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.

A. OPEN SESSION

OPENING REMARKS

1. APPROVAL OF AGENDA – OPEN SESSION

CONSENT

2. MINUTES OF PREVIOUS MEETING – MAY 18, 2022 (OPEN SESSION)

REGULAR

3. BUSINESS ARISING

4. ENQUIRIES

5. COMMUNICATIONS

   Information
   a. President’s Advisory Committee on Building an Inclusive Community - Annual Report

6. REPORT FROM GRADUATE COUNCIL

   Graduate Council Report
   Approval
   1. New Graduate Course Management Policy
   2. Rescind Graduate Course Outline Policy

   Information
   3. Faculty of Health Sciences
   4. New Award

7. REPORT FROM UNDERGRADUATE COUNCIL

   Undergraduate Council Report
   Approval
8. REPORT FROM THE UNIVERSITY PLANNING COMMITTEE

36 - 37 University Planning Committee Report

38 - 131 Information
   a. Consolidated Budget

132 - 292 Approval
   b. Creation of the School of Biomedical Innovation and Entrepreneurship
   c. Name Change Proposal
   d. Report from Undergraduate Council.
      i. Undergraduate Program Closures of Studio Art, Theatre and Film and Art History Degree Programs
      ii. Undergraduate Council Full Report

9. REPORT FROM THE COMMITTEE ON APPOINTMENTS

293 Committee on Appointments Report

294 - 306 Approval
   a. Terms of Reference
      i. Revised Terms of Reference for Distinguished Business Research Professor
      ii. Revised Terms of Reference for Deans of Faculties

10. REPORT FROM THE COMMITTEE ON BY-LAWS

307 Committee on By-Laws Report

308 - 400 Approval
   a. Amendments to the Faculty of Engineering By-Laws
   b. Amendments to the Senate By-Laws

11. REPORT FROM THE COMMITTEE ON STUDENT AFFAIRS

401 Committee on Student Affairs Report

402 - 498 Approval
   a. Code of Student Rights and Responsibilities Memo
   b. Code of Student Rights and Responsibilities - track changes
   c. Code of Student Rights and Responsibilities - clean copy

12. OTHER BUSINESS
PACBIC
The President’s Advisory Committee on Building an Inclusive Community
welcomes diversity and opposes hatred and bigotry.
pacbic.mcmaster.ca

Annual Report to the McMaster Community
April 1, 2021 – March 31, 2022

McMaster University
President’s Advisory Committee on Building an Inclusive Community (PACBIC)
Executive Summary

McMaster’s Commitment to Building an Inclusive Community

The President’s Advisory Committee on Building an Inclusive Community (PACBIC) was established in 2002 in response to the third goal of McMaster’s strategic plan, Refining Directions: ‘to build an inclusive community with a shared purpose’. The University’s commitment to inclusion was codified in its Statement on Building an Inclusive Community with a Shared Purpose (2010) amplified in the principles set out by the then President’s Forward with Integrity: A Letter to the McMaster Community (2011) and reiterated in the emphasis on ‘building an inclusive community, promoting equity and fairness, and celebrating our rich diversity’ in Forward with Integrity: The Next Phase (2015). Under the current President, McMaster has developed an EDI Strategy and 2019 – 2022 EDI Action Plan as well as a new university vision statement to support campus efforts to advance equity, diversity, and inclusion.

PACBIC’s 2021 Reflections and Recommendations

This report reflects on the work accomplished by PACBIC in the 2021/22 academic year and highlights recommendations members have elevated for priority attention in the 2022/23 academic year.

This past year, in addition to the initiatives advanced through the Working Groups, the PACBIC undertook to renew the Statement on Building an Inclusive Community with a Shared Purpose – an important statement of the university’s commitment to equity, diversity, and inclusion. In addition to engaging the campus community and the appropriate governance processes to finalize updates to this Statement, the PACBIC will focus on the following recommended priorities through the next academic year.

Recommendations for 2022 – 2023

1. Continue to enhance supports and spaces that centre the 2STLGBQIA+ community, with particular attention to the diversity of this community and its intersections with race, disability, neurodiversity, Indigeneity, faith/spirituality, and class.

2. Continue to enhance structures, resources, and opportunities for collaboration across equity-denied/deserving communities to address issues at the intersection of multiple systemic inequities.

3. Continue to bring voice to vigilant, responsive, and proactive support for all members of the McMaster community during the transition back to in-person work and learning, with particular attention to the specific experiences, concerns, and needs of staff, students, and faculty from historically marginalized communities.

4. Continue to amplify the accessibility and disability inclusion training, education imperatives, opportunities for students, faculty, and staff and explore more programming grounded in and contributing to critical disability studies.
5. Continue to advocate for robust supports for Black students, faculty, and staff, aligned with McMaster’s pledge advance the recommendations of the Scarborough Charter on Anti-Black Racism and Black Inclusion. Continue to enhance all hiring practice to improved recruitment of Black Indigenous and Racialized faculty and staff.
Acknowledgement

I would like to thank all of the students, faculty, and staff members who have volunteered their time to advance PACBIC's mandate. I would especially like to thank those members who stepped into leadership roles as Vice-Chairs and Conveners of Working Groups, driving PACBIC’s work through the Priorities and Planning Committee through the protracted COVID-19 pandemic.

