate determine there are no valid grounds under these appeal procedures for an appeal then the appeal will be dismissed.
170. Should the Provost or designate find there was a violation of procedural fairness because the Hearings Committee did not follow the process set out in this Policy and such procedural error materially affected the findings of the Hearings Committee, then the Provost shall inform the parties and the University Secretariat that a new hearing before a new Hearings Committee shall be initiated.
171. The new Hearings Committee shall be selected in compliance with the [Hearings Committee Selection](#) clauses above.
172. Nothing in this Policy is intended to limit the collective agreement rights of any institutional personnel.

APPENDIX A: RESEARCH MISCONDUCT HEARINGS PANEL

1. There shall be a Research Misconduct Hearings Panel, consisting of thirty-six members: eighteen shall be tenured faculty members appointed by the Senate with consultative input from the Faculty Association; three shall be undergraduate and three shall be graduate students appointed by the Senate; and twelve shall be full-time staff members, who have been employees of the University for at least two years, appointed by the Board of Governors with consultative input from the appropriate staff associations. Members of the Panel shall be appointed for staggered, renewable three-year terms, effective July 1. The Chair shall be appointed by the Senate from among the members appointed by the Senate and shall be a tenured faculty member. One Vice-Chair shall be appointed by the Senate from among the members appointed by the Senate and one Vice-Chair shall be appointed by the Board of Governors from among the members appointed by the Board of Governors.
2. The Chair of the Panel may delegate their authority under this Policy to one of the Vice-Chairs. The Chair has the authority to appoint, on an ad hoc basis, faculty, staff and students who are not members of the Panel to serve on Hearings Committees as auxiliary Panel members (see [Appendix H: Glossary of Terms](#) [Appendix G: Glossary of Terms](#)).

HEARINGS COMMITTEE SELECTION

3. The Hearings Committee shall be a tribunal normally consisting of three persons of appropriate background and without any reasonable apprehension of bias. If deemed necessary by the Chair, for complex hearings or hearings with more than one Respondent, the Hearings Committee shall be comprised of five persons of appropriate background.
4. The Hearings Committee composition shall comply with the following:
 - a) members of the Hearings Committee shall be chosen from among the relevant and/or appropriate association/constituency members (or auxiliary members) of the Hearings Panel;
 - b) if the researcher has applied for and/or received **Tri-Agency funding** for the research that is the subject of the allegation, the Hearings Committee shall be comprised of **two members of the Hearings Panel, and one member external to the University** (see [Appendix C](#)).
5. When the University Secretariat receives notice of an Investigation, they shall inform the Chair that a Hearings Committee needs to be established. The Chair shall propose the membership of the Hearings Committee. If an auxiliary member of the Hearing Panel is proposed as a member of the Hearings Committee the Chair shall include an explanation as to why the Chair has proposed an auxiliary member.
6. The University Secretariat shall forward to the Respondent and University Officer the proposed membership of the Hearings Committee. Both parties shall be given the opportunity to express, in writing, any objections they may have concerning the proposed membership of the Hearings Committee.
7. After careful consideration of any such objections, the Chair shall either confirm the members of the Hearings Committee, or propose a revised membership. The Panel Chair shall approve the Hearings Committee Chair and Hearings Committee members and, through the University Secretariat, shall so inform the Hearings Committee members, and the parties to the Hearing.

8. The University Secretariat shall ensure that all members of the Hearings Committee receive appropriate training to discharge their responsibilities.

APPENDIX B: UNIVERSITY OFFICERS

GUIDELINES

1. This Research Misconduct **Investigation Panel** shall consist of the following Ex Officio members and appointed members:
 - a) the Associate Deans (both Graduate Studies, and Research) from all Faculties;
 - b) the Vice-President (Administration); and
 - c) a minimum of ten tenured faculty members selected by the Senate Executive from the University community and appointed by the Senate for a minimum 2-year term normally commencing July 1. Their appointments shall be staggered by a 1-year interval so that their terms overlap.
2. The Office of Academic Integrity is responsible for selecting the University Officer from the Research Misconduct Investigation Panel for each research misconduct case.
3. Internal Audit may conduct an Investigation on behalf of the Vice-President (Administration). The Vice-President (Administration) may retain counsel to represent them before the Hearings Committee, and may call members of Internal Audit as witnesses.
4. The Office of Academic Integrity shall strive to ensure the selected University Officer is free from reasonable apprehension of bias relating to the case while at the same time is likely to be familiar with the disciplinary practices and norms of the Respondent's discipline.
5. When deemed necessary, the Office of Academic Integrity, in consultation with the Vice-Provost (Faculty), may retain the services of an external investigator of appropriate background and without a reasonable apprehension of bias, who will be the University Officer.
6. The Office of Academic Integrity may transfer a case to a new University Officer where necessary. The original University Officer may be called to testify as a witness.

APPENDIX C: EXTERNAL HEARINGS COMMITTEE MEMBERS

GUIDELINES

1. The Vice-President (Research) and/or Vice-Provost (Faculty), in consultation with the University Secretariat, shall make recommendations to the Chair of the Research Misconduct Hearings Panel regarding the proposed external Hearings Committee member.
2. The Chair of the Research Misconduct Hearings Panel shall select the external member for the Hearings Committee.
3. External committee members shall be at arms-length from all parties involved, and have no official employment or appointment status with McMaster University. Ideally, they will be recruited from other universities and be employees of these external universities in good standing.
4. The University Secretariat shall ensure all external committee members receive appropriate training to discharge their responsibilities.

APPENDIX D: ASSOCIATION OBSERVERS AT HEARINGS

1. The relevant trade union or association is permitted, subject to the consent of the Respondent, to send an Observer to the hearings. In this context, the appropriate trade union or association (Association/Union) is that organization recognized at McMaster University as formally representing a group of individuals. This is the Faculty Association for faculty, the relevant trade union or staff association for staff (such as CUPE or UNIFOR), the Librarians' Association or, where appropriate, the Faculty Association, for librarians, the Clinical Faculty Association for clinical faculty, and so on. Individuals lacking formal or recognized representation may choose either a faculty or staff association Observer.
2. The function of the Observer is to allow the appropriate representative Association/Union to monitor the workings of the Policy. It is important that the University have full confidence in the Policy. The presence of an Association/Union Observer is an additional guarantee of fairness and may provide information leading to an improved policy.
3. The University Secretariat shall send a copy of these guidelines to the Respondent when a Hearing is initiated and request the Respondent's consent to the presence of an Observer as provided for in the Policy. If the Respondent consents, the University Secretariat shall request the appropriate Association/Union to provide the name of the Observer.
4. The Observer should be an active or retired member of the Association/Union and should be at "arm's length" from the case. The Observer does not attend on behalf of the Respondent and should avoid interacting with any of the parties. At no time should the Observer engage the parties or the Hearing Committee in any discussions regarding the matter being heard.
5. The Observer must be familiar with the *Policy on Research Ethics at McMaster University*, the *Statement on Conflict of Interest in Research* and the *Research Integrity Policy*.
6. Seating arrangements at the Hearings are at the discretion of the Chair. The Observer may not speak without invitation from the Chair. The Observer is not entitled to be present when the Hearings Committee members recess for discussion among themselves.
7. The Observer shall be provided with all the documentation available to the Respondent, subject to the Respondent's consent. This documentation shall be considered confidential and must be surrendered to the Chair at the close of the hearing.
8. The Observer shall receive a confidential copy of the Hearings Committee Report.
9. After the hearing is over the Observer should ask the parties separately, and outside of the presence of the Hearings Committee, if they were satisfied with the process followed and whether they wish to make any comment on the process.
10. The Observer shall write a report of the proceedings for the head of the appropriate Association/Union. They shall limit comment to procedural matters and take care not to quote either from confidential documents or utterances, unless it is absolutely necessary to do so to make a point concerning procedural issues. The report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the Policy by either party. The report should not be confidential, except that any quotations from confidential documents/utterances be confined to a confidential appendix to which only the Presidents of the University and of the Association/Union should have access. If major procedural irregularities are noted by the Observer, the President of the Association/Union should inform the President of the University.

APPENDIX ED: JURISDICTION

1. The same allegation on the same set of facts cannot be submitted under two different University policies at the same time. If necessary, the Academic Integrity Officer can advise on the most appropriate route for an allegation.
2. Where there is a substantial overlap of jurisdiction between the *Academic Integrity Policy* and the *Research Integrity Policy*, the Academic Integrity Officer in consultation with the University Secretariat may determine that the allegation should be considered by an appropriate joint Hearings Committee.
3. When an allegation is made regarding research that was not conducted under the auspices of McMaster University, the Office of Academic Integrity shall, in consultation with the University Secretariat, determine whether the allegation should be referred to the institution where the research was conducted, with a request to be informed of the outcome of the other institution's investigation.
4. Nothing in this Policy is meant to supersede the terms and conditions of any collective agreement, or any other contractual agreement, entered into by the University and its employee groups. In the event that the provisions of this Policy contradict any such collective or contractual agreement, the collective or contractual agreement governs, to the extent of the contradiction.
5. To the extent this Policy affects the terms and conditions of employment of faculty of the University, it may be subject to discussion and approval in accordance with the University policy entitled, 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, revised by the Board of Governors on October 20, 1988 (the 'Joint Administration/Faculty Association' policy).
6. Proceedings under this Policy may be carried out prior to, simultaneously with civil or criminal proceedings, at the discretion of the Vice-President (Research).
7. Any alleged mismanagement of research funds will be dealt with under this Policy.
8. In cases where the Vice-President (Research) determines that processing an allegation under this Policy might prejudice another internal (e.g. Internal Audit Investigation) or external process they may suspend these proceedings indefinitely or pause the investigation pending the outcome of these other proceedings.

