McMaster University | UNIVERSITY SECRETARIAT

Board of Governors | Senate
Gilmour Hall, Room 210
1280 Main Street West
Hamilton, ON L8S 4L8

(905) 525-9140 x 24337
board@mcmaster.ca
senate@mcmaster.ca
secretariat.mcmaster.ca

SENATE
Wednesday, May 15, 2024 at 3:30 PM
Zoom

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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OPEN SESSION

Opening Remarks

1. Approval of Agenda – Open Session

CONSENT

2. Minutes of the Previous Meeting – April 10, 2024 (Open Session)

REGULAR

3. Business Arising

4. Enquiries

5. Communications

6. Report from Graduate Council

5 - 7 Graduate Council Report

8 - 40 ***Approval***

1. Curriculum Revisions

a. Faculty of Engineering - Civil Engineering M.A.Sc. program

b. Faculty of Health Sciences - Dual Degree Option of Rehabilitation Sciences

c. Faculty of Humanities - Program Name Changes

d. Faculty of Science - Chemical Biology M.Sc. program
e. Faculty of Humanities - Program Merger

Information

2. New Indigenous Student Bursary and Financial Aid Supports
3. Curriculum Revisions

7. Report from Undergraduate Council

41 - 42 Undergraduate Council Report

43 - 54 ***Approval***

1. Proposal to Pilot an Equitable Admissions Process for the Arts & Science Program
2. Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

Information

3. Terms of Award
4. Minor Revisions for Inclusion in the 2024-2025 Undergraduate Calendar
5. Ad Hoc Committee on Course Management
6. IQAP Cyclical Program Reviews

8. Report from the Faculty of Engineering

55 - 129 ***Approval in Principle***

1. Memo - Faculty of Engineering By-Law Revisions
2. By-Laws - Engineering - Tracked Changes
3. By-Laws - Engineering - Clean Copy

9. Report from the Executive Committee

130 Executive Committee Report

131 - 169 ***Approval***

1. Accessibility Policy

a. Memo - Proposed revisions to the McMaster University Policy on Accessibility Policy
b. Accessibility Policy (2024) Revised
c. University Policy on Accessibility (2010) Current Version

10. Report from the University Planning Committee

170 University Planning Committee Report

171 - 197 ***Approval***

1. Proposal to Establish the McMaster Centre for Research on Employment and Work (MCREW)

198 - 210 ***Information***

2. Research Centres & Institutes Annual Report 2023

11. Report from the Committee on Appointments

211 - 212 Committee on Appointments Report

213 - 221 *Approval*
1. Terms of Reference
a. MacDATA Institute: Establishment of the Scientific Advisory Committee and Co-Director
b. Establishment of the Academic Director, Learning Spaces & Digital Teaching and Learning
c. Establishment of the Dr. Terrence Hoffman Humanities Professor-in-Residence

222 - 326 *Approval*
2. Establishment of the Faculty Association Observers at Hearings Policy and Policy Revisions
a. Faculty Association Observers at Hearings - cover memo
b. Faculty Association Observers at Hearings Policy
c. SPS D2 - Faculty Association Observers at Appeal Tribunal Hearings - to be superseded
d. SPS D3 - Faculty Association Observers at Removal Hearings - to be superseded
e. Faculty Grievance Policy - 2021 - Revised
f. Code of Conduct for Faculty and Procedure for Disciplinary Action - 1994 - Revised
g. Research Integrity Policy - 2017 - Revised

12. Report from the Committee on University Ceremonials and Insignia

327 Committee on University Ceremonials and Insignia Report

328 - 329 *Approval*
1. Proposed Parchment Revision
a. Proposed Parchment Revision - Dissolution of McMaster-Syracuse MCM Partnership

13. Report from the Committee on Academic Integrity

330 Committee on Academic Integrity Report

331 - 333 *Approval*
1. Terms of Reference - Committee on Academic Integrity
a. Terms of Reference - Committee on Academic Integrity - Tracked Changes
b. Terms of Reference - Committee on Academic Integrity - Clean Copy

334 - 339 *Information*
2. 2022-2023 Annual Report of the Office of Academic Integrity

14. Other Business

McMaster University | SCHOOL OF GRADUATE STUDIES
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REPORT TO SENATE
from the
GRADUATE COUNCIL

For Approval (attachments)

1. **Curriculum Revisions**

At its meeting on April 16th Graduate Council approved the following changes:

- Faculty of Engineering
  - The addition of an accelerated option for the Civil Engineering M.A.Sc. program
- Faculty of Health Sciences
  - The addition of the M.Sc. (SLP) to the Dual Degree Option of the Rehabilitation Sciences Ph.D.;
  - A change to the admission requirements for the Dual Degree Option supplementing the RS Dual Degree application with professional program online interviews;
- Faculty of Humanities
  - A program name change (from Classics to Greek and Roman Studies) for the graduate degrees offered by that department;
  - A program name change for the English Ph.D., changing it to English and Cultural Studies Ph.D.
- Faculty of Science*
  - The addition of an accelerated option for the Chemical Biology M.Sc. program.

It is now recommended,

that the Senate approve the curriculum revisions for the Faculty of Engineering, Health Sciences, Humanities and Science, for inclusion in the *2024-2025 Graduate Calendar*, as circulated.

- Faculty of Humanities
  - A program merger for the M.A. programs in English and the M.A. in Cultural Studies to be effective for the September 2025 cohort;

It is now recommended,

that the Senate approve the major modification of the combined English M.A. and Cultural Studies and Critical Theory M.A. and the name change to an English and Cultural Studies M.A., for inclusion in the 2025-2026 Graduate Calendar, as circulated

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For Information

2. New Indigenous Student Bursary and Financial Aid Supports

Please see Undergraduate Council Report for more information.

3. Curriculum Revisions

At the same meeting the following curriculum revisions were approved:

- Faculty of Engineering
  - A change to calendar copy for Civil Engineering, removing references to Application information from their Faculty listing page;
  - A clarification to the listed course requirements for the M.A.Sc. in Software Engineering and the M.Sc. in Computer Science;
  - A change to course requirements for the Electrical Computer and Engineering Graduate Programs to offer an enhanced course in research communications. Students will have the option to either complete this new course or the existing communication course to satisfy their degree requirements;
  - For the School of Engineering Practice and Technology the following changes were approved:
    - Adding some eHealth courses and a newly approved SEP course as recommended electives and changing the calendar language from 'associate director to 'program lead' to confirm who reviews elective selections for the Master of Engineering Design program;
    - Addition of a new recommended elective for the Master of Engineering in Manufacturing Engineering;
    - A change to course requirements, switching a required course and an elective and changing the calendar language from 'associate director to 'program lead' to confirm who reviews elective selections for the Master of Engineering and Public Policy;
    - The addition of a newly proposed course as a core course in the Automotive Stream of the Master of Engineering in Systems and Technology

- Faculty of Health Sciences
  - A change to course requirements for the Global Health Ph.D. program to allow more flexibility in the second required research methods course and a change to the language around the remaining two required courses to note that students can either take two electives or up to two independent studies courses under the guidance of their supervisor. The overall number of required courses remains the same;**
  - The introduction of a new required milestone in EDI-IR in the Interprofessional Context for the M.Sc. in Occupational Therapy, Physiotherapy and Speech Language Pathology programs;
  - A change to Comprehensive Examination procedure for the Health Policy Ph.D. in light of the availability of Generative AI to include an additional oral component that will ensure that students are able to to defend choices they made in the exam and verify

that the answers represent the student's own intellectual work and not the exclusive product of generative AI;***
  - A change to calendar copy for the M.Sc. in Child Life and Pediatric Psychosocial Care to clarify which stream in the program is appropriate based on the applicants existing qualifications;
  - A change to calendar copy for the M.Sc. in Health Research Methodology so that existing course requirements are more clear;
  - A change to program requirements for the Occupational Therapy M.Sc. to develop five elective capstone courses that will allow students the opportunity to engage in more content and depth on several emerging areas in occupational therapy practice (advances research, equity and social justice, innovation and entrepreneurship, and leadership);

- Faculty of Humanities
  - A change to course requirements for the M.Sc. and Ph.D. in Cognitive Science of Language, removing an existing required course to provide more flexibility for students while maintaining the overall number of required courses;
  - A change to the calendar copy for the Cognitive Science of Language Ph.D. to address native speakers of languages other than English as it relates to the Language Requirement within the program, now noting that if studnets continue to actively use their native language they will be considered to have fulfilled the requirement;
  - A change to course requirements for the Master of Communication Management, switching a required course and an elective;
  - An addition to the list of approved electives for the Gender and Social Justice M.A. program;
  - A change to calendar copy to clarify the logistics of timing for the core course in the program for the M.A. in English;
  - The addition of a list of elective options for the M.A. in English, M.A. in Cultural Studies and Critical Theory and Ph.D. in English;
  - A change to course requirements for the History M.A. program to include a new required course in Applied History;
  - A change to program requirements for the Philosophy Ph.D., simplifying their area requirements and rather than requiring students to demonstrate competence in 5 of 8 possible areas before their Qualifying Exam, students will be required to complete a course in each of the three broad areas of Philosophy.

*Also approved by the Faculty of Health Sciences
**Also approved by the Faculties of Business and Social Science
***Also approved by the Faculty of Social Science

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

McMaster University

School of Graduate Studies
Curriculum Changes - Program
Updated July 2022

Recommendation for change in graduate curriculum – for change(s) involving degree program requirements/procedures/milestones

Important: 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	Civil Engineering
Name of Program and Plan	GENMC/CIVENGMASC
Degree	Master of Applied Science

Nature of Recommendation (please check appropriate box)

Is this change a result of an IQAP review? ☐ Yes ☑ No

☐ **Creation of new milestone**	
☐ **Change in admission requirements**	
☐ **Change in comprehensive**	
☐ **Change in course requirements**	
☒ **Change in the description of a section in the graduate calendar**	**Explain:** The Civil Engineering Department is creating an accelerated MASC option for our undergraduate students. This option will be available for undergraduates to apply in the 2024/2025 academic year.
☒ **Other changes**	**Explain:** The Civil Engineering Department is creating an accelerated MASC option for our undergraduate students. This option will be available for undergraduates to apply in the 2024/2025 academic year.

Describe the existing requirement/procedure	Currently, the Civil Engineering department offers an MASC degree with a completion time of 2 years. Applicants must have completed an undergraduate degree in the areas of Civil/Chemical/Mechanical Engineering or Science (honours). Applicants are required to have a minimum GPA of 8 (or B) in their last two years of undergraduate studies.
Provide a detailed description of the recommended change (Attach additional pages if space is not sufficient.)	While we would continue to offer the MASC degree, the Civil Engineering Department is proposing to add an 'accelerated' MASC degree option that is available to our undergraduate students. Please see attached word document for the detailed description of our proposed accelerated degree.
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?):	We recommend this addition mainly for two purposes. One is to increase the number of our domestic graduate students. The other is to encourage good McMaster University undergraduate students to stay at McMaster and complete their Master's studies.
Provide implementation date: (implementation date should be at the beginning of the academic year)	Our hope is to start accepting applications in Winter 2025 for a Sept 2025 start.
Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, explain.	No.
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):	There are two attached tracked changed versions of the recommended changes to the academic calendar. The first document is for the changes to the Civil Eng MASC page of the academic calendar and the second document is the tracked changes for the main Civil Eng page of the academic calendar under the 'Application' heading.

Contact information for the recommended change:

Name: Yiping Guo Email: guoy@mcmaster.ca Extension: 24846 Date submitted:

Detailed Description of the Accelerated MASc Program

Eligible students currently taking their undergraduate degree in the Department of Civil Engineering at McMaster University can obtain an MASc degree in a reduced time period. This provides a faster path to obtaining the highly valued post-graduate degree. The requirements of the MASc degree are not reduced. Instead, the accelerated program capitalizes upon research work that undergraduate students perform in the department, either through summer undergraduate research with one of our faculty members, or through the CIVENG 4Z04 independent study course. In addition, undergraduate students can take one 600-level course, which can provide credit both for their BEng and MASc degree requirements and therefore reduces the MASc course requirements.

To take part in the program the student must be eligible based on their grades, have a faculty member who will supervise their studies for 4 to 8 months before completion of their BEng, and have registered for the Accelerated Option before the end of the penultimate year of their Bachelor's degree. Interested students should inquire at the Department Office.

Applying and Registering

Department of Civil Engineering undergraduate students enrolled in the first or second term of their penultimate year can apply for the Accelerated MASc Option through the Civil Engineering Associate Chair – Graduate Studies (through Graduate Administrative Assistant Amelia Brook brookam2@mcmaster.ca). The student must identify a supervisor from the Department of Civil Engineering with whom they will be working, and the supervisor shall agree to supervise the student for their summer research work with the intension of also supervising their graduate studies. If necessary, the department may help the student in finding a suitable supervisor. It is possible that no suitable supervisor can be found and in that case the student cannot pursue the accelerated program but may apply through the usual route.

The Associate Chair and Supervisor will review the academic performance of the student (i.e., grades, prior research work, publications, etc.), requiring a minimum cumulative average of 9.5 and a sessional average in their last year of studies above 10 to apply for the Accelerated Option. The student will be notified if accepted under the Accelerated MASc Option prior to their first summer work term under the Accelerated Option. Students are highly encouraged to apply for the NSERC USRA program. Students may drop out of the Accelerated Option at any time prior to entering Graduate Studies without any effect to their undergraduate degree. Also, the permission to follow the Accelerated Option as an undergraduate student does not guarantee acceptance into Graduate Studies.

600-Level Courses

A student following the Accelerated MASc Option will be allowed to take one 600-level course required for the MASc program during their final year of undergraduate studies in our Department. All 600-level courses in the department are co-taught as simultaneous undergraduate (400-level) and graduate (600-level) versions, with the 600-level version requiring additional work to complete. The student will complete a form (available from the Department Office) that indicates the chosen course and obtain a signature from the instructor of the course. The instructor is responsible for keeping record of the student's performance and computing both a 400-level grade (based on the 400-level content) and a 600-level grade (based on the 600-level content). The grade at the 400-level will be recorded in the student's undergraduate transcript. At a later date, once the student has enrolled in the MASc program, the student will submit paperwork to the

Department to request that the 600-level grade be entered into their graduate transcript, which can then be counted toward degree requirements. It is the responsibility of the instructor to keep the grades related to the additional work for the 600-level separate from the 400-level content. A student cannot use a 400-level course taken prior to applying for the Accelerated Option towards the 600-level course requirement as they will not have completed the extra workload.

Research Project

A MASc student pursuing the Accelerated Option must complete all MASc requirements. The Accelerated Option facilitates that a minimum of 4 months of work towards the research project have been completed prior to admission into Graduate Studies. A maximum of 8 months of work completed prior to admission into Graduate Studies may be completed toward the graduate program. Thus, the graduate program can be completed in about 12 to 18 months after receiving the BEng degree.

Typically, undergraduate students complete at least one 4-month summer undergraduate research term with their supervisor in the summer before their final year as a part of the Accelerated Option. In addition, students may enrol in the CIVENG 4Z04 Independent Study course in which the research project is continued.

Enrollment

The student must apply to Graduate Studies during the final year of their undergraduate program in the Department of Civil Engineering and is expected to begin their graduate program either in May or September of the year during which they graduate from the undergraduate program. Students may not defer enrollment to a later time without the permission of the Department. A student must follow the normal application procedures to Graduate Studies and must meet the admission requirements of the Department and the School of Graduate Studies. Failing to enter Graduate Studies will have no influence on the student's undergraduate transcript.

Master's Degree

A candidate for the Master's degree may proceed by either a thesis (M.A.Sc.) or project (M.Eng.) program. In each case the candidate is required to spend at least one calendar year in full-time graduate study, or the equivalent in part-time graduate study at McMaster University. ~~All full-time Master's candidates must attend and participate in the Department of Civil Engineering Graduate Student Seminar Day each year, for the first 6 terms (24 months) of study.~~ ~~Regulations for Master's examinations are available from the Department.~~

Requirements

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Candidates will be required to complete satisfactorily the equivalent of at least two full courses, of which at least one must be from within the Department of Civil Engineering at McMaster University. Additional course work may be prescribed if deemed necessary by the candidate's research supervisor. A dissertation must be presented which will embody the results of an original investigation; the dissertation is to be defended in an oral examination. This program is intended mainly for full-time candidates but may be taken on a part-time basis. Regulations for Master's examinations are available from the Department.

In addition to the above course requirements, all full-time Master's candidates must attend and participate in the Department of Civil Engineering Graduate Student Seminar Day each year, for the first 6 terms (24 months) of study. ~~A dissertation must be presented which will embody the results of an original investigation; the dissertation is to be defended in an oral examination. This program is intended mainly for full-time candidates but may be taken on a part-time basis.~~~~Regulations for Master's examinations are available from the Department.~~

An **Accelerated Option** is also available to students currently enrolled at McMaster as undergraduate students in the Civil Engineering Department whereby the M.A.Sc. degree may be completed in 16-20 months of full-time study. In exceptional circumstances, students from other Engineering departments in McMaster may apply for entry into the accelerated option by contacting the Civil Engineering Associate Chair (Graduate). Application for entry into the Accelerated Option, through the Associate Chair (Graduate), occurs in the penultimate year of undergraduate studies. Applicants must have maintained a minimum cumulative average of 9.5 for their undergraduate coursework with a sessional average of 10 at the time they are applying for the option. The Accelerated Option requires students to complete at least one term of their research project (typically the summer of their penultimate year of undergraduate studies) with a supervisor from the department

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prior to the completion of their undergraduate degree. For students enrolled in the Accelerated Option, research conducted in CIVENG 4Z04 can count towards the accelerated option and therefore towards partial fulfillment of the graduate M.A.Sc. thesis work. A one-term 600-level course is required under the accelerated option in the final undergraduate year for graduate credit provided it is listed within the department. Entry into the M.A.Sc. program under the Accelerated Option must occur less than one year after completing one's undergraduate degree and must meet the same requirements for admission as other candidates.

McMaster University

School of Graduate Studies
Curriculum Changes - Program
Updated July 2022

Recommendation for change in graduate curriculum – for change(s) involving degree program requirements/procedures/milestones

Important: 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	**Rehabilitation Science**
Name of Program and Plan	**Rehabilitation Science PhD Dual Degree / REHSCPHD**
Degree	**PhD / GHSPH**

Nature of Recommendation (please check appropriate box)

Is this change a result of an IQAP review? ○ Yes ◉ No

○ **Creation of new milestone**	
◉ **Change in admission requirements**	
○ **Change in comprehensive**	
○ **Change in course requirements**	
◉ **Change in the description of a section in the graduate calendar**	**Explain: 1) Add Master of Science in Speech-Language Pathology (SLP) and Doctor of Philosophy in Rehabilitation Science (RS) Dual Degree option; 2) Supplement the RS Dual Degree admission process with online interviews currently used for OT, PT and SLP program admissions**
○ **Other changes**	**Explain:**

Describe the existing requirement/procedure	**Please see attached document**
Provide a detailed description of the recommended change (Attach additional pages if space is not sufficient.)	**Please see attached document**
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?):	**Please see attached document**
Provide implementation date: (implementation date should be at the beginning of the academic year)	**September (Fall) 2024 as the implementation date of the online interview assessments for intake into the September 2025 admission cycle**
Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, 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):	**Please see attached document**

Contact information for the recommended change:

Name: Ada Tang	Email: atang@mcmaster.ca	Extension:	Date submitted: 9 January 2024

Rehabilitation Science
ADMISSIONS TO DUAL DEGREE OPTION
GPCC Program Change - Attachment

Describe the existing requirement/procedure

The McMaster Rehabilitation Science Dual Degree option allows students to obtain the established Master of Science in Occupational Therapy (OT) and Doctor of Philosophy in Rehabilitation Science (RS) OR the Master of Science in Physiotherapy (PT) and Doctor of Philosophy in Rehabilitation Science (RS) offered within the School of Rehabilitation Science in 5 years. The Dual Degree option provides students with advantages through integrated scholarship training and professional development and stream-lined time efficiency. Completing the two degrees, an OT or PT professional degree and Ph.D., concurrently rather than sequentially develops clinician scientists who have an understanding of the issues facing the professions, the potential contributions they can make and research expertise to undertake these roles.

Applications to the RS Dual Degree option are screened for eligibility for the professional programs by the OT and PT Program Coordinators, then reviewed and assessed by the RS Admissions Committee (~March). Select applicants are invited for a 45-minute interview with the RS, OT, and PT Assistant Deans (March-April). The objective of the interview is to better understand their potential fit with the program, the anticipated challenges of the program, and strategies they can utilize to manage these challenges. Applicants must fulfill admission requirements for both the Rehabilitation Science PhD program and the professional MSc programs to be considered for the Dual Degree option.

There is no Dual Degree option for Master of Science Speech-Language Pathology (SLP) and Doctor of Philosophy in Rehabilitation Science (RS).

Provide a detailed description of a recommended change

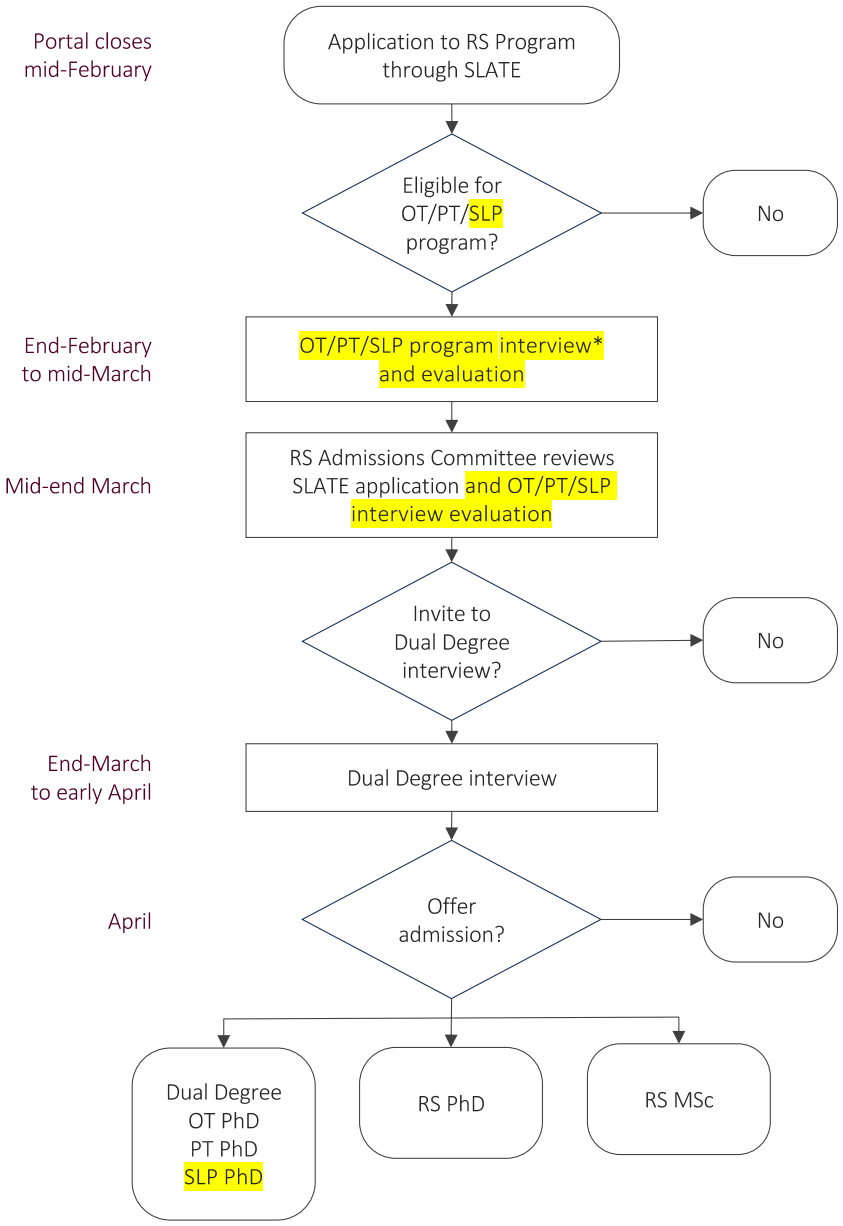
We propose to:

1) Add Master of Science in Speech-Language Pathology (SLP) and Doctor of Philosophy in Rehabilitation Science (RS) Dual Degree option

2) Supplement the RS Dual Degree admission process with online interviews currently used for OT, PT and SLP program admissions (typically end-February to early March). The online interview platform will have text and video questions. Results of the OT, PT and SLP interviews will be used as a pre-screen for applicant fit with the respective professional program. The OT, PT or SLP interview will precede and be in addition to the Dual Degree interview that is part of current RS process (typically in April, in-person or via videoconference) which can focus on applicant fit for the Dual Degree option.

These changes will take effect for the September 2025 admission cycle.

The proposed changes are summarized in the following figure (**highlight**) and detailed in the next section:



*NOTE: No fees to complete the Dual Degree option online interview. Applicants who also apply for admission to OT, PT or SLP alone (though ORPAS, Ontario Rehabilitation Professional Admission Service) will pay any online interview fee(s) per usual process

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 IQAP cyclical review?

1) The McMaster SLP program started in 2017 and received full 7-year term of accreditation by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology in April 2022. The SLP program is supported by 4 tenured or tenure-track faculty; all with full graduate supervisory privileges. This is the opportune time to add SLP-PhD Dual Degree option to our menu of options for admissions into the RS program.

LIMITATIONS OF CURRENT PROCESS

There is no current pathway for applicants interested in pursuing integrated scholarship training and professional development in SLP. The McMaster SLP program was new at the time the RS Dual Degree option started in 2017 and not yet accredited.

ANTICIPATED BENEFITS OF PROPOSED CHANGE

Adding the Dual Degree option for Master of Science Speech-Language Pathology (SLP) and Doctor of Philosophy in Rehabilitation Science (RS) will allow the School of Rehabilitation Science to offer the full complement of dual degree training for all professional programs and develop clinician-scientists in SLP.

2) Applicants for the RS Dual Degree option must meet eligibility requirements for both the professional (e.g. OT or PT or SLP) and the thesis program (RS). Currently, they are screened for eligibility for both programs for minimum GPA and pre-requisites but evaluated in depth only through a 30–40-minute Dual Degree interview with Assistant Deans of OT, PT and RS. The current interview process aims to assess the applicant for fit with the Dual Degree option with respect to future career goals as a clinician-scientist, anticipated challenges of managing dual degree learning and planned strategies to manage challenges.

In contrast, applicants to the professional programs as a 'single stream' are assessed through an in-depth online interview for fit with the clinical programs (Kira Talent interview platform for OT and PT; online multiple mini-interviews for SLP). Professional program interviews are comprised of verbal and written response questions. Information regarding the online interviews are provided on the OT, PT and SLP program websites.

LIMITATIONS OF CURRENT PROCESS

The current Dual Degree interview format assesses applicants for the integrated learning of RS combined with professional education, but it is limited in allowing us to fully assess the applicant for fit with the clinical programs. We do not access OT or PT interviews or interview scores when adjudicating applications to the Dual Degree option.

ANTICIPATED BENEFITS OF PROPOSED CHANGE

We propose that supplementing the RS Dual Degree application with professional program online interviews will provide specific information first regarding fit within the professional programs, and is aligned with our requirement that applicants must fulfill admission requirements for both the Rehabilitation Science PhD program and professional MSc programs to be considered for the Dual Degree option. This will also allow the Dual Degree interview to focus discussion on the integrated learning option. Information from both interviews will be helpful in informing our decision to offering admission to the high-demand and highly competitive Dual Degree option.

We note that many applicants to the Dual Degree option apply to the professional program alone as well. While we screen for GPA and program pre-requisite eligibility for both professional and research programs, the interview processes differ in assessment for fit with the professional programs. Including the professional program online interviews would also standardize the admissions process for applicants for both 'single stream' and Dual Degree programs.

There will be no additional interview fees for applicants to Dual Degree option only. Applicants who also apply for admission to OT, PT or SLP alone (though ORPAS, Ontario Rehabilitation Professional Admission Service) will pay the program online interview fee(s) per usual process.

The online interview will serve as a pre-screen for applicants to the Dual Degree option. Results from the online interview will be considered in the assessment for admission to the Dual Degree option, in addition to current application materials and interview.

Provide implementation date

These changes will take effect for the September 2025 admission cycle.

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)

From
https://academiccalendars.romcmaster.ca/preview_program.php?catoid=48&poid=24727&returnto=9561

The dual degree option offered by McMaster University will lead to an MSc (Occupational Therapy) and a Ph.D. in Rehabilitation Science or MSc(Physiotherapy) and PhD Rehabilitation Science degree or MSc (Speech-Language Pathology) and PhD Rehabilitation Science degree. This integrates the established programs in Occupational Therapy (OT), Physiotherapy (PT), and Speech-Language Pathology (SLP) and the doctoral (Ph.D.) Rehabilitation Science graduate program offered within the School of Rehabilitation Science (SRS). This degree program option provides the opportunity for training of clinician-scientists who will play an important role in linking research and evidence investigation to clinical applications of new approaches in the treatment of health problems. This dual degree option will be five years in length, the first two years the student will enter the Ph.D. program and complete their course work and the comprehensive exam and will develop the plan for their thesis. The next two years will be spent in the selected professional program and during the fifth and final year the student will complete their research and undertake their Ph.D. Defense.

Requirements

Students in either the MSc (OT) and Ph.D. OR the MSc (PT) and Ph.D. OR the MSc(SLP) and Ph.D. program will complete the professional curriculum requirements (eligible for Occupational Therapy, Physiotherapy, or Speech-Language Pathology programs), and the Ph.D. curriculum requirements. The requirements for both the professional programs and the Ph.D. program are outlined in the relevant sections of the SGS Calendar. One to two students will be accepted into the Dual Degree option on a yearly basis, and reach approximately 10 students in the program at a steady state.

Program Information

The dual degree option of the Masters of Science (Occupational Therapy) and Ph.D or Masters of Science (Physiotherapy) programs and PhD or Masters of Science (Speech-Language Pathology) and PhD is offered with specific blocks of time provided for activities in full time studies in either program. It utilizes the established curriculum in either of the professional programs and the Rehabilitation Science doctoral program.

Program Fulfillment

Fulfillment within the Occupational Therapy, Physiotherapy, or Speech-Language Pathology Program (in the dual degree MSc (OT) and Ph.D. programs or the dual degree MSc (PT) and Ph.D. programs or dual degree MSc (SLP) and Ph.D. programs)

Students in the dual degree option must successfully undertake complete the requirements for the Masters of Science (Occupational Therapy), Masters of Science (Physiotherapy) or Masters of Science (Speech-Language Pathology) outlined in the School of Graduate Studies Calendar. They will complete both the academic and the clinical education courses in either the Occupational Therapy Program, Physiotherapy Program OR Speech-Language Pathology Program. Students who enter this dual degree option will be exempt the course requirements for evidence based practice in the OT, PT or SLP programs. The activities of the evidence based practice course will be replaced by coursework in research methods and analyses in the first two years followed by independent data collections and analyses during the doctoral program. This will allow students to continue with their thesis work during their professional program.

Ph.D. Program Fulfillment

(in the dual degree programs in Occupational therapy or Physiotherapy or Speech-Language Pathology and Ph.D.)

Students must complete the requirements of the Ph.D. (RS) program, as outlined in the relevant section of Graduate Calendar, including the comprehensive examination and the submission and defense of a research thesis (the research proposal should be completed prior to entering the professional program). Students are expected to attend departmental rounds and senior seminars.

From:
https://academiccalendars.romcmaster.ca/preview_program.php?catoid=48&poid=24617&returnto=9561

Admission

The admission requirements for the Ph.D. are:

1. Completion of a thesis-based M.Sc. degree in rehabilitation or a related field with a minimum of a B+ average. Students in non-thesis-based degrees such as entry-level professional Masters (OT/PT/SLP or other health professional degree) or a course-based Masters in a rehabilitation related field may be considered based on a minimum B+ average, combined with evidence of research experience and scholarly writing.
2. Two letters of recommendation from referees attesting to your academic/research abilities.
3. An up-to-date curriculum vitae.
4. A letter (maximum two (2) pages) outlining the proposed training plan (research interests, proposed research project/line of investigation, identified potential supervisors) and previous research experience/training. The letter should also provide an explanation of expectations for financial support including any applications for external funding. Finally, a brief description of tentative future career plans should also be included.

Applicant On-line Video Interview for Dual Degree Applicants

All applicants who meet the required GPA admission requirements and pre-requisite courses will be invited to participate in an on-line, video-based interview comprised of a series of 'mini interview' questions. Once applicants have submitted their online application and paid the video interview fee, the Program will notify applicants of the link to the video interview questions, instructions on how to complete the interview and the due date for completion of this component of the application. Please refer to the Program website for more details. Applicants will require an internet connection, a computer/laptop with a functioning webcam and microphone to complete the on-line, video-based interview.

Degree Requirements

The degree requirements for the Ph.D. are:

- The general regulations for the *Degree Doctor of Philosophy* appear earlier in the Calendar.
- REHAB 725 / Knowledge Exchange and Translation (3 credits)
- An approved Data Analysis or Methods course (3 credits)
- An approved Content Course Relevant to Thesis (3 credits)
- SGS #101 - Academic Research Integrity and Ethics and SGS #201 Accessibility for Ontarians with Disabilities Act (AODA) Training (online modules taken by all graduate students)
- The School of Rehabilitation Science has a series of research rounds, workshops and seminars given by rehabilitation scientists. Regular attendance at these seminars is required.
- The student's Supervisory Committee may require students to take additional courses. Ph.D. students are expected to have previously completed Masters level training in research methods, data analysis, and theory. If these have not been completed during Masters level training, then additional courses in research methods/analysis will be required. If a course on the theory of science relevant to Rehabilitation has not been completed at the Master's level, students will be required to complete REHAB 700.
- Students may choose additional courses, which may be taken once, approved by the student's Supervisory Committee.
- Candidates are required to complete and pass the Ph.D. Comprehensive Examination. The Comprehensive Examination will include submission and oral defense of a portfolio designed to demonstrate breadth of knowledge and skills within their field, extending beyond the thesis topic. The candidate will use critical thinking and analysis to complete two components: 1) a scholarly paper prepared for publication and 2) a research protocol prepared for submission to a funding agency. The Comprehensive Examination will normally be completed within 20 months following registration for full time students, and 28 months for part-time students.
- The student will submit and defend a thesis demonstrating an original contribution to Rehabilitation Science. The Supervisory Committee determines when a candidate is ready to write the thesis and proceed to defense. The candidate submits a written thesis and defends it at a Final Oral Examination.

From:
https://academiccalendars.romcmaster.ca/preview_entity.php?catoid=48&ent_oid=6505&returnto=9561

Rehabilitation Science

The School of Rehabilitation Science offers a M.Sc. and Ph.D. in Rehabilitation Sciences for individuals who have a prerequisite degree in Occupational Therapy, Physiotherapy, Speech-Language Pathology or other health-relevant program; and wish to pursue graduate training in Rehabilitation Science.

There are two options within the Rehabilitation Science Master's programs:

1) The thesis option, which may be undertaken on a full or part-time basis on campus; and
2) The course-based option, which is offered on a part-time basis and can be completed entirely through online education, or include on-campus course options.

The M.Sc. course-based option provides training to physiotherapists, occupational therapists and other health professionals who want to obtain a master's degree relevant to their clinical practice or employment. The program provides flexibility for working clinicians at a distance to complete the program entirely online and on a part-time basis. However, students also have the option to take an on-campus course. Courses emphasize evidence-based practice, clinical measurement/evaluation, critical thinking, qualitative and quantitative methods, and application of knowledge to practice.

The M.Sc. thesis option provides training that will develop knowledge, appraisal, and evaluation skills in Rehabilitation Science. Students study and apply theory, research design and analysis methods both qualitative and quantitative, to a Rehabilitation Science research thesis.

The Ph.D. in Rehabilitation Science provides training to develop rehabilitation scientists who will advance rehabilitation research and transfer new knowledge into practice and policy. This competency-based program educates students in rehabilitation theory, research design and methods, grantsmanship, scientific writing, knowledge exchange and translation, and teaching/learning strategies. This option includes coursework, a comprehensive portfolio and a thesis. Graduates will be prepared to take on academic, leadership or research roles.

The McMaster Rehabilitation Science Dual Degree option allows students to obtain the established Master of Science in Occupational Therapy (OT) and Doctor of Philosophy in Rehabilitation Science (RS), the Master of Science in Physiotherapy (PT) and Doctor of Philosophy in Rehabilitation Science (RS), or Master of Science in Speech-Language Pathology (SLP) and Doctor of Philosophy (RS), offered within the School of Rehabilitation Science (SRS) in 5 years. The Dual Degree option provides students with advantages through integrated scholarship training and professional development and stream-lined time efficiency. Completing the two degrees, an OT,PT, or SLP professional degree and Ph.D., concurrently rather than sequentially develops clinician scientists who have an understanding of the issues facing the professions, the potential contributions they can make and research expertise to undertake these roles.

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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	Greek and Roman Studies					
NAME OF PROGRAM and PLAN	Classics					
DEGREE	**MA and PhD**					
NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*						
Is this change a result of an IQAP review? ☐ Yes ☒ No						
Creation of a New Milestone ☐						
Change in Admission Requirements		**Change in Comprehensive Examination Procedure**		**Change in Course/Program Requirements**		
Change in the Description of a section of the Graduate Calendar		**EXPLAIN:**				
Other Changes:	X	**Explain:** We are requesting a change to the name of the graduate programs (MA and PhD) to reflect the department name change, which was approved last year (2022-2023).				

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Describe the existing requirement/procedure:

Current program names: MA in Classics; PhD in Classics

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

Program names would be: MA in Greek and Roman Studies; PhD in Greek and Roman Studies, in accordance with the new department name (Greek and Roman Studies).

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 change will reflect the department's name change to Greek and Roman Studies. This change was made to better reflect the department's areas of teaching and research. The name 'Classics' was decreasingly familiar to undergraduate students and we strive to reach as many students as possible; a name that is more explicit about what we do will give students a better understanding of the department and could help with recruitment. Furthermore, the change is consistent with a trend in the discipline throughout North America of moving away from the name 'Classics' to more descriptive, inclusive department names. We would like the graduate program names to be consistent with the department name and the undergraduate program names.

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

September, 2024

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

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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): Program names would appear as MA in Greek and Roman Studies; PhD in Greek and Roman Studies.
Contact information for the recommended change: Kathryn Mattison: mattisk@mcmaster.ca; x24577 Name: Kathryn Mattison Email: mattisk@mcmaster.ca Date submitted: November 8, 2023

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

McMaster University **SCHOOL OF GRADUATE STUDIES**

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS / PROCEDURES / MILESTONES

IMPORTANT: 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	Chemical Biology Graduate Program
NAME OF PROGRAM and PLAN	Accelerated Option for Chemical Biology graduate students in the Chemical Biology Graduate Program
DEGREE	MSc

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

Is this change a result of an IQAP review? ☐ Yes ☒ No

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:**
OTHER CHANGES		**EXPLAIN:** New offering for Chemical Biology students of an Accelerated Option

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

None

PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE ***(Attach additional pages if space is not sufficient.)***

An Accelerated MSc pathway to be completed in 12 months, will be introduced as an option to McMaster Chemical Biology undergraduate students who complete their BSc in Honours Chemical Biology or Biochemistry and Biomedical Sciences (BBS), complete the undergraduate thesis course (CB 4G12 or BBS 4T15 or alternative equivalent courses). The accelerated MSc is with the same supervisor as the undergraduate thesis course and can be on a similar topic as the thesis project, but it must build on it without duplication. Students will be required to have a average of 10 or greater for the last two years at the time of application and the end of their BSc. Admission without meeting these requirements will require special permission from the supervisor and director of the Chemical Biology Graduate Program (CBGP).