This past year, with the added burden of the pandemic, we were unable to secure a faculty member with the requisite depth and breadth of equity, diversity and inclusion (EDI) proficiency and lived experience as a member of an equity-deserving group (EDG) to take on the faculty co-chair role – the impacts of the pandemic exacerbated the already challenging task of securing a co-chair given the relatively small number of tenured faculty with the requisite EDI proficiencies available for this important leadership role.

Dr. Arig al Shaibah
Associate Vice-President, Equity and Inclusion
Ex-Officio Co-Chair
**PACBIC’s Purpose and People**

**Mandate**

PACBIC’s broad membership is made up of organizational members who represent specific areas on campus, and individual members who bring their interest and expertise to the committee. See Appendix A for the 2021-2022 membership list. PACBIC aims to:

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

**Organization**

The Priorities & Planning (P&P) Steering Committee coordinates work for and by the larger PACBIC.

The P&P includes the PACBIC Chairs, PACBIC Sub-Committee Conveners, and assigned Equity & Inclusion Office (EIO) resource people. Currently, PACBIC has four sub-committees established to focus attention on and/or mobilize efforts to address emergent and ongoing issues and priorities.

- Disability Inclusion, Madness, Accessibility, Neurodiversity (DIMAND) Working Group
- Gender and Sexualities (G&S) Working Group
- Interfaith (IF) Issues Working Group
- Race, Racialization & Racism (R3) Working Group

Below is a list of the members of P&P through the 2021 - 2023 reporting year.

**Chairs**

- Co-Chair (Faculty): vacant
- Co-Chair (AVP, Equity and Inclusion): Dr. Arig al Shaibah, EIO and Sociology
- Vice-Chair (Staff): Faith Ogunkoya, Manager, Black Student Success
- Vice-Chair (Students): Sofia Palma Florido, MSU Diversity Services Director
- EIO Resource Person: Joan Johnson
Disability Inclusion, Madness, Accessibility, NeuroDiversity Working Group

- Staff Co-Convener: Jessica Blackwood, Accessible Digital Media Specialist Supervisor, Faculty of Science
- Student Co-Convener: Emunah Woolf, MSU Maccess Coordinator
- EIO Resource Person: Kate Brown

Gender & Sexualities Working Group

- Student Co-Convener: Stephanie Chin, MSU Pride Community Centre Coordinator and Matthew Akasmit, MSU, Assistant Director, Pride Community Centre
- Student Co-Convener: Neha Shah, MSU WGEN Coordinator
- Student Co-Convener: Maddie Brockbank, PhD Student
- EIO Resource Person: Wil Prakash Fujarczuk

Interfaith Issues Working Group

- Convener: Andy Crowell, Ecumenical Chaplain
- EIO Resource Person: Khadijeh Rakie

Race, Racialization and Racism Working Group

- Faculty Co-Convener: Dr. Juliet Daniel, Biology
- Staff Co-Convener: Rodrigo Narro Perez, Graduate student, Science
- Faculty Support: Dr. Daniel Coleman, English and Cultural Studies
- EIO Resource Person(s): Khadijeh Rakie and Tolulope Ojo

For more information on PACBIC, visit: https://pacbic.mcmaster.ca/
To express an interest in joining PACBIC, e-mail: pacbic@mcmaster.ca
Disability Inclusion, Madness, Accessibility and NeuroDiversity (DIMAND) Working Group

Reflections on the 2021/22 Year

Due to COVID-19, 2020 was a challenging year for all community members and resulted in the DIMAND working group being placed on hiatus until January 2021. We resumed regularly scheduled meetings in 2021 with new and past working group members. The group has been meeting monthly from January to April to determine group goals and finalize expenditures for the 2020-2021 Fiscal Year.

In early 2021, DIMAND fell into discussions about the portrayal of approaches to wellness and mental health support for university employees and students, due to impacts from ongoing remote work and the COVID-19 pandemic. DIMAND members considered how current messaging felt exclusive of the experiences of persons with mental health disabilities and was primarily geared toward able-bodied and-minded audiences needing some extra support within the current context. In response to this (and craving a critical and more nuanced approach to these topics), the DIMAND Working Group has envisioned a newly branded and expansive Critical Mad and Disability Studies Speaker Series. This series will create an “umbrella” series / space for academic and critical community perspectives related to Mad and Disability experiences, support emerging scholars in these fields, bring together broader scholarly and community audiences carrying out disability and critical mental health work and scholarship at the university, and introduce audience members to intersectional analyses within these fields. Our first event under this new series will be entitled “Mad Chats”, facilitated by Cultural Studies scholars, Kaitlin Blanchard, Katrina Vogan and Aisha Wilkes, who will introduce the audience to the field of Critical Mad Studies from its roots in the consumer/survivor/ex-patient movement to our contemporary moment. To accommodate for the various schedules of DIMAND members and to improve accessibility, we sent a funding request to the DIMAND membership using Microsoft Forms to obtain electronic consensus in to approving funding for this event within our new series.