PROCEDURES FOR DETERMINING JURISDICTION INVOLVING AFFILIATED INSTITUTIONS

9. McMaster's affiliated institutions are required to follow a process and guidelines for notification of an investigation that are harmonized with the McMaster University Research Integrity Policy.
10. Any allegations of research misconduct received by McMaster's Office of Academic Integrity which predominately fall under the auspices or jurisdiction of McMaster University will be investigated according to University policy and procedures.
11. The receiving institution will determine jurisdiction and if notice of the complaint to the other institution is required, where an allegation of research misconduct is made against a person who:
 - a) conducts research under the auspices of either the University and/or an affiliate;

- b) and/or has an appointment at an affiliated institution;
 - c) and/or conducts their research at an affiliated institution;
12. The notification process is normally as follows:

Complaint Received by	Condition	Notify
University	Respondent is employee of or has primary appointment at affiliate	Affiliate's responsible officer
University	Research conducted in whole or in part at affiliate	Affiliate's responsible officer
Affiliate	University employee or student	University's responsible officer
Affiliate	Research conducted in whole or in part at University	University's responsible officer
University or Affiliate	Cross appointee not included above	Other institution's responsible officer

13. The jurisdiction of the University, of the affiliate, or of both to deal with an allegation of research misconduct is based on the strongest connection, as determined by the balance of:
- a) the primary organizational affiliation of the accused;
 - b) where the research work is being conducted;
 - c) where the research work is being supervised;
 - d) where the research funding was administered;
 - e) which institution was party to the research contract;
 - f) which institution reviewed any certifications, e.g. REB, Biosafety, etc.; and
 - g) if the accused is jointly supported e.g. CRC.

Example Cases	Jurisdiction
Student or University employee or trainee and research connection strongest to the University	University
Employee/Appointee of affiliate and research connection strongest to affiliate	Affiliate
Cross appointed or neither of above	Strongest connection or joint jurisdiction

14. Jurisdictional Responsibilities:
- a) communication to all parties;
 - b) appointment of investigators/committee members;
 - c) administration and reporting; and
 - d) notice of outcome of inquiry/investigation to other jurisdictions as appropriate.
15. Where a jurisdictional dispute has arisen, a senior officer of the affiliate, e.g. Hospital CEO, and the University Provost in conjunction with University Vice-President (Research) and counterpart at the affiliate, will attempt to resolve the jurisdictional dispute. In the absence of any agreement to the contrary, the University will proceed with the investigation according to University policy and procedures.

APPENDIX FE: INTERIM MEASURES

INTERIM MEASURES FOR THE PROTECTION OF RESEARCH/ SUPERVISORY/ EDUCATIONAL INTERESTS

1. At any stage in the proceedings under this Policy, it may be necessary to implement Interim Measures to safeguard the interests of the research, supervisory, and/or educational environment of the Complainant, Respondent, Institutional Personnel, and or clinical subjects (human or animal).
2. Interim Measures may also be necessary to safeguard the interests of individuals who are not the subject of an allegation or external research sponsors, but whose interests may be directly affected by the alleged misconduct or an Investigation process.
3. The Vice-President (Research) shall give due consideration to the effect that the filing of an allegation may have on both parties in the case of a supervisory relationship, as well as the need to preserve academic program/studies and future working relationships. Where appropriate, the Vice-President (Research) may contact the appropriate administrator in line with the reporting structure of the party (e.g. contacting the Associate Dean or Department Chair where the student is under the supervision of the person alleged to have engaged in research misconduct, to make arrangements for the work and/or examinations, if any, of the student to be evaluated by a disinterested party and, if necessary, for the student to be removed from the environment of the person alleged to have engaged in misconduct in research and scholarship.⁴)
4. The Vice-President (Research) shall decide and oversee the communication and implementation of Interim Measures. The Vice-President (Research) may work with the appropriate Vice-Provost to determine appropriate Interim Measures.
5. Internal Audit shall notify the Vice-President (Research) when conducting an investigation related to research funds under the Fraud Policy, who shall determine if Interim Measures are necessary.
6. [Persons in Authority](#) may impose appropriate and provisional Interim Measures, before a formal allegation of Research Misconduct has been filed, if they deem the situation to require immediate action for the reasons stated in clause 1 above. They **shall notify** the Vice-President (Research) and the Office of Academic Integrity **within 48 hours** of having implemented these measures.
7. Notwithstanding any Interim Measures, the person in authority shall report an allegation of research misconduct to the Office of Academic Integrity **within 10 business days** of any interim measures being implemented.
8. The Vice-President (Research) may decide to continue these measures and/or may implement other measures consistent with this Policy, and with the established policies and procedures and by the terms of existing contracts of employment or collective agreements; the McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion; and/or the Graduate Work Supervision Guidelines.

⁴ The University of Winnipeg has a similar protection from reprisal statement which it has shared with McMaster University for use in this policy.

9. The Vice-President (Research) shall inform the Office of Academic Integrity of the date on which Interim Measures have been implemented, and will provide the name of the person in authority who implemented them.
10. Where, during the Investigation or any subsequent Hearing, the University Officer has reasonable grounds to believe it is appropriate that Interim Measures need to be implemented, or that previously imposed Interim Measures need to be modified, they shall immediately notify the Vice-President (Research) of their recommendations.
11. The Vice-President (Research) shall also give consideration to safeguarding relevant materials and documents, including laboratory data books (by sequestering them either in the Office of the Vice-President (Research) or elsewhere) and providing for maintenance of sensitive research materials and equipment. Supervised access by the Respondent and the University Officer to such material will be permitted for preparing a defense or carrying out the Investigation. Where appropriate the Vice-President (Research) will seek an amendment to, among other things, the letter of approval from the appropriate Research Ethics Board for access to research data or other information.
12. The Vice-President (Research) shall endeavor to minimize harm through the implementation of Interim Measures that are reasonable and necessary in the circumstances. For example, due consideration shall be given to other researchers' access to the equipment in question and/or research results, whether it is necessary to continue or modify the research if it involves human or animal subjects, the possible need for changes to the supervision of students, and to the start-up costs of any research activities that are suspended, etc.
13. When there are reasonable grounds to believe it is appropriate that Interim Measures be implemented, and where one or more granting agency has an interest in the Research, the Vice-President (Research), following consultation with the external research sponsor, may take immediate action to protect the administration of the funds. These actions may include:
 - a) suspending the research activity in whole or such part as the Vice-President (Research) shall specify;
 - b) making any order with respect to the funding of the research activity as the Vice-President (Research) considers reasonable and necessary in the circumstances; and
 - c) independently, or at the external research sponsor's request, taking immediate action to protect the administration of the external sponsor's funds. Immediate actions could include freezing grant accounts, and/or requiring a second authorized signature on all expenses charged to the researchers' grant accounts.
14. In the event an employee is directed to an administrative leave as an Interim Measure, the conditions of the administrative leave shall accord with the terms of any applicable collective agreement. In the absence of an applicable collective agreement [e.g. where the employee is faculty or The Management Group (TMG)], the leave shall be without loss of pay or benefits. It is understood that an administrative leave as an interim measure is non-disciplinary and is designed to separate a person from a situation or another person until the matter has been resolved. During such period, the person can continue to access relevant University support services.

15. The Vice-President (Research) may exercise the foregoing authority notwithstanding that the investigation may not be complete and/or that the Respondent has not responded.
16. Interim Measures will be reviewed by the Vice-President (Research) on an ongoing basis, at a minimum of once per month, throughout the process to ensure they remain necessary and appropriate in the circumstances. Interim measures are temporary and do not extend beyond the Hearings Committee's decision.
17. Interim measures shall not be construed as evidence of either guilt or a finding of violation of this Policy, or as an affirmation of innocence/finding of non-violation of this Policy.

APPENDIX GF: TRANSCRIPT NOTATIONS

1. When a grade of “F” in a course has been levied against a student found guilty of research misconduct, the notation “Grade of F assigned for research misconduct” shall appear on the student’s transcript opposite the course. Provided there are no subsequent findings against the student, the notation will be removed, and the record of the violation destroyed, upon the shorter of:
 - a) five years* after the effective date of the penalty; or
 - b) two years* after graduation.
2. The Academic Integrity Officer will provide to the University Registrar, by the end of each term a list of notations to be removed. *Notations will be removed on either April 30, August 31, or December 31 following completion of the relevant time period noted above.
3. When a student is suspended, the notation will read: “Suspended by the Senate for research misconduct for ___ months effective (date suspension starts).” A student may petition Senate for removal of such a notation subject to the following conditions:
 - a) if the student returned to McMaster University:
 - (i) at least 2 years must have elapsed since the effective date of the suspension; and
 - (ii) the student must have been cleared to graduate.
 - b) if the student did not resume studies at McMaster University:
 - (i) at least 5 years must have elapsed since the effective date of the suspension.
4. When a student is expelled, the notation will read: “Expelled by the Senate for research misconduct (effective date)”.
5. If at some later date the student is reinstated, an additional notation will read: “Reinstated by the Senate (effective date)”.
6. Such notations may be removed from a student’s transcript on petition to Senate, but not before five years after the effective date of the expulsion.
7. When a student’s degree is rescinded, the notation will read: “Degree rescinded by the Senate for research misconduct (effective date)”. Such notations are permanent.

APPENDIX HF: GLOSSARY OF TERMS

Advisor

A person of the individual's choice who acts in an advisory role during the investigation process (e.g. friend, family member, union representative, legal counsel). The Advisor may be present during Investigation interviews but may not participate as a representative. The Advisor may represent the individual at a Hearing before a Hearings Committee.

Auxiliary Panel Members

The Chair of the Board-Senate Research Misconduct Hearings Panel has the authority to appoint, in exceptional circumstances and on an *ad hoc* basis, faculty, staff and students who are not members of the Board to serve on Hearings Committees as supplementary Panel Members.