Application to the Accelerated MSc pathway. Honours Chemical Biology and Honours Co-op Chemical Biology students would apply to the Accelerated MSc pathway by mid-November of their last year for admission in May or September immediately following completion of their BSc in Level IV (for Honours Chemical Biology and BBS graduates) or Level V for (Honours Co-op Chemical Biology and BBS graduates). The application form requires a description of their proposed undergraduate thesis project (CB 4G12, BBS 4T15 or alternative equivalent courses) and their Accelerated MSc project as approved by the proposed supervisor. The applicant must obtain the approval of the supervisor, as evidenced by their signature. Additional materials will include a statement of interest in pursuing graduate studies. If appropriate, an additional sheet detailing any previous research, teaching, or work experience related to their proposed area of specialization may be submitted.

After admission. Accelerated MSc students will be required to meet the same requirements as students enrolled in the current Chemical Biology MSc program, as outlined below.

Supervisory committee. Establish a supervisory committee in the first month and complete their first and second meetings within 2 and 10 months of starting their degree, respectively.

Course requirements. Accelerated MSc students will complete the same course requirements as the traditional MSc students. Accelerated MSc students will be required to complete CB 700, a 12-week course performed as two 6-week modules in the Fall and Winter semesters. Complete a 600-level course for which no undergraduate training was previously received or CB 702 by submitting a report of a detailed review of their respective research fields to their supervisory committee. An alternative 3U course, in lieu of a 600-level course or CB702, is also allowed. Eligible students may request advance credit for up to one course based on course taken in their undergraduate degree at McMaster. Requests for advance credit are done by petition to the Associate Dean of the Faculty once enrolled in the graduate program and must be approved by their supervisor and the Director of the CBPG. Courses taken at the 600-level in a student's undergraduate career at McMaster may be considered for advanced credit.

Colloquium. Students will be required to present their research at the April Chemical Biology colloquium with the second year traditional MSc students.

Thesis submission and defense. Students would be expected to submit and defend their thesis in the twelfth month or conduct a PhD transfer exam. If they successfully complete the PhD transfer exam, they will be required to meet all the requirements of the traditional Chemical Biology PhD program with the earliest graduation being 3 years after entering graduate school. The option of a non-accelerated, two-year MSc degree is also still available, if the Supervisory Committee deems that more time is needed to complete the MSc thesis.

Please refer to Appendix A for the proposed addition to the CBGP handbook.

Timeline of the Accelerated MSc pathway compared to the traditional two year MSc program*

	Accelerated MSc pathway (1 year)	Traditional MSc pathway (2 years)
Start date option	May 1st September 1st	May 1st September 1st **January 1st**
First Committee meeting**	**Within the first 2 months**	**Within the first 6 months**
CB 700 (Divided over two modules)	In the first-year Fall and Winter semester	In the first-year Fall and Winter semester
Additional 3-unit course	One of the following: • CB 702 • An alternative 3U course • **Advanced credit from a cross listed 400/600 level course taken in UG (approval required).**	One in the following • CB 702 • An alternative 3U course
Second Committee meeting**	By the 10th month	Around the 12th month
Colloquium Presentation	In April of the **first year**	In April of the **second year**
Thesis submission	At least two weeks before the thesis oral defence	At least two weeks before the thesis oral defence
Thesis oral defence	Two weeks after the thesis document submission and **by the end of the 12th month**.	Two weeks after the thesis document submission and **by the end of the 24th month**.
PhD transfer (if applicable)	**By the 12th month**	**By the 22nd month**

*Differences in bold

** A third committee meeting is recommended for the accelerated MSc pathway, with committee meetings occurring around the second, sixth and tenth months.

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 Chemical Biology BSc program is an intensive 4-year program with significant experiential learning including advanced lab-based and inquiry courses, including a 12-credit undergraduate thesis course (4G12). Many high-achieving students would benefit from an Accelerated MSc pathway for multiple reasons, including:

(1) The expedited degree will match the advanced skill set of our best students. The accelerated MSc capitalizes on synergies between 4th year theses and staying in same lab for MSc. With the accelerated MSc we now recognize and reward such synergy.
(2) To the best of our knowledge, the option of an accelerated M.Sc. in chemical biology is quite unique and is expected to also increase our undergraduate enrolment.
(3) A B.Sc. degree is often insufficient to secure competitive positions in industry, while M.Sc. graduates in Chemical Biology are currently highly sought after by companies.
(4) Efficient preparation for the growing Canadian Biotechnology sector, which requires candidates with advanced skills. According to the 2021 Close-up on the bio-economy: National report by BioTalent Canada (the most recent national report), demand for biological scientists and engineers will outstrip supply. For example, the report states "The bio-economy is expected to grow modestly between 2021 and 2029. Current estimates indicate there will not be enough workers to meet the labour need of 65,000 additional workers by the end of the decade, with significant pressure starting within the next three years and job-opening-to-candidate ratios reaching 4:1 in some cases".
(5) Improving their competitiveness for professional post-undergraduate programs.

Alignment with CBGP core missions. The mission of CBPG is to provide an intensive research environment for high achieving students, which has been traditionally executed with a lower traditional course load and TA commitments to maximize research time. To this end, providing a path for expedited research intensive 1-year MSc will improve access and inclusivity of our program for students with time restraints (e.g., future applicants to professional schools, financial limitations, family constraints) without sacrificing quality. The pathway will provide an opportunity and greater incentive for current undergraduates to enter the MSc program.

Alignment with Program Learning outcomes. The proposed 1-year MSc maintains all requirements from the traditional 2-year MSc, and therefore aligns perfectly with all learning outcomes. Students are still required to take complete the same program requirements as the 2-year Option.

PROVIDE IMPLEMENTATION DATE: ***(Implementation date should be at the beginning of the academic year)***

September 2024

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

MSc option is available to Honours Chemical Biology or BBS and Honours Chemical Biology or BBS Co-op students currently enrolled at McMaster University.

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):

An accelerated MSc option is available to students currently enrolled at McMaster University in Honours Chemical Biology or BBS or Honours Co-op Chemical Biology or BBS whereby the degree may be completed in 12 months of full-time study. Application for entry into the accelerated option occurs in by mid-November of their last year for admission in May or September immediately following completion of their BSc in Level IV (for Honours Chemical Biology and BBS graduates) or Level V for (Honours Co-op Chemical Biology and BBS graduates). Applicants must have a sessional average of 10.0 at the time they are applying for the option.

- Students will need to complete the undergraduate thesis course (CB 4G12 or BBS 4T15 or alternative equivalent courses) with their proposed Accelerated MSc supervisor during completion of their undergraduate degree.
- Advance Credit: Eligible students may request advance credit for up to one course based on a course taken in their undergraduate degree at McMaster. Requests for advance credit are done by petition to the Associate Dean of the Faculty once enrolled in the graduate program and must be approved by their supervisor and the Director of the Chemical Biology Graduate Program. Courses taken at the 600-level in a student's undergraduate career at McMaster may be considered for advanced credit.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Ryan Wylie and Giuseppe Melacini

Email: wylier@mcmaster.ca melacin@mcmaster.ca Extension: N/A Date submitted: 2024/1/23

Appendix A: Handbook entry for the Accelerated MSc Degree Option in the Chemical Biology Graduate Program (CBGP)

Entrance requirements for the Accelerated M.Sc. Pathway

An accelerated MSc option is available to students currently enrolled at McMaster University in Honours Chemical Biology, Honours Biochemistry and Biomedical Sciences (BBS), Honours Co-op Chemical Biology or Honours Co-op BBS whereby the degree may be completed in 12 months of full-time study. Application for entry into the accelerated option occurs by mid-November of their last year for admission in May or September immediately following completion of their BSc in Level IV (for Honours Chemical Biology and BBS graduates) or Level V for (Honours Co-op Chemical Biology and BBS graduates). Applicants must have an average of 10.0 over the last two years at the time they are applying for the option. Exceptions will have to be approved by supervisor, director of the program, and the Associate Dean.

- Students will need to complete CB 4G12 or equivalent (*e.g.* BBS 4T15), undergraduate thesis course, with their proposed supervisor during completion of their undergraduate degree. Alternative thesis courses may be allowed but will have to be approved by supervisor and director of the program.

Students are expected to begin in May or September of the year after they graduate at McMaster University from Honours Chemical Biology, Honours Biochemistry and Biomedical Sciences (BBS), Honours Co-op Chemical Biology or Honours Co-op BBS. They will need to follow the normal application procedures of Graduate Studies and must meet the requirements of both the Chemical Biology Graduate Program and the School of Graduate Studies. Students would apply to the Accelerated MSc pathway in mid-November of level IV for admission in May or September immediately following completion of their BSc in Level IV (for Honours Chemical Biology graduates) or Level V for (Honours Co-op Chemical Biology graduates). The application form requires a description of their proposed undergraduate thesis project (e.g., CB 4G12 or BBS 4T15) and their Accelerated MSc project as approved by the supervisor. The applicant must obtain the approval of the supervisor, as evidenced by their signature. Additional materials will include a statement of interest in pursuing graduate studies. If appropriate, an additional sheet detailing any previous research, teaching, or work experience related to their proposed area of specialization may be submitted.

Accelerated M.Sc. Description.

A candidate for the Accelerated M.Sc. degree will spend at least one calendar year in full-time study at McMaster University. Candidates are required to:

(1) complete CB 700;
(2) Complete a 600-level course for which no undergraduate training was previously received or CB 702 by submitting a report of a detailed review of their respective research fields to their supervisory committee. An alternative 3U course or two 1.5 credit 700 courses, in lieu of a 600-level course or CB702, is also allowed. Eligible students may request advance credit for up to one course based on course taken in their undergraduate degree at McMaster. Requests for advance credit are done by petition to the Associate Dean of the Faculty once enrolled in the graduate program and must be approved by their supervisor and the Director of the Chemical Biology Graduate Program. Courses taken at the 600-level in a student's undergraduate career at McMaster may be considered for advanced credit.
(3) give at least one seminar in the Chemical Biology seminar program; and
(4) present a thesis which will embody the results of original research. The thesis must be defended in an oral examination. Students may be admitted to the doctoral program without completing their Master's degree. These students may be allowed to transfer to the Ph.D. program after 10 months provided their progress is judged satisfactory by the Supervisory Committee. Please see "Transfer from M.Sc. to Ph.D. Program" guidelines for details. M.Sc. Thesis Evaluation Permission to write up a M.Sc. thesis should be requested at approximately the tenth month mark following admission into the program.

Once the student has completed their thesis, they must submit it to their supervisor for formal review. If it is considered ready for defence, it will then be read and evaluated by a committee of two faculty members (including the supervisor). The thesis will be defended by the candidate in an oral examination before this committee. Acting on behalf of the Program Director, the time of the defence will be set by the Graduate Assistant; normally this will be

about two weeks after the completed thesis has been submitted to the department. After a successful defence, the candidate must address any necessary corrections and submit the thesis to the School of Graduate Studies. NOTE: A student whose work is unsatisfactory may at any time be required to withdraw from the program. The option of a non-accelerated, two-year MSc degree is also still available**, if the Supervisory Committee deems that more time is needed to complete the MSc thesis**.

PhD Transfer Examination. This exam provides a direct route from M.Sc. to Ph.D. studies and permits students to significantly reduce their overall time for completion of a Ph.D. degree. This examination can take place as early as 10 months after beginning the Accelerated M.Sc. pathway but MUST be completed by the twelfth months in the Accelerated M.Sc. pathway. Students considering continuing in a Ph.D. in Chemical Biology would need to meet all the requirements of the Ph.D. program.

Timeline for the Accelerated MSc pathway

Entry into the MSc program under the accelerated pathway must occur in May or September immediately following one's undergraduate degree and must meet the same requirements for admissions as other candidates. The timeline for the Accelerated MSc pathway would be as follows:

- Students will officially start their accelerated MSc in May or September (after completion of their BSc, and once they have been cleared to graduate).
- Complete first meeting within 2 months of starting the MSc program.
- Students would take CB 700 that comprises of a 6-week module in the Fall and an additional 6-week module in the Winter.
- Students would complete CB 702 in the Winter if they did not receive credit or advance credit for an approved alternative course.
- Students would present their research at the Chemical Biology Graduate Colloquium in April.
- Complete a second supervisory meeting at least one month before planned defense date.
- Students would submit their thesis at least two weeks prior to their scheduled defense.
- Students would orally defend their thesis by the end of April or August.

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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	English and Cultural Studies
NAME OF PROGRAM and PLAN	MA in English and Cultural Studies *(change of program name)*
DEGREE	MA

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

Is this change a result of an IQAP review? ☒ Yes ☐ No

Creation of a New Milestone ☐

Change in Admission Requirements		**Change in Comprehensive Examination Procedure**		**Change in Course/Program Requirements**	

Change in the Description of a section of the Graduate Calendar		**EXPLAIN:**
Other Changes:	X	**Explain:** **Overview:** We propose merging our existing programs into one MA with two possible streams alongside a program name change to reflect the merged degrees, with no other significant changes to the degree and PLOs. One stream will be a coursework stream that includes 799, our existing cohort-building project-centred core course in the Public Humanities. The other will be an

		MRP stream that includes ECS 733, a cohort-building core course in research methods, organization, writing and time management strategies geared toward the successful development and completion of the MRP. This proposed change will: • Harmonize requirements, offering all MA applicants the flexibility to apply for either stream; • Retain existing learning outcomes of our current MA programmes; • Accentuate the interdisciplinarity that is the hallmark of our department; • Consolidate our offerings and service commitments to reflect shrinking resources;

Describe the existing requirement/procedure:

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

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?):

In 2021, the department eliminated the thesis option for the English MA due, among other factors, to lack of supervisory capacity. However, many of our strongest English MA applicants propose well-defined independent research projects; indeed, those who apply for SSHRC CGS-M are required to propose such a project. Currently, our English MA students cannot pursue these projects as an MRP; their only option is the public-facing independent project option embedded in English 799. They also do not usually have access to CultrSt 732, which offers an important introduction to key Cultural Studies terms and readings.

CSCT MA students, by turn, are required to complete MRPs but do not have the option to take English 799. However, 799's Public Humanities focus and space for research-creation work are strongly relevant to many of these students. Indeed, many CSCT MA students might well prefer 799's options for research-creation and/or public facing projects, as opposed to the more traditional writerly, academic-community focused MRP.

Learning outcomes will remain the same between the existing programs and the new merged program, as will almost all of the requirements (please see charts below).

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Current Cultural Studies and Critical Theory MA programme

Fall	Winter	Summer
CULTRST 732 (mandatory)	CULTRST 733 (mandatory)	Major Research Project Including proposal (1,000 words plus bibliography) + work-in-progress colloquium
Elective 1	Elective 3	
Elective 2	Elective 4	

Merged English and Cultural Studies MA programme -- MRP stream

Electives may include ECS 732

Fall	Winter	Summer
Elective 1	ECS 733 (mandatory)	Major Research Project Including proposal (500 words plus bibliography) + work-in-progress colloquium
Elective 2	Elective 4	
Elective 3	Elective 5	

Current English MA programme

Option 1: Electives cannot include CultrSt 733

Fall	Winter	Summer
Elective 1	English 799A (mandatory)	English 799B (mandatory) includes independent project colloquium
Elective 2	Elective 4	Elective 6
Elective 3	Elective 5	

Option 2: Electives cannot include CultrSt 733

Fall	Winter	Summer
Elective 1	English 799A (mandatory)	English 799B (mandatory) Includes independent project colloquium
Elective 2	Elective 4	
Elective 3	Elective 5	
	Elective 6	

Merged English and Cultural Studies MA programme -- coursework stream

Option 1: Electives can include ECS 732

Fall	Winter	Summer
Elective 1	English 799A (mandatory)	ECS 799B (mandatory) includes independent project colloquium
Elective 2	Elective 4	Elective 6
Elective 3	Elective 5	

Option 2: Electives can include ECS 732

Fall	Winter	Summer
Elective 1	English 799A (mandatory)	English 799B (mandatory) Includes independent project colloquium
Elective 2	Elective 4	
Elective 3	Elective 5	
	Elective 6	

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As indicated in the charts above, we propose to keep CultrSt 732 under the revised course code ECS 732. Instead of this being a mandatory seminar for CSCT MA students it will be an elective course open to students in both the MRP and the course-based streams (as well as to students in our PhD programmes).

To ensure that students in both streams are adequately supported as they move toward independent work, each stream will also retain one mandatory Winter term course designed to act as a hub for cohort building and a supportive community for students to begin pursuing independent research. For the course-based stream, this hub will remain 799; for the MRP stream, the hub will be ECS 733, a revised iteration of what is currently CultrSt 733. Each core course will include a module designed to introduce students to key terms, frameworks, and practical skills designed to help anchor independent project/MRP work. The colloquium for each stream will also provide all MA students with professionalization skill-building opportunities in knowledge mobilization: each student will present their own research/research in progress for an interdisciplinary audience of peers and faculty members, and participate as an audience member for their fellow presenters.

The English and Cultural Studies MRP proposal, due in early February, will now be 500 words (down from the 1,000 word length of our current CSCT MRP proposal) plus bibliography, to better enable timely and constructive (peer) workshopping within ECS 733, focused around fundamental questions of scope, scale, and how to situate the research. The MRP length itself will be 30-40 pages plus bibliography (rather than 50 pages with bibliography). This reduction in final project length matches current practice in the CSCT MA programme introduced temporarily in response to the pandemic. Regularizing this practice has the added value of supporting MA MRP-stream students in producing journal-article length essays.

The proposed merger resulting in a two-stream degree titled MA in English and Cultural Studies will help us as a department to proactively address tensions noted in our last IQAP report related to the relationship between literary studies and cultural studies. In that report, external reviewers report confusion amongst students regarding how these two modes of inquiry speak to one another, as well as worries among faculty members that both approaches are not valued equally within our departmental culture. The current organization of our MA offerings, with two separate and separately named MA programs in which only elective courses are shared, inadvertently reinforces divisions eschewed by our departmental name change from over a decade ago. Reorganizing our MA programme offerings under a shared name will help to ameliorate this unintended problem by affirming the department's shared commitment to emphasizing productive synergies between literary and cultural studies and will better reinforce what is distinct about our department. (Indeed, we are also proposing to change the programme name for our PhD to English and Cultural Studies, so that all degree programmes within the department will now match the department name.)

Within the newly merged programme, each stream will have a core course that brings together student researchers working across literary and cultural studies frameworks. Each course will thus recognize and foster multiple approaches, and both streams will include student presentations at colloquia to which faculty members will be invited. These colloquia have the capacity to foster more richly interdisciplinary conversations amongst graduate students and faculty members alike.

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

Fall 2025

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):

Proposed Programme Calendar Description

The MA in English and Cultural Studies offers students valuable opportunities to exchange ideas in graduate coursework and to pursue independent research in literary studies, cultural studies, and/or critical theory.

Candidates for the M.A. in English and Cultural Studies will complete one of two possible streams.

> *Course-based stream*: Students in the course-based stream complete six elective one-term graduate courses or their equivalent, with grades of at least B- in each, and one required core course (ECS 799), assessed on a pass/fail basis, that extends across the winter and spring/summer terms. ECS 799 acts as a hub for student-centred community and discussion regarding the Public Humanities, with a particular focus on writing with/in/for communities. Students in this course devise individual public-facing research or research-creation projects and present their projects at a colloquium in early August.
>
> *MRP stream*: Students in the MRP (Major Research Project) stream complete five elective one-term graduate courses (or their equivalent) over the fall and winter terms, with grades of at least B- in each. They also take one required core course (ECS 733) assessed on a pass/fail basis, in the winter term. ECS 733 focuses on research methods in English and Cultural Studies and acts as a hub for supporting students as they begin planning independent work on their MRPs. Students are welcome to pursue Major Research Projects that engage literary studies, cultural studies, critical theory, and/or synergies between these fields. In late spring students present MRP work in progress at a colloquium and during the summer write a Major Research Project of 7,500 to 10,000 words (30 to 40 pages).

The M.A. degree normally requires one full year to complete.

The minimum admission requirement is a four-year undergraduate degree in a relevant discipline or disciplines, and with an average of B+ in at least six full or twelve half courses beyond the introductory level.

Contact information for the recommended change:

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Name: Melinda Gough Email: goughm@mcmaster.ca Date submitted: January 2024

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

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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	English and Cultural Studies
NAME OF PROGRAM and PLAN	PhD in English and Cultural Studies *(change of program name)*
DEGREE	

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

Is this change a result of an IQAP review? ☒ Yes ☐ No

Creation of a New Milestone ☐

Change in Admission Requirements		**Change in Comprehensive Examination Procedure**		**Change in Course/Program Requirements**	
Change in the Description of a section of the Graduate Calendar		**EXPLAIN:**			
Other Changes:	X	**Explain:** Changing name of the English doctoral program to PhD in English & Cultural Studies			

Describe the existing requirement/procedure:

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

This new name for the PhD will:

- Align with our departmental name and the new name for our MA in English and Cultural Studies.
- Accentuate the interdisciplinarity that is a hallmark of our department.

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?):

This name change will help us as a department to proactively address tensions noted in our last IQAP report related to the relationship between literary studies and cultural studies. In that report, external reviewers report confusion amongst students regarding how these two modes of inquiry speak to one another, as well as worries among faculty members that both approaches are not valued equally within our departmental culture.

The current name for our English PhD inadvertently reinforces divisions eschewed by our departmental name change from over a decade ago. Renaming the PhD (simultaneously with renaming our newly merged MA programme with two streams) will address this unintended problem, affirming our commitment to productive synergies across literary and cultural studies.

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

Fall 2024

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):

N/A

Contact information for the recommended change:

Name: Dr. Melinda Gough Email: goughm@mcmaster.ca Date submitted: Dec. 2024

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

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REPORT TO THE SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

1. Proposal to Pilot an Equitable Admissions Process for the Arts & Science Program

At the meeting held on April 23, 2024, the Undergraduate Council reviewed and approved the proposal to pilot an Equitable Admissions Process for the Arts & Science Program. Further details can be found in the circulated materials.

It is recommended,

that the Senate approve the Equitable Admissions Process pilot for a period of five years, effective May 15th, 2024 and as circulated.

2. Curriculum Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

At the same meeting, the Undergraduate Council reviewed and approved revisions to Admission Requirements and to the General Academic Regulations as proposed by the Office of the Registrar. Further details can be found in the circulated materials and the complete package can be found on the University Secretariat's website.

It is recommended,

that the Senate approve the revisions to the Admission Requirements and General Academic Regulations for inclusion in the *2024-2025 Undergraduate Calendar*, as circulated.

FOR INFORMATION

3. Terms of Award

At the same meeting, the Undergraduate Council reviewed and approved the following Terms of Award.

a. Proposed New Awards

The CIBC Future Technology Leaders Black & Indigenous Scholarship
The Fein Family Scholarship in German Studies
The Dr. Atif A. Kubursi Scholarship
The Fredrick Moyes Scholarship in Anatomy

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The Tom Dignan Memorial Bursary
The McMaster MD Class of 1997 EDI Bursary
The Ian and Averil Thompson Bursary in Medicine

b. Awards Removed from the Undergraduate Calendar

The Covid-19 Student Emergency Relief Fund (20014190)
The Dominic Rosart Academic Grant (10773660)

4. Minor Revisions for Inclusion in the 2024-2025 Undergraduate Calendar

At the same meeting, the Undergraduate Council reviewed and approved minor revisions proposed by the Office of the Registrar and the Faculty of Social Sciences for inclusion in the 2024-2025 Undergraduate Calendar. This included the recently launched Indigenous Student Bursary program, named ionkhihahonnién:ni, which means "they're making a path for us" in the Mohawk language. The bursary program has also been approved by Graduate Council at its meeting on April 16, 2024.

5. Ad Hoc Committee on Course Management

At the same meeting, the Undergraduate Council reviewed and approved an ad hoc Committee to review the Course Management Policy. The Committee will begin its work in the 2024-2025 academic year. Senators are welcome to submit any preliminary thoughts or suggestions to ugc@mcmaster.ca.

6. IQAP Cyclical Program Reviews

At the same meeting, the Undergraduate Council received the IQAP Cyclical Program Reviews for information.

Documents detailing items for information are available for review on the Secretariat's website.

Senate:
FOR APPROVAL/INFORMATION
May 15, 2024

Proposal to Pilot an Equitable Admissions Process for the Arts & Science Program
Submitted by Dr. Beth Marquis, Director (Arts & Science), April 2024

Background/Rationale
As a limited enrolment, by-selection program, the Arts & Science Program is able to offer students meaningful, small-group learning opportunities and to support the development of a rich community of learning wherein students, faculty, and staff know one another and work closely together. Nevertheless, the Program's small size also raises important questions about its accessibility—questions with which we have long grappled. In *Combining Two Cultures* (Jenkins, Ferrier, & Ross, 2004)—a book that outlines the creation and early history of Arts & Science—for instance, former Program Directors discuss how vital the program's size is to its success, while also noting the importance of ongoing attention to access and pointing out that students from some groups appear to be underrepresented in the program despite its broad diversity. Several steps have been taken over the years to continue to navigate this challenge, including a process (no longer in place) through which a small number of seats in the program were reserved for Indigenous students, and review of supplementary application questions and procedures. Nonetheless, continuing to diversify our applicant pool remains a priority, and was identified as such in a piece co-authored by the current and most recent Program Directors (Marquis & Wilson, 2022).

Areas of particular significance to consider in relation to this goal include the racial/ethnic diversity of the program community and the extent to which Indigenous people are represented within it. Writing in 2004, former Program Director Gary Warner noted that "the ethno-cultural diversity of the students enrolled in the Programme is adequate in terms of students from Asia, but not in terms of students of African or Aboriginal heritage" (p.272). While the diversity of the program appears to have increased in recent years, little demographic information is available to systematically confirm or complicate these perceptions. At the same time, what minimal demographic information exists suggests that some gaps, including those mentioned by Dr. Warner in 2004, are still in need of careful attention. In the Student Census and Experience Survey conducted by the Equity and Inclusion Office in 2021, for example, a strong majority of Arts & Science respondents identified as White, and significant proportions identified as Chinese and as South Asian. Fewer than 5 survey participants selected each of the other response options (with the exception of Multiracial/ethnic, which was selected by slightly more than 5 people). Complicating these findings is the fact that only ~30% of then-current Arts & Science students completed the survey; demographic information for those who didn't participate is unknown.

More recently, OUAC has begun collecting demographic data from applicants to Ontario Universities. As part of our efforts to better understand the specific demographic composition of the Arts & Science program and increase its diversity where needed, we are currently working with the Office of Institutional Research and Analysis and the Equity and Inclusion Office as one of a small number of "use cases" that will help to determine how best to draw on and provide secure access to these OUAC data. This work also includes consultation with the Privacy Office to ensure data protection and equity requirements are part of operationalizing the data use and disclosure processes, including the impact of small cell data on disclosure. While data collected from applicants in 2022-23 (accessed through this use case process) cannot yet be made public, early considerations of those data have been drawn in the development of this proposal.

Alongside this (limited) program specific-data, a considerable body of research considers barriers to postsecondary education experienced by individuals who identify as Black, Latin American/Latinx, and/or Indigenous in Canada. Census data demonstrate that Indigenous and Black Canadians are less likely than many others to hold a university degree (Arriagada, 2021; Melvin, 2023; Turcotte, 2020; StatsCan, 2023),

and that, while rates of degree-holding among Latin American/Latinx people are slightly higher than those of the general population, these figures are affected by the increasing proportion of Latin American/Latinx immigrants who have already earned university degrees when they arrive in Canada (StatsCan, 2023[1]). At the same time, a range of longitudinal studies (drawing primarily on data collected by the Toronto District School Board), demonstrate that Black and/or Latin American/Latinx students are less likely to confirm university attendance than those from other racial groups (Gallagher-Mackay et al., 2023; James, 2021a; Malette & Robson, 2021; Robson et al., 2015). Some research also suggests that Black men are less likely than others to attend "prestigious" universities (Davies et al., 2014[2]), and that Black students represent smaller proportions of students in "elite" university programs than they do in "general programs in the Arts and health" (James & Parekh, 2021, p.79). Arts & Science, though it offers a broad-based, interdisciplinary Liberal Arts education, is arguably understandable as a prestigious or sought-after program, given that it is a well-respected, limited enrollment, "by-selection" program.

While some studies point toward recent shifts in the disparities in access to PSE between Black and Latin American/Latinx students and others or don't fully replicate some of the above findings, even this work highlights the need for caution and continued attention. Gallagher-Mackay and Brown (2023), for example, note that Black and Latin American students in the GTA have seen increased rates of university access over the early years of the COVID-19 pandemic; nevertheless, the data they provide make clear that rates of university confirmation still remain much lower for Black (29%) and Latin American (29.1%) students than for White students (55.3%) in the final year represented by their dataset. Conversely, Robson et al. (2019) demonstrate that while Latin American students experienced reduced rates of university confirmation relative to White students in one cohort represented in the data from which they draw, Black students were *more* likely to confirm university places than White students when other variables were controlled. Nevertheless, the authors emphasize, "these findings are derived from statistical models that assume 'all things being equal,' but as numerous reports by us and others have demonstrated, this assumption of equality (particularly in terms of prior attainment, streaming and special education needs) is often very faulty" (p.39; see also Parekh, Brown, & Abdulkarim, 2021; Robson et al., 2018).

As this comment suggests, a large body of research also documents racism and inequity experienced by Indigenous, Black, and Latin American/Latinx students within the primary and secondary school systems. Students in these groups are more likely than many others to enrol in/be streamed into "applied" vs. "academic" courses in high school (Gallagher-Mackay et al., 2023; Gallagher-Mackay, Yau et al., 2023; James & Turner, 2017; Parekh, Brown, & Abdulkarim, 2021; People for Education, 2022; Robson et al., 2018), a finding which has contributed to the recent decision to de-stream the Grade 9 curriculum in Ontario. At the same time, White students (and particularly White boys with parents in "high status" occupations) are more likely to be identified as gifted than those from many racialized groups (Parekh et al., 2018; James & Turner, 2017; James, 2021a), while Black and Latin American/Latinx students are more likely (than other groups or, in some cases, than overall averages) to be placed in special education programs or identified as requiring an Individual Education Plan (James, 2021a; Parada et al., 2023; Parekh & Brown, 2019; Robson et al., 2018). Several studies document the extent to which Black and Latin American/Latinx students must navigate low expectations and insufficient support from teachers

[1] This same study demonstrates that immigration/generation status also affects the rates of postsecondary achievement among Black Canadians, with those whose parents were born in Canada experiencing particular gaps, while some first- and second-generation Black Canadians have rates of postsecondary completion similar to or above the national average.

[2] Though the authors of this study note that factors beyond race contribute to this outcome.

and guidance counsellors, barriers to parental involvement in education, increased levels of discipline and punishment at school, experiences of racism and stereotyping, comparatively low senses of belonging or connectedness, and/or the effects of insufficient representation in curricula and among teaching staff (see, for example, Adam et al., 2023; Edwards & Parada, 2022; Escobar Olivo et al., 2022; F.A.C.E.S. of Peel Collaborative, 2015; George, 2023; George et al., 2021; Gray et al., 2016; James, 2021b; James & Turner, 2017; Parada et al., 2021; Parada, Escobar Olivo & Limón Bravo, 2023; Parada et al., 2023; Patte et al., 2021; Poteet & Simmons, 2016; Thompson & Pinnock, 2022). Parekh, Brown, & Zheng (2021) also provide evidence of discrimination within assessment practices, demonstrating that White students (as well as girls, those without disabilities, and those of privileged class backgrounds) are more likely to receive "Excellent" scores on Learning Skills ratings than are many others, even when achievement levels are similar. (Black students, in contrast, were least likely to achieve a rating of "Excellent" across all levels of achievement among the racial groups studied in this research).

Taken together, these and other research findings provide compelling evidence that Black, Latin American/Latinx, and Indigenous students experience considerable inequity in schooling and must navigate barriers to accessing university in Ontario. At the same time, our limited program-specific data begin to suggest that these barriers and injustices might well be affecting the numbers of students from these groups who apply to and enroll in the program. In line with the Ontario Human Rights Commission's guidelines for "Special Programs," we thus wish to develop an equitable admissions process that aims to help address and respond to this discrimination and promote substantive equality for Black, Latin American/Latinx, and Indigenous applicants. This document thus outlines the first planned stream of this proposal, which we hope to pilot in 2024-25 (the next admissions cycle) as one piece of our efforts to further diversify our applicant pool and ensure that our admissions processes are as equitable as possible. This admissions-focused process will be supplemented by additional recruitment efforts focused not simply on attracting applicants (we continue to have strong application numbers), but specifically on ensuring that a wider variety of applicants who would be interested in and qualified for the Program know about it and what it entails, and see it as a potential academic home. A new limited-term staff role has been created to help with this latter task, in part by developing new, equity-conscious recruitment strategies. This proposed addition to our admissions processes will also complement ongoing efforts to further equity and justice across the Program and its curriculum.

Consultation and Guidance

We are indebted, in this work, to the efforts of former Arts & Science Directors and to those of others on campus who have established (and are continuing to establish) equity-conscious admissions strategies. The Honours Health Sciences Program's Equitable Admission for Black Applicants (EABA) process was a touchstone for us in developing our plans, for example, as were other established processes such as the Faculty of Health Sciences' Facilitated Indigenous Application Stream, and the School of Social Work's Indigenous Admissions Process. Ultimately, however, we are proposing a slightly different process that we hope responds specifically to the unique features of our program and complements the growing number of important equity-conscious admissions strategies being rolled out on campus.

An initial version of this process was developed in consultation with Arts & Science 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, and 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 refined, further discussions were held with Arts & Science faculty and students (including Black students who had contributed to conversations about the initial proposal) and

with an additional Arts & Science alumnus. We also consulted, at this point, with Dr. Rodrigo Narro Perez and Dr. Stacy Creech de Castro (co-founders of the Latin American Network at McMaster University, and in Dr. Creech de Castro's case, an Arts & Science instructor), with Dr. Juliet Daniel and Dr. Bonny Ibhawoh, co-chairs of the African Caribbean Faculty Association of McMaster, and with Faith Ogunkoya, Director of the Black Student Success Centre. We're also exceedingly grateful for the helpful feedback and input (on equitable admissions processes and related matters) and/or encouragement received from Dr. Kim Dej, Carla Hodal, Celeste Licorish, Melissa Pool, and Dr. Stacey Ritz. These processes of consultation have been extremely helpful, and we look forward to continuing to connect with these and other relevant partners to refine our processes as our pilot unfolds. In the meantime, we appreciate the encouragement we've received to proceed with these plans, with full knowledge that they will likely need continuous review and enhancement but might constitute helpful first steps in the interim.

The Proposed Process

The Arts & Science Equitable Admissions Process would, in the first instance, involve two streams:

1. One open to applicants who identify as Black and/or Latin American/Latinx.
2. One open to applicants who identify as Indigenous (First Nations, Métis, and/or Inuit).

The decision to create a separate stream for Indigenous applicants followed from a recommendation to this effect from the Indigenous Education Council Academic Subcommittee. The preliminary plan for this stream is to create *additional* spaces in the program for Indigenous applicants who meet all program application criteria (i.e., to add these spaces for Indigenous students to our target intake). This approach, which was also recommended by the IEC Academic Subcommittee, is still being developed, and will be further refined following additional consultation with the IEC. As such, it is not included for approval in this proposal, but will be brought forward for consideration once further consultation is completed.

The current proposal thus focuses only on the first stream of the planned Equitable Admissions Process. The proposed process for this stream would invite applicants who identify as Black and/or Latin American/Latinx to *optionally* self-identify and choose to have their application considered via the stream. We will provide text in the instructions for our required supplementary application (which ALL applicants must complete) that explains the rationale for the process and asks students who identify as a member of one or more of these groups to indicate whether they would like to participate or not (See Appendix A). Students will not be asked to provide further demographic information at this stage; instead, they will be informed that their demographic information will be accessed from the OUAC demographic survey if they have elected to complete that as part of their application.

Admissions decision processes will subsequently proceed as follows:

1. ALL applicants will be assessed according to the usual procedures (i.e., grade point averages will be calculated by admissions staff and collated; supplementary applications will be assessed by a team of multiple trained readers and a combined supp app score will be calculated). Note: all student supp app readers currently take part in an orientation session that includes attention to equity in the review process. Faculty/Instructor readers receive instructions that likewise attend to equity, and this past year, we also offered an orientation session for faculty readers similar to those provided to student readers (though not all faculty readers were able to attend). We hope to continue to provide this orientation for all new/first-time faculty supp app readers in future. To our knowledge, student and faculty supp app readers already often include individuals who identify as members of equity-denied groups (though not always/necessarily Black and/or Latin American/Latinx people, given the small number of folks from these groups in the program community). We will endeavour to ensure that this remains the case, and/or that readers

include a *greater* proportion of equity-denied students and faculty going forward wherever possible.

2. The majority of offers to the program (~90% of our target intake of ~70 students) will be made as usual, based on admissible applicants' grade point averages and supplementary application scores. Quite likely, some people who choose to self-identify and participate in the Equitable Admissions Process option will receive an offer via this typical process (i.e., they wouldn't ultimately be evaluated under the Equitable Admissions Process, as they would receive an offer regardless).
3. For the final ~10% of the offers, for which there are usually many applicants with similar academic records and supplementary application scores, preference will be given to applicants who have self-identified as Black and/or Latin American/Latinx *and* opted into the Equitable Admissions Process. That is, among the next set of admissible applicants, spaces in the program would preferentially be offered to applicants who have experienced systemic barriers.

The hope is that this process will both recognize (and attempt to account to some degree for) the systemic barriers and inequities that are well-documented in the literature, and not contradicted by the limited program-specific demographic data available. As noted above, the combined grades and supplementary application scores of many applicants are often quite similar, and we receive applications from many more admissible students than we are able to accept. This proposed process aims to recognize that, for students experiencing barriers, it may in fact be more difficult to receive those comparable grades and scores (e.g., for someone navigating various forms of racism and exclusion, achieving the high grades necessary to receive an offer may be more difficult, and thus comparable scores are all the more impressive). We're also hopeful this process will avoid some of the pitfalls of a quota system (in that we're not "reserving" a set number of seats for students from particular groups, but rather factoring inequity explicitly into the decision-making process for cases right around the offer cut off). This process is also intended to avoid asking students from equity-denied groups to do substantial additional work for their applications (e.g., asking them to answer a question about barriers/challenges they've experienced) and to prevent a situation in which applicants might feel like they *need* to share difficult experiences in order to increase their likelihood of admission. Most centrally, we hope that this process will help to further enhance the community of learning in the program by providing another mechanism to work intentionally toward increasing the diversity of our student group by mitigating barriers that affect Black and Latin American/Latinx students.