Additionally, DIMAND brought in McMaster’s Zine Team to provide a presentation on the work that the group of MacPherson student partners with disabilities are doing to create an educational resource, highlighting experiences of students with disabilities in higher education and at McMaster. This project also serves as a pedagogical tool for students and instructors to improve accessibility and disability-inclusion in teaching and learning spaces at the University. DIMAND has funded a request from the Zine Team to provide supplementary support for student honorariums and printing costs of the publication in late summer, 2021.

Moving forward, and of relevance to this year’s shift to remote work and study environments, DIMAND members engaged in conversations around underlying, structural barriers to existing as disabled employees and students (remote or in-person) that demand such high and rigorous amounts of productivity as tacit agreement to being given access to the university environment. This has become very evident during the shift to remote work – connected to the above reflection, consistent messaging encouraging staff and students to take care of themselves and make time for breaks is contradicted by a breakdown in division between home and work/study spaces; increasing amounts of digital administrative work and responsibility for all McMaster community members; and a lack of social support adaptive to remote environments.
While we recognize the COVID-19 pandemic has impacted everyone, this previously existing productivity-oriented barrier has become elevated particularly for persons experiencing disability and madness and places those with already-limited stores of energy in vulnerable and consistent positions of burnout and exhaustion. This led to further discussion amongst members of their role within and time commitment to DIMAND, some feeling as though they are spending time and energy attending a meeting to discuss how they, as disabled community members, are experiencing a lack of time and energy. Not being able to envision an easy solution to this, we have been running meetings in a disability and accessibility informed manner, allowing members to show up however they can and have created a meeting environment where attendees can leave their cameras off, lie down, eat food, and feel comfortable to be tired and unproductive.

Looking Ahead to Priorities and Recommendations for the 2022/23 Year

DIMAND has historically and continuously advocated for and tried to employ an intersectional approach to carrying out our equity programming and advocacy; however, we have been struck in the past year or so about the increasing need to actually work cross-working group in order to accomplish these goals meaningfully, and where intersectional programming (e.g. guest speaker series, events opportunities, etc.) can be established both within specific working groups, but also, at the intersections of the groups themselves. We are initiating this work by developing stronger relationships with other PACBIC working group convenors and members. With this relationship-building focus, we can develop a highly collaborative and communicative approach to developing innovative, responsive, and accountable programming that isn’t performative, but rather provides space for scholars and community workers who are existing and working within these intersections; additionally, space that is reflective of the attending audiences’ identities, as well as (potential) complexities of existing in (often) siloed communities.

The above conversations and thoughts have arisen out of group efforts to dream outside of human rights and compliance-driven approaches to accessibility and disability-inclusion work, which have often prevented DIMAND and other disability-focused groups on-campus from imagining beyond our current reality of having basic human rights to access minimally met (and in many cases, ongoingly not met). It can be distracting and defeating to consistently focus on and advocate for needs that through legislation should have been increasingly and centrally met over the past several decades, but which continue to be unmet when being championed through currently existing processes and procedures (particularly affecting those experiencing multiple forms of marginalization). In shifting focus to imagining and dreaming of what could be, DIMAND strives to offer a space where members feel empowered to re-imagine and re-develop components of our shared work and studies that are intersectionally-focused and designed with all in mind.

During the President’s annual visit to the year-end PACBIC meeting, DIMAND outlined concerns regarding a safe and inclusive return-to-work process for all McMaster community members, emphasizing the need for a nuanced and complex approach for students, faculty, and staff. This approach must consider factors such as: sourcing clear masks to support communication barriers, considerations for immune compromised students and staff, addressing fears of being left behind for those who cannot return to work, and addressing concerns from individuals who cannot wear a mask or who are otherwise targeted for other reasons of visible marginalization. In addition to this more abstract work, DIMAND members also continue to support practical strategies and skill development to practice accessible and disability-inclusive work.
We continue to also advocate emphatically for the central creation and uptake of training centred around inclusive teaching practices, accessible document design, and accessing workplace and student accommodations processes - all essential in enhancing accessibility and accommodations support within both in-person and digital environments. Recommended training for the campus community currently in existence includes:

- **Flex Forward: A Teaching and Learning Resource on Accessibility and Inclusion** (highly recommended for all McMaster instructional staff)
- **Accessible Digital Content Training** (highly recommended for all content creators on-campus)
  - Currently covers accessibility in Microsoft Word, Microsoft PowerPoint, Microsoft Outlook, Microsoft Excel, and Accessible Presentation Techniques.
- **Accessible Workplace Accommodation Training** (highly recommended for Managers and Supervisors; contact Human Resources Employment Equity team to schedule a session with your team).