Balance of Probabilities

Balance of Probabilities is the test to be met to show, by the weight of the evidence presented, that all of the facts necessary to make a Finding of Violation of the Policy have a greater likelihood of being true than not.

Confidentiality

Refers to the obligation of an individual or organization to safeguard entrusted information. The practice of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft.

Complainant

The individual coming forward with an allegation. The Complainant may be called as a witness at the Hearing. The Complainant is not a party to the Hearing.

Dossier

A file containing detailed records on the Investigation, including all of the evidence and witness statements.

Employee

Where applicable, employee is used to refer to staff (see below) and faculty (see below).

Expulsion

Expulsion applies to student Respondents and is the loss of all academic privileges at the University for an indefinite period.

External Research Sponsor

An external research sponsor is the external entity that is funding the research, for example, the Tri-Agencies, government sponsors, foundations, industry partners, community partners, etc.

Faculty

Faculty are defined as those academic teaching staff and senior academic librarians who are members of the McMaster University Faculty Association.

Frivolous or Vexatious Complaints

A complaint may be considered frivolous if it does not have any serious purpose or value; is of little or no weight, worth, or importance. A complaint may be considered vexatious if instituted without sufficient grounds and only to cause annoyance to the Respondent.

Hearing (Open/Closed)

An open hearing is where spectators and members of the public may be present. A closed hearing is closed to all but those who have a specific right to be present.

Hearing Record

All evidence submitted for the Hearing, including the Investigation Dossier and the Respondent's submissions.

Hearings Committee

A Hearings Committee is usually comprised of three members of the Research Misconduct Hearings Panel who are appointed with the authority to judge the case. A Hearings Committee may also be referred to as a Tribunal.

Interim Measures

Steps that are taken in order to safeguard the environments of Complainants and Respondents. Interim measures shall not be construed as evidence of either guilt or a finding of violation of the Policy, or as an affirmation of innocence or finding that no violation of the Policy has occurred.

Person in Authority

Examples of Persons in Authority: Workplace supervisor, Dean, Associate Dean, Assistant Dean, department Chair, academic supervisor, etc.

Recommendation for Removal

A recommendation for removal of a faculty Respondent shall be dealt with in accordance with Section VI of the [McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion](#) and the common law where applicable.

Recommendation for Suspension

A recommendation for suspension of a faculty Respondent shall be dealt with in accordance with Section V of the [McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion](#) and the common law where applicable. Suspension involves relieving the Respondent of their University duties and denying them access to University facilities and services for a stated period of time, and may be with or without pay and/or benefits as recommended by a Tribunal and determined by the President.

Respondent

The individual or entity about whom allegations have been made.

Responsible Allegation

A Responsible allegation is accompanied by sufficient information to enable the assessment of the allegation and the credibility of the facts and evidence on which the allegation is based, without the need for further information from the Complainant (4.3.3 [Tri-Agency Framework: Responsible Conduct on Research](#))

Staff

Employees of the University including The Management Group (TMG), Unionized Employees, non-teaching staff, Temporary/Casual, Sessional Faculty, Post-doctoral Fellows, and Clinical Faculty. Graduate students employed as Teaching Assistants may be treated as an employee, depending on circumstances (see the definition of “Worker” under the Occupational Health and Safety Act).

Students

A student is any individual recorded by the University Registrar as enrolled in an educational course of study recognized by the Senate and for whom the University maintains education records.

Supervisor

A person who has charge of a workplace or authority over a worker. See the Ministry of Labour guide [Who is a Supervisor under the Occupational Health and Safety Act](#).

Support

The provision of resources appropriate to the individual and the circumstances. This may include access to the Student Wellness Centre, Employee Family Assistance Program, McMaster Students Union (MSU). Support resources does not include the provision of legal counsel.

Suspension

Relieving the staff Respondent of their University duties and denying them access to University facilities and services for a stated period of time, and may be with or without pay and/or benefits. Suspensions shall be dealt with in accordance with established policies and procedures and by the terms of existing contracts of employment or collective agreements and the common law where applicable. For a student Respondent, suspension is the loss of all academic privileges at the University for a specified period of time and/or until imposed conditions are met. The student is eligible to return after this time but may be required to fulfill specified non-academic conditions upon return.

Written Hearing

A Written Hearing is a hearing held through the exchange of documents, whether in written form on paper or by electronic means.

APPENDIX **H**: RESOURCES

RESOURCES (UNIVERSITY & COMMUNITY)

Institutional Personnel may make use of the available resources below.

Guidance about the Research Integrity Policy and/or the Academic Integrity Policy

- [Office of Academic Integrity](#)

Guidance about University Policies and/or Procedures

- [University Secretariat](#)

Independent Resource

- [Ombuds Office](#) (provides an independent, impartial, and confidential process through which members of the University community may pursue a just, fair and equitable resolution of a University related concern.)

Support for Staff and Faculty

- Union or Association
- [Employee/Labour Relations](#)
- [Employee and Family Assistance Program](#) (access to professional counsellors, legal guidance and other supportive services available to staff and faculty)

Support for Students

- [Student Wellness Centre](#) (personal counselling and medical services)
- [MSU Peer Support Line](#) (24 hour a day telephone support line, including legal advice and counselling)
- [Graduate Students Association Health & Dental Plans](#) (health benefits include access to psychological counselling on campus or in the community)

Support for the University Community

- [Faculty of Health Sciences Professionalism Office](#)
- [Chaplaincy Centre](#)

Support in the Broader Community

- [Good2Talk \(24/7 phone support for students offered by professional counsellors\)](#)
- [John Howard Society](#) (for individuals in conflict with the law)
- [Elizabeth Fry Society](#) (for individuals in conflict with the law)

November 15, 2024

To: Senate Committee on Appointments

**From: Dr. David Farrar
Chair, Vice-President Research Selection Committee**

Re: Revised Terms of Reference for the Vice-President, Research

The Selection Committee has reviewed the Terms of Reference for the Vice-President, Research and is recommending several changes. Routine changes include updating titles, reporting relationships, and collaborations.

The recommended revisions also reflect the significant expansion of responsibilities and oversight to the Vice-President, Research role. These additions include:

- Dedicated focus on Research Commercialization and Partnerships that includes supporting and sustaining increasing numbers of spin-out companies, start-ups, and social innovation initiatives through the entire innovation pipeline and across the broader research ecosystem.
- Globally Engaged Research that includes increasingly complex interdisciplinary partnerships and revised funding models that engage a wide range of partners.
- Leadership of Equity, Diversity, and Inclusion initiatives that includes supporting and enabling the work of the McMaster Indigenous Research Institute (MIRI) and advancing opportunities for different ways of knowing and research.
- Research Security and Research Data Management across the research enterprise, including working closely with government bodies, granting councils, funders, and others to safeguard the security of data and ensure compliance with directives and requirements.

- Compliance and Reporting that includes responding effectively to the requirements of the Strategic Mandate Agreement and the expanded compliance requirements implemented by the province.
- Risk and Crisis Management that includes managing complex and contentious issues within the McMaster community.

Both a tracked change and a clean version of the Terms of Reference are included for your review.

On behalf of the Selection Committee for a Vice-President, Research, I accordingly request that

the Senate Committee on Appointments approve, for recommendation to Senate and the Board of Governors, the revised Terms of Reference for the position of Vice-President, Research, effective July 1, 2025 as circulated.

Policies, Procedures and Guidelines

Complete Policy Title:
**Vice-President (Research)
Terms of Reference**

Policy Number (if applicable):

Approved by:
**Senate
Board of Governors**

Date of Most Recent Approval:
**June 3, 2020
June 4, 2020**

Date of Original Approval(s):
**February 8, 2006
February 16, 2006**

Supersedes/Amends Policy dated:
**December 9, 2016
December 10, 2016**

Responsible Executive :
President

Enquiries:
[University Secretariat](#)

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

McMaster University is a leading research-intensive university and is committed to maintaining and further strengthening its capability for outstanding research, innovation and scholarship that contributes to the economy and quality of life, both nationally and internationally.

The Vice-President (Research) oversees the entire research portfolio, which includes leading the development of research strategy and related goals for the institution, establishing priorities and policies that attract and retain outstanding researchers, advocating with government, granting councils and industrial and other partners to attract resources to support all research activities at McMaster, promoting and enhancing the reputation and visibility of McMaster's research and scholarship, both nationally and internationally, leading the University's innovation, knowledge mobilization and commercialization activities and fostering an environment where creativity, scholarship and research excellence can flourish and where researchers can excel. In particular, the Vice-President (Research) will play a leading role in the University's Brighter World Research Initiative (BWRI), and will work closely with the President, the Vice-President (University Advancement) and the McMaster research community to support the initiative and attract resources and funding to the research enterprise.