Eligibility / Self-Identification

As with other processes of this nature, an important – and especially complex – question for our pilot concerns which applicants are eligible to opt into this first stream of our Equitable Admissions Process, and, relatedly, how eligibility will be determined and communicated. We recognize that Black and Latin American/Latinx communities are heterogeneous, and that identities are complex, multiple, and overlapping in ways that we will not be able to predict or control for. Existing research also documents that individuals within Black and Latin American/Latinx communities, like others, also experience distinct and intersecting forms of oppression and inequity related to factors such as gender, disability, class/socioeconomic status, immigration/generation status, etc. (e.g., James, 2021a; Parada, Escobar Olivo & Limón Bravo, 2023; Robson et al., 2014; Robson et al., 2015; Villegas & Aberman, 2019). For example, a large body of research suggests that Black boys and men navigate particular forms of racism in the school system, and experience lower rates of access to universities than others, including Black women (e.g., F.A.C.E.S. of Peel Collaborative, 2015; Gray et al., 2016; James, 2021b; Robson et al., 2015; Robson et al., 2018). Relatedly, data indicate that greater proportions of Latin American/Latinx women hold Bachelor's degrees than do Latin American/Latinx men as well (StatsCan, 2022). Nevertheless, we

have elected to open this equitable admissions stream to *all* Black and/or Latin American/Latinx applicants, in line with the concern articulated in the Ontario Human Rights Commission's "Guide to Special Programs" about not making program criteria too narrow and thus potentially excluding people the program was meant to serve. This feels particularly important, in relation to gender, given scholarship suggesting the need for further consideration of the racism experienced by Black women and girls in Ontario school systems (George, 2020), and the reality that research also indicates that women in Canada and elsewhere continue to experience barriers to STEM education – and particularly to disciplines like Mathematics and Physics, which constitute core parts of the Arts & Science curriculum (Archer et al., 2020; Danielsson et al., 2023; Wall, 2019). Since evidence demonstrates that all Black and/or Latin American/Latinx students may be subject to inequities to some degree, we wish to make all such students eligible for the stream, despite the fact that some will invariably experience particular challenges connected to their intersectional identities. At the same time, we also hope this decision will allow us to avoid establishing an unwelcoming and possibly unjust process wherein varying Black and/or Latin American/Latinx applicants feel the barriers they might experience are being judged as "sufficient" or "insufficient."

We also wish to avoid the sense that applicants are being asked from the outset to "prove" themselves. As such, like some other equitable admissions processes on campus, we will rely on applicant self-identification to determine eligibility for this first stream of our process. Applicants will be informed that they can opt in to this stream if they identify as Black and/or Latin American/Latinx. While we hope this process offers one way of navigating some of the complexities mentioned above, we recognize that it is imperfect. In particular, we understand that self-identification can be a fraught, inexact, and potentially contentious process, and that there are important concerns about false or disingenuous identity claims that need to be taken into account. If any applicant is found to be misrepresenting themselves or making a false claim to take advantage of the Equitable Admissions Processes, procedures set out in existing academic dishonesty policies will be applied. We will also monitor and review the process following this application cycle, and make further adjustments (to be brought forward in future) as we see how it plays out in practice. Given the growing awareness of fraudulent claims to Indigenous identity, further processes for establishing eligibility for the forthcoming Equitable Admissions Stream for Indigenous Applicants will be established in consultation with the Indigenous Education Council.

Pilot Timeframe and Plans for Assessment

Ideally, this equitable admissions stream will accomplish its goals and become unnecessary as barriers are mitigated and discrimination is addressed. Since it will take several admissions cycles to begin to determine any meaningful trends in enrolment, however (particularly given the small size of the Program), we plan to pilot this stream for a period of at least 5 years in the first instance. Throughout that period, we will examine demographic data collected via the OUAC survey after each application cycle, with an eye to noting potential shifts or additional gaps. Should this more reliable and consistent access to demographic data indicate other groups who might be experiencing barriers to the program, we will also consider submitting an update to add those groups to this stream.

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

1. A sustained increase in the number of Black and/or Latin American/Latinx applicants to the program.
2. A sustained increase in the number of Black and/or Latin American/Latinx students accepting their offers and enrolling in the program (at a bare minimum, this would involve percentages of

Black and/or Latin American/Latinx students in the program that consistently meet or slightly exceed the rates of people identifying as Black and/or Latin American/Latinx in Ontario).
3. Perceptions among Black and Latin American/Latinx students that they experience a sense of community and adequate representation in the program.
4. Perceptions among Black and Latin American/Latinx students that this stream works effectively and doesn't contribute to their further marginalization.

The first two of these indicators will be assessed through annual review of demographic information. The latter two markers will be assessed via qualitative feedback sought from applicants following the first, third, and fifth years of the pilot. If, after 5 years, the data suggest the program is working but remains necessary, it will be continued. If, on the other hand, these assessments suggest the process is no longer needed, the stream will be discontinued. Refinements based on the collected data may be proposed throughout the five-year period should they prove necessary.

Proposed Timeline for Next Steps

- **April 2024**: Submit proposal for first stream for consideration via governance processes.
- **April-May 2024**: Complete final/further consultation with campus partners as needed.
- **15 May 2024**: Senate approval anticipated.
- **Spring/Summer 2024**: Develop and refine materials to advertise the process; incorporate information about the new stream into recruitment strategies. Review demographic data from the 2023-24 admissions cycle once it is made available from OUAC/Institutional Research.
- **Fall 2024:** Build information about the stream for Black and/or Latin American/Latinx students into the supplementary application tool. Share further information at recruitment events and through various recruitment strategies.
- **Fall 2024/Winter 2025**: Pending further consultation with the IEC, submit Indigenous Applicant Stream for consideration via governance processes (to roll out, if approved, in 2025-26).
- **15 January 2025**: OUAC application deadline.
- **1 February 2025**: Supplementary application deadline (for all applicants).
- **March-April 2025**: Review and score supplementary applications (for all applicants).
- **May 2025**: Send final admissions decisions.
- **Spring/Summer 2025:** Complete initial assessment of the pilot and plan for further revision as necessary.

Appendix A

Below, we provide sample text for the opt in question to be appended to the supplementary application. We hope to have this text reviewed by folks with whom we've been consulting (and others, as needed), and will adjust it as necessary. We include it here not for approval per se, but as an example of how we intend to communicate the process to applicants and others. Similar information (again, to be developed and refined in consultation with students and others) will be placed on our website and used in communications about the new Equitable Admissions Stream.

> Applicants are eligible to be considered under the Arts & Science Equitable Admissions Process for Black and/or Latin American/Latinx Students if they identify as Black and/or Latin American/Latinx. Via this process, a small percentage of admission offers will be preferentially made to applicants who have met the admission requirements, have comparable academic records and supplementary application scores to other applicants, and identify as Black and/or Latin American/Latinx. This process does not involve quotas, and Black and/or Latin American/Latinx applicants who opt into the process will be expected to meet the same application standards and requirements as all other

applicants. Indeed, given that the equitable admissions process will only affect a small percentage of admissions offers, students who identify as Black and/or Latin American/Latinx might receive offers through the regular admissions process, even if they opt into the equitable admissions stream. The aim of the process is to acknowledge and attempt to account for the large amount of evidence that demonstrates the inequities and barriers to postsecondary education experienced by Black and Latin American/Latinx students in Ontario and Canada.

If you identify as Black and/or Latin American/Latinx, please indicate below whether you wish to participate in the Equitable Admissions Process. Your response to this question will be removed from your supplementary application, along with other identifying information, before the application is assessed. You do not need to provide further demographic information here; instead, your demographic information will be accessed from information you provided to the Ontario Universities Applications Centre when you applied (if you elected to complete this information). Please note that falsifying your identity to participate in this process is a violation of academic integrity, and will be treated accordingly.

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Revisions to the Undergraduate Calendar
2024 - 2025 Summary and Revision
Justifications
Office of the Registrar, April 2024

Admission Requirements

- Addition of Admission statement regarding new Wilson College program beginning in Fall 2025.
    - *Justification: to ensure current high-school students are aware of the upcoming offering.*

Admission: Addition to Visiting Students Section

- Addition of Visiting Student Researcher program
- Addition of VSR Course

Application Procedures

- Addition of Wilson College program supplemental application information on supp app info table.
    - *Justification: to ensure current high-school students are aware of the upcoming offering.*

General Academic Regulations:

- Changes to MSAF language due to recent policy changes

Rationale for Submission in April:

Initially, this submission for a new VSR program would have waited until the Fall 2024, however, with the expectation many students arriving for the spring/summer term, we felt it was necessary to include this information in the 2024-25 Undergraduate Calendar. A similar program exists in the School of Graduate Studies for graduate student visiting researchers.

Justification:

Historically, McMaster has welcomed visiting undergraduate student researchers for brief or extended periods of time within our research laboratories, Centres or Institutes. Collaborating with faculty and students from other institutions aligns with McMaster's Research & Scholarship strategic priority to "be the go-to place for world-class researchers and collaborators who share our values and commitment to working together across disciplines, sectors, and borders to develop knowledge, tackle global issues, and advance human understanding."

This group would include: Mitacs award recipients and internships, EduCanada award recipients, ERASMUS+ KA171 participants, ERASMUS MCSE participants, miscellaneous other scholarship recipients and short-term research visitors.

Visiting undergraduate student researchers do not normally take any courses at McMaster but are expected to pay supplementary fees, as it is necessary for (international) visiting undergraduate student researchers to enroll in the UHIP program to ensure adequate health insurance coverage during their stay.

McMaster currently allows out-of-province and international students to visit in one of two ways: to conduct research in a specific lab; or to participate in an internship with a specific program or faculty member. In any case, students will be enrolled for a maximum of one year. Acceptance is on the recommendation of the department or program at McMaster. For every term that the student is here in residence they must register in VSR 1A00. Visiting students are not permitted to audit courses.
It is necessary for international visiting students to enroll in the UHIP program to ensure adequate health insurance coverage during their stay.

A working group comprising the Registrar's Office, School of Graduate Studies, Office of International Affairs and the International & Exchange Student Experience office worked on a proposal to formalize a process for visiting undergraduate student researchers. A process is in place already for graduate student visiting researchers.

Applicants must have permission from both the potential supervisor at McMaster and from their home institution. The McMaster faculty member must submit a form (available online through the Office of International Affairs, the Internation and Exchange Student Experience Office or the Office of the Registrar). Department chair approval is required. Once this is complete, students will apply through the admissions team in the Office of the Registrar.

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MEMORANDUM

Date: April 3, 2024

To: Senate

Cc: Susan Tighe, Provost

From: Heather Sheardown, Dean and Professor

SUBJECT: **Revisions: Faculty of Engineering By-Laws**

At a regular meeting of the Faculty of Engineering on April 2, 2024, the Faculty recommended to the Senate that the attached version of the Faculty of Engineering By-laws be approved.

A summary of the changes has been noted below:

- Updating the following titles
  - Associate Dean, Academic is now Associate Dean, Undergraduate Studies
  - Assistant Dean, Studies is now Assistant Dean, Undergraduate Studies
  - Director, Engineering and Management Program is now co-Director (Engineering), Engineering and Management Program
  - Administrative Coordinator, Engineering Five-Year Programs is now Manager, Engineering Five-Year Programs
  - Associate Dean, Research, Innovation and External Relations is now Associate Dean, Research, Innovation and Partnerships
  - Manager, Engineering Co-Op and Career Services and Internship Program is now Associate Director, Engineering Co-Op and Career Services
- Including the following roles that were previously implied under the term Director:
  - Director, Experiential Learning Office
  - co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences (iBioMed/iBEHS) Program
  - Director, Engineering and Society
- Addition of new role:
  - Director, Minor in Innovation
- Removal of the requirement for "one member appointed by the Graduate Council from Departments other than those of the Faculty"

Thank you.

Faculty of Engineering By-laws

Policy Title:

Faculty of Engineering By-laws

Approved by:

Senate

Date of Most Recent Approval:

~~**June 8, 2022**~~**TBD**

Supersedes / Amends Policy Dated:

May 16, 1984; December 11, 1985; May 11, 1987; June 14, 1989; March 13, 1991; February 12, 1992; February 10, 1993; October 11, 1995; September 11, 1996; Editorial revision July 1, 1998 to reflect new Departmental structure, effective on that date, November 12, 2003; June 13, 2007; June 3, 2009; June 2, 2010; June 3, 2015; October 14, 2015; May 12, 2021; June 8, 2022; TBD

Date(s) of Original Approval:

June 9, 1982

Responsible Executive: **Dean of the Faculty of Engineering**

Policy-Specific Enquiries: **Dean's Office, Faculty of Engineering**

Disclaimer: If there is a discrepancy between this electronic Policy and the approved copy held by the University Secretariat, the approved copy prevails.

Accessible Format Requests and General Policy Enquiries: policy@mcmaster.ca

Section I: The Faculty of Engineering

(i) Membership

(a) Ex Officio:

- President
- Provost
- Vice-President (Research and Innovation)
- Vice-Provost and Dean of Graduate Studies
- Dean of the Faculty (Chair)
- Associate Deans of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- Co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences (iBEHS/iBioMed)
- co-Director (Engineering), Engineering and Management Program ~~(when held by the Business Faculty)~~
- Director, Engineering and Society
- Director, Minor in Innovation
- Director, Finance and Administration
- Director, Outreach and Engagement

(b) Faculty:

- All faculty members holding appointment at the rank of Lecturer or higher in the Departments of Chemical Engineering, Civil Engineering, Computing and Software, Electrical and Computer Engineering, Engineering Physics, Materials Science and Engineering and Mechanical Engineering, as well as in the Walter G. Booth School of Engineering Practice and Technology and the School of Biomedical Engineering, and in such other Departments, schools and programs as may be added to the Faculty of Engineering by the Senate.
- One full-time faculty member from each of the other Faculties.

(c) Staff:

- Three full-time staff members in the Faculty of Engineering, elected for two-year terms, one to be elected by and from each of the following groups: Management, Technical, and Administrative.

(d) Students:

- The President of the McMaster Engineering Society and four undergraduate students, elected annually by and from the full-time undergraduate students in the Faculty of Engineering
- The ~~p~~President of the Engineering Graduate Society and two graduate students selected annually by and from the students sitting on the Engineering Graduate Society Council.
- Students may be asked to withdraw when the cases of specific students are under consideration, but on other matters, they shall have full voting privileges.

(e) Secretary (non-voting):

- Secretary of the Senate or delegate.

(f) Affiliated Members (non-voting):

- Such other faculty members, holding full-time appointments, as shall from time to time be designated by the Faculty of Engineering to hold membership, for any period designated by the Faculty, by virtue of their responsibilities for, or interest in, the work and the students of the Faculty.

(ii) Regular Meetings

(a) The Faculty shall meet at least five times during the period September to June, inclusive. A notice of meeting shall normally be circulated at least one week before a meeting, and an agenda shall be circulated not less than forty-eight hours before a meeting.

(b) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate with the provision that matters related to individual cases or records be dealt with in Closed Session.

(c) A quorum shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than one half of the members of the Faculty. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the members of the Faculty.

(d) In the absence of the Dean of the Faculty, the Chair shall be one of the Associate Deans of the Faculty or, in their absence, a member of the Faculty designated by the Dean.

(iii) Special Meetings

- Special meetings may be called, under the same conditions of notice and agenda, at the request of the Dean of the Faculty or upon the submission of a written request to the Dean by ten or more voting members of the Faculty.

(iv) Authority of the Faculty

(a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty and establish appropriate Standing and *Ad Hoc* Committees.

(b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinated bodies.

Section II: Dean's Council

Functions:

To deal with such matters as may be referred to it by the Dean of the Faculty or by the Faculty; to act on behalf of the Faculty in the period between the last regular Faculty meeting of one academic year and the first regular Faculty meeting of the succeeding academic year, submitting a written report to the Faculty at that latter meeting on all actions taken; to advise the Dean on matters of concern; to make recommendations to the Faculty on any appropriate matter.

To do short-term and long-term planning for the Faculty; to establish the objectives and priorities of the Faculty within the context of a comprehensive Faculty plan and in consultation with the individual Departments in the Faculty and its programs and schools; to be responsible for the planning of the Faculty's physical facilities and services.

To act as a nominating committee, as set out in Sections V (i) and V (ii) below.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Associate Deans of the Faculty
- Assistant Dean (Undergraduate Studies)
- Any Engineering faculty member(s) elected to the University Planning Committee
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program (iBEHS/iBioMed)
- co-Director (Engineering), Engineering and Management Program

- Director, Engineering and Society Program
- Director, Minor in Innovation
- co-Director (Engineering), School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Chairs of Departments in the Faculty
- Director, Finance and Administration
- Director, Outreach and Engagement

Secretary (non-voting):

- Secretary of the Senate or delegate.

Section III: Dean's Operating Committees

The Dean of the Faculty may appoint Dean's Operating Committees for assistance and advice in the operation of the Faculty, or as requested by the Faculty, and the Faculty shall be informed regarding the function and the composition of any such committees. Such committees shall report, at least annually, to the Faculty.

All such committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

(i) Engineering and Management Operating Committee

Functions:

To develop curriculum recommendations for the Engineering and Management program to the Undergraduate and Curriculum Policy of the Faculty of Engineering, and the Faculty of Business where appropriate.

To work closely with the Engineering and Management Industrial Advisory Council by seeking advice on the continuing development of the Engineering and Management program and career development component of the program.

Composition:

Chair:

- co-Director (Engineering), Engineering and Management Program
- co-Director (Business), Engineering and Management Program

Ex Officio:

- President
- Provost
- Dean, Faculty of Business
- Dean, Faculty of Engineering
- Associate Dean (~~Academic~~Undergraduate Studies), Faculty of Business
- Associate Dean (~~Academic~~Undergraduate Studies), Faculty of Engineering

Faculty:

- Seven faculty members from each of the Faculties of Business and Engineering, representing the different Departments and Areas, to be appointed by their respective Deans on the recommendations of their Department or Area Chairs, for staggered three-year terms.

Students:

- One undergraduate student, registered in the Engineering and Management program, to be appointed by both Deans on the recommendation of the executives of the McMaster Engineering and Management Society, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering
- Manager, Academic Programs Office, at the Faculty of Business
- Resource Staff, as appropriate

Secretary (non-voting):

- ~~Administrative Coordinator~~Manager, Engineering Five-Year Programs.

(ii) Engineering and Society Operating Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society program. This includes developing curriculum recommendations for the Undergraduate and Curriculum Policy Committee of the Faculty of Engineering.

Composition:

Chair:

- Director, Engineering and Society Program

Ex Officio:

- President
- Provost

- Dean, Faculty of Engineering
- Associate Dean (~~Academic~~Undergraduate Studies), Faculty of Engineering

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- One undergraduate student, registered in the Engineering and Society program, to be appointed by the Dean on the recommendation of the executives of the Engineering and Society Student Association, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering

Secretary (non-voting):

- ~~Administrative Coordinator~~Manager, Engineering Five-Year Programs

(iii) Engineering I Operating Committee

Function:

To consider and make recommendations regarding the operation of Engineering I, including the Canadian Engineering Accreditation Board (CEAB) Accreditation, Graduate Attribute reporting, student success, students at risk of failure, and opportunities for change and improvement.

Composition:

Chair:

- Director, Experiential Learning Office

Ex Officio:

- President
- Provost
- Dean of the Faculty

- Associate Dean (~~Academic~~Undergraduate Studies)
- Assistant Dean (Undergraduate Studies)

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- President, McMaster Engineering Society
- Vice-President, Academic, McMaster Engineering Society
- One Engineering I student appointed annually by the Director

Consultants (non-voting):

- Undergraduate Student Advisor
- Representative from other Faculties or groups appointed by the Chair, as required.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iv) Engineering Co-op Operating Committee

Functions:

To consider and make recommendations regarding the operation of all Faculty of Engineering Co-op programs.

Composition:

Chair:

- Associate Dean (~~Academic~~Undergraduate Studies)
- Associate Dean, ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty

- Manager, Engineering Co-op & Career Services
- President, McMaster Engineering Society
- President, Engineering Graduate Society

Members:

- One faculty member per Department with one-year terms nominated by Departmental Chairs
- Six undergraduate student representatives from the McMaster Engineering Society Executive Committee
- Three graduate student representatives from the Engineering Graduate Society Executive Committee

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

Section IV: Standing Committees

General

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

The Standing Committees listed below, and such other committees as the Faculty or the Dean's Council may establish, shall meet at the call of the Chair. With respect to the Committees that hear certain student appeals, the Senate policies governing such hearings shall prevail. Student members of committees may be asked to withdraw when cases of specific students are under consideration.

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

Any of the Standing Committees may establish sub-committees. The Chairs of any such sub-committees shall be appointed by the Committee, normally from among its members.

All Standing Committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

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

(i) Undergraduate Recruiting and Admissions Committee

Functions:

To make recommendations for the Faculty on admission of applicants to Level I and to make recommendations to the Faculty on undergraduate admissions policy.

To plan, for approval by the Faculty, the secondary school student liaison and recruitment activities and assist in the organization of, and to attend, Faculty approved events (e.g. Experience Weekend, Discovery Days, design competitions, Open House, Science and Engineering Fairs, etc.) for recruiting of students.

Composition:

Chair:

- Associate Dean~~, Academic~~ (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Manager, Engineering Co-Op and Career Services and Internship Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty
- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Students:

- President, McMaster Engineering Society (MES) (or delegate)
- One undergraduate student appointed annually by the Dean

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Representatives of other Faculties and groups as required

- High School Teacher/Counsellor, appointed by the Dean of the Faculty (as required)

Secretary (non-voting):

- ~~To be provided by the Office of~~ Assigned by the Associate Dean (~~Academic~~Undergraduate Studies) of the Faculty

(ii) Undergraduate Reviewing Committee

Functions:

To review, at the end of an academic session, the grades of all students registered in undergraduate programs in the Faculty of Engineering; to make recommendations to the Faculty concerning the status of in-course students; and to recommend to the Faculty candidates for undergraduate degrees.

Composition:

Chair:

- Associate Dean (~~Academic~~Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty

- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Consultants (non-voting):

- Associate Registrar (Records and Registration)
- Faculty of Engineering Undergraduate Student Advisor

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iii) Undergraduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on all matters of curriculum policy, including consideration of the requirements of the Canadian Engineering Accreditation Board; to make recommendations on curriculum changes to the Faculty, arising from the consideration of Departmental proposals and from the curriculum policies adopted by the Faculty; to report to the Faculty on the curricula of programmes in the Faculty; to ensure that the undergraduate calendar contains up-to-date programme curricula; to consider and make recommendations to the Faculty concerning course evaluation procedures, and to review the effectiveness of such evaluations.

Composition:

Chair:

- Associate Dean (~~Academic~~Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office

- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- Director, Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

- One member selected by and from each Department in the Faculty, such member normally to be the Chair of the Departmental Undergraduate Curriculum Committee or equivalent
- Two members selected by and from the Walter G. Booth School of Engineering Practice and Technology, one to represent the four-year programs, one to represent the degree completion programs

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants:

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- ~~To be provided~~ Assigned by the Office of the Associate Dean (~~Academic~~Undergraduate Studies) of the Faculty

(iv) Undergraduate Student Awards Committee

Functions:

To make recommendations to the Undergraduate Council for the award of prizes and scholarships restricted to undergraduate students in the Faculty of Engineering; to prepare information for the use of committees responsible for university-wide awards such as the Chancellor's Gold Medal and the Governor General's Medal; to make recommendations to the Undergraduate Council concerning the establishment of new awards and other related matters; to rank the applicants for other competitive awards; and to initiate and coordinate Faculty-sponsored events which recognize academic excellence.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (~~Academic~~Undergraduate Studies)

Faculty:

- Three or more members, representing at least three Departments in the Faculty, appointed by the Dean in consultation with Dean's Council.

Consultants (non-voting):

- Director, Student Financial Aid and Scholarships
- Director, Finance and Administration
- The Committee shall have power to add additional members, including non-faculty members, where such are needed to meet the requirements attendant on making an award.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(v) Undergraduate Graduate Attributes Committee

Functions:

In accordance with the Washington Accord, all engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB) must demonstrate that the graduates of their programs possess the attributes designated by the CEAB.

The functions of this committee are:

- To have oversight on the outcomes-based assessment and the resulting continuous improvement processes for all Faculty undergraduate engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB);
- To develop, review and modify (as necessary) indicators for each of the graduate attributes specified by the CEAB;
- To review and approve curriculum maps and indicator measurement maps for all programs and options;
- To review stakeholder engagement reports from all departments;
- To review and approve regular reports from all programs on methods of indicator data collection, analyses and conclusions made from programs;
- To ensure continuous improvement in programs by making recommendations to the Departments on specific curricular or other program improvements, improvements in the achievement of graduate attributes, and/or improvements in the graduate attributes' assessment process itself.

Composition:

Chair:

- Associate Dean (~~Academic~~Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

- One member selected by and from each Department in the Faculty which offers a Canadian Engineering Accreditation Board (CEAB) accredited engineering program.

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants (non-voting):

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- ~~To be provided~~ Assigned by the Office of the Associate Dean (~~Academic~~Undergraduate Studies) of the Faculty

(vi) Faculty Awards Committee

Functions:

To encourage, develop and promote applications for prestigious awards for Engineering faculty. Awards can be international, national or specific to the University. Such awards include, but are not limited to, the Killam Award, membership in the Royal Society of Canada, membership in the Canadian Academy of Engineers, the NSERC Steacie Award and the 3M Teaching awards. To encourage and develop applications for prestigious awards to alumni and friends of the Faculty. The Committee will work with the Faculty Advancement Officer to ensure that awards recipients are appropriately recognized within the Faculty.

Composition:

Chair:

- Associate Dean, Research, Innovation, and Partnerships ~~and External Relations~~

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One faculty member from each academic Department

Secretary/Consultant:

- Advancement Officer of the Faculty of Engineering

(vii) Graduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on matters of graduate policy, on curriculum changes arising from consideration of Departmental proposals and from the curriculum policies adopted by the Faculty, and on new Programs and fields of study, arising from Departmental proposals; and to deal with matters referred to it by the Graduate Admissions and Study Committee.

Composition:

Chair:

- Associate Dean, ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies

Faculty:

- One member selected by and from each Department offering graduate work in the Faculty
- One member selected by and from each of the Schools offering graduate programs in the Faculty

Students:

- One Engineering graduate student from each department and school currently offering graduate work in the Faculty. Students currently sitting on the Engineering Graduate Society Council will represent their department or school

on the committee. If no representative is available from the Engineering Graduate Society Council, one will be appointed from the department or school by the Engineering Graduate Society Council in conjunction with the department or school's administration.

Consultants (non-voting):

- The three members of the Graduate Council elected by the Faculty

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(viii) Graduate Admissions and Study Committee

Functions:

To rule on the admissibility of applicants to Graduate Programs in the Faculty; to oversee the progress of students in course; to recommend to the Graduate Council, and to report to the Faculty, students to receive graduate degrees; to refer, before taking action, to the Graduate Curriculum and Policy Committee, any matter deemed by either the Associate Vice-President and Dean of Graduate Studies or the Committee to involve matters of precedent or policy; and to consider and make decisions on petitions from graduate students with respect to off-campus or part-time study, extension of time to complete degree requirements, etc.

Composition:

Chair:

- Associate Dean, ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies
- Senior Associate Registrar, ~~(~~Graduate Studies~~)~~

Faculty:

- One member selected by and from each Department offering graduate work in the Faculty
- One member appointed by the Graduate Council from Departments other than those of the Faculty
- One member selected by and from each of the Schools offering graduate work in the Faculty

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Graduate Coordinator

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(ix) Faculty Committee on Scholarships

Functions:

To rank scholarship applicants in compliance with the eligibility criteria and selection instructions of the Tri-Council agencies (NSERC, CIHR and SSHRC) and Ontario Ministry of Training, Colleges and Universities.

Composition:

Chair:

- Associate Dean~~ of~~ Graduate Studies, Engineering

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- Two faculty members per Department with one-year terms nominated by Departmental Chairs

(x) Student and Professional Affairs Committee

Functions:

To initiate short-term and long-term planning, and to recommend to the Faculty policies and actions regarding: ~~relations~~ engagement among the faculty, students and alumni; improving student engagement; student employment and career development; interactions with industry, governmental bodies, professional organizations, professional societies, and the general public; and professional development and continuing education.

Composition:

Co-Chairs:

- President, McMaster Engineering Society
- President, McMaster Engineering Graduate Society

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (~~Academic~~Undergraduate Studies)
- Associate Dean ~~of~~, Graduate Studies (Engineering)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- co-Director, School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Director, Outreach and Engagement

- Director, Finance and Administration

Faculty:

- Two members from the Faculty selected by the Dean

Students:

- Six undergraduate students chosen by the McMaster Engineering Society Executive, representing the leadership of student clubs and teams.
- Two graduate students, appointed by the Engineering Graduate Society from the students sitting on the Engineering Graduate Society Council.

Consultants (non-voting):

- Manager, Communications
- ~~Manager~~Associate Director, Engineering Co-Op and Career Services ~~and Internship Program~~
- Manager, Engineering Alumni Relations~~Office~~

Quorum:

A quorum shall consist of those present at the meeting, provided that meeting has been properly called and that regrets have not been received from more than one half of the membership of the Committee. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the membership of the Committee.

(xi) Student Academic Accommodation Committee

Functions:

The committee constitutes the Faculty of Engineering's Academic Accommodation Team as described under the 2017 Senate Policy "Academic Accommodation of Students with Disabilities". The committee shall be an informal network of individuals within academic units in the Faculty who have the knowledge and expertise required to inform decisions related to Academic Accommodations. The committee complements the expertise residing centrally in Student Accessibility Services and support the Associate/Assistant Deans in the consideration of complex and/or retroactive Academic Accommodation decisions and appeals.

Composition:

Co-Chairs:

- Associate Dean (~~Academic~~Undergraduate Studies)
- Associate Dean, ~~of~~ Graduate Studies (Engineering)

Ex Officio:

- Assistant Dean (Undergraduate Studies)
- Graduate Coordinator

Faculty:

- Three members from the Faculty, selected by the Dean

Consultants:

- Director, Student Accessibility Services
- Associate Vice-President, Equity and Inclusion
- Director, Human Rights and Dispute Resolution

Quorum:

A quorum shall consist of those present at the meeting, provided that the meeting was called with at least five days' notice and three voting members of the Committee are in attendance, with at least one of the attending members being a co-chair.

Meetings:

This Committee shall be called together only at certain times of year based on a need to consider complex and/or retroactive Academic Accommodation decisions and appeals. The agenda items are decided prior to the meeting by the Co-Chairs of the Committee, the Associate Dean (~~Academic~~Undergraduate Studies) and the Associate Dean, ~~of~~ Graduate Studies (Engineering).

(xii) Microcredentials Committee

Functions:

To make recommendations to the Faculty on matters specifically concerning microcredentials, on the creation and delivery of associated learning activities, on

changing approved learning activities, and on approval of co-curricular and external learning activities that will not be recorded on a student's transcript.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- Dean of the Faculty
- Dean's representative

Faculty:

- One member selected by and from each participating department, school, or program in the Faculty

Staff:

- Director, Finance and Administration
- Designated Project Manager (Faculty of Engineering)

Consultants (non-voting):

- Associate Deans
- Director, Outreach and Engagement

Secretary (non-voting):

- To be provided by the Dean of the Faculty.

(xiii) Faculty Joint Health and Safety Committee

Functions:

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

- to receive information on safety and hazards from the University and other sources, and disseminate it to faculty members, staff and students as needed;
- to provide advice to the Dean of the Faculty, Department Chairs, faculty members, staff or students, wherever appropriate, concerning potential hazards;

- to assist in formulating policy relating to the safe conduct of undergraduate laboratories and research laboratories, in consultation with teaching assistants, graduate students, and research staff;
- to monitor compliance by McMaster University with the spirit and the letter of the Ontario *Occupational Health and Safety Act* and other relevant legislation, and to report to the Dean of the Faculty on any departure from the above, for action;
- to remind all employees, including teaching assistants, of their rights and responsibilities under the Ontario *Occupational Health and Safety Act* and other relevant legislation; and,
- to represent the Faculty of Engineering ~~legally~~ in all matters of health and safety designated under the *Occupational Health and Safety Act*.

Composition

Co-Chairs:

- One to be appointed by the Dean of the Faculty
- One to be selected by and from the elected Committee members

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One employer-designated member from each Department/Unit
- One elected committee member from the Health and Safety Committee of each Department/Unit, selected by the elected members of the Department/Unit
- Additional members as may be appointed by the Co-Chairs, in consultation with the Dean, from other groups which use the facilities of the Faculty of Engineering, as long as the total number of elected members on the Committee comprises at least 50% of the Committee membership

Consultants (non-voting):

- Manager, Environmental and Occupational Health Support Services

- Safety Specialist, Environmental and Occupational Health Support Services
- Additional resource persons appointed by the Co-Chairs as required by the legislation

Secretary (non-voting):

- Assigned by Dean's Office

Department/Unit Health and Safety Committees

Functions:

To provide advice to the Department Chair or Unit Director concerning health and safety matters having to do with the safe conduct of undergraduate laboratories and all research activities at the Department/Unit level and to report to the Department Chair or Unit Director on potential hazards; to conduct safety surveys within the Department/Unit in accordance with the Ontario Occupational Health and Safety Act; and to provide representation to the Faculty Joint Health and Safety Committee

Composition:

Co-Chairs:

- One person to be appointed by the Department Chair/Unit Director from among the faculty members in that Department/Unit
- One person to be selected by and from the non-supervisory employees

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One or more non-supervisory employees to be elected by and from the non-supervisory employees of the Department/Unit, one of whom shall be a non-supervisory technician
- One graduate student to be elected by and from the graduate students in the Department/Unit

- One person to be appointed by the Department Chair or Unit Director from among the employed members of the Department.

(xiv) Tenure and Promotion Committee

Functions:

To receive from Chairs of Departments, and to consider, all recommendations for the granting or withholding of tenure or permanence. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that (a) tenure or permanence be granted, or (b) no action be taken in regard to tenure or permanence, or (c) the Departmental recommendation for tenure or permanence be denied and the appointment be extended instead, or (d) the candidate's appointment be allowed to lapse, or (~~c~~e) ~~the period of the appointment be extended~~promotion be granted, or (~~d~~f) no action be taken ~~on the case~~ in regard to promotion.

To receive from Chairs of Departments, and to consider, all recommendations for promotion, and to recommend to the Senate Committee on Appointments the granting or withholding of promotion.

Composition:

Chair:

- Dean of the Faculty

Faculty:

- Six tenured members of the full-time rank elected from those holding the rank of Professor or Associate Professor. Of these, at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time members of the faculty.

Quorum:

- Faculty Dean and the rest of the Committee save one.

(xv) Engineering and Management Policy Committee

Functions:

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

Composition:

Chair:

- Dean of the Faculty of Engineering and Dean of the Faculty of Business, alternately, for two-year terms

Ex Officio:

- President
- Provost
- Dean, ~~of the Faculty~~ Michael G. DeGroote School of Business, when not serving as Chair
- Dean, ~~of the~~ Faculty of Engineering, when not serving as Chair
- co-Director (Engineering), Engineering and Management Program
- co-Director (Business), Michael G. DeGroote School of Business
- Associate Dean (Undergraduate Studies) ~~of~~ (Business) ~~(Academic)~~
- Associate Dean (Undergraduate Studies) ~~(Academic) of~~ (Engineering)

Secretary (non-voting):

- ~~Administrative Coordinator~~Manager, Engineering Five-Year Programs.

(xvi) Engineering and Society Policy Committtee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society Program; to make recommendations, to the appropriate Faculty committees, on policy changes; and to consider proposals from the Director requiring policy decisions.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Director, Engineering and Society Program
- Associate Dean (~~Academic~~Undergraduate Studies)
- One member to be appointed by the Director

(xvii) Instructor Development and Evaluation Committee (IDEC)

Functions:

The Instructor Development and Evaluation Committee (IDEC) is responsible for carrying out the Formative Observation and Summative Reviews of teaching within the Faculty of Engineering, following the Faculty's Policy on Evaluation of Teaching, fostering a community of practice of educators, and training Reviewers to perform these tasks. The IDEC will provide a qualitative evaluation of effective teaching in line with SPS B1.

Composition:

Chair:

- To be appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Co-Chair(s):

- Up to two appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Ex Officio:

- President
- Provost
- Dean of the Faculty

- Associate Dean (~~Academic~~Undergraduate Studies)
- Associate Dean~~,~~ ~~of~~ Graduate Studies (Engineering)
- Director, Experiential Learning Office

Faculty:

- The co-Chairs will identify an appropriate number of Reviewers needed for each academic year. The number of Reviewers appointed is proportional to the size and need of each department/school. Chairs/Directors will nominate Reviewers to the committee.

Consultants (non-voting):

Section V: Elections

(i) Elections of Faculty of Engineering representatives to the Senate, the Graduate Council, and the Undergraduate Council, and to fill vacancies on the Faculty's Standing Committees, shall be held before the end of April each year. The Dean's Council shall prepare sufficient nominations to ensure an election for all such positions. The nominations shall be sent to all members of the electorate, at their McMaster email address, giving members the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nominations to be supported by three members of the electorate. The elections shall be conducted by the Secretary of the Senate by means of ballots emailed to the University address of each member of the electorate.

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

(iii) Appointments to all Standing Committees from Departments shall be forwarded by the Department Chairs to the Dean prior to July 1 of each year.

(iv) The electorate shall consist of all faculty members holding the rank of Lecturer and above in Departments in the Faculty of Engineering, except insofar as the electorate for the Tenure and Promotion Committee is restricted by Senate to full-time faculty members.

(v) All elections shall be conducted in accordance with the single transferable vote procedure.

(vi) In the election of faculty members from the Faculty of Engineering to the Senate, of the three allotted seats, at least one shall be filled by a professor and at least one by an associate or assistant professor.

(vii) The conduct of the election of undergraduate students to the Faculty is the responsibility of the Dean of the Faculty, who will normally delegate the task to the McMaster Engineering Society, in consultation with the Associate Dean (~~Academic~~Undergraduate Studies).

(viii) In the election of staff members to the Faculty, of the three allotted seats, one shall be filled for each of the following categories: professional/management, technical and clerical/secretarial. Elections shall be conducted by the Office of the Dean.

(ix) If a position on a standing committee, except for the Tenure and Promotion Committee, becomes vacant, the Faculty Council may fill that position for the remainder of the term. In the case of the Tenure and Promotion Committee, a by-election shall be held to fill the position for the remainder of the term.

(x) All committee memberships shall take effect from July 1.

(xi) The terms of office of Standing Committee members and Chairs shall normally be two years, staggered, unless otherwise specified.