**First Nations, Métis, and Inuit (FNMI) Priorities**

**Reflections on the 2021/22 Year**

The Indigenous Education Council (IEC) and McMaster Indigenous Research Institute (MIRI) launched the Indigenous Strategic Directions on National Truth and Reconciliation Day – September 30, 2021, which will act as a guide for the University as a whole, with four main strategic goals of research, education, student experience and leadership and governance.

**Gender and Sexuality (G&S) Working Group**

**Reflections on the 2021/22 Year**

Moving into our second year with two established members, Gender & Sexuality sought to build upon the foundation of last year’s work in seeking to create inclusive, equitable, and welcoming spaces for 2STLGBQIA+ community members, non-binary and gender diverse folks, and women. During the 2020/21 academic year, G&S was particularly proud of the number of initiatives that we were able to pursue despite the ongoing challenges of the COVID-19 pandemic and the limitations that it imposed on our usual community-building efforts.

This year, despite these ongoing challenges in further solidifying and continuing to grow G&S, we engaged in a number of partnerships, advocacy initiatives, and community-engaged efforts to work towards our goals of improving campus conditions for gender and sexually diverse people at McMaster. Specifically, we:

1. Worked in collaboration with the Interfaith (IF) and Race, Racism, and Racialization (R3) working groups to host a Zoom webinar event on navigating and nurturing the intersections between
2STLGBQIA+, racial, and spiritual identities, which included four panelists and was attended by 50 participants,

2. Committed to furthering this discussion about creating space / conversation for queer and trans community members who are seeking validation and celebration of their religious or spiritual identities with the Pride Community Centre and the Spiritual Care and Learning Centre,

3. Collaborated with an on-campus committee dedicated to creating an accessible and fulsome resource for locating gender-neutral washrooms at McMaster,

4. Forged a partnership with McMaster’s UTS around exploring trans-inclusive online learning technologies,

5. Hosted trainings for faculties on trans-inclusive classrooms based on our 2021 study on trans and gender diverse students’ experiences of online learning,

6. Produced a chapter submission for a forthcoming book on privacy and safety in remote learning environments based on our 2021 study,

7. Explored the possibilities of partnering with UNIFOR’s Pride Committee to host a Pride 2022 event in June,

8. Drafted a written blurb that could be included in course syllabi around committing to facilitating and upholding trans-inclusive classrooms and curriculum, and


Our working group continues to grow and establish itself, and we are proud of the strides we have taken in advancing advocacy for gender and sexually diverse community members at McMaster University and in the broader Hamilton community.

Looking Ahead to Priorities and Recommendations for the 2022/23 Year

As we move into a new year of G&S, we hope to continue to work toward additional advocacy goals identified by 2STLGBQIA+ and gender diverse members as being of critical importance, including an emphasis on creating celebratory spaces for trans and queer communities on campus. Beyond recruiting a faculty member to co-lead G&S, we hope to incite, bolster, and sustain group membership through regular connection and involvement in planning events and goals for the year. We also hope to further our budding partnerships with PACBIC’s working groups to dissipate siloes between our communities.

Next year’s discussions of the working group’s mandate and objectives will aim to consider other ways of collaborating with these working groups to explore and centre intersectional approaches to 2STLGBQIA+ issues, concerns, and causes for celebration, including programming for International Transgender Day of Remembrance (TDoR), supporting the December 6th Day of Remembrance and Action on Violence Against Women, and supporting annual projects led by the MSU Pride Community Centre and the MSU Women and Gender Equity Network, such as Transcendence and Making Waves. Overall, our goal is to enhance sustain visibility of diverse gender- and sexuality-based identities and concerns on campus by continuing and expanding our existing work toward these objectives.

Interfaith (IF) Issues Working Group

Reflections on the 2021/22 Year

The completion of the protocol for the Spiritual Care and Learning Community: A Protocol of Membership Guidelines for Religious, Secular and Spiritual Communities at McMaster University has led to the initiation of our Interfaith (IF) Issues Working Group.
and implementation of the “Spiritual Care and Learning Centre” (SCLC) with the hiring of a Coordinator / Director in May, 2021, and soft-launching the Centre’s webpage on the Student Success Centre’s website in October, 2021.

In addition to the existing three Christian Chaplaincy Centre representations, there are now a total of 11 spiritual leaders representing 5 other ways of wisdom in the SCLC, helping broaden the expression of spirituality and spiritual care to a diverse McMaster mosaic. The traditions currently represented are (with some traditions possessing more than one within their heritage): Indigenous, Jewish, Muslim, Buddhist, Spiritual but not Religious, and Christian. The hope and plan are to build on this, more and more, over time.