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

REPORTING RELATIONSHIPS

Reports to: The President and Vice-Chancellor

Directly Reporting Positions:

Associate Vice-President (Research)

Assistant Vice-President (Nuclear)

Assistant Vice-President (Research Administration)

Executive Director, McMaster Industry Liaison Office (MILO)

Assistant Vice-President, Research Partnerships and Innovation

Director, Research and High Performance Computing Support

Director, Nuclear Operations and Facilities

Research Ethics Office

Biosafety Office

Health Research Services

The Directors of a number of Inter-Disciplinary Research

Centres and Institutes

Collaborates with: Provost and Vice-President (Academic), Dean and Vice-President (Health Sciences), Vice-President (Administration), Vice-President (University Advancement), Vice-Provost (International Affairs), Vice-Provost and Dean (Graduate Studies), Deans of Faculties, and Associate Deans (Research) within each Faculty

COMMITTEES

Board of Governors (observer)

Planning and Resources Committee (member)

Senate (member)

[Board-Senate] University Planning Committee (member)

Committee on Appointments (member)

Committee on Research Institutes (chair)

Graduate Council (member)

All of the Faculties (member)

Intellectual Property Board (chair)

University Research Council (chair)

McMaster University Advisory Committee for Human Research Ethics (MUARCHE) (chair)

President/Vice-Presidents (member)

President/Vice-Presidents/Deans (member)

Arts Research Board (member)

Science and Engineering Research Board (member)

McMaster Innovation Park (Board Chair)

IT Executive Governance Committee (member)

MAJOR RESPONSIBILITIES

A. Research Strategy and Priorities

Working within the collegial decision-making environment of the University and collaborating closely with colleagues within the senior administration, the University's governing bodies and the University Research Council, the Vice-President (Research):

1. Leads the development of strategy for the research portfolio, including establishing ambitious institutional goals and priorities, working to address challenges, and supporting broader University planning by clearly articulating those goals and priorities to the University community.
2. Leads the development of research-related policies and practices, including the development of policies intended to sustain and enhance the research portfolio, support and actively engage researchers, ensure the maintenance of an ethical research environment in compliance with all relevant regulations and funding requirements, and maintain and advance McMaster's reputation as a top-class research-intensive University.
3. Oversees the University's overall research funding, including developing strategies aimed at increasing McMaster's share of federal, provincial and other research funding opportunities, working to develop and strengthen relationships with industrial, commercial and other funding partners, and seeking alternative and innovative sources of funding for research, including through the Brighter World Research Initiative.
4. Oversees the development and maintenance of the University's research infrastructure and platforms, including the McMaster Nuclear Reactor and other new and existing facilities and equipment, and works closely with researchers and members of the University Research Council to identify priorities and address areas of need. Provides support and guidance for Research Institutes and Centres, including overseeing regular reviews and ensuring appropriate oversight and accountability.
5. Leads the development and implementation of strategies to foster innovation, social entrepreneurship and creativity and encourage and support the sharing and mobilization of knowledge within the University and the broader community with the intention of advancing human understanding and achieving broad societal benefits.
6. Works with the McMaster Indigenous Research Institute to support and advance Indigenous research, including facilitating the increased visibility of Indigenous Knowledge and methodologies, and creating space for dialogue between Western research approaches and Indigenous research collaborations.

7. Oversees the development of strategies and policies related to the commercialization of research discoveries and provides leadership, guidance and support with regard to technology transfer activities, including the protection of intellectual property, proprietary knowledge, ideas and inventions, and the formation of spin-off companies. Fosters an environment that supports and enables creativity, innovation and entrepreneurship across the campus research community.
8. Plays a key leadership role in developing and facilitating close relationships between the University and McMaster Innovation Park, leading the development of a strategy which capitalizes on the strengths of the University and McMaster Innovation Park and which advances and supports the research and commercialization eco-system.
9. Works closely with the Vice-Provost and Dean (Graduate Studies) and the Faculty Deans to ensure that graduate and undergraduate students are integrated into a culture of creativity, innovation and research excellence and are prepared through their studies to contribute as engaged and thoughtful citizens to the economy and life of Canada and beyond.
10. Builds and facilitates partnerships, both internally and externally:
 - Develops the framework and infrastructure needed to enable inter-disciplinary, inter-institutional and multiple-sector research partnerships to develop and flourish;
 - Develops relationships and works in partnership with colleagues in the affiliated hospitals to advance collaborative research;
 - Works collaboratively to advance inclusive excellence in research through the development and strengthening of institutional infrastructure and capacity to integrate equity, diversity and inclusion principles and practices across research activities and communities; and
 - Works closely with the Vice-Provost (International Affairs) to develop and strengthen international research partnerships and collaboration.

B. Advocacy and Promotion

Working in close collaboration with the President, the other Vice-Presidents and colleagues in the Office of Communications and Public Affairs, the Vice-President (Research):

1. Represents and advocates on behalf of the University on all matters related to the research portfolio before the federal, provincial and municipal governments, to granting councils and funding agencies. Takes an active leadership role in the work of inter-institutional groups engaged in research advocacy, funding and policy matters, such as the Ontario Council on University Research (OCUR) and the U15 Research Committee.
2. Represents and advocates on behalf of the University to the corporate and industrial sectors on matters involving research, builds partnerships, fosters support and coordinates and expedites interactions with the University.

3. Works to develop and advance McMaster's reputation as a leading research-intensive University nationally and internationally and to promote awareness of the social and economic impact of the University's knowledge creation, innovation and research. Promotes McMaster's research achievements and the accomplishments of researchers, both internally and externally, and facilitates an environment that recognizes, supports and develops talented researchers and research teams in all Faculties and at all levels.
4. Works with the President, the Provost and the Vice-President (University Advancement) to develop fund-raising strategies in areas associated with research and to seek additional and innovative sources of research funding. Plays a leadership role in the Brighter World Research Initiative, working with the President, the Vice-President (University Advancement) and members of the McMaster research community to identify priorities, develop revenue-raising strategies, and secure funding for all aspects of the research portfolio.

C. Administration and Oversight

1. Oversees all administrative services supporting research, including the Research Office for Administration, Development and Support (ROADS), the McMaster Industry Liaison Office (MILO), the McMaster Nuclear Reactor, Research Finance and Administration, Research and High Performance Computing Support, Health Physics, Health Research Services, the Biosafety Committee, the Research Boards, and Senate/Board approved Research Institutes.
2. Oversees the University's research funding, ensuring compliance with all relevant accounting and other requirements specified by funding bodies, and administers the operating budget for the research portfolio.
3. Serves on a variety of University Committees, including Chairing the University Research Council, and the board of McMaster Innovation Park.
4. Oversees the protection, use and development of intellectual property, including the commercialization of technology, know-how and inventions and the formation of spin-off companies, and creates and supports an environment that recognizes and fosters innovation, creativity and entrepreneurship.

Terms of Reference

Title:

Vice-President (Research)

Draft: November 12, 2024

Approved by:

Senate

Board of Governors

Date of Most Recent Approval:

TBD

Supersedes/Amends Terms Dated:

- June 3, 2020 / June 4, 2020
- December 9, 2015 / December 10, 2015
- February 8, 2006 / February 16, 2006

Date of Original Approval(s):

February 8, 2006 / February 16, 2006

Responsible Executive: President and Vice-Chancellor

Enquiries: [University Secretariat](#)

McMaster University is a globally recognized research-intensive university dedicated to advancing human and societal health and well-being. The University is committed to maintaining and further strengthening its capability for outstanding research, innovation and scholarship that contributes to the economy and quality of life of the communities we serve, locally, provincially, nationally and internationally.

The Vice-President (Research) oversees the entire research portfolio, which includes leading the development of research strategy and related goals for the institution; establishing priorities and policies that attract and retain outstanding researchers; advocating with government, granting

councils and industrial and other partners to attract resources to support all research activities at McMaster; promoting and enhancing the reputation and visibility of McMaster's research and scholarship, both nationally and internationally; leading the University's innovation, knowledge mobilization, community outreach and commercialization activities; and fostering an environment where creativity, scholarship and research excellence can flourish and where researchers can excel.

The position of Vice-President (Research) is appointed for a renewable five-year term and will be held by a qualified faculty member with a PhD, MD or equivalent advanced degree, along with a record of demonstrated research and scholarly accomplishments. ~~appointed for a renewable five-year term.~~

The individual will be selected by a Senate Ad Hoc Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by the *McMaster University Act*, 1976 and the Senate By-laws.

Reporting Relationships

Reports to: President and Vice-Chancellor

Directly Reporting Positions:

- Associate Deputy Vice-President (Research)
- Associate Vice-President (Nuclear) & Chief Nuclear Officer
- Associate Vice-President (Research, Society & Impact)
- Associate Vice-President (Research, Commercialization & Entrepreneurship)
- Associate Vice-President (Research, Innovation and Partnerships)
- Associate Vice-President (Research Administration)
- ~~Associate Vice-President (Research, Nuclear)~~
- Executive Director, McMaster Industry Liaison Office (MILO)
- ~~Director, Research and High-Performance Computing Support~~
- ~~Director, Nuclear Operations and Facilities~~
- Senior Health Physicist
- Director, Research Security Risk
- Director, Research Equity, Diversity and Inclusion and Excellence
- Executive Director, Canadian Research Data Centre Network
- Biosafety Office (Biosafety Officer)
- University Veterinarian and Director, Office of Veterinary Services and Compliance
- University Veterinary Pathologist
- Strategic Advisor to the Vice-President, Research on McMaster's Nuclear Enterprise
- The Directors of a number of Inter-Disciplinary Research Centres and Institutes

Collaborates with:

Provost and Vice-President (Academic), Dean and Vice-President (Health Sciences), Vice-President (Operations and Finance), Vice-President (University Advancement), Vice-Provost (International Affairs), Vice-Provost and Dean (Graduate Studies), [Vice-Provost \(Indigenous\)](#), Deans of Faculties, and Associate Deans (Research) within each Faculty

[Key Committees](#)

- Board of Governors (observer)
- Planning and Resources Committee (member)
- Senate (member)
- [Board-Senate] University Planning Committee (member)
- Committee on Appointments (member)
- Committee on Research Institutes (chair)
- Graduate Council (member)
- All of the Faculties (member)
- Intellectual Property Board (chair)
- University Research Infrastructure Oversight Board (chair)
- McMaster University Advisory Committee for Human Research Ethics (MUARCHE) (chair)
- President/Vice-Presidents (member)
- President/Vice-Presidents/Deans (member)
- Arts Research Board (member)
- Science and Engineering Research Board (member)
- First Longwood Innovation Trust (FLIT) (McMaster Innovation Park) (member)
- Gore District Land Trust (member)
- IT Executive Governance Committee (member)

Major Responsibilities

A. Research Strategy, Funding and Priorities

Working within the collegial decision-making environment of the University and collaborating closely with colleagues within the senior administration, the University's governing bodies and the University Research Infrastructure Oversight Board, the Vice-President (Research):

1. Leads the development and implementation of strategy for the research portfolio in alignment with the strategic priorities and direction outlined by the President, including establishing ambitious institutional goals and priorities, working to address challenges, and supporting

broader University planning by clearly articulating those goals and priorities to the University community.