(xii) Elections of the student members to the Graduate Council shall be held before the end of August. The Engineering Graduate Society Council shall provide the student members for the Graduate Council in accordance with the by-laws of the Engineering Graduate Society and the Senate.

Section VI: Amendments to the By-laws

(i) Any amendment to these By-laws shall require the approval of the Senate.

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

Section VII: Implementation

The date of effect for these By-laws, and any amendments thereto, shall be the date on which they receive the approval of the Senate.

Faculty of Engineering By-laws: Schedule A

Senate Approved Offices, Centres and Institutes in which the Faculty of Engineering is involved:

- Centre for Effective Design of Structures (CEDS)
- Centre for Emerging Device Technologies (CEDT)
- Centre of Excellence in Protective Equipment and Materials (CEPEM)
- Centre for Research in Micro-and-Nano-Systems
- General Motors Centre for Automotive Materials and Corrosion (CAMC)
- McMaster Centre for Software Certification (McSCert)
- McMaster Institute for Energy Studies (MIES)
- McMaster Manufacturing Research Institute (MMRI)
- McMaster Steel Research Centre
- ~~Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)~~
- ~~McMaster Institute for Research on Aging (MIRA)~~
- ~~McMaster Institute for Transportation and Logistics (MITL)~~
- ~~McMaster Nuclear Reactor~~

~~**Faculty Approved Research Centre**~~

- ~~McMaster Centre for Pulp and Paper~~

Reports to the VPR

- ~~Institute for Multi-Hazard Systemic Risk Studies (Interface)~~
- Brockhouse Institute for Materials Research
- Canadian Centre for Electron Microscopy (CCEM)
- Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)
- McMaster Institute for Research on Aging (MIRA)
- McMaster Institute for Transportation and Logistics (MITL)

Faculty of Engineering By-laws

Policy Title:

Faculty of Engineering By-laws

Approved by:

Senate

Date of Most Recent Approval:

TBD Supersedes / Amends Policy Dated:

May 16, 1984; December 11, 1985; May 11, 1987; June 14, 1989; March 13, 1991; February 12, 1992; February 10, 1993; October 11, 1995; September 11, 1996; Editorial revision July 1, 1998 to reflect new Departmental structure, effective on that date, November 12, 2003; June 13, 2007; June 3, 2009; June 2, 2010; June 3, 2015; October 14, 2015; May 12, 2021; June 8, 2022; TBD

Date(s) of Original Approval:

June 9, 1982

Responsible Executive: **Dean of the Faculty of Engineering**

Policy-Specific Enquiries: **Dean's Office, Faculty of Engineering**

Disclaimer: If there is a discrepancy between this electronic Policy and the approved copy held by the University Secretariat, the approved copy prevails.

Accessible Format Requests and General Policy Enquiries: policy@mcmaster.ca

Section I: The Faculty of Engineering

(i) Membership

(a) Ex Officio:

- President
- Provost
- Vice-President (Research and Innovation)
- Vice-Provost and Dean of Graduate Studies
- Dean of the Faculty (Chair)
- Associate Deans of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- Co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences (iBEHS/iBioMed)
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society
- Director, Minor in Innovation
- Director, Finance and Administration
- Director, Outreach and Engagement

(b) Faculty:

- All faculty members holding appointment at the rank of Lecturer or higher in the Departments of Chemical Engineering, Civil Engineering, Computing and Software, Electrical and Computer Engineering, Engineering Physics, Materials Science and Engineering and Mechanical Engineering, as well as in the Walter G. Booth School of Engineering Practice and Technology and the School of Biomedical Engineering, and in such other Departments, schools and programs as may be added to the Faculty of Engineering by the Senate.
- One full-time faculty member from each of the other Faculties.

(c) Staff:

- Three full-time staff members in the Faculty of Engineering, elected for two-year terms, one to be elected by and from each of the following groups: Management, Technical, and Administrative.

(d) Students:

- The President of the McMaster Engineering Society and four undergraduate students, elected annually by and from the full-time undergraduate students in the Faculty of Engineering
- The President of the Engineering Graduate Society and two graduate students selected annually by and from the students sitting on the Engineering Graduate Society Council.
- Students may be asked to withdraw when the cases of specific students are under consideration, but on other matters, they shall have full voting privileges.

(e) Secretary (non-voting):

- Secretary of the Senate or delegate.

(f) Affiliated Members (non-voting):

- Such other faculty members, holding full-time appointments, as shall from time to time be designated by the Faculty of Engineering to hold membership, for any period designated by the Faculty, by virtue of their responsibilities for, or interest in, the work and the students of the Faculty.

(ii) Regular Meetings

(a) The Faculty shall meet at least five times during the period September to June, inclusive. A notice of meeting shall normally be circulated at least one week before a meeting, and an agenda shall be circulated not less than forty-eight hours before a meeting.

(b) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate with the provision that matters related to individual cases or records be dealt with in Closed Session.

(c) A quorum shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than one half of the members of the Faculty. However, for action on

items not on the circulated agenda, a quorum shall consist of one half of the members of the Faculty.

(d) In the absence of the Dean of the Faculty, the Chair shall be one of the Associate Deans of the Faculty or, in their absence, a member of the Faculty designated by the Dean.

(iii) Special Meetings

· Special meetings may be called, under the same conditions of notice and agenda, at the request of the Dean of the Faculty or upon the submission of a written request to the Dean by ten or more voting members of the Faculty.

(iv) Authority of the Faculty

(a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty and establish appropriate Standing and *Ad Hoc* Committees.

(b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinated bodies.

Section II: Dean's Council

Functions:

To deal with such matters as may be referred to it by the Dean of the Faculty or by the Faculty; to act on behalf of the Faculty in the period between the last regular Faculty meeting of one academic year and the first regular Faculty meeting of the succeeding academic year, submitting a written report to the Faculty at that latter meeting on all actions taken; to advise the Dean on matters of concern; to make recommendations to the Faculty on any appropriate matter.

To do short-term and long-term planning for the Faculty; to establish the objectives and priorities of the Faculty within the context of a comprehensive Faculty plan and in consultation with the individual Departments in the Faculty and its programs and schools; to be responsible for the planning of the Faculty's physical facilities and services.

To act as a nominating committee, as set out in Sections V (i) and V (ii) below.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Associate Deans of the Faculty
- Assistant Dean (Undergraduate Studies)
- Any Engineering faculty member(s) elected to the University Planning Committee
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program (iBEHS/iBioMed)
- co-Director (Engineering), Engineering and Management Program

- Director, Engineering and Society Program
- Director, Minor in Innovation
- co-Director (Engineering), School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Chairs of Departments in the Faculty
- Director, Finance and Administration
- Director, Outreach and Engagement

Secretary (non-voting):

- Secretary of the Senate or delegate.

Section III: Dean's Operating Committees

The Dean of the Faculty may appoint Dean's Operating Committees for assistance and advice in the operation of the Faculty, or as requested by the Faculty, and the Faculty shall be informed regarding the function and the composition of any such committees. Such committees shall report, at least annually, to the Faculty.

All such committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

(i) Engineering and Management Operating Committee

Functions:

To develop curriculum recommendations for the Engineering and Management program to the Undergraduate and Curriculum Policy of the Faculty of Engineering, and the Faculty of Business where appropriate.

To work closely with the Engineering and Management Industrial Advisory Council by seeking advice on the continuing development of the Engineering and Management program and career development component of the program.

Composition:

Chair:

- co-Director (Engineering), Engineering and Management Program
- co-Director (Business), Engineering and Management Program

Ex Officio:

- President
- Provost
- Dean, Faculty of Business
- Dean, Faculty of Engineering
- Associate Dean (Undergraduate Studies), Faculty of Business
- Associate Dean (Undergraduate Studies), Faculty of Engineering

Faculty:

- Seven faculty members from each of the Faculties of Business and Engineering, representing the different Departments and Areas, to be appointed by their respective Deans on the recommendations of their Department or Area Chairs, for staggered three-year terms.

Students:

- One undergraduate student, registered in the Engineering and Management program, to be appointed by both Deans on the recommendation of the executives of the McMaster Engineering and Management Society, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering
- Manager, Academic Programs Office, at the Faculty of Business
- Resource Staff, as appropriate

Secretary (non-voting):

- Manager, Engineering Five-Year Programs.

(ii) Engineering and Society Operating Committee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society program. This includes developing curriculum recommendations for the Undergraduate and Curriculum Policy Committee of the Faculty of Engineering.

Composition:

Chair:

- Director, Engineering and Society Program

Ex Officio:

- President
- Provost

- Dean, Faculty of Engineering
- Associate Dean (Undergraduate Studies), Faculty of Engineering

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- One undergraduate student, registered in the Engineering and Society program, to be appointed by the Dean on the recommendation of the executives of the Engineering and Society Student Association, for a one-year term.

Consultants (non-voting):

- Assistant Dean (Undergraduate Studies), Faculty of Engineering

Secretary (non-voting):

- Manager, Engineering Five-Year Programs

(iii) Engineering I Operating Committee

Function:

To consider and make recommendations regarding the operation of Engineering I, including the Canadian Engineering Accreditation Board (CEAB) Accreditation, Graduate Attribute reporting, student success, students at risk of failure, and opportunities for change and improvement.

Composition:

Chair:

- Director, Experiential Learning Office

Ex Officio:

- President
- Provost
- Dean of the Faculty

- Associate Dean (Undergraduate Studies)
- Assistant Dean (Undergraduate Studies)

Faculty:

- One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council.

Students:

- President, McMaster Engineering Society
- Vice-President, Academic, McMaster Engineering Society
- One Engineering I student appointed annually by the Director

Consultants (non-voting):

- Undergraduate Student Advisor
- Representative from other Faculties or groups appointed by the Chair, as required.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iv) Engineering Co-op Operating Committee

Functions:

To consider and make recommendations regarding the operation of all Faculty of Engineering Co-op programs.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty

- Manager, Engineering Co-op & Career Services
- President, McMaster Engineering Society
- President, Engineering Graduate Society

Members:

- One faculty member per Department with one-year terms nominated by Departmental Chairs
- Six undergraduate student representatives from the McMaster Engineering Society Executive Committee
- Three graduate student representatives from the Engineering Graduate Society Executive Committee

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

Section IV: Standing Committees

General

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

The Standing Committees listed below, and such other committees as the Faculty or the Dean's Council may establish, shall meet at the call of the Chair. With respect to the Committees that hear certain student appeals, the Senate policies governing such hearings shall prevail. Student members of committees may be asked to withdraw when cases of specific students are under consideration.

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

Any of the Standing Committees may establish sub-committees. The Chairs of any such sub-committees shall be appointed by the Committee, normally from among its members.

All Standing Committees shall annually review and update their operating procedures and file a copy in the Office of the Dean.

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

(i) Undergraduate Recruiting and Admissions Committee

Functions:

To make recommendations for the Faculty on admission of applicants to Level I and to make recommendations to the Faculty on undergraduate admissions policy.

To plan, for approval by the Faculty, the secondary school student liaison and recruitment activities and assist in the organization of, and to attend, Faculty approved events (e.g. Experience Weekend, Discovery Days, design competitions, Open House, Science and Engineering Fairs, etc.) for recruiting of students.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Manager, Engineering Co-Op and Career Services and Internship Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty
- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Students:

- President, McMaster Engineering Society (MES) (or delegate)
- One undergraduate student appointed annually by the Dean

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Representatives of other Faculties and groups as required

- High School Teacher/Counsellor, appointed by the Dean of the Faculty (as required)

Secretary (non-voting):

- Assigned by the Associate Dean (Undergraduate Studies) of the Faculty

(ii) Undergraduate Reviewing Committee

Functions:

To review, at the end of an academic session, the grades of all students registered in undergraduate programs in the Faculty of Engineering; to make recommendations to the Faculty concerning the status of in-course students; and to recommend to the Faculty candidates for undergraduate degrees.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- Registrar

Faculty:

- One member selected by and from each Department in the Faculty

- One member selected by and from the Walter G. Booth School of Engineering Practice and Technology

Consultants (non-voting):

- Associate Registrar (Records and Registration)
- Faculty of Engineering Undergraduate Student Advisor

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(iii) Undergraduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on all matters of curriculum policy, including consideration of the requirements of the Canadian Engineering Accreditation Board; to make recommendations on curriculum changes to the Faculty, arising from the consideration of Departmental proposals and from the curriculum policies adopted by the Faculty; to report to the Faculty on the curricula of programmes in the Faculty; to ensure that the undergraduate calendar contains up-to-date programme curricula; to consider and make recommendations to the Faculty concerning course evaluation procedures, and to review the effectiveness of such evaluations.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office

- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- Director, Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

- One member selected by and from each Department in the Faculty, such member normally to be the Chair of the Departmental Undergraduate Curriculum Committee or equivalent
- Two members selected by and from the Walter G. Booth School of Engineering Practice and Technology, one to represent the four-year programs, one to represent the degree completion programs

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants:

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies) of the Faculty

(iv) Undergraduate Student Awards Committee

Functions:

To make recommendations to the Undergraduate Council for the award of prizes and scholarships restricted to undergraduate students in the Faculty of Engineering; to prepare information for the use of committees responsible for university-wide awards such as the Chancellor's Gold Medal and the Governor General's Medal; to make recommendations to the Undergraduate Council concerning the establishment of new awards and other related matters; to rank the applicants for other competitive awards; and to initiate and coordinate Faculty-sponsored events which recognize academic excellence.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (Undergraduate Studies)

Faculty:

- Three or more members, representing at least three Departments in the Faculty, appointed by the Dean in consultation with Dean's Council.

Consultants (non-voting):

- Director, Student Financial Aid and Scholarships
- Director, Finance and Administration
- The Committee shall have power to add additional members, including non-faculty members, where such are needed to meet the requirements attendant on making an award.

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies)

(v) Undergraduate Graduate Attributes Committee

Functions:

In accordance with the Washington Accord, all engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB) must demonstrate that the graduates of their programs possess the attributes designated by the CEAB.

The functions of this committee are:

- To have oversight on the outcomes-based assessment and the resulting continuous improvement processes for all Faculty undergraduate engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB);
- To develop, review and modify (as necessary) indicators for each of the graduate attributes specified by the CEAB;
- To review and approve curriculum maps and indicator measurement maps for all programs and options;
- To review stakeholder engagement reports from all departments;
- To review and approve regular reports from all programs on methods of indicator data collection, analyses and conclusions made from programs;
- To ensure continuous improvement in programs by making recommendations to the Departments on specific curricular or other program improvements, improvements in the achievement of graduate attributes, and/or improvements in the graduate attributes' assessment process itself.

Composition:

Chair:

- Associate Dean (Undergraduate Studies)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Assistant Dean (Undergraduate Studies)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program

Faculty:

- One member selected by and from each Department in the Faculty which offers a Canadian Engineering Accreditation Board (CEAB) accredited engineering program.

Student:

- One undergraduate student appointed annually by the Dean of the Faculty

Consultants (non-voting):

- The member of Undergraduate Council elected by the Faculty

Secretary (non-voting):

- Assigned by the Office of the Associate Dean (Undergraduate Studies) of the Faculty

(vi) Faculty Awards Committee

Functions:

To encourage, develop and promote applications for prestigious awards for Engineering faculty. Awards can be international, national or specific to the University. Such awards include, but are not limited to, the Killam Award, membership in the Royal Society of Canada, membership in the Canadian Academy of Engineers, the NSERC Steacie Award and the 3M Teaching awards. To encourage and develop applications for prestigious awards to alumni and friends of the Faculty. The Committee will work with the Faculty Advancement Officer to ensure that awards recipients are appropriately recognized within the Faculty.

Composition:

Chair:

- Associate Dean, Research, Innovation, and Partnerships

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One faculty member from each academic Department

Secretary/Consultant:

- Advancement Officer of the Faculty of Engineering

(vii) Graduate Curriculum and Policy Committee

Functions:

To make recommendations to the Faculty on matters of graduate policy, on curriculum changes arising from consideration of Departmental proposals and from the curriculum policies adopted by the Faculty, and on new Programs and fields of study, arising from Departmental proposals; and to deal with matters referred to it by the Graduate Admissions and Study Committee.

Composition:

Chair:

- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies

Faculty:

- One member selected by and from each Department offering graduate work in the Faculty
- One member selected by and from each of the Schools offering graduate programs in the Faculty

Students:

- One Engineering graduate student from each department and school currently offering graduate work in the Faculty. Students currently sitting on the Engineering Graduate Society Council will represent their department or school

on the committee. If no representative is available from the Engineering Graduate Society Council, one will be appointed from the department or school by the Engineering Graduate Society Council in conjunction with the department or school's administration.

Consultants (non-voting):

- The three members of the Graduate Council elected by the Faculty

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(viii) Graduate Admissions and Study Committee

Functions:

To rule on the admissibility of applicants to Graduate Programs in the Faculty; to oversee the progress of students in course; to recommend to the Graduate Council, and to report to the Faculty, students to receive graduate degrees; to refer, before taking action, to the Graduate Curriculum and Policy Committee, any matter deemed by either the Associate Vice-President and Dean of Graduate Studies or the Committee to involve matters of precedent or policy; and to consider and make decisions on petitions from graduate students with respect to off-campus or part-time study, extension of time to complete degree requirements, etc.

Composition:

Chair:

- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Vice-Provost and Dean of Graduate Studies
- Senior Associate Registrar, Graduate Studies

Faculty:

- One member selected by and from each Department offering graduate work in the Faculty
- One member appointed by the Graduate Council from Departments other than those of the Faculty
- One member selected by and from each of the Schools offering graduate work in the Faculty

Consultants (non-voting):

- Director, Finance and Administration
- Director, Alumni Advancement (or delegate)
- Manager, Strategic Recruitment & Enrolment
- Graduate Coordinator

Secretary (non-voting):

- Secretary of the School of Graduate Studies or delegate.

(ix) Faculty Committee on Scholarships

Functions:

To rank scholarship applicants in compliance with the eligibility criteria and selection instructions of the Tri-Council agencies (NSERC, CIHR and SSHRC) and Ontario Ministry of Training, Colleges and Universities.

Composition:

Chair:

- Associate Dean, Graduate Studies, Engineering

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- Two faculty members per Department with one-year terms nominated by Departmental Chairs

(x) Student and Professional Affairs Committee

Functions:

To initiate short-term and long-term planning, and to recommend to the Faculty policies and actions regarding: engagement among the faculty, students and alumni; improving student engagement; student employment and career development; interactions with industry, governmental bodies, professional organizations, professional societies, and the general public; and professional development and continuing education.

Composition:

Co-Chairs:

- President, McMaster Engineering Society
- President, McMaster Engineering Graduate Society

Ex Officio:

- President
- Provost
- Dean of the Faculty
- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)
- Director, Experiential Learning Office
- co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
- co-Director (Engineering), Engineering and Management Program
- Director, Engineering and Society Program
- co-Director, School of Biomedical Engineering
- Director, Walter G. Booth School of Engineering Practice and Technology
- Director, Outreach and Engagement

- Director, Finance and Administration

Faculty:

- Two members from the Faculty selected by the Dean

Students:

- Six undergraduate students chosen by the McMaster Engineering Society Executive, representing the leadership of student clubs and teams.
- Two graduate students, appointed by the Engineering Graduate Society from the students sitting on the Engineering Graduate Society Council.

Consultants (non-voting):

- Manager, Communications
- Associate Director, Engineering Co-Op and Career Services
- Manager, Engineering Alumni Relations

Quorum:

A quorum shall consist of those present at the meeting, provided that meeting has been properly called and that regrets have not been received from more than one half of the membership of the Committee. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the membership of the Committee.

(xi) Student Academic Accommodation Committee

Functions:

The committee constitutes the Faculty of Engineering's Academic Accommodation Team as described under the 2017 Senate Policy "Academic Accommodation of Students with Disabilities". The committee shall be an informal network of individuals within academic units in the Faculty who have the knowledge and expertise required to inform decisions related to Academic Accommodations. The committee complements the expertise residing centrally in Student Accessibility Services and support the Associate/Assistant Deans in the consideration of complex and/or retroactive Academic Accommodation decisions and appeals.

Composition:

Co-Chairs:

- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)

Ex Officio:

- Assistant Dean (Undergraduate Studies)
- Graduate Coordinator

Faculty:

- Three members from the Faculty, selected by the Dean

Consultants:

- Director, Student Accessibility Services
- Associate Vice-President, Equity and Inclusion
- Director, Human Rights and Dispute Resolution

Quorum:

A quorum shall consist of those present at the meeting, provided that the meeting was called with at least five days' notice and three voting members of the Committee are in attendance, with at least one of the attending members being a co-chair.

Meetings:

This Committee shall be called together only at certain times of year based on a need to consider complex and/or retroactive Academic Accommodation decisions and appeals. The agenda items are decided prior to the meeting by the Co-Chairs of the Committee, the Associate Dean (Undergraduate Studies) and the Associate Dean, Graduate Studies (Engineering).

(xii) Microcredentials Committee

Functions:

To make recommendations to the Faculty on matters specifically concerning microcredentials, on the creation and delivery of associated learning activities, on

changing approved learning activities, and on approval of co-curricular and external learning activities that will not be recorded on a student's transcript.

Composition:

Chair:

- To be appointed by the Dean of the Faculty in consultation with Dean's Council

Ex Officio:

- Dean of the Faculty
- Dean's representative

Faculty:

- One member selected by and from each participating department, school, or program in the Faculty

Staff:

- Director, Finance and Administration
- Designated Project Manager (Faculty of Engineering)

Consultants (non-voting):

- Associate Deans
- Director, Outreach and Engagement

Secretary (non-voting):

- To be provided by the Dean of the Faculty.

(xiii) Faculty Joint Health and Safety Committee

Functions:

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

- to receive information on safety and hazards from the University and other sources, and disseminate it to faculty members, staff and students as needed;
- to provide advice to the Dean of the Faculty, Department Chairs, faculty members, staff or students, wherever appropriate, concerning potential hazards;

- to assist in formulating policy relating to the safe conduct of undergraduate laboratories and research laboratories, in consultation with teaching assistants, graduate students, and research staff;
- to monitor compliance by McMaster University with the spirit and the letter of the Ontario *Occupational Health and Safety Act* and other relevant legislation, and to report to the Dean of the Faculty on any departure from the above, for action;
- to remind all employees, including teaching assistants, of their rights and responsibilities under the Ontario *Occupational Health and Safety Act* and other relevant legislation; and,
- to represent the Faculty of Engineering in all matters of health and safety designated under the *Occupational Health and Safety Act*.

Composition

Co-Chairs:

- One to be appointed by the Dean of the Faculty
- One to be selected by and from the elected Committee members

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One employer-designated member from each Department/Unit
- One elected committee member from the Health and Safety Committee of each Department/Unit, selected by the elected members of the Department/Unit
- Additional members as may be appointed by the Co-Chairs, in consultation with the Dean, from other groups which use the facilities of the Faculty of Engineering, as long as the total number of elected members on the Committee comprises at least 50% of the Committee membership

Consultants (non-voting):

- Manager, Environmental and Occupational Health Support Services

- Safety Specialist, Environmental and Occupational Health Support Services
- Additional resource persons appointed by the Co-Chairs as required by the legislation

Secretary (non-voting):

- Assigned by Dean's Office

Department/Unit Health and Safety Committees

Functions:

To provide advice to the Department Chair or Unit Director concerning health and safety matters having to do with the safe conduct of undergraduate laboratories and all research activities at the Department/Unit level and to report to the Department Chair or Unit Director on potential hazards; to conduct safety surveys within the Department/Unit in accordance with the Ontario Occupational Health and Safety Act; and to provide representation to the Faculty Joint Health and Safety Committee

Composition:

Co-Chairs:

- One person to be appointed by the Department Chair/Unit Director from among the faculty members in that Department/Unit
- One person to be selected by and from the non-supervisory employees

Ex Officio:

- President
- Provost
- Dean of the Faculty

Members:

- One or more non-supervisory employees to be elected by and from the non-supervisory employees of the Department/Unit, one of whom shall be a non-supervisory technician
- One graduate student to be elected by and from the graduate students in the Department/Unit

- One person to be appointed by the Department Chair or Unit Director from among the employed members of the Department.

(xiv) Tenure and Promotion Committee

Functions:

To receive from Chairs of Departments, and to consider, all recommendations for the granting or withholding of tenure or permanence. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that (a) tenure or permanence be granted, or (b) no action be taken in regard to tenure or permanence, or (c) the Departmental recommendation for tenure or permanence be denied and the appointment be extended instead, or (d) the candidate's appointment be allowed to lapse, or (e)promotion be granted, or (f) no action be taken in regard to promotion.

To receive from Chairs of Departments, and to consider, all recommendations for promotion, and to recommend to the Senate Committee on Appointments the granting or withholding of promotion.

Composition:

Chair:

- Dean of the Faculty

Faculty:

- Six tenured members of the full-time rank elected from those holding the rank of Professor or Associate Professor. Of these, at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time members of the faculty.

Quorum:

- Faculty Dean and the rest of the Committee save one.

(xv) Engineering and Management Policy Committee

Functions:

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

Composition:

Chair:

- Dean of the Faculty of Engineering and Dean of the Faculty of Business, alternately, for two-year terms

Ex Officio:

- President
- Provost
- Dean, Michael G. DeGroote School of Business, when not serving as Chair
- Dean, Faculty of Engineering, when not serving as Chair
- co-Director (Engineering), Engineering and Management Program
- co-Director (Business), Michael G. DeGroote School of Business
- Associate Dean (Undergraduate Studies) (Business)
- Associate Dean (Undergraduate Studies) (Engineering)

Secretary (non-voting):

- Manager, Engineering Five-Year Programs.

(xvi) Engineering and Society Policy Committtee

Functions:

To consider and make recommendations regarding the operation of the Engineering and Society Program; to make recommendations, to the appropriate Faculty committees, on policy changes; and to consider proposals from the Director requiring policy decisions.

Composition:

Chair:

- Dean of the Faculty

Ex Officio:

- President
- Provost
- Director, Engineering and Society Program
- Associate Dean (Undergraduate Studies)
- One member to be appointed by the Director

(xvii) Instructor Development and Evaluation Committee (IDEC)

Functions:

The Instructor Development and Evaluation Committee (IDEC) is responsible for carrying out the Formative Observation and Summative Reviews of teaching within the Faculty of Engineering, following the Faculty's Policy on Evaluation of Teaching, fostering a community of practice of educators, and training Reviewers to perform these tasks. The IDEC will provide a qualitative evaluation of effective teaching in line with SPS B1.

Composition:

Chair:

- To be appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Co-Chair(s):

- Up to two appointed for a three-year term by the Dean of the Faculty in consultation with Dean's Council.

Ex Officio:

- President
- Provost
- Dean of the Faculty

- Associate Dean (Undergraduate Studies)
- Associate Dean, Graduate Studies (Engineering)
- Director, Experiential Learning Office

Faculty:

- The co-Chairs will identify an appropriate number of Reviewers needed for each academic year. The number of Reviewers appointed is proportional to the size and need of each department/school. Chairs/Directors will nominate Reviewers to the committee.

Consultants (non-voting):

Section V: Elections

(i) Elections of Faculty of Engineering representatives to the Senate, the Graduate Council, and the Undergraduate Council, and to fill vacancies on the Faculty's Standing Committees, shall be held before the end of April each year. The Dean's Council shall prepare sufficient nominations to ensure an election for all such positions. The nominations shall be sent to all members of the electorate, at their McMaster email address, giving members the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nominations to be supported by three members of the electorate. The elections shall be conducted by the Secretary of the Senate by means of ballots emailed to the University address of each member of the electorate.

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

(iii) Appointments to all Standing Committees from Departments shall be forwarded by the Department Chairs to the Dean prior to July 1 of each year.

(iv) The electorate shall consist of all faculty members holding the rank of Lecturer and above in Departments in the Faculty of Engineering, except insofar as the electorate for the Tenure and Promotion Committee is restricted by Senate to full-time faculty members.

(v) All elections shall be conducted in accordance with the single transferable vote procedure.

(vi) In the election of faculty members from the Faculty of Engineering to the Senate, of the three allotted seats, at least one shall be filled by a professor and at least one by an associate or assistant professor.

(vii) The conduct of the election of undergraduate students to the Faculty is the responsibility of the Dean of the Faculty, who will normally delegate the task to the McMaster Engineering Society, in consultation with the Associate Dean (Undergraduate Studies).

(viii) In the election of staff members to the Faculty, of the three allotted seats, one shall be filled for each of the following categories: professional/management, technical and clerical/secretarial. Elections shall be conducted by the Office of the Dean.

(ix) If a position on a standing committee, except for the Tenure and Promotion Committee, becomes vacant, the Faculty Council may fill that position for the remainder of the term. In the case of the Tenure and Promotion Committee, a by-election shall be held to fill the position for the remainder of the term.

(x) All committee memberships shall take effect from July 1.

(xi) The terms of office of Standing Committee members and Chairs shall normally be two years, staggered, unless otherwise specified.

(xii) Elections of the student members to the Graduate Council shall be held before the end of August. The Engineering Graduate Society Council shall provide the student members for the Graduate Council in accordance with the by-laws of the Engineering Graduate Society and the Senate.

Section VI: Amendments to the By-laws

(i) Any amendment to these By-laws shall require the approval of the Senate.

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

Section VII: Implementation

The date of effect for these By-laws, and any amendments thereto, shall be the date on which they receive the approval of the Senate.

Faculty of Engineering By-laws: Schedule A

Senate Approved Offices, Centres and Institutes in which the Faculty of Engineering is involved:

- Centre for Effective Design of Structures (CEDS)
- Centre for Emerging Device Technologies (CEDT)
- Centre of Excellence in Protective Equipment and Materials (CEPEM)
- Centre for Research in Micro-and-Nano-Systems
- General Motors Centre for Automotive Materials and Corrosion (CAMC)
- McMaster Centre for Software Certification (McSCert)
- McMaster Institute for Energy Studies (MIES)
- McMaster Manufacturing Research Institute (MMRI)
- McMaster Steel Research Centre

Reports to the VPR

- Brockhouse Institute for Materials Research
- Canadian Centre for Electron Microscopy (CCEM)
- Project Centre for Biomedical Engineering and Advanced Manufacturing (BEAM)
- McMaster Institute for Research on Aging (MIRA)
- McMaster Institute for Transportation and Logistics (MITL)

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REPORT TO THE SENATE
FROM THE
EXECUTIVE COMMITTEE

Open Session

At its meeting on April 24, 2024, the Executive Committee approved the following recommendation and now recommends it to Senate for approval:

1. **Accessibility Policy**

   It is now recommended,

   that the Senate approve, for recommendation to the Board of Governors, the revised Accessibility Policy, effective June 6, 2024, as circulated.

SENATE: FOR APPROVAL
May 15, 2024

Equity and Inclusion Office | McMaster University

DATE: April 17, 2024

SUBJECT: Proposed revisions to the McMaster University Policy on Accessibility

TO: Members of the Senate Executive Committee

FROM: Dr. Barrington Walker, Vice Provost, Equity & Inclusion and Professor of History

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The McMaster University Policy on Accessibility (2010) outlines McMaster's commitment to accessibility and is a legislative requirement under the *Accessibility for Ontarians with Disabilities Act (AODA, 2005)* *(Reg. 191/11, s. 3)*. In 2020, to stay current with the AODA's Integrated Accessibility Standards Regulations (IASR), and as required by the AODA, the 2010 Policy on Accessibility began a formal review process.

The review process: 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). Twelve (12) versions of the Policy were drafted, each time revised following consultations with the MAAC or other community members, or after identifying inconsistencies with the AODA and other policies. The statement of commitment, the legislative basics, and some customer service sections are the only remaining pieces on the 2024 version from the original 2010 Policy.

The redrafting process included an extensive consultative component with the University's community, including but not limited to the McMaster Accessibility Advisory Council (MAAC), responsible central units (e.g., Libraries, Facilities, Strategic Procurement, Human Resources, Student Accessibility Services, etc.), University-wide staff / faculty / student consultations, employee groups, Employee Accessibility Network, Black, Indigenous and Racialized Staff Employee Resource Group, the Human Rights and Dispute Resolution Program, the Senior Advisor for Equity, Inclusion, and Anti-Racism in Student Affairs, Office of the Vice-Provost Teaching and Learning, Joint Indigenous-Administrative Consultation Group, and the President/Vice-Presidents Team. Their rigorous input and feedback have resulted in a stronger, more comprehensive, and more inclusive Accessibility Policy.

From this extensive review and consultation process, a revitalized and significantly improved McMaster Accessibility Policy (2024) has been developed.

Legislative compliance with an institutional focus: The updated Policy now has embedded all five (5) of the AODA's IASR, unlike the previous 2010 version, which only included the AODA's customer service standards in detail. The following are examples of how the AODA's five standards have been embedded within the updated Policy:

1. **Customer service:** responsibilities of units providing goods and services, including following the University's service animal policies, and ensuring accessible procurement practices.
2. **Information and communication**: a specific section was included outlining the University's responsibility to have all websites and web content conform with the Web Content Accessibility Guidelines (WCAG 2.0).
3. **Employment:** a dedicated section is included related to AODA responsibilities of individual supervisors, and Human Resources centrally.
4. **Transportation:** responsibilities of Parking Services related to accessible parking.
5. **Design of public spaces:** policy outlines the role and responsibilities of Facilities, for example when building or making changes to public spaces.

Also, the Policy now offers a roadmap for how legislation can be operationalized within the University, strategically depicting (mapping) its centralized and distributed responsibilities. This has been achieved by naming central units and individual roles at the University that are tasked with upholding the Policy and have a dedicated AODA compliance responsibility. Additionally, concrete resources and links to leading practices have been included throughout to support the implementation and operationalization of the Policy.

Progressive approach: The Policy was drafted using a critical disability justice lens, shifting the Policy's approach, definitions and language towards a more progressive framework that is more collective, socio-cultural, and human rights based. The Policy is not an accommodation policy; rather it is designed to complement existing accommodation policies at the University (e.g., the Policy on Workplace Accommodations, 2015, and the Academic Accommodation of Students with Disabilities Policy, 2020) by going beyond individual accommodations to focus on systemic accessibility and inclusion. Furthermore, the Policy aims to be in line with the *Equity, Diversity and Inclusion Strategy*, and the University's *Discrimination and Harassment Policy (2022),* offering a more compliance-driven approach to accessibility and disability inclusion at McMaster.

Once approved, the Equity and Inclusion Office, in partnership with the MAAC, will communicate and present the Policy to the McMaster community through a virtual communication strategy, a webinar series, and an accessible HTML version on the website. Additionally, new resources will be developed to further support the policy's operationalization.

Please find attached for your review and consideration:

1. The original 2010 McMaster Policy on Accessibility
2. A clean copy of the proposed 2024 McMaster Accessibility Policy

It is now recommended,

that the Senate Executive Committee recommend, for approval, to the Senate and the Board of Governors, the revised Accessibility Policy, effective June 6, 2024.

Microsoft Word versions of this memo and the policies are available at the following links:

1. Cover Memo
2. Proposed 2024 Accessibility Policy
3. Original 2010 University Policy on Accessibility

Policies, Procedures and Guidelines

Complete Policy Title:

Accessibility Policy

Approved by:

Senate

Board of Governors

Date of Most Recent Approval:

TBA Revised Draft (2024)

Supersedes / Amends Policy Dated:

McMaster University Policy on Accessibility, February 10, 2010 / March 4, 2010

Date(s) of Original Approval:

February 10, 2010 / March 4, 2010

Responsible Executive: **Vice-Provost / Associate Vice-President, Equity and Inclusion**

Policy-Specific Enquiries: Equity and Inclusion Office

Disclaimer: If there is a discrepancy between this electronic Policy and the approved copy held by the University Secretariat, the approved copy prevails.

Accessible Format Requests and General Policy Enquiries: policy@mcmaster.ca

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Section 1: Introduction

Purpose and Scope

Purpose

1. The purpose of this Policy and related guidelines is to:

   a) articulate McMaster University's (the "University") commitment to **accessibility**;

   b) provide guiding principles, rules, and approaches to ensure compliance for the implementation of both the *Integrated Accessibility Standards Regulation ("IASR")* under the *Accessibility for Ontarians with Disabilities Act* ("*AODA*"), as well as key accessibility goals, as outlined in the University's *Equity, Diversity and Inclusion Strategic Framework and Action Plan (2019)*;

   c) describe the framework the University is following to comply with its obligations under the *AODA*;

   d) describe the shared responsibility of McMaster's **Employees**, students, and Members of the University Community ("**Community Members**") to ensure an accessible and disability-inclusive University; and

   e) facilitate the identification, removal, and prevention of **barriers** to persons with disabilities when accessing the University's workplace and academic environments, information and communication, goods, services, facilities, and premises.

Scope

2. This Policy applies to:

   a) all Employees, in their day-to-day work at the University, including those with supervisory responsibilities (refer to *Section 2: Roles and Responsibilities—Employee Roles: Employees with Supervisory Roles*), and including those who publish information and engage in public communications (—*Individual*

Employees, Volunteers, Subcontractors: *Information and Communication*) deliver customer service (—*Customer Service*), and those who buy goods and services on behalf of the University (—*Employees Who Buy on Behalf of the University*);

b) all persons, organizations, and / or businesses who provide goods, services, accommodation, facilities, and premises on behalf of the University (refer also to the *Procurement* website);

c) job applicants and interviewees at the University who may require employment accommodation through the recruitment, assessment, selection, and hiring process; and

d) all other Community Members, as appropriate, within the scope of their role at, or relationship with, the University.

3. This Policy provides a high-level, philosophical framework to guide the University's implementation of the *IASR*, Accessibility Plan, and accessibility priorities, but does not contain operational recommendations or procedures. Such details are contained in the implementation and operational guidance documents published by the Equity and Inclusion Office. Current and future resources and guidance documents can be found on McMaster's Accessibility Hub.

Statement of Commitment

4. The University has a shared commitment to meet and exceed, where possible, standards as expressed and defined in the *AODA,* which places legal obligations on organizations to achieve accessibility for Ontarians with disabilities concerning the workplace, living and academic environments (some of which are described in McMaster's *Policy on Workplace Accommodation* and *Academic Accommodation of Students with Disabilities Policy*), information and communication, goods, services, facilities, and premises.

5. The University, and through the direction from the **Administration**, is committed to:

a) the frameworks of **Universal Design**, **Accessibility**, and **usability**, as well as the principles of **dignity**, **intersectionality**, **Integration**, **Equal Opportunity**, **Reasonable Efforts**, **Independence**, and **Ongoing Evaluation from the User's Perspective**;

b) providing services and programming that is inclusive and usable for everyone and which acknowledges that Universal Design in education and learning extends beyond the universal design in the built environment (often fixed and partial);

c) promoting and striving toward a **Barrier**-free environment for all individuals, including:

[1] fostering a **culture of accessibility** for persons with disabilities;

[2] promoting awareness of the needs and abilities of persons with disabilities, including community awareness-raising and **stigma** reduction education and training efforts;

[3] informing the campus community about the services available to persons with disabilities;

[4] providing support services that are equitable and accessible; and

[5] identifying and removing all forms of barriers consistent with the social model of disability: attitudinal; information or communications; technological; architectural or physical; and organizational or systemic.

d) understanding the historical, social, and political influences that contribute to **systemic discrimination**, including threats and / or fear of **reprisal**, and understanding the impacts experienced by persons with disabilities as a result of **ableism** and **intersectionality**.