The Interfaith Issues Working Group (IFWG) continued to meet throughout the Fall and Winter Terms, to ensure the foundation of the SCLC, as well as oversee/enable the following over the course of this past year:

- The Student Interfaith Council (within the MSU’s Diversity Services) coordinates with the IFWG and continued to meet on-line under the leadership of Sofia Palma Florido.
- Matters of religious accommodation in concert with Academic calendars were addressed and anticipated for the coming Fall and Winter Terms, with Rosh Hashana occurring during the start of classes (September), and Ramadan during the end of classes and exams (April). Also, food accommodations during Ramadan were advocated— Suhoor (food before fasting and sunrise), and Iftar (food after fasting and sunset) —in conjunction with Student Affairs and Hospitality Services. Also, prayer space accommodation in the Student Centre during Ramadan (in conjunction with the Booking Office of MUSC) were enabled. The latter was required particularly in the absence of enough prayer space on campus, until the multi-purpose prayer space is complete in the still being constructed Student Activity Building.
- Two major learning opportunities took place this Term, in conjunction with the Race, Racialization and Racism Working Group, as well as the Gender and Sexuality Working Group. These involved the SCLC and the Black Student Success Centre on the subject “Spirituality and Activism: A Black, Buddhist Women’s Perspective” during Black History Month; and the other was the SCLC with the Pride Community Centre on the subject, “Navigating Spirituality and 2STLGBQIA+ Identities”.
- The SCLC helped provide consultation with the Equity and Inclusion Office and its AVP Arig al Shaibah, as well as the Senior Advisor for Equity and Inclusion to Student Affairs, Clare Warner, on matters of creating dialogue space around Israel/Palestine; “religious exemptions” regarding vaccinations; and “educative” approaches to case issues facing students, versus “punitive” approaches.

Looking Ahead and Priorities Moving Forward:

As mentioned, we look forward to expanding the representation of the SCLC in the coming year, so that bonified religious, secular and spiritual leaders comprise our pluralistic community, unified under the core practice of “spiritual care”, and reflecting the mosaic of McMaster. We also hope to continue to invoke the work of “intersectionality” learning, by creating further opportunities, not only among our own religious, secular and spiritual identities, but also across the identities which are represented by the various Working Groups of PACBIC.
Race, Racism and Racialization (R3) Working Group

Reflections on the 2021/22 Year

The R3 working group was first established in March 2015 (then named Anti-Racism Working Group) in response to ongoing conversations on campus about intersectional forms of racism and barriers to inclusion faced by diverse Black, Indigenous and racialized communities. As one of PACBIC’s most active working groups, R3 is comprised of staff, students, faculty, and community members dedicated to a variety of anti-racist initiatives. This year, R3 continued to coordinate a variety of online events to further foster support and conversations on a variety of topics related to race, anti-racism and racialization.

During the 2021-2022 academic year, the R3 working group was able to host several major activities: the year-long Let’s Talk about Race series for Black, Indigenous and racialized students, staff and faculty; support of the month-long programming for Black History Month (February 2022); celebrations for Asian Heritage Month (May 2021) and Latin American Heritage Month (October 2021); continuous support for the Black, Indigenous and racialized staff - Employee Resource Group (BIRS-ERG). R3 also hosted several events in partnership with other PACBIC working groups and other campus partners – these emphasized the intersection of the many issues discussed and the need for community relations and collaborations.

Asian Heritage Month (May 2021)

In May 2021, R3 hosted a conversation commemorating Asian Heritage Month to discuss the experiences of Asian Canadians at McMaster in the context of the model minority myth and anti-oppression. The event was facilitated by Theresa N. Kenney (PhD Candidate, English and Cultural Studies) and Erica Dao (PhD Candidate, Physics and Astronomy). To our knowledge, this was one of the first times that R3 celebrated Asian Heritage Month in Canada. The response was very positive with 30 participants in attendance.

Commitments to Community (May 2021)

At the end of May 2021, in collaboration with the RESIST BIPOC Graduate Student Working Group, R3 cohosted an event featuring four racialized McMaster scholars from Biology (Shawn Hercules, PhD Candidate), and English and Cultural Studies (Katrina Sellinger, PhD Candidate; Dr. Kaitlin Debicki, Assistant Professor in Indigenous Studies) and Dr. Eugenia Zuroski (Associate Professor) who discussed the relations between their research and their own communities. This conversation was created in response to several 2021 events that marked ongoing racism, ableism, queerphobic and violence towards Black, Indigenous, and racialized communities. The Disability, Inclusion, Madness, Accessibility, NeuroDiversity (DIMAND) Working Group generously provided live Captioning Services for the event.

Latin American Heritage Month (October 2021)

For the third year in a row, R3 assisted in celebrating Latin American Heritage Month at McMaster. On October 27th, a Let’s Talk about Race event was hosted with the theme “What is ‘Latinx’? What is ‘Latin American’?” to discuss the complexity behind identity and race in the context of the Latin American diaspora in North America. Panelists included Stacy Creech (PhD Candidate, English and Cultural Studies), Sofía Palma Florido (Health and Society IV), Ándres Felipe Fajardo (Pediatric Resident PG2), Keiko Guitierrez (M.Sc. Student, Psychology, Behaviour and Neuroscience), and Dr. Jorge Sanchez-Perez (Postdoctoral Fellow, Simon Fraser University). Within these panelists the following Latinx identities were include Black Latin America, Asian-Latinx, U.S.-Canadian Latinx, Indigenous and bi-national identity.
Black History Month 2022 (February 2022)

R3 continued to participate and support the organization of Black History Month (BHM) at McMaster in coordination with the Equity and Inclusion Office. Two events were sponsored by R3 in collaboration with the BHM coordinator. However due to logistical challenges, they were both hosted outside February.