2. Champions McMaster's world-class research, identifying new opportunities and supporting ongoing intensification across the entire spectrum of academic disciplines that make up the McMaster community. Leads the development of an environment that enables basic and applied research to excel across disciplines, knowledge systems, sectors, and borders.
3. Recognizes and supports foundational [or applied](#) research as critical to knowledge transfer, social innovation, commercialization, and the advancement of our society and strengthening of civil life. Creates an environment that facilitates and supports researchers working together across disciplines, tackling major global issues, advancing the positive impact of research, and expanding the body of human knowledge and understanding.
4. Leads the development of research-related policies and practices, including the development of policies intended to sustain and enhance the research portfolio, support and actively engage researchers, create the environment needed to recruit and retain the highest calibre faculty and graduate students, ensure the maintenance of an ethical research environment in compliance with all relevant regulations and funding requirements, and maintain and advance McMaster's reputation as an internationally-recognized top- class research-intensive University.
5. Strategically focuses resources and talent on tackling major global issues, including those outlined in the UN Sustainable Development Goals, and on making a positive contribution through the University's research and knowledge mobilization capabilities on innovative solutions and approaches.
6. Oversees the University's overall research funding, including developing strategies aimed at increasing McMaster's share of federal, provincial and other research funding opportunities, leading and championing applications and proposals for major institutional funding opportunities and competitions, ensuring that McMaster's researchers have the support needed to excel in grant applications, research projects, and collaborations, and working to develop and strengthen relationships with [both industry partners and associations, as well as non-profit organizations](#).~~ial, commercial and other funding partners.~~

7. Works closely with the President and other senior leaders to develop and lead initiatives to secure alternative and innovative sources of funding for research, including through the planned fundraising campaign, the research commercialization initiative, and the continued development of McMaster Innovation Park.
8. Works with the McMaster Indigenous Research Institute to support and advance Indigenous research, including facilitating the increased visibility of Indigenous Knowledge and methodologies, advancing the Indigenous Research Strategy, and creating space for dialogue between Western research approaches and Indigenous research collaborations.
9. Works closely with the Vice-Provost and Dean (Graduate Studies) and the Faculty Deans to ensure that graduate and undergraduate students are integrated into a culture of creativity, innovation and research excellence. ~~and are prepared through their studies to contribute as engaged and thoughtful citizens to the economy and life of Canada and beyond.~~
10. Builds and facilitates partnerships in support of the research enterprise, both internally and externally, including:
 - Develops the framework and infrastructure needed to enable inter-disciplinary, inter-institutional and multiple-sector research partnerships to develop and flourish; and
 - Develops relationships and works in partnership with colleagues in the affiliated hospitals to advance collaborative research.

B. Research Commercialization and Innovation

1. Leads the development and implementation of strategies to foster innovation, social entrepreneurship and creativity and encourages and supports the sharing and mobilization of knowledge within the University and the broader community with the intention of advancing human understanding and achieving broad societal benefits.
2. Oversees the development of strategies and policies related to the commercialization of research discoveries and provides leadership, guidance and support with regard to technology transfer activities, including the protection of intellectual property, licensing, proprietary knowledge, ideas and inventions, and the formation of spin-off companies. Fosters an environment that supports and enables creativity, innovation and entrepreneurship across the campus research community.

3. Leads the development and expansion of seed funding opportunities to support ideation and early-stage start-ups and encourages faculty and student entrepreneurship.
4. Develops and leads initiatives to support and sustain start-ups and social innovation initiatives throughout the entire innovation pipeline and across the broader ecosystem, including working closely with the President and other senior leaders to secure the infrastructure and financial resources needed to commercialize research, support innovative ideas, mobilize knowledge and allow for the scale-up and ongoing success of entrepreneurial initiatives, as well as working with partners ~~such as the C100 global community~~ to build expertise and a network to advance a culture of entrepreneurship within the McMaster community ~~entrepreneurial~~ activities.
5. Works closely with the President and other senior colleagues to develop and facilitate close relationships between the University and McMaster Innovation Park, maximizing the opportunities presented by McMaster Innovation Park, leading the development of a sustainable and financially responsible development plan for McMaster Innovation Park that generates long-term value for the University, financially, reputationally, and academically, and which advances and supports the research and commercialization eco- system, as well as the University's alternative revenue generation strategy.

C. Research Infrastructure and Platforms

1. Oversees the development and maintenance of the University's research infrastructure and platforms, ~~including the McMaster Nuclear Reactor and other new and existing facilities and equipment~~, and works closely with researchers and members of the University Research Infrastructure Oversight Board to identify priorities and address areas of need.
2. Creates structures that allow Research Institutes and Centres to build capacity, attract faculty and design academic programs to ensure seamlessness between teaching and research. Provides support and guidance for Research Institutes and Centres, including overseeing regular reviews and ensuring appropriate oversight and accountability.
3. Provides leadership and advances strategies to increase activity and expand opportunities for the McMaster Nuclear Reactor to support research and commercial activities, including working on major science funding initiatives to bring funding and attention to nuclear research

at McMaster, working with government and industry partners to support the federal Small Modular Reactor roadmap, and enabling research related to medical isotopes.

D. Inclusive Excellence

1. Works collaboratively to advance inclusive excellence in research by developing and strengthening institutional infrastructure, policies and processes. Builds capacity to integrate equity, diversity and inclusion principles and practices across research activities and communities.
2. Guides and supports the development and advancement of research programs and practices that exemplify inclusive excellence, including overseeing the Canada Research Chairs program at McMaster and ensuring that the University continues to meet its targets for equity-deserving groups.
3. In partnership with the President and Vice-Presidents, [Vice-Provost \(Indigenous\)](#), Indigenous leaders and others, champions reconciliation through supporting and advancing the Indigenous Research Strategy and working to advance the University's positive response to the Truth and Reconciliation report.
4. Works with the President, the Vice-Provost (Equity and Inclusion) and other senior leaders to build a community continuously developing attitudes, knowledge and skills to foster positive interpersonal and intergroup relations and a culture of respect and inclusion.
5. Fosters and models the values of [equity, diversity and inclusion \(EDI\)](#), both personally and across the Vice-President (Research) portfolio.

E. Community/External Engagement and Partnership Building

1. Fosters global citizenship among the research community through institutional participation in global initiatives, support of international research and scholarship, advancement of international partnerships in support of research and academic excellence and engagement in addressing global issues, including a prioritization of the UN Sustainable Development Goals.
2. Works closely with the Vice-Provost (International Affairs) to strategically develop and strengthen international research partnerships and collaborations to accelerate research

excellence, capitalize on the reputation, talent and capacity of Research Centres and Institutes, bring researchers together across disciplines and expand McMaster's international engagement, influence and impact - guided by the principles of integrity, reciprocity, reflexivity, sustainability and transformation.

3. Works in partnership with the Provost and Vice-President (Academic) to develop a strategy and promote the expansion of opportunities for students and researchers to participate in [local and](#) international partnership exchanges and research collaborations.
4. In partnership with the President and other senior leaders, engages proactively in principled partnerships with local and global communities to foster and promote community-based research and knowledge mobilization.
5. Works with the McMaster Indigenous Research Institute to build thoughtful and respectful relationships with local Indigenous communities, creating constructive, principled and mutually beneficial opportunities for different ways of knowing and research.
6. Works to strengthen McMaster's role as a national leader in community engagement, social innovation and social impact, ensuring ongoing collaboration with universities, colleges and relevant networks and organizations to coordinate efforts to address societal challenges, including a continued focus on the UN Sustainable Development Goals.
7. As part of the development and expansion of McMaster Innovation Park, works to build connections and alignment in support of the research ecosystem and support and advance local and regional economic growth and development.

F. Government Relations, Advocacy and Reputation Development

Working in close collaboration with the President, the other Vice-Presidents and colleagues in the Office of Communications, Marketing and Public Affairs, the Vice-President (Research):

1. Represents and advocates on behalf of the University on all matters related to the research portfolio before the federal, provincial and municipal governments, to granting councils and funding agencies. Takes an active leadership role in the work of inter-institutional groups engaged in research advocacy, funding and policy matters, such as the Ontario Council on University Research (OCUR) and the U15 Research Committee.

2. Acts as a key ambassador for McMaster, proactively developing and stewarding positive relationships with donors, supporters, alumni, and other key stakeholders to communicate and advance the University's priorities. Represents and advocates on behalf of the University to the corporate and industrial sectors on matters involving research, builds partnerships, fosters support and coordinates and expedites interactions with the University.
3. Works to develop and advance McMaster's reputation as a leading global research-intensive University, nationally and internationally, and to promote awareness of the social and economic impact of the University's knowledge creation, innovation and research. Promotes McMaster's research achievements and the accomplishments of researchers, both internally and externally, and facilitates an environment that recognizes, supports and develops talented researchers and research teams in all Faculties and at all levels.
4. Works with the President, the Provost and the Vice-President (University Advancement) to develop fund-raising strategies in areas associated with research and to seek additional and innovative sources of research funding. Plays a leadership role in the planned fundraising campaign, working with the President, the Vice-President (University Advancement) and members of the McMaster research community to secure resources and provide additional funding for McMaster's research mission.
5. Together with the President and other members of the senior administration, works to advance McMaster's position in key research-focused university rankings, including international rankings, identifying key ranking schemes and metrics, and championing improvements in targeted areas.
6. As part of the institutional Enterprise-Wide Risk Management Program, works to identify, mitigate, and manage risks relating to the research enterprise and identify and pursue opportunities. Anticipates and/or responds to significant changes in the research environment through strategic and operational planning, and prompt and appropriate action, ensuring that researchers, community members and government agencies are informed of plans, actions and consequences as needed.