Terms and Definitions

6. A full glossary of terms and definitions may be found in *Appendix 1*. Further terminology is defined within the relevant sections of this Policy.

7. 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 may, where necessary and appropriate, delegate their authority;

c) commonly-used terms in this Policy are defined as follows:

[1] **Administration:** For the purposes of this Policy, Administration refers to individuals and entities responsible for creating and maintaining an environment that adheres to the *AODA* and the principles of accessibility and inclusion. A non-exhaustive list includes the President, Provost, Vice-Presidents, Deputy Provost, Vice-Provosts, Associate Vice-Presidents, Deputy Vice-Presidents, Deans, and Associate Deans;

[2] **Community Members** include, but are not limited to: **students** (graduate, undergraduate, and continuing education), **Employees**, medical residents, volunteers, **visitors** (including visiting professors), and institutional administrators and officials representing McMaster University.

[3] **Disability:** Disability has various meanings in medical, social, and human rights contexts. Historically, the University has relied on the definition of disability from the *Ontario Human Rights Code* (the "*Human Rights Code*") Section 10. Please refer to *Appendix 1: Terms and Definitions: Disability (OHRC)* for the full definition used in the *Human Rights Code*. The *Human Rights Code* portrays the concept of disability based on a medical model. The University recognizes and encourages using other models that frame and define disability beyond the medical model. For example, the social model of disability defines disability as a result of socially constructed barriers and discriminatory customs and norms and aims to remove those barriers and prejudicial attitudes. However, to comply with the *Human Rights Code*'s definition of disability and accompanying policies and statements, this Policy acknowledges, upholds, and aligns itself with the definition of *disability* in the *Human Rights Code*.

[4] **Senior Director (HR&A):** Senior Director (Human Rights & Accessibility) in the Equity and Inclusion Office;

[5] **Employees**: Where applicable, Employee is used to refer to staff and faculty:

- **Faculty:** Academic teaching staff, clinical faculty, and senior academic librarians who are members of the "teaching staff". Teaching staff as defined in the *McMaster University Act* means the 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.
- **Staff:** Employees of the University, including, but not limited to, The Management Group (TMG), unionized employees, temporary / casual / interim employees, short-term employees, non-teaching staff, sessional faculty, instructors, Post-doctoral Fellows, and Teaching Assistants.

[6] **Reprisal:** An action or threat intended as retaliation for claiming or enforcing a right under the *Human Rights Code* or the *Occupational Health & Safety Act (OHSA)*. Community Members have a right to bring forward complaints under the *Code* or *OHSA* without any fear of reprisal.

List of Abbreviations

8. For ease of interpretation, the following are common abbreviations used in this Policy:

- ***AODA*: *Accessibility for Ontarians with Disabilities Act***
- **MAAC:** McMaster Accessibility Advisory Council (previously known as the McMaster Accessibility Council ("MAC"))
- **EIO:** Equity and Inclusion Office
- **ICT:** Information Communication Technology
- **SAS:** Student Accessibility Services
- ***OBC*: *Ontario Building Code***
- **VPro / AVP EI:** Vice-Provost / Associate Vice-President, Equity and Inclusion

- **WCAG 2.0:** World Wide Web Consortium Web Content Accessibility Guidelines 2.0

Policy Review

9. As per the *McMaster University Policy Framework*, the executive responsible will typically review this Policy every five (5) years. Smaller and more frequent reviews may occur to ensure that this Policy is current and compliant with legislative requirements, current professional standards, and leading practices.

Legislative Framework

The Ontario Human Rights Code

10. This Policy upholds current and ongoing responsibilities and obligations under the *Human Rights Code* prohibiting discrimination and harassment in the five (5) social areas, including employment, housing, services, union and vocational associations and contracts, on grounds of **disability**, as well as the **Duty to Accommodate**. The *Human Rights Code* is inextricably linked to the *AODA,* particularly through the Duty to Accommodate.

Accessibility for Ontarians with Disabilities Act (AODA)

11. The *AODA* is a law that outlines and mandates accessibility standards that public institutions, such as the University, must comply with to facilitate an accessible province for persons with disabilities.

Integrated Accessibility Standards Regulation (IASR)

12. The *AODA* is actioned through five (5) accessibility standards comprising the *IASR*: customer service, information and communication, employment, transportation, and design of public spaces. The *IASR* does not replace or affect any currently existing responsibilities under the *Human Rights Code* and / or any legislation currently upholding the right to accommodations for persons with disabilities. Where conflict arises, the most accessible option required under either body of legislation will prevail.

Accessibility Plan

13. The University, guided by the Administration and the McMaster Accessibility Advisory Council (the "MAAC"), will continuously, collaboratively, and iteratively work across non-exhaustive operational areas of procurement, hospitality and customer service, student support, education and educational material development, information and communication, employment, facilities, and the built environment and where applicable, transportation services, to develop and implement an integrative and cohesive Multi-Year Strategic Accessibility Plan. This plan will:

    a) establish accessibility-related goals and implementation timelines to achieve goals of both *IASR* compliance and accessibility and inclusion aspirations for the campus community;

    b) be reviewed, at a minimum, every five years, guided by the **VPro / AVP EI** with input from the MAAC, and in consultation with Community Members with disabilities;

    c) have progress of measures taken to comply with all *AODA* regulations to be evaluated and communicated via an Annual Status Report;

    d) be made publicly accessible from the *Plans* section of the Accessibility Hub website;

    e) be published in an accessible and / or conversion-ready format to provide timely versions to any person with a disability requesting an **Accessible Format**; and

    f) be monitored and evaluated for compliance through various accountability mechanisms, including regular institutional data collection.

14. The Equity and Inclusion Office ("EIO") will create supplemental tools to support the implementation of this Policy and Accessibility Plan. Current and future resources and implementation tools are available in McMaster's Accessibility Hub.

Section 2: Roles And Responsibilities

Employee Roles

Administration

15. The **Administration** is responsible for the development and revision of policies and procedures for maintaining accessibility for **Community Members** and providing the resources required to support these activities. In addition, the Administration is responsible for enabling Community Members to function with the highest standards of integrity, accountability, and responsibility. Activities may include disseminating information about the Administration's expectations and supporting educational initiatives to all Community Members on issues topics related to **accessibility** and inclusion.

Vice-Provost / Associate Vice President, Equity and Inclusion[1]

16. The **VPro / AVP EI** oversees the **EIO**, which houses the Accessibility Program.

17. The VPro / AVP EI is the responsible executive for this Policy and the multi-year strategic accessibility plan.

18. The VPro / AVP EI is a co-chair of the **MAAC**.

Senior Director, Human Rights & Accessibility

19. The Senior Director, Human Rights & Accessibility ("Senior Director (HR&A)")provides supervision and guidance to the Manager of the Accessibility Program.

Program Manager, Accessibility Program

20. The Accessibility Program Manager coordinates and communicates to the MAAC reporting progress on adherence to the *AODA* Standards. The Manager is a key consultant and contributor to the MAAC and their additional duties include:

[1] The role of Vice-Provost, Equity and Inclusion may alternate to, Associate Vice-President Equity and Inclusion when the incumbent is not a tenured faculty member.

a) facilitating, coordinating, and communicating this Policy to relevant stakeholders; and

b) managing the AccessMac Program (Accessibility Program),including overseeing *AODA* requirements currently operationalized within the EIO.

Employees with Supervisory Roles

21. **Supervisors** are required to complete the University's central *AODA and Human Rights Code* training, and ensure that their **Employees** / direct reports, (including part-time, **student**, and temporary / casual employees), have completed the training; individuals must retake the training every three (3) years. Supervisors may track the training compliance of their direct reports using the details located on the For Managers: Tracking Training Status website.

22. Supervisors are responsible for sharing information and facilitating processes, including informing Employees about relevant accessibility and accommodations policies (including the *Policy on Workplace Accommodation* and the University's *Guide and Procedures On Workplace Accommodation*), and Employees' right to accommodation based on the grounds of a **disability**; and

23. Supervisors are responsible for facilitating a supportive and respectful **workplace accommodation** process for employees with disabilities, upon request.

Individual Employees, Volunteers, and Subcontractors

24. All leaders (including student leaders), current and new Employees, volunteers, and subcontractors are required to complete the University's central *AODA* and *Human Rights Code* training. A record of this training will be tracked, password-protected, and stored in a secure database that is only accessible to a limited number of EIO Employees and their relevant supervisors.

25. Employees may be required to complete role-based accessibility training, for example, accessible education training for faculty members, instructors, teaching assistants, and / or other Employees with instructional roles, where identified. Those with

instructional roles are encouraged to participate in training to maximize the accessibility of their course content.[2]

26. Employees that formally request accommodations based on grounds of disability are required to participate in the accommodation process, as per the *Policy on Workplace Accommodation* and the *Guide and Procedures on Workplace Accommodation*.

27. With support from their Supervisors and University departments with expertise in accessible practices, Employees are responsible for contributing to and fostering a **culture of accessibility** for persons with disabilities, including considering their own accessibility needs, as well as the integration of leading accessibility practices, consistent with the *AODA*, into the work that they perform.

28. The Employee Accessibility Network (EAN) is available to all Employees who identify as having a disability and / or access disability-related accommodations.

Information and Communication

29. The following requirements apply to web developers, designers, and digital content creators (Employees or external contractors) responsible for any content appearing on a public-facing University website. Additionally, the following requirements apply to those responsible for procuring and managing Information Communication Technology ("ICT")(e.g., public-facing websites, social media, and McMaster apps):

    a) Website accessibility currently falls under Section 14 of the Information and Communications Standard, which states that public sector organizations and large organizations shall make their internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines ("WCAG 2.0"). The WCAG 2.0 is guided by four overarching digital accessibility principles ("POUR Principles"):

        [1] Content must be perceivable;

        [2] Interface elements in the content must be operable;

[2] For more information, visit the Accessibility Hub *Training* and *Resources* pages. Also, the *Forward with FLEXibility: A Teaching and Learning Resource on Accessibility and Inclusion*.

[3] Content and controls must be understandable; and

[4] Content must be robust enough to work with current and future technologies.

b) All websites and content hosted on University-owned, public-facing websites must be in compliance with current web accessibility guidelines.

c) As per the University's internal Web Strategy and accompanying web accessibility procedural and implementation guidelines, individuals that are responsible for digital content shall strive for beyond-compliance measures.

d) Essential information and feedback mechanisms published on University-owned, public-facing websites will be provided in **Accessible Formats** as prescribed by current web accessibility standards.

30. Within the limits of their role at the University, departments, **Supervisors**, and **Employees** shall communicate and provide information to persons with disabilities in ways that consider their disabilities. Upon request, communication and information that is not academic in nature shall be provided in Accessible Formats and / or with **communication supports**. Examples of communication and information that is not academic in nature include, but are not limited to:

a) details regarding the provision of services;

b) policies, procedures, or guidelines;

c) safety / emergency response information; or

d) essential employment-related details.

31. Education-related information and materials shall be provided through the academic accommodation process (refer to the *Policy on Academic Accommodation of Students with Disabilities*).

Customer Service: Accessible Goods and Services

32. Where any / all University service units undergo temporary service disruptions, units experiencing service disruption are responsible for following the protocol for *Providing Notice of Temporary Service Disruptions.*

33. Where any / all University service units provide goods and services to members of the public, units are responsible for:

    a) Following the University's Service Animals policies;

    b) Being aware of and following *AODA* requirements regarding the use **Assistive Devices** and the use of **Support Persons** in acquiring goods and services for persons with disabilities;

    c) Communicating with persons with disabilities acquiring goods and services that considers their disability(ies), including the provision of Accessible Formats and Communication Supports; and

    d) Establishing accessible processes for receiving and responding to feedback about the way units provides goods or services to persons with disabilities. The information about this process will be readily available to the public in an accessible and / or conversion ready-format.

Employees Who Buy on Behalf of the University: Accessible Goods and Services

34. The University, through the direction of Administration, is committed to providing goods and services in a manner that respects the **dignity** and **independence** of persons with disabilities.

35. When procuring or acquiring goods, services, or facilities, it is the responsibility of those making purchases on behalf of the University (Employees) to incorporate accessible features into the purchasing process. If it is not possible and practical to do so, purchasers will provide the Strategic Procurement Office an explanatory

justification upon request. Visit the Accessible Procurement Support website for more details, and for procurement documentation examples, visit the Accessibility Hub.

Individual Community Members

36. All Community Members are responsible for contributing to and fostering a culture of accessibility for persons with disabilities.

Central Unit Roles

37. Accessibility is a shared responsibility across the University's Faculties and Administrative and Operational Units. However, the following central units have specific responsibilities under this Policy.

McMaster Accessibility Advisory Council (MAAC)

38. Senior officers and decision-makers of the University who are responsible for *AODA* compliance and accessibility best practices comprise MAAC.

39. MAAC provides a mechanism for planning, reviewing, and evaluating the implementation of the *AODA IASR* within the University, for example, through cyclical data collection and internal and external reporting.

40. MAAC is responsible for addressing identified **barriers**, developing plans for their removal, and taking steps to prevent future barriers, for example, through institutional endorsement and support of the University's Multi-Year Strategic Accessibility Plan.

41. MAAC reviews its membership regularly and ensures consultation with diverse persons with disabilities, those experiencing **intersectionality**, and other relevant key consulting groups.

Equity and Inclusion Office

42. The EIO, by way of the Accessibility Program, with support of the Administration, is responsible for coordinating the University's proactive educational and training accessibility initiatives and programs, as well as supporting the coordination of

provincial accessibility compliance activities. The following regulatory requirements under the *IASR* are coordinated and / or operationalized through the EIO:

a) facilitating the establishment and review of this Policy and accompanying Multi-Year Strategic Accessibility Plan on behalf of and in consultation with the MAAC, including organizing and facilitating consultation with persons with disabilities and communicating changes to policies and plans to the campus community;

b) developing, tracking, and supporting the dissemination of *AODA IASR* training, including:

[1] *AODA* and *Human Rights Code* training;

[2] Accessible Education training for instructional staff, carried out in partnership with the MacPherson Institute via the learning management system; and

[3] Role-specific training, where appropriate.

c) overseeing and maintaining the central Accessibility Hub, from which the following *AODA IASR* requirements have been operationalized and / or linked to:

[1] Central Feedback Processes for Accessibility in relation to:

- violations of AODA compliance within the areas articulated in *Section 1: Introduction – Legislative Framework*, which may be reported via the Accessibility Hub website under the Contacts section; and
- improvements to University-wide accessibility.

[2] Service Disruption Template and Posting Procedure

d) educational Resources for the development of Accessible Formats and Communication Supports;

e) service animal policies (for example, consult *Human Resources Services* and *Housing and Conference Services* regarding students accessing on-campus housing).

f) producing an annual report for the University Planning Committee, the Board of Governors, and Senate, describing its activities as they relate to responsibilities described in this Policy.

43. Individualized impacts of inaccessibility systemic issues of discrimination and harassment based on disability grounds, including Failure to Accommodate, shall be directed toward mechanisms established under the *Discrimination and Harassment Policy.*

Human Resources Services

44. Human Resources Services ("HRS") is responsible for providing strategic counsel and advice, under both the *Human Rights Code* and the *IASR* Employment Standard, namely as it relates to the **Duty to Accommodate** in the Workplace. Specific *IASR* Employment Standard requirements include:

a) making job applicants aware of the *Workplace Accommodation Policy* and access to accommodation (including alternative formants and / or communication supports) during the recruitment process;

b) providing consultation on individualized accommodation processes and plans for Employees with disabilities, including individualized Workplace Emergency Response plans, as per the University's *Workplace Accommodation Policy;*

c) guiding and supporting the University Community during the recruitment process the *Workplace Accommodation Policy*, and Implementation Guidelines;

d) overseeing, facilitating, and documenting McMaster's Return to Work Program, as per *RMM #1002*, for Employees who have been absent from work due to disabilities, and require disability-related accommodations, using any documented individual accommodation plans as part of the process, in order to return to work; and

e) providing advice, guidance, and expert support to employers / supervisors in considering the accessibility needs, as well as any individualized accommodations plans, of their Employees.

Student Accessibility Services

45. Student Accessibility Services ("SAS") is the central resource for disability advising and the development of Accommodation Plans for students with disabilities. SAS is responsible for coordinating the Academic Accommodations process, which includes:

    a) obtaining and storing relevant disability related information (for example, documentation related to any functional limitation);

    b) assessing the University's duty to accommodate; and

    c) working collaboratively with Faculty Offices, Instructors, students and academic units to inform accommodation decisions and develop Accommodation Plans.

Facility Services

46. Facility Services is responsible for coordinating and / or operationalizing requirements under both *Ontario Building Code (OBC)* Barrier Free Standard and the *AODA IASR* Design of Public Spaces Standard, including:

    a) complying with accessibility laws when building or making major changes to public spaces. Public spaces include:

        [1] recreational trails and access routes;

        [2] outdoor public eating areas;

        [3] outdoor paths of travel (for example, sidewalks, ramps, stairs, curb ramps, rest areas and accessible pedestrian signals); and

        [4] service-related elements (for example, service counters, fixed queuing lines and waiting areas).

    b) consulting the Design of Public Spaces Standard for specific accessible design requirements; and

    c) leading the McMaster Facilities Accessibility Design Standards (MacFADS) committee.

47. Facility Services' *Campus Accessibility Action Plan* provides access to the campus community and public regarding Built Environment campus accessibility plans.

Parking Services

48. Parking Services, in collaboration with Facility Services, oversees the operationalization of accessibility requirements under the *AODA IASR* Transportation and Design of Public Spaces Standards, including:

    a) accessible off-street and on-street parking, and;

    b) the provision of accessible vehicles or equivalent services upon request, where departments provides transportation services (campus shuttles, for example).

University Library

49. The University Library is responsible for providing alternate formats for students registered with SAS. Library staff are also available to provide advice and support to other members of the University Community, as required.

50. The Library is responsible for operationalizing requirements under the *AODA IASR*'s Information and Communication Standard and compliance with the *Copyright Act of Canada* and other relevant legislations, treaties, agreements or conventions (for example, the *Marrakesh Treaty*), including:

    a) ensuring that textbooks and all other print-based educational or training supplementary learning resources can be developed and be made accessible and / or conversion-ready for persons with disabilities; and

    b) providing or procuring accessible and / or conversion-ready print, digital and multimedia resources, apart from special collections, archival materials, rare books, and donations.

Strategic Procurement

51. Strategic Procurement is responsible for coordinating and communicating accessible procurement criteria under the *AODA*, as well as future accessible procurement requirements, including:

    a) the development and updating of Request For Quote (RFQ) and Request for Proposal (RFP) templates that include statements of commitment to adhering to *AODA* procurement requirements, including the integration of accessibility criteria and features into purchasing processes when procuring or acquiring goods or services (refer also to the Accessibility Hub for examples of accessibility-related procurement documentation).

    b) if it is not possible and practical to integrate accessibility criteria and features into a purchase, the department or Employee making the purchase will document and provide an explanation to the Strategic Procurement Office upon request.

52. The requirements indicated above apply to all purchases of goods and services, including third-party purchases, contractors / sub-contractors, Information Communication Technology purchases, materials for the built environment, etc.

Appendix 1: Terms and Definitions

Ableism: A belief system analogous to racism, sexism, or ageism that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious and may be embedded in institutions, systems, or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities.

Accessibility: The term accessibility means giving people of all abilities opportunities to participate fully in everyday life. It is used to describe how widely a service, product, device, or environment is available to as many people as possible. Accessibility can be seen as the ability to access and benefit from a system, service, product, or environment.

Accommodation: A means of preventing and removing **barriers** that impede full participation and access based on the prohibited grounds of discrimination. Accommodation is initiated when an individual identifies their need to be accommodated, for example, a **disability**-related accommodation. Below are definitions of academic and workplace accommodations; refer to the full accommodation policies for details:

a) **Academic Accommodation:** An individual arrangement that reduces or removes **barriers** that limit the ability of **students** with disabilities to participate in formal post-secondary education. Academic Accommodations are developed based on the functional limitation of the student as it relates to the academic environment. Refer also to the University's *Academic Accommodation of Students with Disabilities Policy*.

b) **Workplace Accommodation:** Under the *Human Rights Code*, employers and unions, housing and service providers have a legal **duty to accommodate** the needs of people who are adversely affected by a requirement, rule or standard. The *Code* requires employers to put an effort, short of undue hardship, to accommodate the needs of persons with disabilities. Accommodation may be temporary or ongoing, with the goal of enabling individuals to compete for jobs and

perform the essential duties of their job. Refer also to the University's *Policy on Workplace Accommodation*.

Accessible Formats and Communication Supports:

a) **Accessible Formats:** Other ways of publishing information besides regular print. Some of these formats can be used by everyone, while others are designed to address the specific needs of a user:
   - Audio and video files;
   - Accessible PDFs;
   - Microsoft Word documents that use good semantic structure;
   - HTML; and
   - Braille.

b) **Communication Supports:** Ways for people who cannot access verbal or audio information to receive it visually or ways for people who are non-verbal to communicate with people who speak. Visit the Accessibility Hub for additional resources. Examples of communication supports could include:
   - American Sign Language (ASL) interpretation
   - Speechreading
   - Captions and Text Transcripts
   - Assistive Listening Devices

Barriers: Obstacles that limit access and prevent people with disabilities from fully participating in society. Most barriers are not intentional. Considering the needs of persons with disabilities at the design and development stage of a process may help prevent such barriers.

Culture of accessibility:[3] A culture of accessibility recognizes the value of inclusivity, and everything is viewed through the lens of inclusiveness. For example, teams are developed that include people with disabilities. Products and services are designed for accessibility by all users. Supervisors fully support the culture of accessibility and ensure all staff have

[3] Source: DiversityCan

access to the resources needed to perform at the highest level. No one in the workplace is left behind because of their disability. This is the culture beyond accommodations.

Dignity: How a service is provided in a way that allows the individual to maintain self-respect and the respect of other persons.

Disability (OHRC): The concept of disability may be interpreted in different ways depending on the context, such as medical, social, and human rights. Historically, the University (and the broader society) has relied on the definition of disability from the *Human Rights Code* (§10). While this list is not exhaustive, the Human Rights Code includes the following in its definition of disability:

a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

b) a condition of mental impairment or a developmental disability;

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;

d) a mental disorder; or

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act*, 1997.

Refer also to *Section 1: Terms and Definitions: Disability*, as used in this Policy.

Duty to Accommodate: Under the *Human Rights Code,* employers and unions, housing providers and service providers have a legal duty to accommodate the needs of people with disabilities who are adversely affected by a requirement, rule or standard. Accommodation is necessary to ensure that people with disabilities have equal opportunities, access, and benefits. The duty to accommodate has both a substantive and

a procedural component. The procedure to assess an accommodation (the process) is as important as the substantive content of the accommodation (the accommodation provided).

Equal Opportunity: How a service is provided to individuals in such a way that they have an opportunity to access goods or services equal to that given to others.

Independence: When a person can complete tasks on their own without unnecessary help or interference from others.

Integration: How a service is provided in a way that allows every individual to benefit from equivalent services, in the same place, and in the same or similar way as other individuals, with as many measures as necessary to enable everyone to access goods or services.

Intersectionality:[4] The concept of 'intersectionality' has been defined as "intersectional oppression [that] arises out of the combination of various oppressions which, together, produce something unique and distinct from any one form of discrimination standing alone". An intersectional approach takes into account the historical, social and political context and recognizes the unique experience of the individual based on the intersection of all relevant grounds.

Ongoing Evaluation from the User's Perspective: How well the design of the environment, services and supportive behavior enables functioning, performance, and well-being.

Reasonable Efforts: Taking approaches that meet the required needs of the individual.

Service Animal: Any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a **disability**. If they meet this definition, animals are considered service animals. A service animal is **not** a pet. Service animals perform some of the functions and tasks that the person with a disability cannot perform for themselves.

[4] Source: Ontario Human Rights Commission, following M. Eaton, "Patently Confused, Complex Inequality and *Canada v. Mossop*" (1994) 1 Rev. Cons. Stud. 203 at 229.

Stigma:[5] Stigma is experienced by an individual when they "possess an attribute that marks them as different and leads them to be devalued in the eyes of others".

Student: 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: There are various types of supervisors within the University Community, which include the following:

a) **Academic Supervisor** who oversees the academic work of a **student**, the most common example being a faculty member overseeing a graduate student's academic work;

b) **Academic Administrator** is any faculty or staff member acting in their capacity as supervisor / administrator within a Faculty, Academic Department, etc., which includes, but is not limited to, Department Chairs, Deans, or other supervisors who oversee the work of a Community Member (e.g., a faculty member overseeing a post-doctoral fellow / technician; an undergraduate or graduate student performing research in the faculty member's laboratory); and

c) **Workplace Supervisor** is "a person who has charge of a workplace or authority over a Worker" (*Occupational Health and Safety Act*). Supervisors are responsible for knowing the Duties of Supervisors under the Act.

Support Person is any person who provides assistance to a person with a **disability**.

Systemic Discrimination includes policies, practices, and institutional procedures which, deliberately or not, have the effect of creating or perpetuating disadvantage and discrimination against identifiable groups on grounds prohibited by the *Human Rights Code*.

Universal Design:[6] As outlined in the *Human Rights Code*, effective inclusive design will minimize the need for people to ask for individualized accommodation. The concept of

[5] Source: Brenda Major and Laurie T. O'Brien, "The social psychology of stigma," *Annu. Rev. Psychol.* 2005 56:393-421 at 395.
[6] Sources: *Ontario Human Rights Commission* and the *Law Commission of Ontario*.

universal design, which requires those who develop or provide laws, policies, programs or services to take into account diversity from the outset, is connected to the principle of autonomy and **independence** in that, when properly implemented, universal design removes from persons with disabilities the burden of navigating onerous accommodation processes and negotiating the accommodations and supports that they need in order to live autonomously and independently. In this way, the principle of autonomy and independence is closely linked to that of participation and inclusion.

Usability: The ease of access and / or use of a product, design, or space.

Visitors: Individuals who are not **Community Members**, Contractors, Lessees or Volunteers, but who want or need to attend University property for conferences, recreation, sporting events, concerts / performances and restaurant patrons. Guests of the McMaster hotel properties are also considered Visitors.

Appendix 2: Related Policies And Legislation

This Policy is to be read in conjunction with the following policies, statements, legislation, and collective agreements. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost / Associate Vice-President (Equity and Inclusion), or their delegate, 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):

Related Policies

- Academic Accommodations of Students with Disabilities
- Discrimination and Harassment Policy
- Employment Equity Policy
- McMaster Campus Accessibility Action Plan
- McMaster Guide and Procedures on Workplace Accommodation
- McMaster Policy on Workplace Accommodation
- **McMaster Service Animal Policies:**
  - RMM #409 Domestic Animals in the Workplace Program
  - Service Animal Agreement in Residence
- RMM #1002: Return to Work Program

Legislation

- *Accessibility for Ontarians with Disabilities Act, 2005*: Integrated Accessibility Standards Regulation
  - Integrated Accessibility Standard Regulation (IASR) Guide
    The *AODA* is implemented on an ongoing basis through Accessibility Standards that have been developed to designate areas, create rules, and provide timelines around enhancing accessibility for persons with disabilities in Ontario. The five Standards under the *AODA* are articulated in the *IASR*, which is comprised of five integrated standards.
- *Occupational Health and Safety Act, R.S.O. 1990, c. O.1*
- *Ontario Human Rights Code*

McMaster University

Policies, Procedures and Guidelines

Complete Policy Title: **McMaster University Policy on Accessibility**	Policy Number (if applicable):
Approved by: **Senate** **Board of Governors**	Date of Most Recent Approval: **February 10, 2010** **March 4, 2010**
Date of Original Approval(s):	Supersedes/Amends Policy dated:
Responsible Executive: **Human Rights & Equity Services Officer**	Policy Specific Enquiries: **Student Accessibility Services** General Policy Enquiries: Policy (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*

STATEMENT OF COMMITMENT

1. McMaster University is committed to accessibility as expressed in the *Accessibility for Ontarians with Disabilities Act* (hereinafter referred to as the AODA), which places a legal obligation on organizations to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.

2. McMaster University is committed to fostering, creating and maintaining a barrier-free environment for all individuals providing equal rights and opportunities, including:

   a. promoting a respectful attitude for persons with disabilities;
   b. promoting awareness of the needs and abilities of persons with disabilities;
   c. informing the University community about the services available to persons with disabilities and seeking to ensure that such services are delivered in ways that promote equity; and
   d. providing support services, subject to certain limitations.

3. McMaster University recognizes that barriers to participation exist and that adjustments to policies and practices of the University are required. This is accomplished through the prevention, identification and removal of barriers within the University systems, structures and policies. It is understood that where this Policy refers to "barriers" it is referring to barriers such as a physical barrier, an architectural barrier, and information or communications barrier, an attitudinal barrier, a technological barrier, or a policy or practice.

4. The commitments in this Policy are intended to ensure that accessibility remains a priority in McMaster University's decision-making process and will serve to assist in ensuring that decisions are improving accessibility and not inadvertently creating barriers.

PURPOSE & SCOPE

5. This Policy provides a framework within which accessibility plans and initiatives are to be created in order to move the University towards the goal of building an inclusive community with a shared purpose. It is also the purpose of this Policy to endeavour to provide the foundation to create an environment that provides the widest feasible scope of access, which is the right or opportunity to reach, use or participate in the University's systems, facilities and services.

6. This Policy applies to:

- McMaster University students,
- McMaster University employees,
- Applicants for employment with McMaster University, who may require employment accommodation through the recruitment, assessment, selection, and hiring process,
- Visitors and volunteers, and
- Contractors and subcontractors engaged by McMaster University.

PRINCIPLES

7. In order to meet the needs of persons with disabilities, the principles of approach are:

- Dignity - service is provided in a way that allows the individual to maintain self-respect and the respect of other persons.
- Independence - when a person is able to do things on their own without unnecessary help or interference from others.
- Integration - service is provided in a way that allows the individual to benefit from equivalent services, in the same place, and in the same or similar way as other

individuals, unless an alternate measure is necessary to enable the individual to access goods or services.

- Equal Opportunity - service is provided to individuals in such a way that they have an opportunity to access goods or services equal to that given to others.
- Reasonable Efforts – taking approaches that meet the required needs of the individual.

ACCESSIBILITY PLAN

8. The University will work to improve accessibility by developing an Accessibility Plan that conforms to this Policy. The University will also establish targets and goals related to improved accessibility and initiatives to achieve those targets. The University will monitor and report regularly on the implementation of the Accessibility Plan and the progress of achievement of specific goals and objectives.

9. The University will identify and implement training and education requirements or opportunities to increase the awareness of accessibility and remove attitudinal barriers.

ACCOUNTABILITY

10. All members of the University community are responsible for adhering to and following the commitments set out in this Policy. The Office of Human Rights & Equity Services is the administrative unit responsible for the administration of this policy.

11. The University will monitor and evaluate accessibility initiatives and changes to applicable legislation and/or regulations. Changes to policies, plans and initiatives will be incorporated as required. The University will also report on performance in relation to established accessibility goals and targets.

12. The Policy will be communicated to the University community and the University will make the Policy publicly available on its website.

GUIDELINES

13. McMaster University provides Guidelines on specific accessibility considerations with respect to the application of this Policy. This guide will be updated as required by Human Rights & Equity Services, in consultation with the McMaster Accessibility Council.

1. Use of Assistive Devices Guideline

Personal assistive devices are often used by persons with disabilities to help them with daily living. They are usually devices that people bring with them to the University and may consist of any auxiliary aids such as communication aids, cognition aids, personal mobility aids and/or medical aids.

In accordance with the Accessibility for Ontarians with Disabilities Act, people may use their own personal assistive devices while accessing goods and services at McMaster University, subject to certain limitations.

Assistive devices may include but are not limited to:

- Manual and motorized wheelchairs, scooters, canes, crutches, walkers,
- hearing aids and personal TTYs
- magnifiers,
- oxygen tanks,
- computers and adaptive technology.

Principles

McMaster University is committed to enhancing the accessibility of its education delivery, websites, telecommunications and other infrastructure. As part of this commitment, the University will ensure that persons with disabilities are permitted to use their own assistive devices to access goods and services of the University, subject to reasonable limitations.

Protocol

Upon request, McMaster University will be prepared to assist, or arrange for assistance, while individuals are using goods or services of the University, subject to reasonable limitations.

Availability of Assistive Devices:

The University provides measures to assist persons with disabilities to benefit from the equivalent level of service, in the same place and in a similar way, as other individuals. Where an assistive device or support does not exist on campus, the University will make reasonable efforts to ensure that appropriate devices or supports are made available, subject to reasonable limitations.

2. *Guidelines for Service Animals & Support Persons*

Purpose:

Service animals and support persons required to assist a person with a disability will be present and welcome at campus locations except where excluded by law.

Definitions:

Service Animal: Any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability. If they meet this definition, animals are considered service animals. A service animal is not a pet.

Service animals perform some of the functions and tasks that the person with a disability cannot perform for themselves.

For example, guide dogs used by some individuals who are blind, alerting persons with hearing impairments to sounds, pulling wheelchairs or carrying and picking up things for persons with mobility impairments, assisting persons with mobility impairments with balance.

Support Person: Any person who provides assistance to a person with a disability.

Principles:

McMaster shall not prohibit the use of a service animal by a person with a disability in the conduct of regular business or activities except where excluded by law, these include, but are not limited to, the following:

- Locations that would be deemed as a health and safety risk (e.g. operating rooms, nuclear reactor) and,
- Location where an education placement is performed and the owner/lessor of such locations has a policy or practice governing service animals or support persons contrary to McMaster's Policy.

Protocol:

Within the parameters of the Principles noted above, the service animal or support person must be permitted to accompany the individual with a disability to all areas of the University where members of the public (as applicable) are normally allowed to go. An individual with a service animal may not be segregated from other individuals.

If goods, services or facilities are defined as off-limits to service animals or support persons, the University will make every effort to provide alternate ways for persons with disabilities to access such goods, services and facilities.

To find out if a specific area is off-limits to service animals or support persons contact the designated department head.

The University will provide notice in advance about whether an admission fee will be charged for support persons, if applicable.

In order to respect employees or students whose health may be impacted by the presence of service animals at McMaster, these individuals may request reasonable accommodation suitable to their health needs.

3. Notice of Temporary Disruptions in Service

Purpose:

The University will provide notice to members of the public when there is a temporary disruption of facilities or services (planned or unexpected) that are usually used by persons with disabilities at the University.

Scope:

Service disruptions shall include information related to facilities (e.g. elevators, building ramps, accessible washrooms) or goods/services (e.g. events, lectures, amplification systems, TTY services).

Disruptions to all services, such as during a power outage or during a labour dispute, do not require this special notice. For information on large-scale business disruptions, please reference the University's Business Continuity Plan.

For information relating to University closure due to inclement weather please reference the University's Storm Policy.

Protocol:

Where a service disruption is unavoidable the University shall:

- Post a notice at the location, for example if an elevator disruption then a notice will be posted at the site on all floors,
- Provide advance notice, where possible, to all building occupants and/or affected participants using email distribution lists, website, internal electronic signage

All service disruption notices shall include:

- Name of the service/event impacted
- expected duration of disruption,

- any alternate means of accessing the facility or service,
- who to contact for assistance, and
- any other relevant information for accessing the facility or service

In such cases, the person may be offered the following as a means of accessing the facility, event or service, such as:

- the goods and service delivery agent may provide the goods or service directly to the person with a disability at an alternate place and time, as deemed appropriate; or
- any other assistive measures available and deemed appropriate to deliver goods and services.

Individuals can be added to building email distribution lists via the Department of Facility Services, https://facilities.mcmaster.ca/mailman-alerts-subscription/

4. Guideline for Providing Feedback & Complaints

Purpose:

In accordance with the Accessibility for Ontarians with Disabilities Act, McMaster University is required to establish a mechanism for receiving and responding to feedback from persons with disabilities about accessibility in relation to the way the University provides its services to them.

Protocol:

Complaints involving accessibility issues may follow the Discrimination and Harassment: Prevention & Response Policy, which contains provisions for managing complaints alleging discrimination related to disability.

Where persons with disabilities have concerns or feedback regarding the services provided by the University they may bring such feedback forward to the following individuals/areas:

Students:

- Their Faculty office,
- Residence manager, if applicable or,
- Centre for Student Development, Student Accessibility Services

Employees:

- Their supervisor,
- Human Resources Services, www.workingatmcmaster.ca and/or union/employee association, if applicable

For both students and employees:

Equity and Inclusion Office
McMaster University, 1280 Main St. W.
University Hall Room 104 - 111
Hamilton, Ontario, L8S 4M4
Phone: 905-525-9140, ext. 27581
Email: equity@mcmaster.ca

Ombuds Office
McMaster University, 1280 Main St. W.
MUSC Room 210
Hamilton, Ontario, L8S 4M4
Phone: 905-525-9140 ext. 24151
Email: ombuds@mcmaster.ca

Any feedback provided by an individual must be addressed in a timely manner. All responses must be provided to the originator in a format, which meets their needs.

Other applicable legislation and McMaster University policies include:

- Ontario Human Rights Code
- Occupational Health and Safety Act of Ontario
- Accessibility for Ontarians with Disabilities Act
- Personal Health Information Protection Act (PHIPA)
- Personal Information Protection & Electronic Documents Act (PIPEDA)
- Workplace Accommodation, Policy on
- McMaster Policy on Academic Accommodation for Students with Disabilities
- McMaster University Policy on Discrimination and Harassment: Prevention & Response
- Freedom of Information and Protection of Privacy Act
- McMaster University Risk Management Manual, RMM#1002 Return to Work Program July 2009
- McMaster University Risk Management Manual, RMM#111 Contracting Work Safety Program / Due Diligence Program January 2009

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REPORT TO THE SENATE
from the
UNIVERSITY PLANNING COMMITTEE

FOR APPROVAL

1. **Proposal to Establish the McMaster Centre for Research on Employment and Work (MCREW)**

   At its meeting on May 8, 2024, the University Planning Committee approved the proposal to establish the McMaster Centre for Research on Employment and Work (MCREW). Further details are contained within the circulated materials.

   It is now recommended,

   that the Senate approve the establishment of the McMaster Centre for Research on Employment and Work (MCREW), as circulated.

FOR INFORMATION

1. **Research Centres & Institutes Annual Report 2023**

   At its meeting on May 8, 2024, the University Planning Committee received the 2023 Research Centres & Institutes Annual Report.

McMaster University

Vice-President (Research)

Gilmour Hall, Room 208
1280 Main Street West
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Tel: 905.525.9140
Ext. 27270
Fax 905.521-1993
Email: vprsrch@mcmaster.ca
www.mcmaster.ca/research

Date: April 30, 2023

TO: University Planning Committee

FROM: Andy Knights, Vice-President, Research (Acting)

RE: McMaster Centre for Research on Employment and Work (MCREW)

The Committee on Research Institutes, Centres and Groups (CRI) has reviewed and unanimously approved the attached establishment proposal for the McMaster Centre for Research on Employment and Work (MCREW).