The first event, “Black Owned Building Beyond Business” was a community conversation organized alongside the Hamilton Anti-Racism Resource Centre (HARRC) and Andrea Gyamfi (Coordinator, Undergraduate Students (International), Student Success Centre). This event featured three Hamilton Black entrepreneurs who discussed their journey in developing thriving business ecosystems. These entrepreneurs were Shalicia Harris (CEO & Founder, inCharge), Angelo Grant (Creator & Founder, PITCH Magazine) and Ashleigh Montague (Co-Founder, BLK Owned). This event was open to both the McMaster and Hamilton community.

The second event, February’s Let’s Talk about Race, focused on Celebrating Black Faculty. This event celebrated and welcomed two of McMaster’s newest Black faculty members, Dr. Anne-Marie Livingstone (Assistant Professor, Sociology) and Dr. Ingrid Waldron (Professor and HOPE Chair in Peace and Health, Global Peace and Social Justice Program). R3’s co-convenor Dr. Juliet Daniel (Professor and Associate Dean of Research and External Relations, Faculty of Science) moderated this conversation.

Black History Month 2022 was incredibly successful, especially in an online environment, and R3 would like to congratulate and thank the BHM Coordinator, Tolulope Ojo, as well as all students, faculty and staff involved in planning or hosting BHM events for their contributions.

Let’s Talk about Race Series

Since 2018, with support from the Office of the President and Vice-Chancellor, R3’s Let’s Talk about Race (LTAR) series continues to be an incredible success with dozens of BIPOC students, faculty and staff participating regularly in the monthly events and discussions. As the COVID pandemic continued, all events were held virtually on Zoom.

The facilitators for the 2021-2022 year were McMaster students and faculty, and community activists. The themes for 2021-2022 were both a response to current events, celebrations/commemorations of importance to the Black, Indigenous and Racialized community at McMaster and topics of interest to racialized communities at McMaster.

Attendance at all LTAR events is consistently high with an average of 25-30 faculty, staff and students attending each event. LTAR continues to be a beacon of community for Black, Indigenous and racialized individuals and R3 thanks all facilitators and attendees for a great year of community building and care.
Support for BIPOC Staff – Employee Resource Group

The 2021-2022 year was the first academic year where the Black, Indigenous and racialized staff employee resource group (BIRS ERG) was fully operational. The BIRS ERG has its origins with BIPOC staff socials organized by R3 that began in 2019. The BIRS ERG mandate is to provide support, professional development and create a community for McMaster’s Black, Indigenous and racialized staff members. R3 continues to provide guidance, when requested, to the leadership of the BIRS ERG (Sophia Holness, Faith Ogunkoya, Sashaina Singh and Katelyn Knott). BIRS ERG has had a successful year and this will be the last time that R3 formally reports on BIRS ERG. The 2021-2022 annual report can be read here: [BIRS ERG 2021-2022 Annual Report](#). R3 wishes BIRS-ERG the very best in their future and will always be here to provide any support that is needed.

An Introduction to Thinking about Whiteness Series

During March and April of 2021, R3 hosted a two-part workshop series called, “An Introduction to Thinking about Whiteness”. These two workshops were created as a response to white allies asking if they could participate in LTAR sessions that discuss race, anti-racism and how to be a better ally. As the LTAR sessions were created as safe spaces for Black, Indigenous and racialized individuals to discuss race, R3 determined that a series of events explicitly discussing whiteness was needed on campus. The first event was held on March 29th, 2011 with over 110 participants and the second event on April 26th had over 100 participants.
Despite the positive reception and demand to host this series again, the series was paused for the 2021-2022 year as R3 needed to re-envision this series. Discussions with R3 Faculty Support Dr. Daniel Coleman and new PACBIC members, Dr. Karen Balcom (Associate Professor, History) and Dr. Lindsey Beutin (Assistant Professor, Communication Studies & Media Arts) are ongoing. It is hoped that a new version of “An Introduction to Thinking about Whiteness” series will be given in the 2022-2023 year.

Learning in Colour Launch (December 2021)

During Fall 2021, Maddie Brockbank (PhD Student, School of Social Work) and Renata Hall (PhD Student, School of Social Work) launched the Learning in Colour platform. This platform is an innovative virtual platform that has consolidated information, resources and guidance for university community members to support the learning experiences of Black, Indigenous and racialized students.

In December 2021 R3 collaborated with Maddie and Renata to host a virtual launch of the Learning in Colour platform to demonstrate to McMaster community members how to use this tool. This launch also featured Dr. Shaiya Robinson (Assistant Professor, School of Interdisciplinary Sciences) and Dr. Ameil Joseph (Associate Professor, School of Social Work) to share their experience and pedagogies to supporting racialized students in their classrooms.