G. Operational Excellence: Administration, Oversight and Data Security

1. Oversees all administrative services supporting research, including the Research Office for Administration, Development and Support (ROADS), the McMaster Industry Liaison Office

(MILO), the McMaster Nuclear Reactor, Research Finance and Administration, Research and High Performance Computing Support, Health Physics, Health Research Services, the Biosafety Committee, the Research Boards, and Senate/Board approved Research Institutes. Works to invest resources and enhance operational excellence in all areas of research administration to maximize the institutional support and reduce the administrative burden for researchers and champions and enables the ongoing modernization of administrative operations in support of the University's researchers and research mission.

2. Works to enhance operational excellence and ensure appropriate support for all University core facilities, research platforms and research institutes reporting to the Vice-President (Research).
3. Oversees the University's research funding, advancing operational excellence in all processes and procedures and ensuring compliance with all relevant accounting and other financial-related requirements specified by funding bodies, and administers the operating budget for the research portfolio.
4. Oversees all aspects of research security and research data management across the research enterprise, including working closely with government bodies, granting councils, funders and others to safeguard the security of data and ensure compliance with all relevant directives and requirements, keeping the research community advised and updated with regard to areas of concern and appropriate actions, and ensuring a robust system of data management and security.
5. Oversees compliance with all relevant statutory and legal requirements relating to the research enterprise, including all required reporting to granting councils, ethics boards, biosafety and animal ethics, government bodies and other funders or stakeholders with regard to the development of required policies, statutory reporting and legislative requirements.
6. Works to optimize policies and processes to support the delivery of high-quality, nimble and efficient support services to researchers and champions the use of transformative information technologies and services to accelerate the University's research mission.
7. Serves on a variety of University Committees, including Chairing the University Research Infrastructure Oversight Board.

8. Oversees the protection, use and development of intellectual property, including the commercialization of technology, know-how and inventions and the formation of spin-off companies, and creates and supports an environment that recognizes and fosters innovation, creativity and entrepreneurship.

Title:

Vice-President (Research)

Draft: November 12, 2024

Approved by:

Senate

Board of Governors

Date of Most Recent Approval:

TBD

Supersedes/Amends Terms Dated:

- June 3, 2020 / June 4, 2020
- December 9, 2015 / December 10, 2015
- February 8, 2006 / February 16, 2006

Date of Original Approval(s):

February 8, 2006 / February 16, 2006

Responsible Executive: President and Vice-Chancellor

Enquiries: [University Secretariat](#)

McMaster University is a globally recognized research-intensive university dedicated to advancing human and societal health and well-being. The University is committed to maintaining and further strengthening its capability for outstanding research, innovation and scholarship that contributes to the economy and quality of life of the communities we serve, locally, provincially, nationally and internationally.

The Vice-President (Research) oversees the entire research portfolio, which includes leading the development of research strategy and related goals for the institution; establishing priorities and policies that attract and retain outstanding researchers; advocating with government, granting

councils and industrial and other partners to attract resources to support all research activities at McMaster; promoting and enhancing the reputation and visibility of McMaster's research and scholarship, both nationally and internationally; leading the University's innovation, knowledge mobilization, community outreach and commercialization activities; and fostering an environment where creativity, scholarship and research excellence can flourish and where researchers can excel.

The position of Vice-President (Research) is appointed for a renewable five-year term and will be held by a faculty member with a PhD, MD or equivalent advanced degree, along with a record of demonstrated research and scholarly accomplishments. The individual will be selected by a Senate Ad Hoc Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by the *McMaster University Act*, 1976 and the Senate By-laws.

Reporting Relationships

Reports to: President and Vice-Chancellor

Directly Reporting Positions:

- Deputy Vice-President (Research)
- Associate Vice-President (Nuclear) & Chief Nuclear Officer
- Associate Vice-President (Research, Society & Impact)
- Associate Vice-President (Research, Commercialization & Entrepreneurship)
- Associate Vice-President (Research, Innovation and Partnerships)
- Associate Vice-President (Research Administration)
- Executive Director, McMaster Industry Liaison Office (MILO)
- Senior Health Physicist
- Director, Research Security Risk
- Director, Research Equity, Diversity and Inclusive Excellence
- Executive Director, Canadian Research Data Centre Network
- Biosafety Office (Biosafety Officer)
- University Veterinarian and Director, Office of Veterinary Services and Compliance
- University Veterinary Pathologist
- Strategic Advisor to the Vice-President, Research on McMaster's Nuclear Enterprise
- The Directors of a number of Inter-Disciplinary Research Centres and Institutes

Collaborates with:

Provost and Vice-President (Academic), Dean and Vice-President (Health Sciences), Vice-President (Operations and Finance), Vice-President (University Advancement), Vice-Provost (International

Affairs), Vice- Provost and Dean (Graduate Studies), Vice-Provost (Indigenous), Deans of Faculties, and Associate Deans (Research) within each Faculty

Key Committees

- Board of Governors (observer)
- Planning and Resources Committee (member)
- Senate (member)
- [Board-Senate] University Planning Committee (member)
- Committee on Appointments (member)
- Committee on Research Institutes (chair)
- Graduate Council (member)
- All of the Faculties (member)
- Intellectual Property Board (chair)
- University Research Infrastructure Oversight Board (chair)
- McMaster University Advisory Committee for Human Research Ethics (MUARCHE) (chair)
- President/Vice-Presidents (member)
- President/Vice-Presidents/Deans (member)
- Arts Research Board (member)
- Science and Engineering Research Board (member)
- First Longwood Innovation Trust (FLIT) (McMaster Innovation Park) (member)
- Gore District Land Trust (member)
- IT Executive Governance Committee (member)

Major Responsibilities

A. Research Strategy, Funding and Priorities

Working within the collegial decision-making environment of the University and collaborating closely with colleagues within the senior administration, the University's governing bodies and the University Research Infrastructure Oversight Board, the Vice-President (Research):

1. Leads the development and implementation of strategy for the research portfolio in alignment with the strategic priorities and direction outlined by the President, including establishing ambitious institutional goals and priorities, working to address challenges, and supporting broader University planning by clearly articulating those goals and priorities to the University community.
2. Champions McMaster's world-class research, identifying new opportunities and supporting ongoing intensification across the entire spectrum of academic disciplines that make up the

McMaster community. Leads the development of an environment that enables basic and applied research to excel across disciplines, knowledge systems, sectors, and borders.

3. Recognizes and supports foundational or applied research as critical to knowledge transfer, social innovation, commercialization, and the advancement of our society and strengthening of civil life. Creates an environment that facilitates and supports researchers working together across disciplines, tackling major global issues, advancing the positive impact of research, and expanding the body of human knowledge and understanding.
4. Leads the development of research-related policies and practices, including the development of policies intended to sustain and enhance the research portfolio, support and actively engage researchers, create the environment needed to recruit and retain the highest calibre faculty and graduate students, ensure the maintenance of an ethical research environment in compliance with all relevant regulations and funding requirements, and maintain and advance McMaster's reputation as an internationally-recognized top- class research-intensive University.
5. Strategically focuses resources and talent on tackling major global issues, including those outlined in the UN Sustainable Development Goals, and on making a positive contribution through the University's research and knowledge mobilization capabilities on innovative solutions and approaches.
6. Oversees the University's overall research funding, including developing strategies aimed at increasing McMaster's share of federal, provincial and other research funding opportunities, leading and championing applications and proposals for major institutional funding opportunities and competitions, ensuring that McMaster's researchers have the support needed to excel in grant applications, research projects, and collaborations, and working to develop and strengthen relationships with both industry partners and associations, as well as non-profit organizations.
7. Works closely with the President and other senior leaders to develop and lead initiatives to secure alternative and innovative sources of funding for research, including through the planned fundraising campaign, the research commercialization initiative, and the continued development of McMaster Innovation Park.

8. Works with the McMaster Indigenous Research Institute to support and advance Indigenous research, including facilitating the increased visibility of Indigenous Knowledge and methodologies, advancing the Indigenous Research Strategy, and creating space for dialogue between Western research approaches and Indigenous research collaborations.
9. Works closely with the Vice-Provost and Dean (Graduate Studies) and the Faculty Deans to ensure that graduate and undergraduate students are integrated into a culture of creativity, innovation and research excellence.
10. Builds and facilitates partnerships in support of the research enterprise, both internally and externally, including:
 - Develops the framework and infrastructure needed to enable inter-disciplinary, inter-institutional and multiple-sector research partnerships to develop and flourish; and
 - Develops relationships and works in partnership with colleagues in the affiliated hospitals to advance collaborative research.

B. Research Commercialization and Innovation

1. Leads the development and implementation of strategies to foster innovation, social entrepreneurship and creativity and encourages and supports the sharing and mobilization of knowledge within the University and the broader community with the intention of advancing human understanding and achieving broad societal benefits.
2. Oversees the development of strategies and policies related to the commercialization of research discoveries and provides leadership, guidance and support with regard to technology transfer activities, including the protection of intellectual property, licensing, and the formation of spin-off companies. Fosters an environment that supports and enables creativity, innovation and entrepreneurship across the campus research community.
3. Leads the development and expansion of seed funding opportunities to support ideation and early-stage start-ups and encourages faculty and student entrepreneurship.
4. Develops and leads initiatives to support and sustain start-ups and social innovation initiatives throughout the entire innovation pipeline and across the broader ecosystem, including working closely with the President and other senior leaders to secure the infrastructure and financial resources needed to commercialize research, support innovative ideas, mobilize knowledge and allow for the scale-up and ongoing success of entrepreneurial initiatives, as well as

working with partners to build expertise and a network to advance a culture of entrepreneurship within the McMaster community activities.