Please include this as an agenda item for the next University Planning Committee Meeting on May 8, 2024.

AK:jt

Attach.

cc: Provost and Vice-President (Academic)
Vice-Provost and Dean of Graduate Studies
Dean, DeGroote School of Business
Dean, Engineering
Dean, Health Sciences
Dean, Humanities
Dean, Science
Dean, Social Sciences
University Secretariat

Template for the Establishment of a McMaster Research Centre or Institute (RCI)

Please provide the following documentation, in keeping with the Guidelines for the Governance and review of Research Institutes Centres Groups (mcmaster.ca)

To be recognized as a formal McMaster Centre or Institute, a proposal for consideration must be submitted to the Office of the Vice-President (Research) and approved by the following McMaster Committees and Governing Boards:

1. Committee on Research Centres and Institutes (CRI)
2. University Planning Committee (UPC)
3. Senate
4. Board of Governors (BofG)

The CRI will comprise the following: VPR (as Chair), the Provost (VP Academic), the Dean of Graduate Studies, the University Secretary, and the Faculty Deans relevant to the specific Institute or Centre. The CRI generally takes approximately two to three weeks to review and provide comments.

After CRI approval, the proposal is submitted to the other committees. Following proposal approval, paperwork to appoint a Centre/Institute Director should then be submitted following appropriate policies. For a listing of governance meeting dates, please visit: https://secretariat.mcmaster.ca/meetings/meeting-dates/

Proposal Outline/Template

Overview Please complete the "Overview" on page 2 of this document

Proposal Please complete a Proposal under the following headings (more details are provided on page 3):

A. Background
B. Objectives and Proposed Activities
C. Rationale for Establishment of the Research Centre or Institute
D. Criteria for expanding the membership beyond what is shown in the Overview
E. A detailed business plan that includes:
    i. Financial needs
    ii. Anticipated and Secured sources of support
    iii. Space needs
    iv. Human resource needs of the Research Institute or Centre

The business plan should align with and expand upon that provided in Appendix A: Budget.

F. Organizational Structure - (see examples included in this document)

Appendix A Budget including costs and sources of funds

Additional appendices to be added could include:

- List of current funded research projects
- List of planned grant applications

Overview

Proposal for the Establishment of ….		Institute	☐	Centre ☒
Official Name of Research Institute or Centre	McMaster Centre for Research on Employment and Work (MCREW)			
The RCI will report to which Faculty?	DeGroote School of Business			
List all other Faculties that have a significant interest in the RCI and confirm they will be represented on the Governing Board	Social Sciences, Humanities, Science, Engineering, and Health Sciences			

Core Members

The membership of the Research Centre or Institute (RCI) is integral to its mission. It is imperative to define at establishment what constitutes membership; what the obligations of membership are; and what roles members may play in the operations of the Centre or Institute. While the size of membership may vary for different Centres or Institutes, there is an expectation that the membership will be large enough that critical mass for impact may be reached. An updated membership list will be submitted annually to the RCI Governing Board through the annual reporting process.

Definition of Core member: Core members are those who are actively researching topics related to changing work, workers, and workplaces, and who agree to the obligations listed below. They are expected to make significant contributions to the MCREW and be associated with it for a long period of time, such as through co-application for multi-year grant projects. They are currently leaders in their own disciplines, and they will bring considerable expertise to the MCREW. Note that the initial core membership includes 20 professors from six McMaster faculties, thus fostering interdisciplinary approaches to shared research interests.

Obligations for Core Members: Core members will contribute regularly to the MCREW programs and activities, and will attend MCREW meetings, presentations, and other initiatives. Core members will be actively involved with independent research projects about changing work, workers, and workplaces; they will publicly connect these projects to the MCREW. Core members will contribute to grants initiated by other MCREW members. Core members will participate in knowledge exchange, knowledge mobilization, knowledge translation, and the dissemination of research findings to other MCREW members and to the general public; some of this dissemination will occur via the MCREW website (in addition to other dissemination methods), where all core members will maintain a current profile.

Identify the potential operational roles assigned to core members (e,g., Director, Associate Director roles in EDI, operations, outreach etc.): The proposed Director for the MCREW is Dr. Catherine Connelly. She has considerable experience leading large research projects, and she has conducted several interdisciplinary studies. The Director is primarily responsible for overseeing the direction of the planned research and supervising staff. The Director will provide advice to both students and faculty and ensure that projects are carried out to completion. The Director will maintain the membership list and will seek input from the

Advisory Committee and the Governing Board. Research staff and students who work for the MCREW will report to MCREW's Director (or relevant Core/Associate members) and support the team in planning, implementing, and overseeing the activities of the McMaster Centre for Research on Employment and Work. Regular MCREW membership meetings will occur to facilitate ongoing coordination and communication. The Director will be a faculty member within the Faculty of Business who will be appointed for a five-year, renewable term by the Senate and Board of Governors upon the recommendation of the Dean of the Faculty of Business to whom the Director will report. The Director will set the agenda for the MCREWin consultation with the Governing Board and Advisory Committee. The Director will report to the Faculty of Business Dean, with whom final authority for all matters regarding the direction and operation of the MCREW rests and will work in collaboration with the Associate Dean (Research). The Director will submit a written report annually to the Governing Board, which will be chaired by the Faculty of Business Dean (or delegate). This report will also inform the annual reporting and five-year external review process required of all McMaster RCIs.

The Director will be formally selected after the MCREW proposal has been approved.

	Faculty	**Expertise and potential roles in RCI operations**
Dr. Catherine Connelly	DSB	(Core Member and Proposed Director) Temporary foreign workers, migrant workers, workers with disabilities, gig work and gig workers, musicians, food-service workers, health care workers, worker well-being, wage theft.
Dr. Meena Andiappan	DSB	(Core Member) Peer rivalry among healthcare workers; employee misconduct; longshoremen.
Dr. Ala Mokhtar	DSB	(Core Member) Employee overwork, employee evaluations, and employees' identity. Accounting professionals' experiences with their clients, and how accountants cope with clients that act negatively towards them.
Dr. Sean O'Brady	DSB	(Core Member) The role of unions and employment institutions in improving the quality of low-wage work; digital call center workers.
Dr. Erin Reid	DSB	(Core Member) Gender inequality, careers, diversity, identity, and the design of contemporary work; persistence of gender inequality in time-greedy professions and organizations; how professionals in the gig economy build careers.
Dr. Trish Ruebottom	DSB	(Core Member) How marginalized and stigmatized workers organize to create social change; overlooked entrepreneurs (e.g., women and transgender sex workers).
Dr. Aaron Schat	DSB	(Core Member) Work-related stress and wellbeing (e.g., the nature, antecedents, and consequences of aggressive / mistreatment behavior) at work; how workers in customer service roles experience and respond to mistreatment.
Dr. Elisabet Service	FHum	(Core Member) Consequences of working in a second language; how unfamiliar accents affect communication in the workplace.
Dr. Kim Jones	Feng	(Core Member) Inclusion experiences of equity-deserving engineers; effects of team construction; effects of mentoring and being mentored for early-career female engineers.
Dr. Sheila Boamah	FHS	(Core Member) Health systems, health human resources, quality of life of older adults; how clinical microsystems, technology, and organizational processes affect outcomes; burnout and mental health issues among healthcare workers and academics.

Dr. Meredith Vanstone	FHS	(Core Member) The delivery of primary care (e.g., how we select train, maintain, and retain health workers); preparing family physicians to navigate ethically complex areas of primary care.
Dr. Phillipa Chong	FSS	(Core Member) Uncertainty at work; workers in creative industries (e.g., book reviewers, museum workers).
Dr. Judy Fudge	FSS	(Core Member) The legal regulation of work form a socio-legal perspective; legal regulation of work/family conflict; the intersection of migration and employment regulation on hospitality workers in BC and Australia; anti-discrimination and labor standards norms and enforcement mechanisms; legal governance of forced labor; labor exploitation in supply and labor chains.
Dr. Paul Glavin	FSS	(Core Member) Precarious employment and psychosocial work stress; work, family, and health challenges faced by gig workers.
Dr. Geraldina Polanco	FSS	(Core Member) Intersection of work and migration; how citizenship regulates the experiences of worker in the "bottom-tiers" of the labor market; migrant workers from the Philippines and Mexico working at Tim Horton's; migration industry; experiences of migrants deported to El Salvador.
Dr. Marisa Young	FSS	(Core Member) The intersection between work, family, and residential contexts; reducing social inequalities in mental health for parents and children.
Dr. Suzanne Mills	Fsci/FSS	(Core Member) Employment in northern regions; employment in large extractive projects (e.g., mining, forestry, and hydro), with a focus on impact and benefit agreements, gender, and Indigeneity; labor market and work experiences of 2SLGBTQ+ people in deindustrializing cities in northern and southwestern Ontario; mental health and unions.
Dr. Abel Chikanda	Fsci	(Core Member) The migration of health professionals from the global South; the role of migration intermediaries; the settlement and integration of African health professionals in destination regions (e.g., transnational linkages with countries of origin).
Dr. Allison Williams	Fsci	(Core Member) The initiation and sustainability of carer-friendly workplaces, where carer-workers are accommodated to best manage their unpaid care responsibilities (e.g., adult children, elderly family/friends/neighbors).
Dr. Rob Wilton	Fsci	(Core Member) Role of paid work / labor market participation in social inclusion for people with disabilities; flexibility and accommodations in social economy / social enterprises; intersection between masculinity and disability.

Associate Members

Definition of Associate Member: Associate members are those who are interested in topics related to changing work, workers, and workplaces, and who agree to the obligations listed below. Their association with MCREW is expected to be for a short period of times, such as a collaborator on a research project.

Obligations for Associate Members: Associate members will participate in the MCREW programs and activities, and will attend MCREW meetings, presentations, and other initiatives. Associate members collaborate with others on independent research projects about changing work, workers, and workplaces; they will publicly connect these projects to the MCREW. Associate members will participate in knowledge

exchange, knowledge mobilization, knowledge translation, and the dissemination of research findings to other MCREW members and to the general public; much of this dissemination will occur via the MCREW website, where all Associate members will maintain a current profile. Associate members of the MCREW will also participate in MCREW workshops.

Associate members will only be added once the MCREW has been operational for at least one year, to ensure that the MCREW members have sufficient opportunity to build a strong culture of collaboration. Associate members will be recruited on the basis of their expertise and interest in issues relating to changing work, workers, and workplaces. Possible Associate members, who have been nominated by Core members, include Dr. Otilia Obodaru (Professor at the University of Bath, expert in identity and work), Dr. Brianna Caza (Associate Professor at the University of North Carolina-Greensboro, expert in identity, organizational psychology and gig work), and Dr. Laura Venz (Professor at Leuphana University Luneburg, expert in emotional labour, knowledge hiding, and employee well-being).

Space Needs	500 Sq. Ft (exact space to be determined)	New space required? *Shared with other DSB centres*		Yes	x	No	
	Shared	Location?	DSB or New Business Building (McLean)	Confirmed	x	Proposed	
		Space cost allocation covered by lead Faculty?		Yes	x	No	

If no, specify: _____

Plans for Organizational Review

Frequency of External: External reviews every five years.

In addition, the RCI will be required to report annually to the Governing Board

Please provide names below and check box to verify that approval has been obtained from each:

		Check box
Department Chair/ Area Director	Dr. Rick Hackett	x
Faculty Dean or Director of Administration	Dr. Khaled Hassanein (Dean)	x
	Elkafi Hassini (ADR)	x
	Rotating representation from: the Associate Dean, Research, Innovation and Partnerships, Faculty of Engineering (currently Dr. John Preston), the Vice-Dean, Research, Faculty of Health Sciences (currently Jonathan Bramson), the Associate Dean, Graduate Studies & Research, Faculty of Humanities (currently Dr. Martin Horn), the Associate Dean, Research & External Relations, Faculty of Science (currently Dr. Juliet Daniel), and the Associate Dean, Research, Faculty of Social Sciences (currently Jim Dunn).	

Background:

The COVID pandemic has accelerated changes to Canadian workplaces that were previously well under way. The image that many retain of what it means to be employed – at a single workplace, Monday to Friday – is the reality for fewer and fewer Canadians. As of the spring of 2022, almost half of all Canadians were working from home on at least some days in the week (Environics Institute for Survey Research et al., 2022), and the emergence of the gig economy has meant a growing number of Canadians participating (often in addition to more traditional forms of employment) in what Statistics Canada terms 'dependent contractor relationships' (Statistics Canada, 2023), employment that has some characteristics of self-employment and some of traditional employment relationships. The pandemic also caused many Canadian women to leave the workforce or restructure their employment (Ghoussoub, 2021), although recent figures from Statistics Canada suggest that they are returning to full-time employment, with the highest rate of employment for 'core-aged' (25-54) women on record since 1976 (Statistics Canada, 2023).

Although much of the research in organizational behaviour, human resources, and management assumes that established theories are sufficient for understanding everyone's experiences, there is growing evidence that the current body of research fails to capture these and many other workers' experiences (e.g., Ashford et al., 2007; Bidwell et al., 2013). Post-pandemic, these understudied workers are making up larger and larger segments of the Canadian population, and their experience must be integrated into how Canadian organizations and employees are understood. These challenges are complex and would benefit from interdisciplinary approaches.

In 2013, the Connelly Research Laboratory was established to study changes in Canadian workplaces. In that time, Dr. Connelly has established a world-class research lab that has produced important research on non-standard employment relationships (temporary agency workers, independent contractors, temporary foreign workers, rideshare drivers), knowledge sharing and hiding, workers' use of communication technologies, leadership, and workers with disabilities. She has published extensively in top-tier academic journals in several fields, including organizational behaviour, human resource management, disability studies and management information systems. Dr. Connelly's research is highly cited (i.e., she has 9,499 citations in total as of July 20, 2023); her h-index is 35, her i10 index is 56. Dr. Connelly has trained over 40 graduate and undergraduate students, and partners with community organizations in her research.

However, the speed, breadth, and impact of the transformation of Canadian workplaces requires new approaches to scholarship. To fully capture the experiences of understudied workers, and the effects of the changes to Canadian workplaces on them, perspectives from a variety of approaches and disciplines are required. The MCREW will organically bring together researchers from across McMaster working on topics that similarly challenge established theories, bringing together a diversity of methodological and theoretical approaches to important topics. Note that many MCREW members have extensive partnerships (e.g., Canadian Health Human Workforce Research Network, Canadian Medical Association, College of Family Physicians of Canada, Communications Workers of America (CWA), Gravity Payments, Kolabtree, Unifor, United Steelworkers (USW), Tompkins County Living Wage Working Group).

The MCREW will unite leading McMaster researchers who study the experiences of marginalized employees (e.g., temporary foreign workers, sex workers, migrant workers) and employees from equity-deserving groups (e.g., women, workers with disabilities, BIPOC workers), employees working in understudied occupations and work situations (e.g., gig workers, health workers, workers in creative industries, workers operating in a second language, remote workers, workers with unpaid care responsibilities), and employees at the intersection of these two groups (e.g., women in engineering,

migrant workers in the hospitality sector). By bringing together a wide range of evidence, the MCREWwill fill gaps in the literature about how employees navigate, adapt to, and at times resist changing workplace demands, and how worker behaviors and expectations affect organizations. The insights from MCREW members' research will help to address systemic barriers to building satisfying careers and generate innovations in how employers and governments can ensure access to inclusive and equitable workplaces (e.g., training, mentorship, immigration policy reform, labour standards enforcement).

How does this Centre align with McMaster University's Strategic Research Plan (SRP)?

Research for a Brighter World — Strategic Plan for Research 2018-2023 lays out a series of key strategies to continue strengthening McMaster's research excellence. These include the recruitment and retention of high-calibre researchers and trainees, making the most of our interdisciplinary capacity, offering trainees and early-career researchers a range of research and training opportunities, and the integration of equity, diversity and inclusion, of a variety of research methodologies, and of knowledge mobilization and translation, into our research. A set of core values informs McMaster's commitment to research excellence including the recognition of the importance of fundamental research to the advancement of science, the importance of collaboration across faculties and disciplines as a driver of innovation, and the importance of sharing our knowledge widely to help inform public policy and social practice.

The proposed MCREW clearly advances the Strategic Plan. By providing a context for supporting and amplifying research on changing work, workers, and workplaces, the proposed MCREWwill help McMaster to recruit and retain researchers and students who are interested in these topics from a variety of departments and faculties. The proposed MCREW is notable for how it includes a variety of research approaches and methods, thereby enabling its members to further develop their skills. Monthly training and networking opportunities will be provided in support of these goals, and knowledge mobilization resources will be provided to members on an ongoing basis to disseminate research findings more widely to academic, lay, media, and community audiences.

A series of themes have been identified around which to organize McMaster's research and training, including Equitable, Prosperous and Sustainable Societies. The Equitable, Prosperous and Sustainable Societies research theme focuses on the justice and equity issues created by the rapid and wide-spread social, technological, and economic changes of the early 21st century. The Strategic Plan for Research identifies changes in the content, meaning, and role of work in our lives as one of the fundamental changes brought on by globalization and technological advances, and highlights the importance of research that promotes opportunity, social and economic equality, and well-being in the face of these forces.

The proposed MCREW advances equity, diversity, and inclusion aspects of the Strategic Plan. The central focus of the MCREW members' research is on equity issues as they pertain to prosperous and sustainable societies. Members conduct theoretical and empirical research on the experiences of workers who are generally overlooked in the research literatures. For example, MCREW members examine the experiences of workers who are disabled, racialized, migrants, women and 2SLGBTQ+. They also study the experiences of workers who have accents, or who have part-time, temporary, or otherwise precarious employment status. MCREW members also study the experiences of workers who balance employment with caring for children or elderly relatives. Notably, these are not exclusive categories; these topics lend themselves well to intersectional and diverse approaches.

The MCREWwill be informed by the core values articulated in the SPR by striving for ethics, equity, and excellence in scholarship, by viewing the work of educating and training our students as inextricably linked to the work of conducting our research, by conducting research that advances society, by working collaboratively across faculties and disciplines, and by partnering with other organizations and sharing our knowledge as widely as possible.

A. Objectives and Proposed Activities:

i. Objectives: *(expand on the thematic research proposed; and explain how the impact of the RCI's work will benefit stakeholders and be measured by the RCI. Ideally, provide goals for the next five years against which success of the RCI may be measured):*

The objective of the MCREW is to foster innovative interdisciplinary research at McMaster on changing work, workers, and workplaces. The MCREW will enrich and amplify the core members' current interdisciplinary research programs, becoming a point of contact for other researchers and Centers at McMaster who are interested in these phenomena. As the MCREW develops, it will provide a platform for international and pan-Canadian collaborations, furthering its influence.

Changing work: The nature of work has changed dramatically in the past five years, and it is likely to continue to change, as communication technologies improve and become more accessible and accepted in more industries. Interestingly, existing theories of worker well-being and motivation – which have been developed in the context of permanent full-time employment – may not be relevant in the context of new employment arrangements or work structures. MCREW members will investigate a variety of questions regarding new work arrangements, including "gig" work.

The gig economy is at the forefront of conversations about the transformation of work and its effects on workers (Kaine & Josserand, 2019). While the opportunity to work outside the confines of traditional employment has been touted by some as beneficial for groups facing barriers to paid employment because of the flexibility it offers (e.g., Klimkina et al., 2020), the limited remuneration and regulatory framework has been seen by others as reproducing and, in some cases, amplifying existing inequalities (e.g., Vyas, 2021). Many MCREW members are currently engaged in research on gig workers and the gig economy, investigating the challenges faced by gig workers (e.g., Caza et al., 2022; Granger et al., 2022), the mental health effects of gig work (e.g., Glavin & Schieman, 2022), the effect of the entry of gig workers on stigmatized occupations (e.g., Phung et al., 2021), the effects of gig work on autonomy and social connection (e.g., Glavin et al., 2021), the links between the gig economy, holding multiple jobs, and precariousness (e.g., Glavin, 2020), the potential for labour law to regulate informal work including forms of gig work (Fudge, 2020), and how gig workers experience the undervaluing of their work (e.g., Lefcoe & Connelly, 2022). By combining their existing expertise, MCREW members will be in a position to offer an overview of the experience of gig workers in Canada and globally, contributing not only to the body of research in Management, Sociology, and Organizational Behaviour among others, but also informing public policy.

Changing workers: The Canadian workforce is also changing dramatically. Organizations that seek to be competitive need to respond to fluctuations in labor markets, but empirical evidence is needed that reflects the actual composition of the available workforce. Again, foundational theories of how to motivate and engage workers may not be as relevant to modern workers. The Canadian workforce has changed dramatically, in terms of the growing representation of equity-deserving groups. MCREWmembers' research focuses on these topics.

Canada's Temporary Foreign Worker Program (TFWP) and similar programs in other countries have attracted widespread attention due to the perceived increase in labour market competition they cause and the abuse and mistreatment reported by the workers they employ. MCREW members have established research programs examining temporary migrant worker programs from a variety of perspectives: analyzing the experiences of employers and workers participating in the TFWP from the perspective of organizational behaviour and human resources management (Connelly, 2023), the legal governance of forced labour and labour exploitation in supply and labour chains (Fudge, 2022a, 2022b, 2023; McCann & Fudge, 2019), the reasons employers choose to use these programs (e.g., Tham & Fudge, 2019), the migration of health professionals from the Global South to the Global North (Chikanda, 2022), and, how employing migrant workers, recruited from the Philippines and Mexico for employment in Canadian quick-service restaurants, places downward pressures and work and employment conditions, promotes competition between labour sending states, and is regulated by a host of profit-driven actor (Polanco, 2019a, 2019b, 2020). By collaborating on this topic, MCREW members will contribute to a growing literature on the TFWP and similar programs in other countries, in Sociology, Legal Studies, Labour Studies, Organizational Behaviour and Human Resources. By combining their expertise, MCREW members will be in a good position to offer policy recommendations to the federal government, as well as to provincial governments who implement programs and policies related directly and indirectly to the TFWP.

While a growing number of workplaces are embracing the need for an equity, diversity and inclusion framework (Stahl, 2021), substantive barriers to the full participation of members from equity-deserving groups continue to exist. MCREW members will continue research that is underway on the experiences of women, disabled, 2SLGBTQ+ and BIPOC workers, such as on gendered inequalities in engineering (e.g., Monteiro, Monteiro, & Jones, 2020; Wells, Jones, & Davidson, 2019), the effect of gender on work-family conflict (e.g., Young, 2019; Young et al., 2023; Young et al., 2020), the effect of workplace gender composition on mental health (Repchuck & Young, 2023), the role of gender in job seeking (Nagib & Wilton, 2020), the gender gap in physician earnings (Kralj et al., 2022), the interaction of labour law and gender (e.g., Fudge & Mundlak, 2022), gender inequality in time-greedy professions (e.g., Padavic et al., 2020), the participation of people with disabilities and mental ill health in the workplace (e.g., Bonaccio et al., 2020; Evans & Wilton, 2019; Fisher & Connelly, 2020; Ho et al., 2022; Nagib & Wilton, 2021, Scott & Wilton, 2021), the intersection of masculinity and disability in work settings (e.g., Wilton & Fudge Schormans, 2020), the mental health of 2SLGBTQ+ workers (e.g., Owens, Mills, Lewis, & Guta, 2022), the workplaces experiences of 2SLGBTQ+ people (e.g., Mills & Owens, 2021; Mills et al., 2020), the participation of indigenous women in large extractive projects in northern regions (e.g., Mazer et al., 2022; Mills et al., 2022), the gendered effect of having a non-native accent in hiring (Ghaedipour et al., 2020). The parallels and differences in the experiences of these workers will allow for collaborations that will contribute to the literature in Engineering, Sociology, Human Geography, Organizational Behavior, Human Resources, and Labour Studies.

Changing Workplaces: Canadian workplaces (i.e., organizations, employers) must adapt to rapidly changing workforce (e.g., increased opportunities for employees with disabilities, migrant workers, female workers) and employment structures (e.g., gig work). Fortunately, MCREW members' research relates to workers that have received insufficient attention in the literature of their respective fields. Insights from research on workplaces in one industry can offer important insights for how to effectively manage workplaces in other industries.

For example, MCREW members study the experiences of primary care providers (e.g., Cavanagh et al., 2022; Chikanda, 2022; Correia et al., 2022; Howard et al., 2023; Laupacis et al., 2022), nurses (e.g.,

Drost et al., 2023; Havaei et al., 2023; Havaei, Ji, & Boamah, 2022; Havaei, Tang, et al., 2022), nursing faculty members (Boamah, 2022a, 2022b; Boamah, Hamadi et al., 2022; Boamah et al., 2023), biologists and other healthcare professionals (e.g., Dufour et al., 2023;), sex industry workers and entrepreneurs (e.g., Bacq et al., 2020; Carter et al., 2020; Ruebottom & Toubiana, 2021; Toubiana & Ruebottom, 2022), book reviewers (e.g., Chong, 2019; Chong, 2020, Chong & Bourgoin, 2020), journalists (Reid & Ramarajan, 2021), workers in the food retail industry (e.g., O'Brady, 2019, 2020, 2021a), workers in call centers (e.g., Doellgast et al., 2022; O'Brady & Doellgast, 2021), workers in large extractive projects in northern regions and places (e.g., Mazer et al., 2022; Mills, 2019; Mills et al., 2022), longshoremen (e.g., Andiappan & Dufour, 2021, 2023), workers in customer service roles (e.g., Malik et al., 2021), workers with unpaid care responsibilities (e.g., Sethi et al., 2022; Van Veghel et al., 2023; Williams & Bank, 2022; Yang et al., 2023), workers operating in a second language, and workers combining multiple work roles (e.g., Chong, 2021). Collaborating on these research themes will allow members to bring to light and address systematic gaps in the Medicine, Nursing, Management, Organizational Behaviour, Sociology, Linguistics, Geography, and Labour Study literatures. MCREW members will be able to conduct more and better research as a result of the mutual aid and support (e.g., research methods, graduate students, funding opportunities) that members will provide to each other.

Benefit to Stakeholders

The primary benefit of the establishment of the MCREW for changing work, workers, and workplaces will be to academic stakeholders. MCREW members will develop a cross-disciplinary scholarship around changing work that will serve academics across a range of disciplines. MCREW members will not only enrich their work within their discipline, but the creation of the MCREW will also stimulate new research collaborations and new avenues of inquiry. The resulting benefits to the academic literature will span all the disciplines represented by the core membership. The involvement of graduate students in the MCREW will also constitute an important benefit: the opportunities for research collaboration and feedback on their research programs will significantly add to their training and scholarly output.

The MCREW for changing work, workers and workplaces will also benefit government and para-governmental organizations, by leveraging group expertise to provide guidance to decision makers. Connelly has been asked to consult with the provincial and federal government on a number of topics related to the MCREW mandate in recent years: on portable employment benefits for part-time workers, temporary workers, and gig workers, for the Portable Benefits Secretariat, Ministry of Labor, Immigration, Training and Skills Development of Ontario in 2022; on gig workers and the gig economy, for the Minister of Labour, Immigration, Training and Skills Development of Ontario in 2022; on the Modern Fair Wages Policy, for Employment and Social Development Canada in 2019; on changes to the CPP-Disability Program, for the Innovation Lab, Employment and Social Development Canada, in 2019; on the changing workforce, for the Ontario Ministry of Labour in 2015; and, on improving workforce participation of workers with disabilities: part-time and temporary work arrangements, for the Changing Workplaces Review, Ontario Ministry of Labour, in 2015. The establishment of the MCREW will offer an important resource to policy makers seeking guidance; it will serve as their first point of contact for expert advice on a range of topics related to the ongoing transformation of work and its effects on workers of all kinds. For example, government researchers or officials will be able to contact the MCREW with a general question about changing workplaces (e.g., what are the appropriate employment standards for gig workers), and receive nuanced answers from a wide variety of perspectives.

Similarly, MCREW members are frequently interviewed by media outlets, such as CBC News (e.g., Dr. Glavin interviewed for Balintec, 2021; Dr. Mills interviewed in 2020), *The Globe and Mail* (e.g., Dr. Reid interviewed for Harris, 2021), *Financial Post* (e.g., Dr. Schat interviewed for Counter, 2021) *The*

Toronto Star (e.g., Dr. Connelly interviewed for Chong, 2022), and *The Hamilton Spectator* (e.g., Dr. Williams interviewed for Moro, 2018; Dr. Jones interviewed in 2019; Dr. Young interviewed for Wells, 2021; Dr. Connelly interviewed for Hewitt, 2022, 2023), and also write opinion pieces for newspapers (e.g., Connelly, 2020; Glavin & Schieman, 2021) and *The Conversation Canada* (e.g., Glavin et al., 2019; Jones, 2019; Lambert et al., 2023; O'Brady, 2021b; Phung et al., 2021, 2022; Reid & Ghaedipour, 2021; Weststar et al., 2020; Williams, 2020; Young, 2020), on topics related to the transformation of workplaces. The MCREW will become a go-to for journalists needing insight from an expert on the changing nature of work, workers, and workplaces, and through this, MCREW members will inform public policy debates and contribute to raising awareness of the research being conducted at McMaster.

How the Success of the Centre will be Measured

In the next five years, the primary goals of the Center are to foster new collaborations between members (e.g., research projects, grants, awards), and to increase the research intensity of members (e.g., research projects, grants), therefore providing increased graduate student supervision capacity. We expect the Center members' increased research intensity and inter-disciplinary discussions to lead to novel avenues of inquiry, thereby providing new opportunities for collaboration and additional research funding. There are several important Tri-council research grants that are suitable for large interdisciplinary teams of researchers (e.g., NFRF), and the MCREW will be well-positioned to apply for these. The first grant that MCREW will apply for will be a SSHRC Partnership Development Grant; it will leverage existing interests and partnerships to take an interdisciplinary approach to studying changing work, workers, and workplaces.

The success of the MCREWwill be measured by scholarly output (refereed contributions – journal articles, conference proceedings and papers, books, book chapters – as well as invited articles and presentations), collaboration (co-authorship on refereed contributions), funding secured (in support of the MCREW and collaborations between core members), stakeholder knowledge mobilization initiatives, and HQP trained.

ii. Proposed Activities: *(the proposal must show how the collective membership of the RCI will generate research impact which is greater than that which would be generated by the sum of its' parts. In other words, what value-add is the RCI bringing to the thematic research that could not be achieved by the members working in their individual research groups? The proposed activities must be such that this goal can be reasonably expected. It is not enough to explain that an RCI will house infrastructure, for example, that will be used by members to advance their research. That is the definition of a "Core Platform". It is possible, however, to be a Core Platform and an RCI – but such an RCI/Platform is then required to show it is a Core Platform* ***and*** *an RCI):*

The activities of the MCREW will be organized around two objectives: creating new scholarship on the changing nature of work, workers and workplaces, and amplifying the impact of core members' research findings. To foster the creation of new research collaborations, MCREW members will meet regularly to exchange ideas, leading scholars will be invited to present their work to members and the McMaster community, the Connelly Laboratory will be made available to members wishing to collect or analyze data, as will the time of a dedicated undergraduate research assistant. We will ensure as wide as possible a dissemination of core members' research through a MCREW website, through workshops and a yearly symposium, the creation of infographics, and by covering core members' open access fees.

Regular meetings

The core members of the MCREW will meet monthly to discuss the progress of their research, publications, and grant applications. Members will have the opportunity to discuss ongoing challenges with their research (e.g., recruiting participants, analysing data, hiring qualified research assistants, finding research sites) and help each other to find solutions.

Website

A dynamic web page will be created to publicize members' research outputs (e.g., academic papers, knowledge mobilization, media interviews) to the community and each other. This web page will serve as an interface with the McMaster and broader communities.

Workshops

The MCREW will host annual outside speakers (e.g., methods workshops). These workshops will be open to all McMaster faculty members and graduate students, and will be publicized by core members within their faculties.

Speaker series

The MCREW will showcase the leading-edge research of its members through the *Forgotten Workers Speaker Series.* Every month, a member (except once per semester an invited guest speaker) will present a lecture open to the public and also available online via a livestream. When speakers are willing, video recordings of the lectures will also be available on the MCREW's YouTube channel. The speaker series will allow presenters to distill completed and ongoing research into a provocative, thoughtful and accessible format that will attract other academic researchers, as well as members of the public interested in the transformation of Canadian workplaces.

Yearly symposium

The MCREW will organize and host a yearly symposium focusing on a theme that lends itself well to adopting an interdisciplinary lens to research understudied workers (e.g., *Gendering the recovery: What does the post-COVID workplace look like for women?; Working online: Gig work, remote work, and the changing workplace; (Im)migration and work*). The yearly symposium will include invited talks by MCREW members. We will widely publicize the call for abstracts on the McMaster campus, as well as across Canadian universities through professional associations and the MCREW website, to ensure that graduate students and interested scholars are aware of the opportunity to attend and to present their work.

Annual student poster day

The MCREW will organize and host a yearly student poster day, where undergraduate and graduate students can present and receive feedback on their research. This will also be an opportunity for students to network with students and faculty members from different departments and disciplines.

Lab space

The MCREW will also offer access to the Connelly Research Laboratory infrastructure and technical expertise to its members. The Connelly Research Laboratory on the fifth floor of the DeGroote School of Business (DSB) on McMaster's main campus will be made available to MCREW members wishing to collect experimental data under rigorous conditions. The lab's specialized equipment includes: a psychophysiology system and a refrigerator for the safe storage of salivary cortisol, both used to measure participant stress; audio-visual equipment to record participant activities and to provide stimuli for participants to react to; computer equipment for participants to complete on-line surveys and communication simulations; software to facilitate the data collection and analysis process; a suite of assistive devices and technologies used by people with visual, mobility, and motor impairments; and, office and boardroom furniture for business simulations. The lab research coordinator has been trained in the use of all of the lab equipment and will be available to support MCREW members wishing to use it.

Undergraduate research assistant

The MCREW will hire an undergraduate research assistant, part time during the academic year with the possibility of full-time employment in the summer. The research assistant will be available on an as-needed basis to core members for literature searches, and data cleaning and preliminary analysis, to allow members to determine the feasibility of new research collaborations, and to work on joint projects.

Infographics

The MCREW will cover the costs of technical writing and graphic design for the creation of an infographic (or similar knowledge translation resource) based on the published research of core members (1 paper per member per year). The infographics will make research findings accessible to a wider audience, including members of the academic community working in different disciplines, the media, and the general public. They will be available on the MCREW website and core members will also be able to distribute them as they wish.

Open access fees

The MCREW will work on securing resources to provide core members with funding support for open access fees for a newly published academic publication. Funding will be sought through connection grants and possibly advancement funds. This will serve to expand the reach of members' research by making it more accessible, especially to interested parties outside of the academic community, as well as scholars in the Global South.

B. Rationale for Establishment of the Research Centre or Institute: *(In this section it is necessary to explain the thematic research to take place, and what impact it will have on stakeholders.):*

Why is there a need for this Center?

Although there are many extraordinarily talented faculty members at McMaster who study changing work, workers, and workplaces, we do not all know each other. As such, we have been working largely in isolation, across six different faculties. This functional isolation has of course been compounded by the social isolation of the covid-19 lockdown and the shift to (and return from) online learning. Nonetheless, MCREW members each have an abiding interest in researching changing work, workers, and workplaces,

from different theoretical and methodological perspectives. Moreover, MCREW members each have shared challenges in conducting this research.

The MCREW will provide a platform for members to support each other's individual projects, and to form the basis for productive and sustainable collaborations. These collaborations will result in additional research grants, greater research productivity, and increased knowledge mobilization of research findings to the community, end users, and government policy makers.

C. Criteria for expanding the membership: (*this should be linked to definition and obligations of membership*):

Core MCREW members are those who are actively researching topics related to changing work, workers, and workplaces, and who agree to the obligations listed below.

Core members will contribute regularly to the MCREW programs and activities, and will attend MCREW meetings, presentations, and other initiatives. Core MCREW members will be actively involved with independent research projects about changing work, workers, and workplaces; they will publicly connect these projects to the MCREW. Core members will contribute to grants initiated by other MCREW members. Core members will participate in knowledge exchange, knowledge mobilization, knowledge translation, and the dissemination of research findings to other MCREW members and to the general public; much of this dissemination will occur via the MCREW website, where all core members will maintain a current profile.

Faculty members at McMaster who are actively researching topics related to changing work, workers, and workplaces, and who agree to the obligations of being a core member of the MCREW, may request to be considered for membership. In an annual meeting, the Membership Committee will vote on these requests. Likely candidates for inclusion as new members will be new faculty hires and collaborators of current members.

D. Detailed business plan (sustainability must be demonstrated):

i) **Financial needs:**

- *Discuss/explain operating budget and attach Appendix A (Budget template)*

The overall cost for the MCREW launch and five years of operations is $809,410. The expenses include administrative and research personnel, meeting costs, communication of results and knowledge translation, as well as additional administrative and research expenses (details in Appendix A).

- *What is the amount of funding required?*

Funding from external and internal sources will cover these costs, with external sources coming principally from SSHRC and accounting for approximately half of the revenue, with the other half covered by McMaster funding.

ii) **Anticipated and secured sources of support:**

- *Start-up funds? Faculty commitments? External funds?*

The start-up costs for the MCREW will be relatively modest because the DSB is providing all the required space. The DSB has committed to contributing $50,000 yearly plus an additional amount for research coordinator salary. We will apply for SSHRC Connection Grants to support the outreach activities of the MCREW, and the core members will develop an application for a SSHRC Partnership Development Grant in 2024, with the aim to apply for a SSHRC Partnership Grant in

2026. We will also apply for CFI funds for MCREW infrastructure. MCREW will also leverage its members government and industry network to engage in research contracts that will create a revenue stream for the centre.

iii) **Space needs:**

- *Please expand on the detail from the "overview" page, identifying the existing or new space requirements for the Centre or Institute, noting whether the Faculty Dean has approved use of that space for this purpose.*
- *Identify the plans for the location and coverage of the space costs. Has this been approved by the Faculty Dean?*

The DSB has committed to provide office space for the MCREW. The existing space in the Connelly Lab (877 square feet on the fifth floor of the DSB) will be integrated with MCREW.

iv) **Human Resource needs:**

- *Explain how the day to day operations will be managed.*
- *Include faculty assistance or commitments*
- *Will there be hiring of employees?*
- *Use of students?*
- *Add detail regarding roles of research and administrative personnel*

Daily operations will be managed by the MCREW Director (1 course release) and the MCREW Coordinator (1 day / week). The MCREW Director will oversee the academic decisions regarding the MCREW's activities (e.g., chairing meetings, choosing presenters, deciding on content for the website), and the MCREW Coordinator will oversee the logistics of the MCREW (e.g., preparing financial statements, organizing locations for meetings, maintaining the website).

The DeGroote School of Business will provide research finance and HR support to the MCREW. The MCREW will also benefit from the Communications support provided by the MACE team within the DeGroote School of Business; this will enable the activities of the MCREW to be disseminated to a large audience, including DSB alumni and the business community. Moreover, the Faculty will also provide financial support as described above.