Navigating the Intersections of Spiritual and 2SLGBTQIA+ Identities (March 2022)

On February 2022, R3 was invited by the Gender and Sexuality (G&S) Working Group and the Interfaith Working Group to host a conversation focused on the intersections of 2SLGBTQIA+ identities and spiritual/religious identities. This event was a great success and was the first time such a collaboration with these intersections was hosted. We look forward to many more collaborations with other PACBIC Working Groups in the 2022-2023 year.

Racial/Ethnic Studies –Africa and Black Diaspora Studies (ABLD) and Latin American and Latinx Studies (LALS)

This year R3 participated in many conversations regarding the support for the Interdisciplinary Minor in Africa and Black Diaspora Studies (ABLD), previously named the African and African Diaspora Studies Minor. This work was led by ACFAM (African Caribbean Faculty Association of McMaster University) and Dr. Alpha Abebe, Faculty Lead, Africa and Black Diaspora Studies. Two new courses hosted by the Intersession Learning Initiative were directly linked to the ABLD minor – INSPIRE 3EL3 “Topics in Black, African and African Diaspora Studies” taught by Kojo Damptey in Fall 2021 and “The Black Caribbean and its Diasporas” taught by Stacy Creech in Intersession Term (May) 2021.

This year R3 also worked alongside the newly founded Latin America Network at McMaster University (LANMU) to create a new Interdisciplinary Minor in Latin American and Latinx Studies (LALS). This minor will be housed in the Arts and Science program and will be available for undergraduate students starting September 2022.

As McMaster continues to grow its expertise and curricula in the fields of critical race studies, ethnic studies, African and Black Diaspora Studies, Indigenous Studies, and Latin American and Latinx Studies, it is important to recognize how these fields of knowledge enhance and support one another and are not
competing. Cross-fertilization of these programs would create an incredible nexus of strategic and transformative interventions toward future student and researcher success in a diverse world. Significant research and public discourse have indicated that student success for Black and Latinx students is intrinsically linked with institutions offering ethnic academic programs linked to their identity.

Looking Ahead to Priorities and Recommendations for the 2022/23 Year

R3 calls for the following initiatives to be prioritized and funded:

- Continued efforts to hire Black, Indigenous and racialized faculty campus wide at McMaster
- The exploration of the feasibility of a Race, Ethnicity, Migration and Diaspora program(s) to augment existing programs: Indigenous Studies, African and Black Diaspora Studies (ABLD) and Latin American and Latinx Studies (LALS). In addition, other interdisciplinary field of studies should be explored – e.g., Asian Studies, Arab/Middle Eastern Studies.
- A hiring strategy that explicitly addresses the underrepresentation of Black, Indigenous and racialized individuals in executive and administrative positions that is grounded in ongoing, well-supported institutional research into the structural causes of such underrepresentation and the most effective ways of redressing it
- Active strategies to support, mentor, and hire Black, Indigenous, and racialized young scholars to ensure that they have the tools, experience and opportunities to become faculty members. Programs such as “post-doctoral fellows to faculty” for Black, Indigenous and racialized young scholars should be expanded at McMaster.
- Continued support and resourcing of new and ongoing longitudinal research projects to further the study of race, racialization and racism on campus in ways that not only advance breadth of scholarship in the field, but also advance McMaster’s articulated EDI goals and priorities.

A note of gratitude

In early 2022, Khadijeh Rakie, Manager for Equity and Anti-Racist Education, left the Equity and Inclusion Office. For the past several years, Khadijeh Rakie acted as the EIO support staff member to R3. Khadijeh’s work, time and input to the activities for R3 has been instrumental in R3’s past successes. While we are saddened by Khadijeh’s departure from McMaster, we wish her the very best in her future endeavours. Thank you Khadijeh for everything!
# Appendix A