5. Works closely with the President and other senior colleagues to develop and facilitate close relationships between the University and McMaster Innovation Park, maximizing the opportunities presented by McMaster Innovation Park, leading the development of a sustainable and financially responsible development plan for McMaster Innovation Park that generates long-term value for the University, financially, reputationally, and academically, and which advances and supports the research and commercialization eco- system, as well as the University's alternative revenue generation strategy.

C. Research Infrastructure and Platforms

1. Oversees the development and maintenance of the University's research infrastructure and platforms and works closely with researchers and members of the University Research Infrastructure Oversight Board to identify priorities and address areas of need.
2. Creates structures that allow Research Institutes and Centres to build capacity, attract faculty and design academic programs to ensure seamlessness between teaching and research. Provides support and guidance for Research Institutes and Centres, including overseeing regular reviews and ensuring appropriate oversight and accountability.
3. Provides leadership and advances strategies to increase activity and expand opportunities for the McMaster Nuclear Reactor to support research and commercial activities, including working on major science funding initiatives to bring funding and attention to nuclear research at McMaster, working with government and industry partners to support the federal Small Modular Reactor roadmap, and enabling research related to medical isotopes.

D. Inclusive Excellence

1. Works collaboratively to advance inclusive excellence in research by developing and strengthening institutional infrastructure, policies and processes. Builds capacity to integrate equity, diversity and inclusion principles and practices across research activities and communities.
2. Guides and supports the development and advancement of research programs and practices that exemplify inclusive excellence, including overseeing the Canada Research Chairs

program at McMaster and ensuring that the University continues to meet its targets for equity-deserving groups.

3. In partnership with the President and Vice-Presidents, Vice-Provost (Indigenous), Indigenous leaders and others, champions reconciliation through supporting and advancing the Indigenous Research

Strategy and working to advance the University's positive response to the Truth and Reconciliation report.

4. Works with the President, the Vice-Provost (Equity and Inclusion) and other senior leaders to build a community continuously developing attitudes, knowledge and skills to foster positive interpersonal and intergroup relations and a culture of respect and inclusion.
5. Fosters and models the values of equity, diversity and inclusion (EDI), both personally and across the Vice-President (Research) portfolio.

E. Community/External Engagement and Partnership Building

1. Fosters global citizenship among the research community through institutional participation in global initiatives, support of international research and scholarship, advancement of international partnerships in support of research and academic excellence and engagement in addressing global issues, including a prioritization of the UN Sustainable Development Goals.
2. Works closely with the Vice-Provost (International Affairs) to strategically develop and strengthen international research partnerships and collaborations to accelerate research excellence, capitalize on the reputation, talent and capacity of Research Centres and Institutes, bring researchers together across disciplines and expand McMaster's international engagement, influence and impact - guided by the principles of integrity, reciprocity, reflexivity, sustainability and transformation.
3. Works in partnership with the Provost and Vice-President (Academic) to develop a strategy and promote the expansion of opportunities for students and researchers to participate in local and international partnership exchanges and research collaborations.
4. In partnership with the President and other senior leaders, engages proactively in principled partnerships with local and global communities to foster and promote community-based research and knowledge mobilization.

5. Works with the McMaster Indigenous Research Institute to build thoughtful and respectful relationships with local Indigenous communities, creating constructive, principled and mutually beneficial opportunities for different ways of knowing and research.
6. Works to strengthen McMaster's role as a national leader in community engagement, social innovation and social impact, ensuring ongoing collaboration with universities, colleges and relevant networks and organizations to coordinate efforts to address societal challenges, including a continued focus on the UN Sustainable Development Goals.
7. As part of the development and expansion of McMaster Innovation Park, works to build connections and alignment in support of the research ecosystem and support and advance local and regional economic growth and development.

F. Government Relations, Advocacy and Reputation Development

Working in close collaboration with the President, the other Vice-Presidents and colleagues in the Office of Communications, Marketing and Public Affairs, the Vice-President (Research):

1. Represents and advocates on behalf of the University on all matters related to the research portfolio before the federal, provincial and municipal governments, to granting councils and funding agencies. Takes an active leadership role in the work of inter-institutional groups engaged in research advocacy, funding and policy matters, such as the Ontario Council on University Research (OCUR) and the U15 Research Committee.
2. Acts as a key ambassador for McMaster, proactively developing and stewarding positive relationships with donors, supporters, alumni, and other key stakeholders to communicate and advance the University's priorities. Represents and advocates on behalf of the University to the corporate and industrial sectors on matters involving research, builds partnerships, fosters support and coordinates and expedites interactions with the University.
3. Works to develop and advance McMaster's reputation as a leading global research-intensive University, nationally and internationally, and to promote awareness of the social and economic impact of the University's knowledge creation, innovation and research. Promotes McMaster's research achievements and the accomplishments of researchers, both internally and externally, and facilitates an environment that recognizes, supports and develops talented researchers and research teams in all Faculties and at all levels.

4. Works with the President, the Provost and the Vice-President (University Advancement) to develop fund-raising strategies in areas associated with research and to seek additional and innovative sources of research funding. Plays a leadership role in the planned fundraising campaign, working with the President, the Vice-President (University Advancement) and members of the McMaster research community to secure resources and provide additional funding for McMaster's research mission.
 5. Together with the President and other members of the senior administration, works to advance McMaster's position in key research-focused university rankings, including international rankings, identifying key ranking schemes and metrics, and championing improvements in targeted areas.
 6. As part of the institutional Enterprise-Wide Risk Management Program, works to identify, mitigate, and manage risks relating to the research enterprise and identify and pursue opportunities. Anticipates and/or responds to significant changes in the research environment through strategic and operational planning, and prompt and appropriate action, ensuring that researchers, community members and government agencies are informed of plans, actions and consequences as needed.
- G. Operational Excellence: Administration, Oversight and Data Security**
1. Oversees all administrative services supporting research, including the Research Office for Administration, Development and Support (ROADS), the McMaster Industry Liaison Office (MILO), the McMaster Nuclear Reactor, Research Finance and Administration, Research and High Performance Computing Support, Health Physics, Health Research Services, the Biosafety Committee, the Research Boards, and Senate/Board approved Research Institutes. Works to invest resources and enhance operational excellence in all areas of research administration to maximize the institutional support and reduce the administrative burden for researchers and champions and enables the ongoing modernization of administrative operations in support of the University's researchers and research mission.
 2. Works to enhance operational excellence and ensure appropriate support for all University core facilities, research platforms and research institutes reporting to the Vice-President (Research).

3. Oversees the University's research funding, advancing operational excellence in all processes and procedures and ensuring compliance with all relevant accounting and other financial-related requirements specified by funding bodies, and administers the operating budget for the research portfolio.
4. Oversees all aspects of research security and research data management across the research enterprise, including working closely with government bodies, granting councils, funders and others to safeguard the security of data and ensure compliance with all relevant directives and requirements, keeping the research community advised and updated with regard to areas of concern and appropriate actions, and ensuring a robust system of data management and security.
5. Oversees compliance with all relevant statutory and legal requirements relating to the research enterprise, including all required reporting to granting councils, ethics boards, biosafety and animal ethics, government bodies and other funders or stakeholders with regard to the development of required policies, statutory reporting and legislative requirements.
6. Works to optimize policies and processes to support the delivery of high-quality, nimble and efficient support services to researchers and champions the use of transformative information technologies and services to accelerate the University's research mission.
7. Serves on a variety of University Committees, including Chairing the University Research Infrastructure Oversight Board.
8. Oversees the protection, use and development of intellectual property, including the commercialization of technology, know-how and inventions and the formation of spin-off companies, and creates and supports an environment that recognizes and fosters innovation, creativity and entrepreneurship.

Report to the Senate from the Committee on Student Affairs

Open Session

a. Student Affairs 2023-2024 Annual Report

At its meeting on December 4, 2024, the Committee on Student Affairs received the Student Affairs 2023-2024 Annual Report.

This item is for information.

Senate: For Information
December 11, 2024

Student Affairs

A Community of Communities

2023–2024 Annual Report

A message from Sean Van Koughnett,
Associate Vice-President, Students

Reflecting on the past year, from the achievements we celebrated to the complex challenges we faced, I'm filled with hope for what the next year brings. We took time to connect, understand and respond to students' evolving needs. We embraced the importance of building trusting relationships and bringing people together. We leveraged new and existing cross-functional partnerships to make progress on strategic institutional priorities. Creating a brighter world involves celebrating these moments, and I couldn't be prouder to share them with you.

As a community of communities, we continue to learn and grow together. Thank you for being part of this journey.



Read the full report



Student Affairs



Our Values in Action

Here are some examples of our ongoing commitment to constantly improve and ensure a student-centred and inclusive approach.

We believe in the potential of every student

- The RBC Foundation invests \$1.5M into the Black Student Success Centre — the largest investment of its kind to date — to fund the Unlocking Future Leaders program, which supports students from high school through university and into their careers.
- A new Indigenous student bursary program is announced to reduce barriers to post-secondary education through tuition and cost-of-living expenses, such as housing, childcare, food and transportation.
- A record-breaking number of students apply for the Access Award for academically qualified students from equity-deserving and historically under-represented groups in Hamilton and the surrounding area.
- By creating opportunities for students to engage beyond the classroom, the Forge ensures that entrepreneurship is for everyone and supports development of an entrepreneurial mindset.