A part-time MCREW Coordinator will be hired by the MCREW Director. Funding for this Coordinator will be in lieu of administrative support. The MCREW will also receive USRA funding to hire one RA every summer. An additional undergraduate RA will be hired on a part-time basis during the academic year and for full-time work in the summer. The MCREW Director and Coordinator will be responsible for hiring the undergraduate students. The RAs will gain work experience and learn about important administrative functions (e.g., preparing financial statements, data visualization, project management).

Undergraduate thesis students and graduate students will be actively involved in the MCREW. They will have the opportunity to attend presentations, methods workshops, a symposium, and present their own research posters. The students will learn interdisciplinary approaches to research questions related to changing work, workers, and workplaces; these approaches will be useful to them when they continue their studies, and work in academia, industry, or the public sector.

F. Organizational Structure: (*If a potential inaugural director is named in the proposal, ensure that appropriate Senate Committee on Appointments (SCA) paperwork and governance approvals are submitted after Centre/Institute approval):*

i) **Director:**

- *An Institute and a Centre is led by its Director, who is normally appointed for a 5 year term.*

The Director will set the direction and future goals for the MCREW, in consultation with the membership. They will manage the budget and daily operations of the MCREW, with the support of the MCREW Coordinator. The Director will be accountable to the Governing Board and will lead the internal annual report. The Director's appointment will be for five years, renewable.

ii) **Advisory Committee:**

- *The Director establishes an Advisory Committee (AC) whose purpose is to provide advice to the Director with regard to scientific or scholarly priorities and direction for the Institute or Centre. The AC is chosen by the Director, and is consulted at least every two years, or more frequently at the discretion of the Director.*

The Advisory Committee will provide advice to the Director with regard to scientific and scholarly priorities and the direction of the MCREW. The Advisory Committee will be consulted yearly (or more frequently on an as-needed basis).

iii) **Committee members**:

- *Please list Committee members who have agreed to serve or <u>who will be approached.</u>*

The advisory committee will provisionally consist of

1- Dr. Catherine Loughlin (Professor and Jodrey Chair in Business & Society at the Dalhousie University Faculty of Management)
2- Dr. Rosalind Searle (Chair in Human Resource Management and Organisational Psychology at the Adam Smith Business School in Glasgow, Director of the European Association of Work and Organizational Psychology Impact Incubator).
3- One member recruited from the community, with the assistance of the DeGroote School of Business MaCE team. This person will have considerable experience in leading organizations, but have an abiding interest in changing work, workers, and workplaces.
4- Dr. Mahmut Parlar (Distinguished Business Research Professor for the DeGroote School of Business, McMaster University)
5- Dr. Katherine Cuff (Professor and University Scholar of Economics, McMaster University).

iv) **External Board Review**

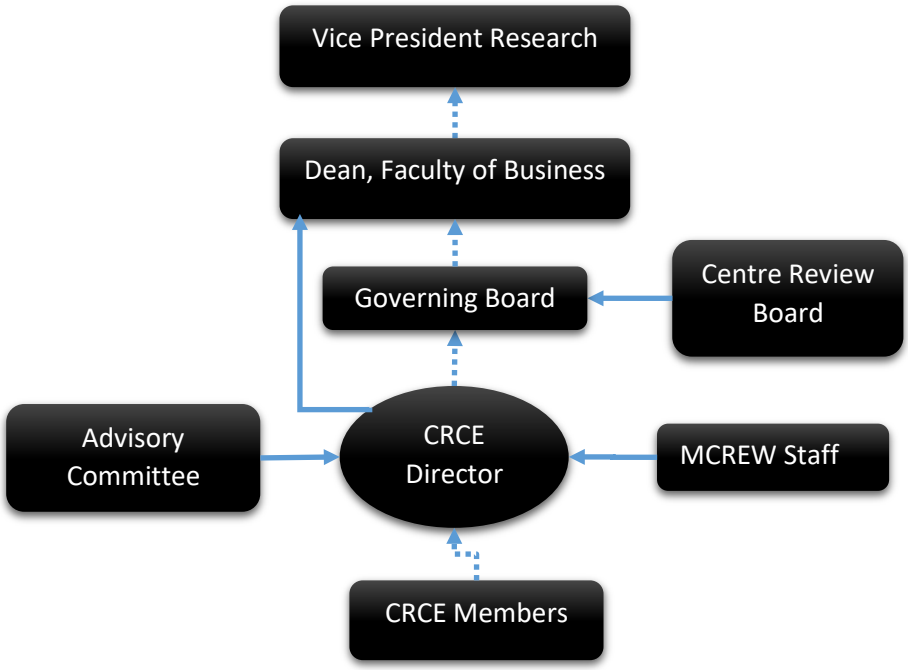
The Centre Review Board (CRB) will be appointed by the Dean of the DSB, or designate, every five years. The Dean will determine the composition of the CRB, which may consist of external or internal reviewers and will provide an assessment of the Centre's performance in terms of its aspirations and the status, progress and plans associated with its research program. The CRB will be provided with the Guidelines for the Governance and Review of Research Institutes, Centres and Groups to guide its review, and will submit a report to the Dean of Business.

Governing Board and Role in Annual Review:

The Governing Board will oversee the status, progress, and financial viability of the MCREW. Dean Dr. Khaled Hassanein will serve as chair of the Governing Board. The remainder of the Governing Board will be comprised of:

1- The Chair of the Human Resources and Management Area in the DeGroote School of Business (currently Dr. Rick Hackett).
2- The Associate Dean of Research of the DeGroote School of Business (currently Dr. Elkafi Hassini), or delegate.
3- Rotating representation from: the Associate Dean, Research, Innovation and Partnerships, Faculty of Engineering (currently Dr. John Preston), the Vice-Dean, Research, Faculty of Health Sciences (currently Dr. Jonathan Bramson), the Associate Dean, Graduate Studies & Research, Faculty of Humanities (currently Dr. Martin Horn), the Associate Dean, Research & External Relations, Faculty of Science (currently Dr. Juliet Daniel), and the Associate Dean, Research, Faculty of Social Sciences (currently Jim Dunn).

Organizational Chart - Reporting Lines for MCREW:



APPENDIX A

Budget for McMaster Centre for Research on Employment and Work (MCREW)

	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	Total	$ Secured	$ Anticipated
OPENING BALANCE/CARRY FORWARD		**$ 92,747**	**$ 142,267**	**$ 169,787**	**$ 285,807**			

REVENUE - indicate whether secured or anticipated	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	Total	$ Secured	$ Anticipated
Please ensure that any anticipated revenue from grant funding will only support costs eligible for that grant and note funding available for indirect or general operations.								
External Funds								
SSHRC IG 435-2023-0526	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 50,000	$ 50,000	
Co-investigator on SSHRC IG (55-20015600)	$ 5,000					$ 5,000	$ 5,000	
Co-investigator on SSHRC IG (55-20018055)	$ 4,402					$ 4,402	$ 4,402	
Co-investigator on SSHRC IG on GRTW		$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 40,000		$ 40,000
Co-investigator on SSHRC IG on int'l students			$ 5,000	$ 5,000	$ 5,000	$ 15,000		$ 15,000
SSHRC Connection Grants		$ 25,000		$ 25,000		$ 50,000		$ 50,000
SSHRC PDG with core centre members		$ 65,000	$ 65,000	$ 65,000		$ 195,000		$ 195,000
SSHRC PG with core centre members - Stage 1				$ 20,000		$ 20,000		$ 20,000
Faculty Allocation of CFI JELF Envelope of $100,000 (plus ORF-RI match)				$ 200,000		$ 200,000		$ 200,000
Internal Funds								
DSB support	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 250,000	$ 250,000	
CRC faculty support (50-10514506)	$ 80,000					$ 80,000	$ 80,000	
DSB/McMaster research support (50-20009293 & 50-10529211)	$ 49,335					$ 49,335	$ 49,335	
Business Research Chair research support		$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 40,000	$ 40,000	
TOTAL REVENUE	**$ 198,737**	**$ 170,000**	**$ 150,000**	**$ 395,000**	**$ 85,000**	$ 998,737	$ 478,737	$ 520,000

EXPENSES	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	Total	$ Secured	$ Anticipated
Administrative Expens es:								
Administrative Personnel						$ -		
Executive director stipend	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 25,000		
Research coordinator	$ 10,750	$ 21,500	$ 21,500	$ 21,500	$ 21,500	$ 96,750		
Office Supplies:								
General office supplies	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 5,000		
Office Equipment:								
Computing needs: repairs, maintenance, replacement	$ 250	$ 250	$ 250	$ 2,750	$ 250	$ 3,750		
Travel:								

Partnership development/outreach	$ 1,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 9,000		
Meeting expenses:								
Monthly meetings	$ 250	$ 500	$ 500	$ 500	$ 500	$ 2,250		
Advisory Committee meetings		$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 10,000		
5-year review					$ 5,000	$ 5,000		
Renovations:								
Office equipment maintenance and repairs	$ 1,500	$ 1,500	$ 3,500	$ 5,000	$ 5,000	$ 16,500		
Total Administrative Expenses	**$ 19,750**	**$ 34,250**	**$ 36,250**	**$ 40,250**	**$ 42,750**	**$ 173,250**	**$ -**	**$ -**
Research Expenses:								
Research Personnel:						$ -		
Undergraduate research assistant	$ 18,750	$ 18,750	$ 18,750	$ 18,750	$ 18,750	$ 93,750		
PhD Students	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 100,000		
Research Equipment:								
Statistical software: 2 Mplus and NVivo licenses + 2 yearly SPSS licenses	$ 5,490	$ 730	$ 730	$ 730	$ 730	$ 8,410		
Computing needs: repairs, maintenance, replacement	$ 250	$ 250	$ 250	$ 2,750	$ 2,750	$ 6,250		
Faculty Allocation of CFI JELF Envelope of $100,000 (plus ORF-RI match) for lab equipment				$ 150,000.00	$ 50,000	$ 200,000		
Meeting expenses:								
Student poster day		$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 12,000		
Yearly symposium		$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 40,000		
Speaker series (2 invited speakers/year)	$ 1,750	$ 3,500	$ 3,500	$ 3,500	$ 3,500	$ 15,750		
Communication of Results/Knowledge Translation:								
Infographics: technical writing and graphic design for every paper published by a core member (@$2,500 each)	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 75,000		
Website: design, hosting, maintenance, ongoing development, security monitoring	$ 15,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 35,000		
Open access fees for core member publications	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 50,000		
Total Research Expenses	**$ 86,240**	**$ 86,230**	**$ 86,230**	**$ 238,730**	**$ 138,730**	**$ 636,160**		
TOTAL EXPENSES	**$ 105,990**	**$ 120,480**	**$ 122,480**	**$ 278,980**	**$ 181,480**	**$ 809,410**		
IN-YEAR (Surplus/ Deficit)	**$ 92,747**	**$ 142,267**	**$ 169,787**	**$ 285,807**	**$ 189,327**			

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RESEARCH CENTRES & INSTITUTES

2023 Annual Aggregated Report

McMaster University | BRIGHTER WORLD

An overview of 2023

I am pleased to present the 2023 Annual Report, highlighting the extraordinary achievements of McMaster University's Research Centres and Institutes (RCIs). These hubs of innovation and discovery represent vibrant communities of dedicated individuals who push the boundaries of knowledge every day. As we reflect on this past year, I am continually impressed by the exceptional caliber of work produced through our multidisciplinary and faculty-based RCIs, which stand as a testament to the commitment and talent of our directors, faculty, staff, and students.

Our research excellence is propelled by the collaborative spirit and unwavering efforts of our community. These centres and institutes are instrumental in addressing critical societal challenges, pooling resources, and maximizing both impact and output. This year, we have seen significant advancements in our strategic research objectives, bolstering interdisciplinary collaborations, stimulating partnerships, and enhancing our global research presence. Additionally, our ability to secure funding for major research initiatives has grown, strengthening the nexus between research and teaching.

In 2023, we proudly established the McMaster Centre for Research on Community Oriented Entrepreneurship, under the leadership of Dr. Benson Honig. Furthermore, our adherence to rigorous governance and review guidelines has facilitated critical feedback through external reviews, affirming the excellence of the RCIs and providing valuable insights for future strategic directions.

The Office of the Vice-President, Research continues to champion the RCI Undergraduate Summer Research Program, which has provided invaluable research opportunities to more than 50 undergraduate students across various faculties since its inception in 2021.

Our commitment to fostering an inclusive and collaborative research community remains strong. Through various knowledge-sharing events and initiatives like the Research Centres and Institutes Engagement Fund, we have supported 15 innovative proposals that align with the thematic missions of our RCIs.

This year's report not only quantifies the impact of our 68 centres and institutes but also celebrates their qualitative contributions to academia and society. In the last year, our RCIs enabled over 3,000 publications, 62 Intellectual Property disclosures, 54 patents and 808 licenses to external organizations; provided the training ground for some 4,400 students; and fostered collaborations with almost 1,000 external partners in industry, non-profits, and government bodies.

Thank you for your continued support and dedication to fostering a vibrant research ecosystem at McMaster University.

Dr. Gianni Parise
Deputy Vice-President, Research (Acting)
Office of the Vice-President (Research)

By the numbers

Interactions with RCIs

2182

FACULTY

Number of faculty member interactions with RCIs.

419

POSTDOCTORAL FELLOWS

Number of postdoctoral fellow interactions with RCIs.

2390

GRADUATE STUDENTS

Number of graduate student interactions with RCIs.

2159

UNDERGRADUATE STUDENTS

Number of undergraduate student interactions with RCIs.

2950

OTHER ACADEMIC RESEARCHERS

Number of non-McMaster academic researcher interactions with RCIs.

999

OTHER NON-ACADEMIC RESEARCHERS

Number of external collaborator (industry, not-for-profits, government, etc.) interactions with RCIs.

By the numbers

Enabled by RCIs

3114
PEER-REVIEWED JOURNAL PUBLICATIONS

743
CONFERENCE PROCEEDINGS

1563
CONFERENCE PRESENTATIONS

318
GRADUATE DEGREE COMPLETIONS

585
UNDERGRADUATE SENIOR PROJECTS

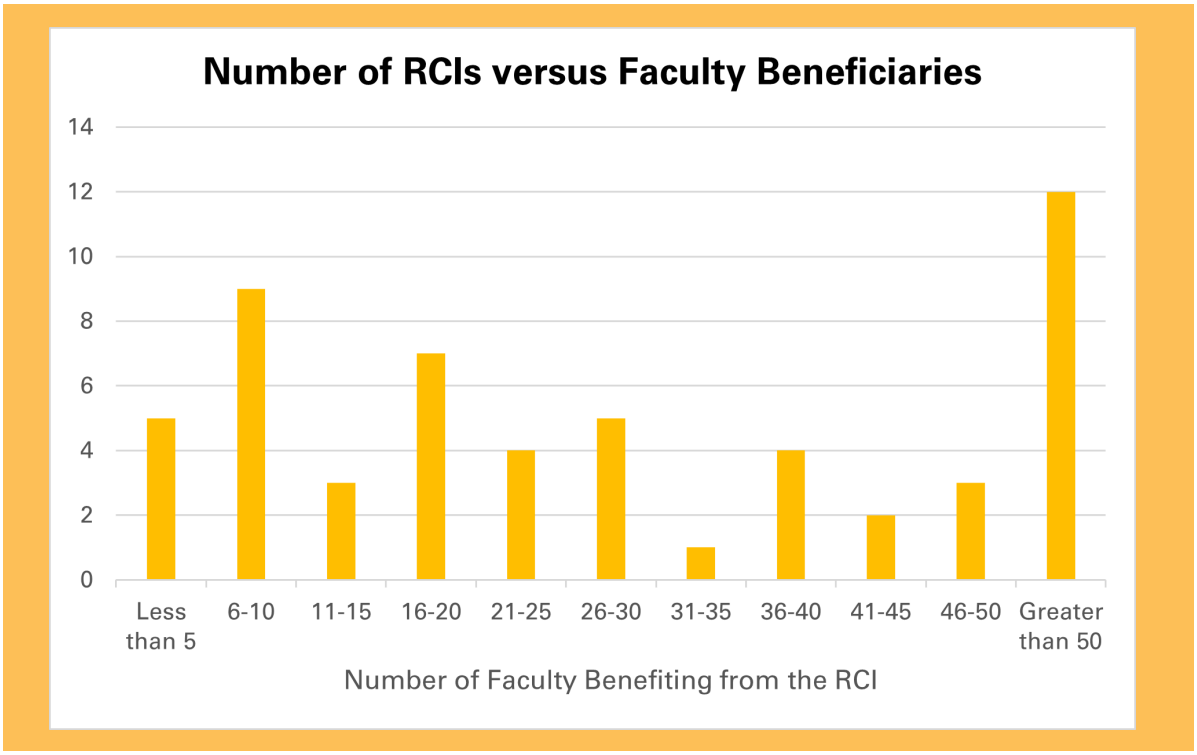
524
REPORTS FOR EXTERNAL PARTNER ORGANIZATIONS

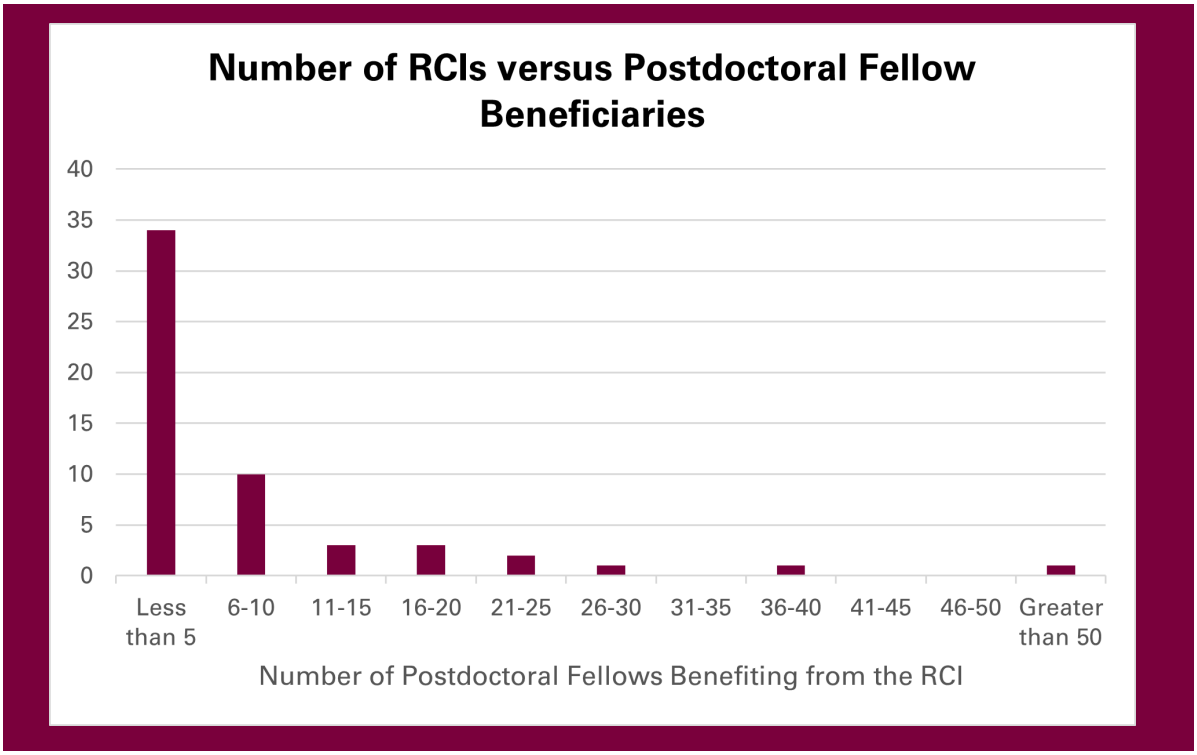
62
IP DISCLOSURES

54
PATENTS

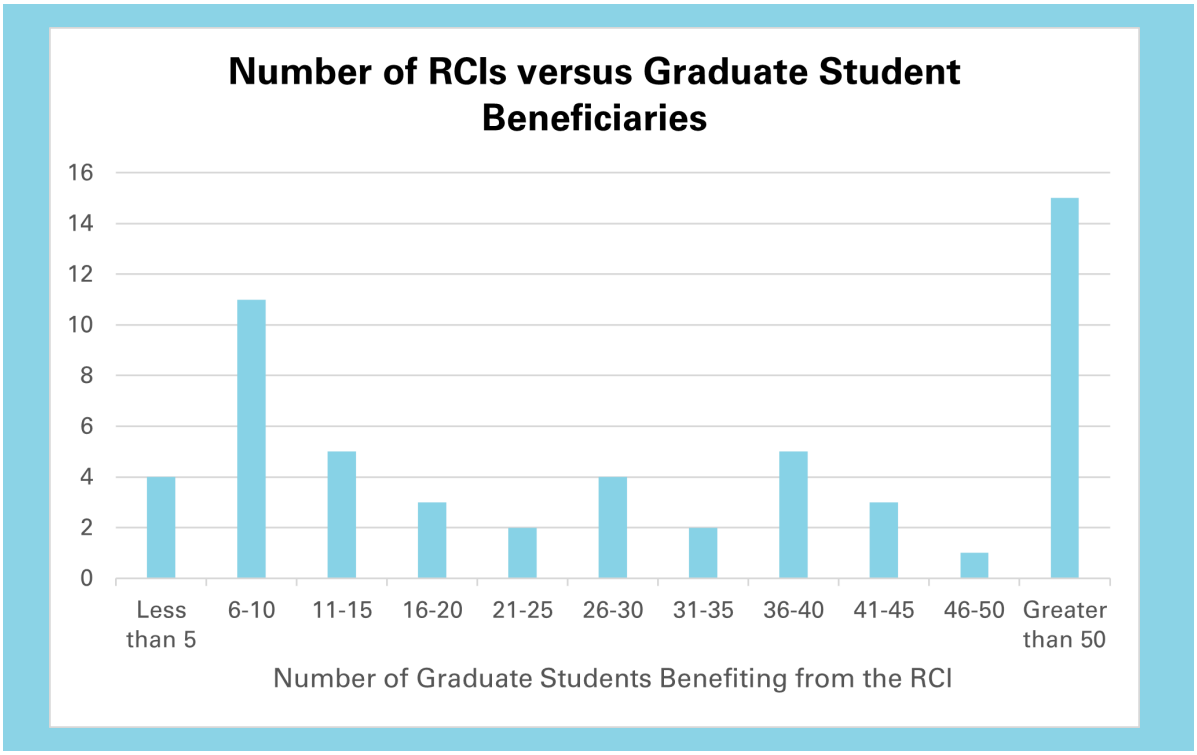
808
LICENSES TO EXTERNAL ORGANIZATIONS

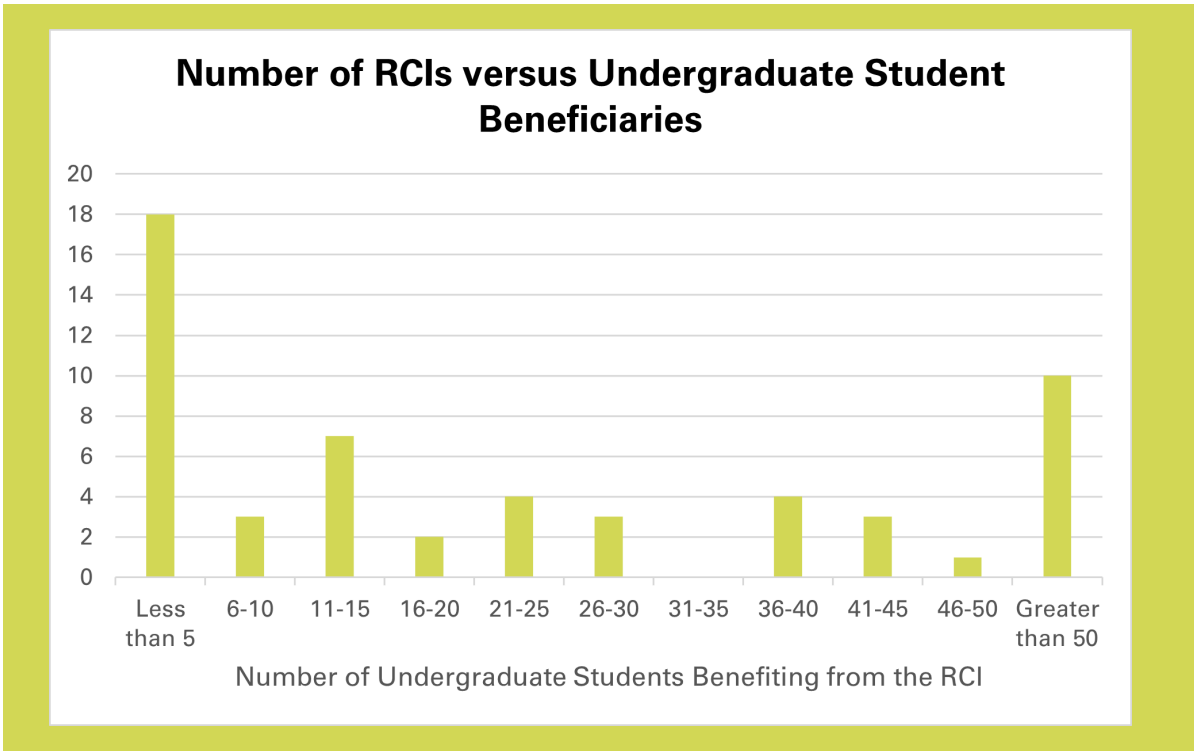
By the numbers





By the numbers





Research Impact & Influence

Empowering future generations of diverse entrepreneurs

McMaster's newest research centre, the Centre for Research on Community Oriented Entrepreneurship (CRCE), is working with communities across the globe to educate, inspire and empower entrepreneurs. Built on research initiated by business professor Benson Honig's virtual incubator, the Reframery, the CRCE aims to support marginalized and minority persons in examining problems creatively to foster innovative business solutions.

Since its launch in 2023, the Centre has engaged over 25 McMaster undergraduate students, graduate students and faculty members. Members have worked with marginalized and refugee micro-entrepreneurs in Poland, Kenya, Brazil, Canada and the U.S. to research, design and deliver entrepreneurial education programs. The Centre develops tool kits, manuals and replicable models for virtual incubators – online spaces and e-learning platforms where entrepreneurs can access educational resources and cultivate connections.

The CRCE has collaborated with six cohorts to date to deliver programs that help innovators take their ideas from conception to reality and grow successful businesses that enhance their quality of life and community health and well-being. Members of the CRCE are running a Train the Trainers program in Brazil to give individuals tools to promote creativity, innovation and entrepreneurial skills in their communities. The CRCE has plans to expand its work with non-governmental organizations (NGOs) and other community stakeholders in Hamilton, Canada and worldwide.

Evaluating a nurse home visitation program that supports Canadian families

Researchers from the Offord Centre for Child Studies are evaluating a nurse home visitation program that supports pregnant individuals and new mothers as they navigate parenthood.

The Nurse Family Partnership (NFP) is an evidence-based home-visiting program that aims to improve the health, well-being and economic self-sufficiency of families experiencing economic and social disadvantage. It pairs expecting mothers with a public health nurse, who provides ongoing support throughout pregnancy, infancy and toddlerhood, with a focus on promoting and teaching positive health and development behaviours between first-time parents and their children.

The program was originally developed and implemented in sites across the United States. Leaders at the Offord Centre, along with collaborators at Simon Fraser University, have been spearheading studies for over a decade to adapt, pilot, and evaluate the program in Ontario and British Columbia, with the aim of making it widely available to families across Canada.

The Offord Centre has played a critical role in adapting NFP for delivery through public health units and developing the program to meet the needs of Canadian families. This has included the development of national NFP visit guidelines and resources that public health nurses now use daily to deliver the program to families. In Ontario, the research team also developed and piloted training curriculum in four public health units, which now serves as the foundational model of education that new nurses and supervisors complete across Canada. The Offord Centre continues to play a central role in NFP's development and expansion, so that more Canadians can access the program and develop skills to support their children's health and well-being safely and sensitively.

Preparing young engineers for careers in the automotive industry

A new educational initiative developed by the Centre for Automotive Materials and Corrosion (CAMC), in partnership with provincial and industry partners, is introducing the next generation of skilled professionals to careers in the automotive sector.

In 2023, CAMC partnered with the Ontario Council for Technology Education (OCTE) – as part of the OCTE's Future Forward program – to launch province-wide educational programming focused on skills-training within the automotive and mobility sector. CAMC's experts in materials and manufacturing supported the development of curriculum that encourages elementary and high school students to explore careers in Canada's world-leading automotive industry.

Thanks to $500,000 in support from the Ontario Vehicle Information Network, the program was successfully rolled-out to 16 school boards and over 10,000 students across the province. Programming focused on a wide variety of core and emerging topics of interest in the automotive industry, from autonomous and electrified vehicle design and manufacturing to mobility planning and infrastructure.

CAMC also hosted an in-person workshop at McMaster for over 200 high school students, who participated in hands-on activities focused on developing in-demand technical skills in automotive research and industry. With a track record of student success and excellence in research and training, CAMC is equipping future STEM leaders with the fundamental knowledge and applied skills they need to succeed.

Bertrand Russell journal introduces new audiences to the philosopher's work

The Bertrand Russell Research Centre (BRRC) is the world's foremost institute conducting and promoting scholarship on Bertrand Russell – one of the twentieth century's most important thinkers. McMaster is home to the Bertrand Russell Archives, the largest collection of Russell material in the world. The Archives enable global scholarship on Russell's writings on logic, science, mathematics, political and social theory, religion, education and more.

The BRRC is focused on two ongoing projects, the *Collected Papers* and the *Collected Letters*, which collate Russell's influential writings and letter correspondence for public consumption. The Centre also publishes *Russell: The Journal of Bertrand Russell Studies* semi-annually. The scholarly journal is devoted to all aspects of Russell's thought, life, times and influence.

After 50 years of publishing Russell in-house, the journal moved to publisher Johns Hopkins University Press in 2023 and is now carried on the widely used digital platform Muse. A new team of editors – Andrew Bone, BBRC Senior Research Associate, and Gülberk Koç Maclean, Adjunct Professor of Philosophy – took over for the journal's original editor and Russell archivist, Kenneth Blackwell. This shift to Johns Hopkins University Press is bringing the journal into countless new libraries and institutions, and to new audiences worldwide who are interested in learning more about the philosopher's life, ideas and legacy.

Advancing social research in the digital age

The Digital Society Lab is spearheading research on the complex societal transformations that accompany our digital world – from digital currencies to online political advertising, AI and the spread of disinformation. Consisting of linguists, statisticians, engineers, political scientists and computational social scientists from around the world, the Lab examines the social, political, and economic impacts of digital technologies while harnessing the potential of these tools to advance scientific and social innovation.

The Lab is currently enlisting a new web development team to support the creation of digital products that address some of our most pressing global challenges. With dangerous disinformation campaigns on the rise on social media, the Digital Society Lab is using AI-powered countermeasures to push back. The Lab is leveraging

high-performance computing, algorithms and machine learning technologies to examine how disinformation and hateful content spreads through social media networks, with the goal of developing advanced technological solutions that can help detect and filter fake news.

As new digital technologies continue to reshape our lives, the Digital Society Lab is leading social tech research and innovation to promote a fair and healthy digital age, while training the next generation of scholars and policy leaders.

Building a roadmap for affordable housing in Hamilton

The McMaster Institute for Health Equity (MIHE) is working with community and government partners to develop safe, accessible and affordable housing solutions amidst Hamilton's housing crisis.

Leaders at the MIHE are working closely with the City of Hamilton and the Canadian Housing Evidence Collaborative (CHEC) – an outgrowth of MIHE's Housing and Health Equity stream funded by the Social Sciences and Humanities Research Council and the Canada Mortgage and Housing Corporation – to implement a Housing Sustainability and Investment Roadmap.

The Roadmap will guide the City's strategic response to the current crisis in housing affordability and homelessness. Its 'whole-of-Hamilton' approach ensures that multiple levels of government, City departments, community stakeholders and academic researchers can work collectively to improve housing conditions and housing accessibility in Hamilton.

As a hub for interdisciplinary research on health equity, MIHE lent their expertise to the development of the Roadmap. The Institute provided and analyzed the latest housing data to guide its focus. In 2023, Dr. Jim Dunn, Director of MIHE and CHEC, appeared before the Hamilton City Council to co-present the Roadmap. It has since been adopted and a Housing Secretariat was established to coordinate collaborative research and knowledge mobilization projects led by the Roadmap stakeholders. The Roadmap also helped inform a series of consultations led by CHEC for the Canadian Ministry of Infrastructure, Housing and Communities that culminated in Canada's Housing Plan, presented in the 2024 federal budget.

MIHE continues to play a central role in actioning the Roadmap and advancing evidence-based solutions that address Hamiltonians' diverse housing needs.

Planting 1,000 trees to tackle climate change and advance environmental research

The McMaster Centre for Climate Change (MCCC) is leading an innovative tree-planting project designed to combat climate change and provide unique learning and research opportunities in environmental science. Led by researchers at the MCCC, the McMaster Carbon Sink Forest initiative is developing a model of a carbon sink forest on a one-hectare plot of land in west Hamilton. With the help of faculty, students and community volunteers, the Centre has planted over 1,000 trees, which sequester – or absorb – atmospheric carbon dioxide to help mitigate the impacts of climate change.

In 2023, the Centre organized two tree planting events in collaboration with community partners. Over 150 McMaster and Hamilton community members participated in the planting of over 500 trees. MCCC researchers continuously monitor how much carbon dioxide is being pulled out of the atmosphere by each tree and collect ecological data to monitor the trees' long-term health. This data, along with the Centre's experience in growing the forest, will be shared with researchers across Canada and around the world who are growing similar forests to combat climate change.

The McMaster Carbon Sink Forest has received international attention. It was shortlisted for the David Suzuki Foundation's Future Ground Prize in 2022. The Centre is currently building on the success of the project to establish an urban Greenhouse Gas Observatory at the site. The Observatory will act as an outdoor living learning lab for McMaster faculty and students.

List of Research Centres & Institutes

Bertrand Russell Research Centre
Director: Dr. Alex Klein

Biointerfaces Institute
Co-Directors: Dr. John Brennan and Dr. David Latulippe

Biomedical Engineering and Advanced Manufacturing
Director: New Director to be confirmed

Brockhouse Institute for Materials Research
Director: Dr. Alex Adronov

Canadian Centre for Electron Microscopy
Director: Dr. Andre Phillion (Acting)

Can-Child: Centre for Childhood Disability Research
Co-Directors: Dr. Olaf Kraus de Camargo and
Dr. Briano Di Rezze

Centre for Advanced Research on Mental Health and Society
Director: Dr. Marisa Young

Centre for Advanced Research in Experimental and Applied Linguistics
Director: Dr. Ivona Kucerova

Centre for Ancient Numismatics
Director: Dr. Spencer Pope

Centre for Automotive Materials and Corrosion
Director: Dr. Joey Kish

Centre for Clinical Neuroscience
Director: Dr. Benicio Frey

Centre for Community-Engaged Narrative Arts
Co-Directors: Dr. Lorraine York and Dr. Daniel Coleman

Centre for Discovery in Cancer Research
Director: Dr. Shelia Singh

Centre for Emerging Device Technologies
Director: Dr. Jonathan Bradley

Centre for Excellence in Protective Equipment and Materials
Director: Dr. Ravi Selvanganapthy

Centre for Health Economics and Policy Analysis
Director: Dr. Jean-Eric Tarride

Centre for Human Rights and Restorative Justice
Director: Dr. Juanita De Barros

Centre for Mechatronics and Hybrid Technologies
Director: Dr. Saied Habibi

Centre for Metabolism, Obesity, and Diabetes Research
Co-Directors: Dr. Katherine Morrison and
Dr. Gregory Steinberg

Centre for Networked Media and Performance
Director: Dr. Christine Quail

Centre for Peace Studies
Director: Dr. Chandrima Chakraborty

Centre for Research in Micro- and Nano-Systems
Director: Dr. Jamal Deen

Centre for Research on Community Oriented Entrepreneurship
Director: Dr. Benson Honig

Chanchlani Research Centre
Director: Dr. Sonia Anand

David Braley Centre for Antiboitic Discovery
Director: Dr. Matthew Miller

Digital Society Lab
Director: Dr. Clifton van der Linden

Escarpment Cancer Research Institute
Director: Dr. Gregory Pond

Farncombe Family Digestive Health Research Institute
Director: Dr. Steve Collins

Gilbrea Centre for Studies in Aging
Director: Dr. Anthea Innes

Institute on Ethics and Policy for Innovation
Director: Dr. Claudia Emerson

Institute on Globalization and the Human Condition
Director: New Director to be confirmed

L.R. Wilson Institute for Canadian History
Director: Dr. Ian McKay

Labarge Centre for Mobility in Aging
Director: Dr. Parminder Raina

Lewis and Ruth Sherman Centre for Digital Scholarship
Director: Dr. Andrea Zeffiro

List of Research Centres & Institutes

MacData Institute
Director: New Director to be confirmed

McMaster Advanced Control Consortium
Director: Dr. Christopher Swartz

McMaster Centre for Climate Change
Director: Dr. Altaf Arain

McMaster Centre for Scholarship in Public Interest
Director: Dr. Henry Giroux

McMaster Centre for Software Certification
Director: Dr. Richard Paige

McMaster Centre for Transfusion Research
Co-Directors: Dr. Donnie Arnold and Dr. Issac Nazy

McMaster Digital Transformation Research Centre
Director: Dr. Milena Head

McMaster Immunology Research Centre
Director: Dr. Carl Richards

McMaster Indigenous Research Institute
Director: Dr. Savage Bear

McMaster Institute for Energy Studies
Director: Dr. Dave Novog

McMaster Institute for Music and the Mind
Director: Dr. Laurel Trainor

McMaster Institute for Research on Aging
Director: Dr. Parminder Raina

McMaster Institute for Research on Aging | Dixon Hall
Director: Dr. Parminder Raina

McMaster Institute for Transportation and Logistics
Director: Dr. Motaz Mohamed

McMaster Institute for Health Equity
Director: Dr. Jim Dunn

McMaster Manufacturing Research Institute
Director: Dr. Stephen Veldhuis

McMaster Midwifery Research Centre
Director: Dr. Beth Murray-Davis

McMaster Origins Institute
Director: Dr. Jonathan Stone

McMaster Physical Activity Centre of Excellence
Director: Dr. Stuart Phillips

McMaster Steel Research Centre
Director: Dr. Joe McDermid

McMaster University Centre for Buddhist Studies
Director: Dr. James Benn

McMaster University Centre for Effective Design of Structures
Co-Directors: Dr. Wael El-Dakhakhni and Dr. Mike Tait

Michael G. DeGroote Centre for Medicinal Cannabis Research
Director: Dr. James MacKillop

Michael G. DeGroote Cochrane Canada Centre at McMaster
Director: Dr. Holger Schunemann

Michael G. DeGroote Institute for Infectious Disease Research
Director: Dr. Matthew Miller

Michael G. DeGroote Institute for Pain Research and Care
Director: Dr. Norm Buckley

Michael G. DeGroote National Pain Centre
Director: Dr. Norm Buckley

Michael Lee-Chin and Family Institute for Strategic Business Studies
Director: Dr. Ron Balvers

Offord Centre for Child Studies
Director: Dr. Stelios Georgiades

Population Health Research Institute
Director: Dr. Salim Yusuf

Schroeder Allergy and Immunology Research Institute
Director: Dr. Susan Waserman

Spark: A Centre for Social Research Innovation
Director: Dr. Michelle Dion

Statistics Canada Research Data Centre at McMaster
Director: Dr. Michael Veall

Thrombosis and Atherosclerosis Research Institute
Director: Dr. Jeffery Weitz

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REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular)

At its meeting on May 6, 2024, the Committee on Appointments approved the following recommendations and now recommends them to the Senate for approval:

1. **Terms of Reference**

   a. MacDATA Institute: Establishment of the Scientific Advisory Committee and Co-Director

      It is now recommended,

      that the Senate approve, for recommendation to the Board of Governors, the establishment of the MacDATA Institute Scientific Advisory Committee and Co-Director, as circulated.

   b. Establishment of the Academic Director, Learning Spaces & Digital Teaching and Learning

      It is now recommended,

      that the Senate approve, for recommendation to the Board of Governors, the establishment of the Academic Director, Learning Spaces & Digital Teaching and Learning, as circulated.

   c. Establishment of the Dr. Terrence Hoffman Humanities Professor-in-Residence

      It is now recommended,

      that the Senate approve, for recommendation to the Board of Governors, the establishment of the Dr. Terrence Hoffman Humanities Professor-in-Residence, as circulated.