We learn and grow together

- The Student Success Centre and Alumni Association celebrate a 20-year partnership, providing Alumni Career Services to graduates up to 5 years from degree-granting programs.
- The Spiritual Care and Learning Centre marks its one-year anniversary on campus, providing space for prayer, community-based support and a variety of other religious, secular and spiritual resources.
- Student Affairs organizes 10 events during Black History Month, bringing together students and the community to celebrate the contributions and achievements of Black, Caribbean and African diasporic peoples.
- The Made at Mac: Celebration of Entrepreneurship event launches new brand and website with resources, programs, services and supports for successful innovators and aspiring entrepreneurs.

We share responsibility and success

- The academic accommodations review guides the expansion of student supports as disability disclosures and requests increase through Student Accessibility Services.
- Through programs such as Welcome Week, Student Affairs, in collaboration with the McMaster Students Union and Faculty partners, welcomes 6,000+ first-year students to campus; McMaster Welcome wins best event by an academic institution at the Canadian Event Awards (2023).
- Scaled-up international and exchange student programming and support models focus on belonging and creating personalized and memorable McMaster experiences. (Supported through Strategic Alignment Funding).
- The MSU Hub opens 40,000 square feet for student life activities in partnership with Student Affairs at the David Braley Athletic Centre.

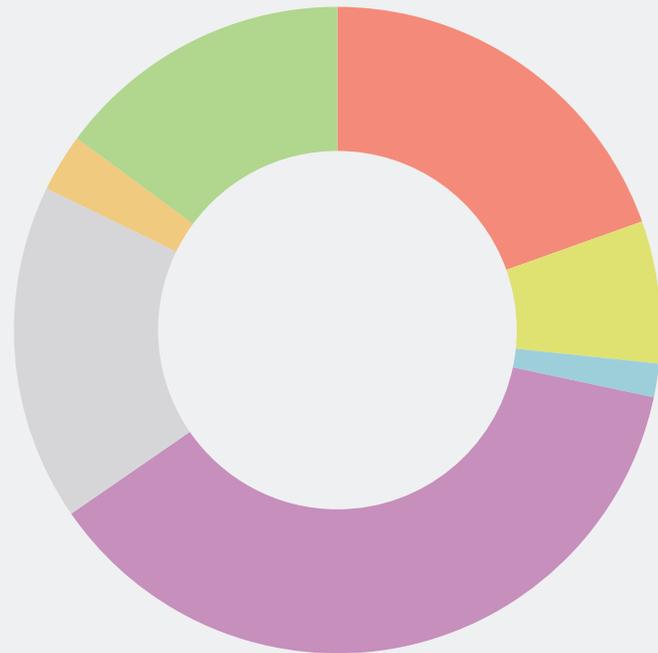
We deliver

- Lincoln Alexander Hall, McMaster's fifteenth and largest residence, breaks ground: 1,366 beds for undergraduate and graduate students for 2026.
- Athletics & Recreation hosts the women's national volleyball championships, a major undertaking placing a national spotlight on McMaster athletics.
- In response to the high demand for mental health and wellness services, Student Wellness Centre welcomed 50K+ clinic visits, provided 30+ workshops and psychoeducational programs and rained 1,500+ student leaders to enhance the health and well-being of the campus community.
- The Tax Squad, a student program through the Student Success Centre and the largest of its kind in Canada, processed \$4.5M in tax returns for students and low-income community members in Hamilton. (Supported through Strategic Alignment Funding).

Facts and Figures

Student Affairs is supported primarily through compulsory ancillary fees, university operating framework allocation, ministry funding, medical billings and other revenue.

In fiscal year 2024, the actual operating allocation represents approximately 19% of the total funding sources for Student Affairs (\$41.04M, excluding Housing & Conference Services). Other revenue includes Athletics & Recreation facility rentals, camp registration fees, instructional programming, events, donations and other miscellaneous income.



- Student Affairs Operating Allocation, \$7.78M (18.96%)
- Ministry Funding, \$2.83M (6.9%)
- Student Fees: Welcome Week 0.67 (1.63%)
- Student Fees: Services: \$14.75M (35.94%)
- Student Fees: Capital, \$6.70M (16.33%)
- Medical Billings, \$2.38M (5.80%)
- Other Revenue, \$5.93M (14.45%)



Our Impact: By the Numbers

Learn more about how we're measuring impact across each of our Student Affairs divisions.

Fast Facts



McMaster is home to 32,102 undergraduate and 5,487 graduate students, for a total student population of 37,589.



Our Student Affairs themes of belonging, well-being, transformation and growth work together to foster potential by supporting the whole student.



In the 2023–2024 academic year, 17% of all McMaster students were international students from 120 countries.



300+ full-time employees in Student Affairs work alongside campus and community stakeholders to promote student success.

Student Affairs Divisions

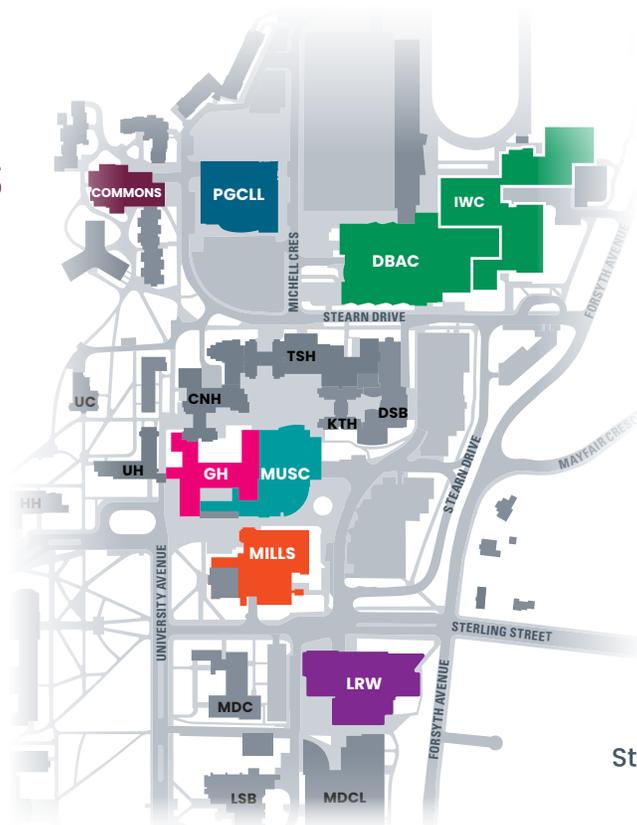
Athletics & Recreation	Housing & Conference Services	Black Student Success Centre	Indigenous Student Services	Student Accessibility Services	Marketing, Communications and Community Engagement	Student Success Centre
Facility Rentals and Management	Administration	Access and Retention Programming	Recruitment and Admissions Support	Academic Accommodations (student and faculty support)	Content Strategy and Creation	McMaster Access Program
Camps and Clinics	Admissions and Leasing	Black Student Wellness	Transition and Retention Programming	Accommodated Tests and Exams (Tim Nolan Testing Centre)	Digital Engagement	Student Transition, Retention and Success
The Pulse Fitness Centre	Conference and Event Services	Financial Aid Literacy and Support	Indigenous Student Wellness and Elders in Residence	Assistive Technology and Learning Strategy Support	Visual Content Creation	Career Counselling & Employment Services
Sports Medicine and Rehabilitation Centre	Information Systems	Community Outreach and Mentorship	Financial Aid Literacy and Support	Interpreting Services and Transcription Services	Events and Outreach	International and Exchange Student Experience
Strength and Conditioning Centre	Marketing and Communications	Careers and Alumni Engagement	Community Outreach and Mentorship	Transition Programs	Student Affairs Business Office	Experiential Learning, Leadership and Global Experience
Recreation and Outdoor	Graduate Residence and Signature Venues	Equity, Inclusion and Anti-Racism Support for Student Affairs divisions	Student Wellness Centre	Student Case Management	Platform Support and Integration	Writing and Academic Skills
Intramurals and Clubs	Finance	Advice and Guidance	Counselling/Mental Health	Case Management Services	Website and Technology Development	Financial Literacy (Mac's Money Centre)
Varsity Athletics	Residence Building Operations	Program Development	Health and Wellness Education	The Code	Human Resource Services	Entrepreneurship and Innovation Skills @The Forge
Instructional Programs and Group Fitness	Residence Maintenance	Strategic Planning	Medical Care and Services	Intake Office under Sexual Violence Policy	Student Affairs Financial Office	Spiritual Care and Learning Centre
Varsity Athletic Therapy	Residence Initiatives and Assessment	Education and Training	Programs, Resources and Drop-ins	Students of Concern Protocol	Student Affairs Tech Team	
Aquatics	Residence Life		Peer Support		Measurement and Evaluation	

Student Affairs offers holistic and personalized student support based on our themes of belonging, well-being, and transformation and growth. We deliver on this model in strong collaboration with the McMaster Students Union, Graduate Students Association, and colleagues from the Office of the Vice-Provost (Teaching and Learning), Office of the Registrar, School of Graduate Studies, Office of International Affairs, Equity and Inclusion Office, and Faculty, School and Program partners.

Our Locations

Come by and visit us on campus.

Download the map to your smartphone.



- **Housing & Conference Services**
Commons 101
- **Student Wellness Centre**
Peter George Centre for Living and Learning (PGCLL) 210 & 201
- **Black Student Success Centre**
Peter George Centre for Living and Learning (PGCLL) M07
- **Student Success Centre**
Gilmour Hall (GH) 110
- **SSC: Writing and Academic Skills Hub**
Mills Library (MILLS) L215
- **Athletics & Recreation**
David Braley Athletic Centre (DBAC), Ivor Wynne Centre (IWC)
- **Student Accessibility Services**
McMaster University Student Centre (MUSC) B101
- **SSC: International and Exchange Student Experience Lounge**
McMaster University Student Centre (MUSC) B118
- **SSC: Spiritual Care and Learning Centre**
McMaster University Student Centre (MUSC) 212
- **Indigenous Student Services**
L.R. Wilson Hall (LRW) 1811

Student Affairs