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

   a. Faculty Association Observers at Hearings Policy
   b. SPS D2 - Faculty Association Observers at Appeal Tribunal Hearings - to be superseded

c. SPS D3 - Faculty Association Observers at Removal Hearings - to be superseded

It is now recommended,

that the 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 June 6, 2024.

d. Faculty Grievance Policy - 2021 - Revised
e. Code of Conduct for Faculty and Procedure for Disciplinary Action - 1994 - Revised
f. Research Integrity Policy - 2017 – Revised

It is now recommended,

that the Senate approve, for recommendation to the Board of Governors, the circulated revisions to the Faculty Grievance Policy, the Code of Conduct for Faculty and Procedures for Taking Disciplinary Action, and the Research Integrity Policy, effective June 6, 2024.

SENATE: FOR APPROVAL
May 15, 2024

McMaster University

Vice-President (Research)

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MEMO

TO: Senate Committee on Appointments

FROM: Andy Knights, Vice-President, Research (Acting)

RE: MacDATA Institute: Scientific Advisory Committee and Co-Director TORs

DATE: April 24, 2024

On behalf of the MacDATA Governing Board (GB), please find attached the Scientific Advisory Committee (SAC) and Co-Director Terms of Reference for Senate Committee on Appointments approval.

In accordance with the Guidelines for the Governance and Review of Research Institutes, Centres and Groups policy, MacDATA underwent a five-year external review in 2022. The External Review Board (ERB) found that the Institute Director spent an extensive amount of time on administrative activities rather than initiative planning for the academic and research themes of the institute.

As a result, the GB requested the Institute undergo an internal revisioning exercise. The GB requested that the leadership and governance model be reviewed and that a new data-science mandate be established. The GB implemented the MacDATA Future Steering Committee (FSC) which included a representative from all six faculties.

In the fall of 2023, the MacDATA FSC report found that each faculty has their own unique needs specific to data-science research and training. It was evident that the previous Director model could not successfully support the diverse needs of all faculties. The assessment led the GB to unanimously approve a motion to appoint a new Scientific Advisory Committee and Co-Directorship model with equal representation from each faculty.

The Scientific Advisory Committee will set the mandate and research themes of the institute, while a rotating Co-Director model will allow faculties to alternate annually and drive institute program initiatives.

Thank you.
Encl.

Scientific Advisory Committee and Co-Directors
MacDATA
Terms of Reference
February 2024

The Scientific Advisory Committee of the MacData Institute will be composed of six members with representatives from each Faculty that will oversee MacDATA-related activities. This ensures equal representation and decision making from all Faculties.

Appointments

Scientific Advisory Committee:
Within each faculty, a Scientific Advisory Committee member will be chosen by the same process used to appoint Directors of Institutes. An Ad-Hoc Selection Committee will be struck at the discretion of the Dean (or delegate). Following an open call and selection process, the successful candidate will be recommended to the MacDATA Governing Board and then approved and appointed by Senate for a three-year term. Each member of the Scientific Advisory Committee agrees to serve as a Co-Director for one-year during their three-year term.

Co-Directors:
Rotating each year, **two co-directors** will be selected from the **Scientific Advisory Committee**, to co-chair the Scientific Advisory Committee and jointly lead the academic priorities and activities of the institute. They will be responsible for choosing a theme to guide the institute's activities for the year and working closely with the managing director to execute activities related to the theme.

Qualifications

Eligible faculty to serve on the Scientific Advisory Committee includes Associate, Full and Emeritus professors. Adjunct and Assistant Professors can be eligible/nominated by a Faculty Dean with support from the other Governing Board Members.

Reporting Relationships

The current Co-Directors and Scientific Advisory Committee members will report directly to the MacDATA Governing Board following the policy on Guidelines for the Governance and Review of Research Institutes, Centres and Groups. See Figure 1.

Duties and Responsibilities

The Scientific Advisory Committee and Co-Directors will work collaboratively with the MacDATA Managing Director assigned to facilitate the day-to-day operations and assist with implementing special initiatives and foundational activities.

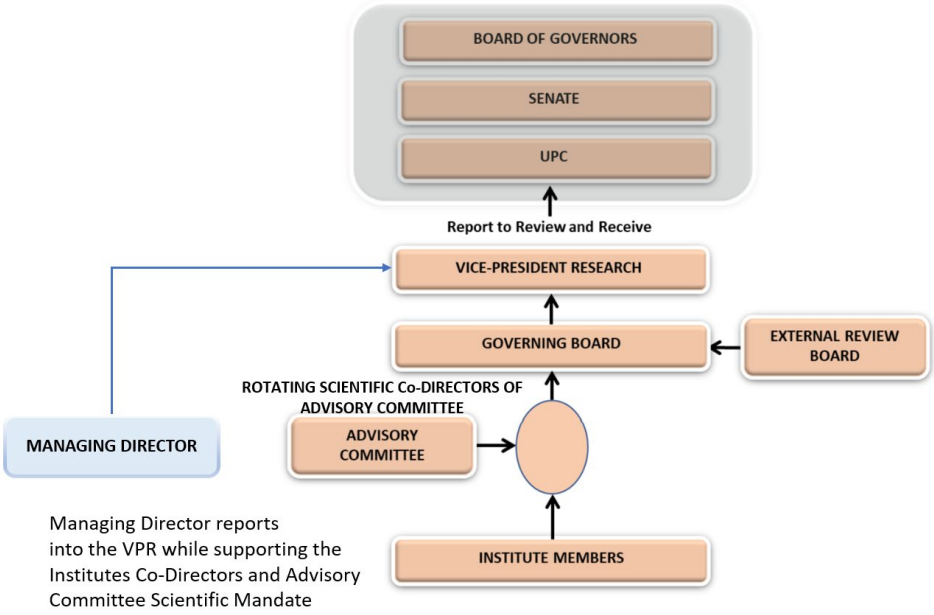
Scientific Advisory Committee members are expected to:

- Set specific data-science academic and research priorities considering the perspective of their respective faculty.
- Strengthen McMaster's presence locally, nationally and globally as an international leader in data science.
- Serve as a Co-Director for one-year of their three-year appointment.
- Attend bi-annual Scientific Advisory Committee meetings.
- Support current serving Co-Directors and participate in MacData activities.
- Investigate new funding opportunities and revenue generation and share those with the Managing Director and other Scientific Advisory Committee members.

Co-Directors are expected to:

- Co-Chair the Scientific Advisory Committee.
- Oversee the academic and research thematic priorities (set by the Scientific Advisory Committee).
- Work closely with the Managing Director.
- Spearhead special initiatives for the year.
- Foster engagement and collaboration with internal and external stakeholders.
- Establish and maintain partnerships.
- Maintain foundational activities of MacData:
    i. Fellowship program: aimed at fostering cross-faculty collaborations.
    ii. MacData Summer School: which provides intensive, hands-on learning experiences in intermediate and advanced data analytics skills for both graduate and undergraduate students.
    iii. Seminar series: to feature the university's data science work; and
    iv. Annual Public Lecture: intended to foster reflection on data science topics of broad interest.
- Report annually to the GB and OVPR on Institute inputs/outputs.

Figure 1



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April 26, 2024

TO: Senate Committee on Appointments

FROM: Dr. Kimberley Dej
Vice-Provost (Teaching & Learning)

RE: **For Recommendation – Academic Director, Learning Spaces & Digital Teaching and Learning**

McMaster's Partnered in Teaching and Learning Strategy launched in April 2021. One of the impact areas included in the strategy is to Develop Active and Flexible Learning Spaces. A key objective within this area is to develop a Digital Learning Strategy for the University. A Project Team was struck in August 2021 to advance this work in collaboration with a Steering Committee comprised of faculty and staff across McMaster. Last May, the 3-year Digital Learning Strategic Framework was launched to the McMaster community.

As our team contemplated the needs for implementing the Digital Learning Strategic Framework, it was recognized that faculty leadership is an integral part of the change management efforts that are required to achieve the vision set out in the Strategy. As such, it was recommended that Terms of Reference for an Academic Director of Learning Spaces & Digital Teaching and Learning be developed.

The Academic Director will lead strategic activities and build relationships with faculty across campus to support the successful implementation of the strategy. Additionally, they will also be involved in discussions and strategic visioning around our learning spaces. The purpose of this position is to have technological pedagogical content knowledge and provide leadership on the implementation of the strategy across campus, especially with faculty, to support change management efforts. Given budgetary constraints and the delay in implementation, this has been identified as a pilot, two-year appointment.

The Digital Learning Strategy Project Team and Steering Committee have participated in the development of the Terms of Reference, with endorsement from the Provost and AVP Academic Finance & Planning:

- Lorraine Carter, Director, Continuing Education
- Cliff van der Linden, Assistant Professor, Political Science
- Nick Bock, Associate Professor, Department of Psychology, Neuroscience and Behaviour
- Ilana Bayer, Assistant Professor, Pathology and Molecular Medicine
- Bhagwati Gupta, Associate Dean, Science (SGS), Department of Biology
- Yaser Haddara, Associate Professor, Department of Electrical & Computer Engineering
- Peter Cockett, Associate Professor, School of the Arts

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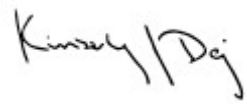
- Brian Detlor, Professor / Area Chair, Information Systems, DeGroote School of Business
- Helen Kula, Associate University Librarian, Teaching and Learning, McMaster Library
- Tanya Reid, Associate Director, Strategic Implementation, University Technology Services
- Joanne Kehoe, Lead Educational Developer, Digital Pedagogy, MacPherson Institute
- Lisa Dyce, Educational Developer, Online Learning, MacPherson Institute
- Kate Brown, AODA Expert Consultant, Office of the Vice-Provost (Teaching and Learning)
- Christine Yachouh, Project Manager, Office of the Vice-Provost (Teaching and Learning)

I am writing to request that the Senate Committee on Appointments approve, for recommendation to Senate and the Board of Governors, the Terms of Reference for the position of Academic Director, Learning Spaces & Digital Teaching and Learning.

Attachments (1)

- Academic Director, Digital Teaching and Learning Terms of Reference



Kimberley Dej, PhD
Vice-Provost (Teaching & Learning)
Associate Professor, School of Interdisciplinary Science
Office of the Vice-Provost (Teaching & Learning)
McMaster University

Academic Director of Learning Spaces & Digital Teaching and Learning

Terms of Reference

General Description: The increased adoption of online and virtual classrooms has changed the teaching and learning environment for both our educators and our students. McMaster's Teaching and Learning Strategy highlights the importance of fostering active and flexible learning spaces and includes the need for a Digital Learning Strategy to support this goal.

McMaster's Digital Learning Strategy will enhance and complement in-person learning. A pedagogical and evidence-informed approach will be used to make decisions about tools, platforms and approaches that can help us optimize learning. Digital learning at McMaster is guided by four principles: being people-centered, putting learning first, fostering belonging and flexibility forward.

Reporting to the Vice-Provost, (Teaching & Learning), the Academic Director of Learning Spaces & Digital Teaching and Learning will work with the Digital Learning Strategy Project Team and Steering Committee to provide strategic oversight and guidance to McMaster's teaching and learning community to implement the strategy, will chair the Digital Learning Strategy Steering Committee, and will act as a champion for digital teaching and learning spaces.

The Academic Director of Learning Spaces & Digital Teaching and Learning will be responsible for communicating the Digital Learning Strategic Framework to faculty across campus, encouraging engaging and impactful teaching and learning opportunities for students, and overseeing the provision of support, education and academic resources for educators and staff. The Academic of Learning Spaces & Director of Digital Teaching and Learning will lead strategic planning initiatives focusing on the development of principled digital and tech-supported education across campus, and the future of our learning spaces. The incumbent will represent learning spaces & digital teaching and learning in university collaborations related to digital and tech-supported teaching and learning.

This position is intended to be short term as it is contingent on limited University Funding. There will be an assessment of the position come the end of the implementation of the Digital Learning Strategic Framework which will include funding considerations.

Duties and Responsibilities:

- Working collaboratively with the Digital Learning Strategy Project Team, provide leadership, strategic advice and oversight to the Project Team regarding implementation of the Digital Learning Strategy.
- Chair the Digital Learning Strategy Steering Committee.
- Ensure the development of resources for educators and staff to develop and enhance digital and tech-supported teaching and learning that benefits both educators and learners.
- Provide leadership in promoting learning spaces, and digital and tech-supported teaching and learning at McMaster that is aligned with our principles.

- Consult with faculty, staff and students related to learning spaces, and digital and tech-supported teaching and learning research and education.
- Promote and support principled digital and tech-supported teaching and learning research and knowledge mobilization.
- Provide representation on internal and external committees related to academic matters.

Skills/Requirements:

- Full-time tenured or permanent faculty appointment at McMaster
- Demonstrated commitment to equity and inclusion.
- Experience teaching courses with a digital and/or tech-supported component.
- Experience in curriculum development.
- Experience with digital and/or tech-supported teaching and learning research and/or curriculum.
- Demonstrated ability to work collaboratively across disciplines.
- Demonstrated ability to work with senior administration to foster McMaster's digital teaching and learning vision.
- Strategic leadership skills.
- Deep understanding of principled community engagement.
- Experience collaborating with internal or external partners.
- Ability to work respectfully with staff in a team environment.

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MEMORANDUM

Date: April 29, 2024

To: Senate Committee on Appointments

Cc: Susan Tighe, Provost & Vice-President, Academic
Pamela Swett, Dean, Faculty of Humanities

From: Heather Sheardown, Dean, Faculty of Engineering

SUBJECT: New Terms of Reference – The Dr. Terrence Hoffman Humanities Professor-in-Residence

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Following receipt of a generous gift to establish The Dr. Terrence Hoffman Humanities Professor-in-Residence, and in preparation for a search to select a Professor-in-Residence, I wish to recommend the attached terms of reference for approval by the Senate Committee on Appointments at their upcoming meeting on May 6, 2024.

A copy of the terms of reference is attached.

Thank you.

TERMS OF REFERENCE

THE TERRENCE HOFFMAN HUMANITIES PROFESSOR-IN-RESIDENCE

FUNCTIONS:

The Terrence Hoffman Humanities Professor-in-Residence will Introduce knowledge and concepts to Engineering students that will broaden their understanding of human culture, creativity, and empathy, presenting a historical and/or contemporary perspective.

ACCOUNTABILITIES:

The incumbent will acknowledge that they hold the Dr. Terrence Hoffman Humanities Professor-in-Residence at McMaster University in all publications, lectures, and any other activities supported through the Fund.

Develop annual goals and objectives for the Professor-in-Residence position in consultation with the Faculty of Engineering Professors of ENGINEER 2PX3 – Engineering Communications (Course Description) and CHALLENG 2CC3 – Engineering and Science for Humanity's Critical Challenges (Course Description), or the professors of future courses/programs identified by the Dean of Engineering. Expected time commitment would be two lectures per year, plus involvement in two other relevant activities, such as office hours, judging competitions or participation in other agreed upon student activities.

TIMELINES:

In May or June, hold a meeting with the Associate Dean, Undergraduate Studies (Faculty of Engineering) and relevant Faculty of Engineering course instructors to review outcomes and offer recommendations for the year ahead.

QUALIFICATIONS/ATTRIBUTES OF A SUCCESSFUL CANDIDATE:

Hold an ongoing, full-time faculty appointment in the Faculty of Humanities at McMaster University.

DURATION OF APPOINTMENT

An appointment to the Professor-in-Residence shall be for one (1) year, beginning July 1st annually. Reappointment is possible based on the needs of the Faculty of Engineering, although the intent is to provide a breadth of Humanities' subjects over time.

SELECTION PROCESS

The Dean of Humanities will request expressions of interest from within the Faculty of Humanities each spring and will provide recommendations to the Dean of Engineering. The Dean of Engineering will appoint an appropriate candidate for the position.

McMaster University | UNIVERSITY SECRETARIAT

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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 Deportment 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

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:

SPS D2 - Faculty Association Observers at Appeal Tribunal Hearings, December 15, 2011

SPS D3 - Faculty Association Observers at Removal Proceedings, December 15, 2011

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 the relevant policy.

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

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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)

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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)

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

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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:

    a) Dean (in the Faculty of Health Sciences, "Dean" and/or "Executive Vice-Dean & Associate Vice-President (Academic)";

    b) Institute Director; or

    c) 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:

    a) notify the President`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

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;

~~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)~~g) 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 ask the faculty member for their consent to the presence of an Association Observer

~~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 receip**t 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 ~~C~~B: 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

McMaster University

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

Appendix B revised by Senate Committee on Appointments

Date of Most Recent Approval:
TBD
~~September 14, 1994~~
~~December 8, 1994~~

~~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)

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

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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.

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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 t here 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 facultymember 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.

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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.

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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 Deportment 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 t he 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 faculty shall be asked for their consent to the presence of an Association Observer.

~~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~~

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~~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 Deportment 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).

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~~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

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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

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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.

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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.

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APPENDIX B

GUIDELINES CONCERNING THE APPOINTMENT AND DEPORTMENT 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.

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~~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.~~

Complete Policy Title:
Research Integrity Policy

Policy Number (if applicable):

Approved by:
Senate / Board of Governors

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effective July 1, 2017

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Responsible Executive:
Vice President (Research)

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.*

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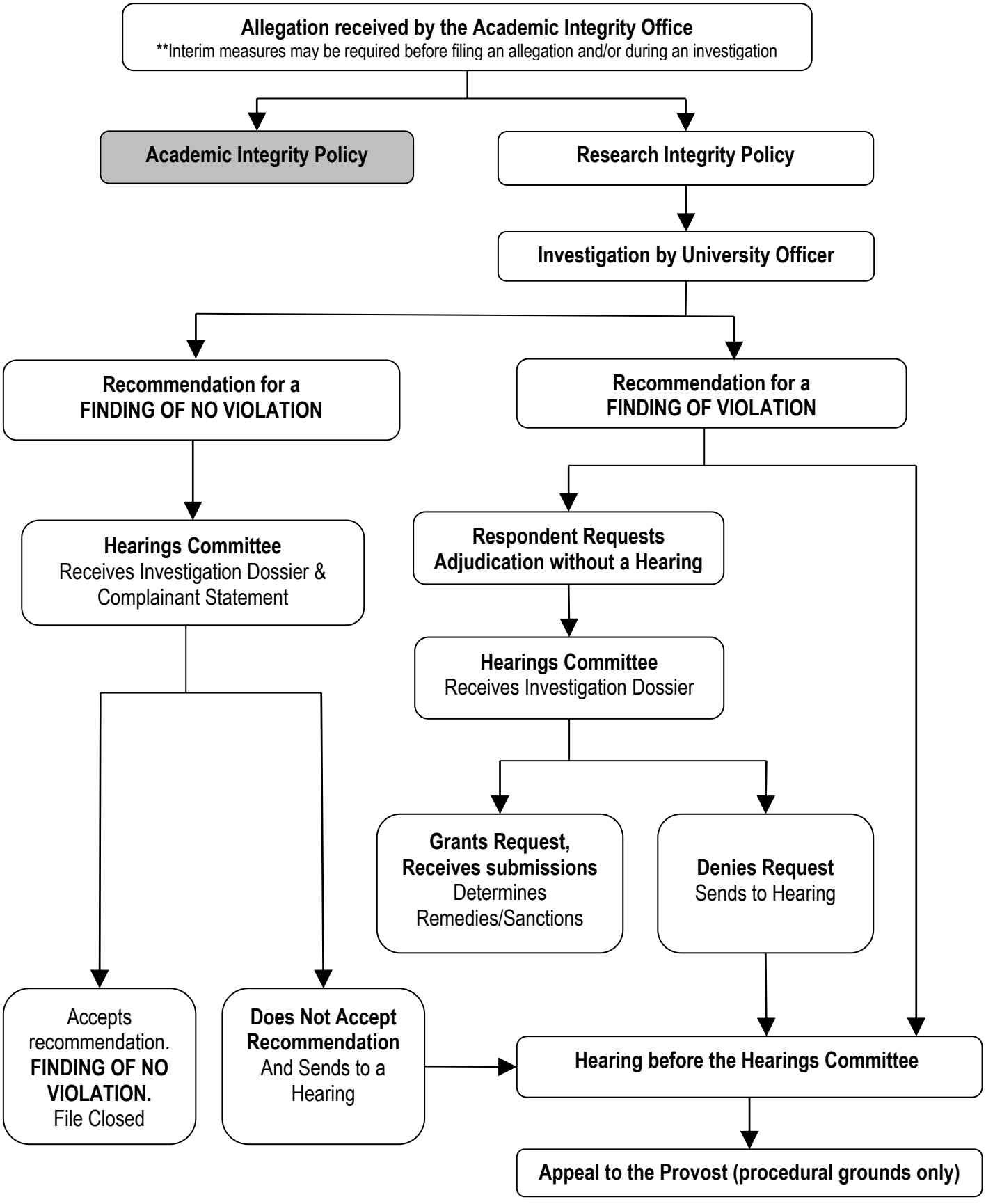
Allegation received by the Academic Integrity Office
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SECTION I: INTRODUCTION

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 e 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~~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 include[1], 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 Misconduct [2] 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 to the presence of an Observer (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

        (v) 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 ~~E~~D: 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 ~~F~~E: 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 ~~G~~F: 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 ~~H~~F: 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 ~~I~~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)

McMaster University | UNIVERSITY SECRETARIAT

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REPORT TO THE SENATE
FROM THE
COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA

Open Session (Regular)

On April 23, 2024, the Committee on University Ceremonials and Insignia approved the following recommendation and now recommends it to Senate for approval:

1. **Proposed Parchment Revision**

   a. Proposed Parchment Revision – Dissolution of McMaster-Syracuse MCM Partnership

   It is now recommended,

   that the Senate approve the removal of the reference to the partnership with the Newhouse School for the Master of Communication Management parchment.

SENATE: FOR APPROVAL
May 15, 2024

McMaster University | SCHOOL OF GRADUATE STUDIES

Gilmour Hall, Room 212
1280 Main Street West
Hamilton, ON L8S 4L8

(905) 525-9140 x 23679
gs.mcmaster.ca

To: Members, Senate Committee on Ceremonials and Insignia

From: Steve Hranilovic Vice-Provost and Dean, School of Graduate Studies

RE: Parchment Change - Dissolution of McMaster-Syracuse MCM Partnership

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In 2007, McMaster and Syracuse created a joint degree in Communication Management (MCM).

In fall 2011 the attached parchment was submitted for approval.

In 2023 after consultation with the Dean of Humanities and the Dean of Syracuse's Newhouse School it was determined that the partnership would be dissolved and the program continue under McMaster's administration. On February 13th Graduate Council approved the change and Senate approved on March 20th.

The School of Graduate Studies has consulted with Quality Council and it has been determined that this change will be handled through a major modification to meet the administrative requirements of the Quality Assurance Framework. The major modification report, including this item, will be submitted to Quality Council in June 2024, per our usual process.

We are now submitting a request to update the parchment for the Master of Communication Management to remove reference to the partnership with the Newhouse School. This change would be effective on parchments after Senate has approved the major modification through curriculum processes and will first appear for the graduating class for students admitted in September 2023.

McMaster University

Hamilton Canada

By the Authority of the Senate
the Chancellor has conferred upon

[redacted]

the Degree of

Master of Communications Management

with all the Rights and Privileges pertaining thereto
in Witness whereof and by the Authority vested in Us,
We have hereunto set our hand and seal.

Dated this 10th day of November, 2021 at Hamilton, Ontario.

Chancellor

President and Vice-Chancellor

University Registrar

In partnership with the S.I. Newhouse School of Public Communications at Syracuse University

Board of Governors | Senate
Gilmour Hall, Room 210
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REPORT TO THE SENATE
from the
SENATE COMMMITTEE ON ACADEMIC INTEGRITY

FOR APPROVAL

1. Terms of Reference – Committee on Academic Integrity

At the meeting held on April 16, 2024, the Senate Committee on Academic Integrity reviewed and approved a revised Terms of Reference for the Committee. Further details can be found in the circulated materials.

It is recommended,

that the Senate approve in principle, the proposed revisions to the Terms of Reference for the Committee on Academic Integrity and refer the revisions to the By-Laws Committee for review.

FOR INFORMATION

2. 2022 – 2023 Annual Report of the Office of Academic Integrity

At the same meeting, the Senate Committee on Academic Integrity reviewed the 2022 – 2023 Annual Report of the Office of Academic Integrity. The report has been provided to the Senate for information.

Senate:
APPROVAL/INFORMATION
May 15, 2024

McMaster University

UNIVERSITY SECRETARIAT
- Board of Governors
- Senate

Gilmour Hall, Room 210
1280 Main Street West
Hamilton, Ontario, Canada
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http://www.mcmaster.ca/univsec

May 8, 2024

TO: Senate

FROM: Andrea Thyret-Kidd
University Secretary

SUBJECT: By-Law Revisions

Revisions to the Terms of Reference for the Senate Academic Integrity Committee were provided to the Committee for discussion and approval. Proposed revisions were suggested in 2022-23 however Senate had concerns regarding the number of ex-officio members and did not approve the changes. To address the concern, it was proposed that the Vice-Provost, Teaching and Learning, be removed from the membership list.

At the meeting, members discussed the removal of the Vice-Provost, Teaching and Learning but felt that the position should remain an ex-officio member. Instead, the committee agreed to increase the membership and quorum of the Committee.

THE COMMITTEE ON ACADEMIC INTEGRITY

132. The Committee on Academic Integrity shall consist of the following membership:

Ex Officio Members
Chancellor
President
Deputy Provost
Deputy Vice-President (Research)
Vice-Provost and Dean of Graduate Studies
Vice-Provost (Teaching & Learning)

Membership
~~Four~~ Five faculty members of the Senate (one of whom shall be appointed Chair of the Committee)
~~One graduate student member of the Senate~~
~~One undergraduate student member of Senate~~
Three student members of Senate (at least one of whom shall be an undergraduate student and one of whom shall be a graduate student)

Consultants
Academic Integrity ~~Officer~~Specialist
Director, Academic Integrity
University Registrar~~,~~
Senior Associate Registrar & Graduate Secretary

~~Six~~ Seven members of the Committee constitute a quorum.

133. The Committee shall, when deemed appropriate, make recommendations to the Senate on policy and procedures relating to issues of academic integrity, on measures designed to reduce instances of academic dishonesty, and on matters relating to research integrity.

134. The Committee shall review, prior to its presentation to the Senate, the annual Academic Integrity Report and the Research Integrity Report prepared by the Office of Academic Integrity.

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Ex Officio Members
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Three student members of Senate (at least one of whom shall be an undergraduate student and one of whom shall be a graduate student)

Consultants
Academic Integrity Specialist
Director, Academic Integrity
University Registrar
Senior Associate Registrar & Graduate Secretary

Seven members of the Committee constitute a quorum.

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134. The Committee shall review, prior to its presentation to the Senate, the annual Academic Integrity Report and the Research Integrity Report prepared by the Office of Academic Integrity.

2022 – 2023 Annual Report
Office of Academic Integrity

BRIGHTER WORLD

McMaster University

Summary

During this reporting year, we observed a decline in academic dishonesty incidents, with the number of offenses dropping from 652 to 414 compared to the previous year. This was also reflected in the reduced number of hearings conducted, which decreased from 91 to 58. Although our office continues to handle a higher-than-normal caseload, it's encouraging to witness a shift towards pre-pandemic levels.

Additionally, the hiring process for the new Academic Integrity Specialist is nearing completion. This pivotal role will facilitate an expansion of community education initiatives offered by our office and enhance our responsiveness to inquiries. By maintaining ongoing partnerships with campus support services and key personnel, we aim to bolster preventative education efforts.

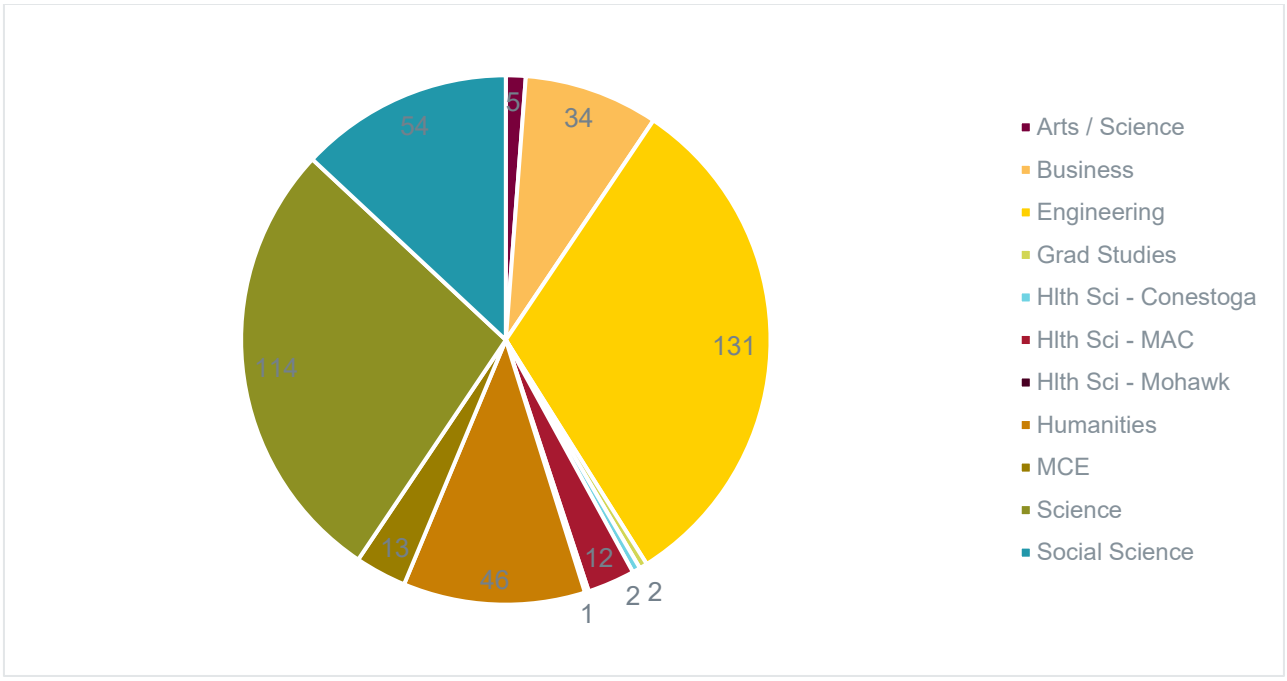
Case Summary

TOTAL NUMBER OF CASES	414
TOTAL NUMBER OF STUDENTS	400
NUMBER OF STUDENTS INVOLVED IN MORE THEN ONE CASE	14
NUMBER OF CASES RESULTING IN A FINDING OF GUILT	413
NUMBER OF CASES RESULTING IN A FINDING OF INNOCENCE	1

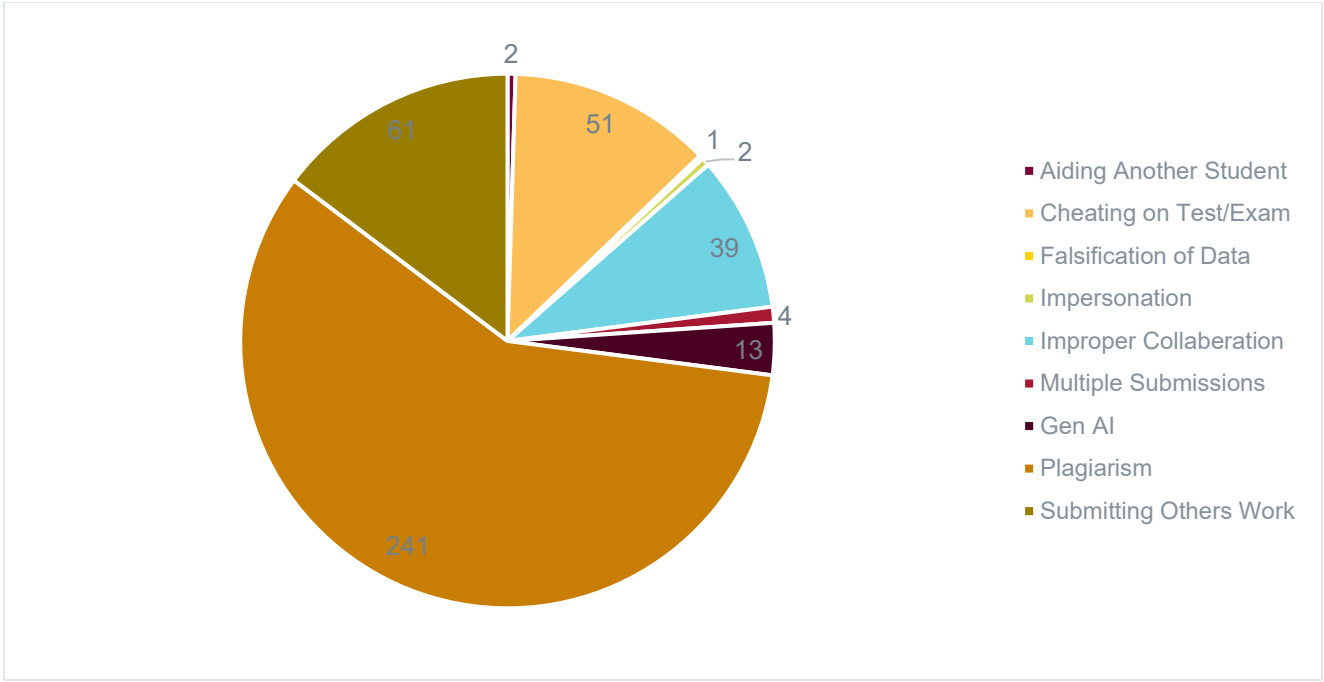
Cases by Registration Status

UNDERGRADUATE	399
GRADUATE	2
MCE	13

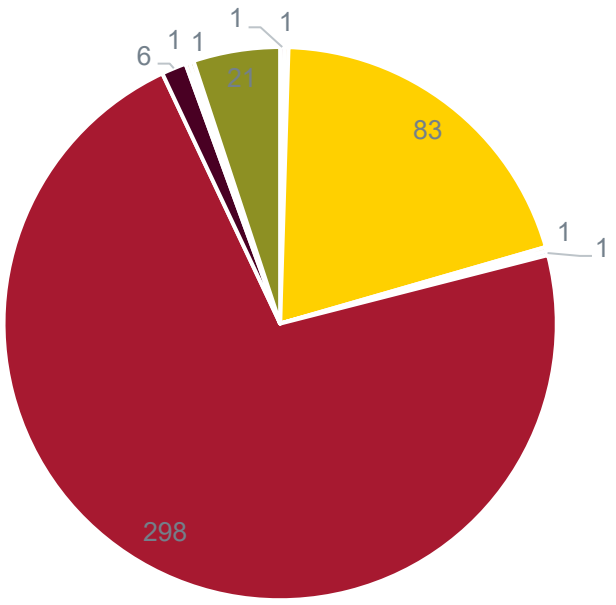
Cases by Student Faculty



Type of Offence



Penalties


1
1
6
1
1
21
83
1
1
298
Course Grade Reduction
Expulsion
Grade Reduction
Innocent
Letter in File
Mark of Zero
Resubmit Work
Unsatisfactory on Supervisory Report
Suspend Over 1 Yr
Zero for Course

McMaster University

CHARGES BY FACULTY THE STUDENT IS REGISTERED IN 2003- 2023

Year	Arts/Sci	Bus	Eng	H.Sci	Hum	Sci	Soc/Sci	Grad	MCE	Totals	Full-Time Enrolment *
03/04	1	11	51	24	25	44	78	14	2	250	18,283
04/05	0	34	52	42	19	47	57	9	1	261	19,164
05/06	0	53	121	36	32	49	60	11	0	362	20,439
06/07	2	25	199	47	25	45	74	23	1	441	21,107
07/08	3	50	59	139	36	41	77	7	5	417	21,696
08/09	0	67	38	14	28	71	99	28	5	350	22,343
09/10	2	15	64	21	27	55	49	7	4	244	23,325
10/11	3	37	69	11	41	63	77	7	6	314	23,557
11/12	4	35	121	11	35	95	72	26	11	410	24,070
12/13	0	3	47	19	50	89	41	3	15	267	25,456
13/14	2	17	152	12	36	69	58	8	9	363	24,689
14/15	0	31	110	12	47	38	36	8	7	289	24,960
15/16	4	18	95	23	57	91	81	6	0	375	27,903
16/17	2	19	89	22	38	47	95	9	0	321	29,262
17/18	2	16	150	5	35	37	111	45	1	402	29,919
18/19	1	18	33	23	25	137	26	13	7	283	31,252
19/20	0	35	72	20	22	286	38	7	11	491	34,230
20/21	1	50	174	23	36	463	101	2	8	858	36,400
21/22	0	44	126	29	38	327	56	15	17	652	37,301
22/23	5	34	131	15	46	114	54	2	13	414	37,463.5

* Number shown is full-time headcount minus Divinity College, which had a fulltime headcount of 73.5. The University's Fall 2022 full-time headcount is 37,537.

FACULTY ADJUDICATOR WORK

HEARINGS WITH A FACULTY ADJUDICATOR

TOTAL NUMBER OF HEARINGS	58

Appeal Hearings	15
Denied	9
Penalty Modified	6
Granted	0

APPEALED CASES TO SENATE BOARD FOR STUDENT APPEALS

Total number of cases:	0

Withdrawn	0
Hearings Scheduled	0

Decided

Denied	0
Summary dismissal	0
Dismissed / Abandoned	0
Penalty Modified	0
Granted	0

F IN THE COURSE WITH A NOTATION REMOVALS

Total number notations removed:	14