## PACBIC 2021 Membership List

<table>
<thead>
<tr>
<th>Executive Members</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arig al Shaibah, AVP, Equity and Inclusion</td>
<td>Co-Chair</td>
</tr>
<tr>
<td>Faith Ogunkoya, Manager, Black Student Success Centre (Student Affairs)</td>
<td>Vice-Chair (Staff)</td>
</tr>
<tr>
<td>Sofia Palma Florido, Diversity Services Coordinator, MSU</td>
<td>Vice-Chair (Student)</td>
</tr>
<tr>
<td>Jessica Blackwood, Accessible Digital Media Specialist Supervisor, Faculty of Science</td>
<td>DIMAND Co-Convener</td>
</tr>
<tr>
<td>Emunah Woolf, Maccess Coordinator, MSU</td>
<td>DIMAND Co-Convener</td>
</tr>
<tr>
<td>Maddie Brockbank, Graduate Student</td>
<td>Gender and Sexuality Co-Convener</td>
</tr>
<tr>
<td>Stephanie Chin, Pride Community Centre, MSU</td>
<td>Gender and Sexuality Co-Convener</td>
</tr>
<tr>
<td>Matthew Akasmit, Pride Community Centre, MSU</td>
<td>Gender and Sexuality Co-Convener</td>
</tr>
<tr>
<td>Neha Shah, Women &amp; Gender Equity Network Coordinator, MSU</td>
<td>Gender and Sexuality Co-Convener</td>
</tr>
<tr>
<td>Andy Crowell, Ecumenical Chaplain</td>
<td>Inter-Faith Issues Convener</td>
</tr>
<tr>
<td>Juliet Daniel, Faculty, Biology</td>
<td>R3 Co-Convener</td>
</tr>
<tr>
<td>Rodrigo Narro Perez, Graduate Student/Staff</td>
<td>R3 Co-Convener</td>
</tr>
<tr>
<td>Daniel Coleman, Faculty, English &amp; Cultural Studies</td>
<td>R3* Faculty Support</td>
</tr>
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<thead>
<tr>
<th>Organization Members</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Karen Arnott, Manager, Finance and Administration</td>
<td>Athletics and Recreation</td>
</tr>
<tr>
<td>Wanda McKenna, AVP and CHRO</td>
<td>Human Resources Services</td>
</tr>
<tr>
<td>May-Marie Duwai-Šowa, Employment Equity Specialist</td>
<td>Human Resources Services</td>
</tr>
<tr>
<td>Melanie Garaffa, Manager Organization Development</td>
<td>Human Resources Services</td>
</tr>
<tr>
<td>Greg Van Gastel, Educational Development</td>
<td>MacPherson Institute</td>
</tr>
<tr>
<td>Judith Dworkin, Director</td>
<td>McMaster Hillel</td>
</tr>
<tr>
<td>Ayesha Raza, PR External, MSA</td>
<td>McMaster Muslim Students Association</td>
</tr>
<tr>
<td>Denver Della-Vedova, President-Elect</td>
<td>McMaster Student Union (MSU)</td>
</tr>
<tr>
<td>Hargun Kaur, Associate Vice-President, University Affairs</td>
<td>McMaster Student Union (MSU)</td>
</tr>
<tr>
<td>Siobhan Teel, Vice-President, Education</td>
<td>McMaster Student Union (MSU)</td>
</tr>
<tr>
<td>Nicole Doro, Learning Support Librarian</td>
<td>McMaster University Academic Librarians’ Association</td>
</tr>
<tr>
<td>Elisabet Service, Graduate Chair, Dept of Linguistics and Languages</td>
<td>McMaster University Faculty Association</td>
</tr>
<tr>
<td>Sashaina Singh, Knowledge Broker (on leave)</td>
<td>Office of Community Engagement (OCE)</td>
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<tr>
<td>Rachel Roy, Knowledge Broker</td>
<td>Office of Community Engagement (OCE)</td>
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<tr>
<td>Shelly Porteous, Office Coordinator</td>
<td>Ontario Public Interest Research Group (OPIRG)</td>
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<td>Sydney Potts, Volunteer Coordinator</td>
<td>Ontario Public Interest Research Group (OPIRG)</td>
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<td>Individual Members</td>
<td>Student, Staff, Faculty</td>
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<tr>
<td>Zoe Li</td>
<td>Faculty, Engineering</td>
</tr>
<tr>
<td>Bernice Downey</td>
<td>Faculty, Indigenous Health Initiative</td>
</tr>
<tr>
<td>Cal Biruk</td>
<td>Faculty, Anthropology</td>
</tr>
<tr>
<td>Faiza Hirji</td>
<td>Faculty, Communication Studies and Multimedia</td>
</tr>
<tr>
<td>Kaitlin Debricki</td>
<td>Faculty, English &amp; Cultural Studies/Indigenous Studies</td>
</tr>
<tr>
<td>Vanessa Watts</td>
<td>Faculty, Indigenous Studies/Sociology</td>
</tr>
<tr>
<td>Ameil Joseph</td>
<td>Faculty, School of Social Work</td>
</tr>
<tr>
<td>Dana Hollander</td>
<td>Faculty, Social Sciences</td>
</tr>
<tr>
<td>Lyndsey Beutin</td>
<td>Faculty, Humanities</td>
</tr>
<tr>
<td>Shaiya Robinson</td>
<td>Faculty, Science</td>
</tr>
<tr>
<td>Lawrence Mbuagbaw</td>
<td>Faculty, Health Sciences</td>
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<tr>
<td>Karen Balcom</td>
<td>Faculty, Humanities</td>
</tr>
<tr>
<td>Sheila Boamah</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Stephanie Yi</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Nick Marquis</td>
<td>Staff, Social Sciences</td>
</tr>
<tr>
<td>Arlene Fajutrao Dosen</td>
<td>Staff, Student Affairs</td>
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<tr>
<td>Paige Maylott</td>
<td>Staff, Library Accessibility Services</td>
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<tr>
<td>Clare Warner</td>
<td>Staff, Student Affairs</td>
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<tr>
<td>Siobhan Koch</td>
<td>Staff, Faculty of Engineering</td>
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<tr>
<td>Madison Behr</td>
<td>Staff, Foundation for Medical Practice Education</td>
</tr>
<tr>
<td>Kim Zaruela</td>
<td>Staff, Marketing &amp; Comm. Housing &amp; Conf. Services</td>
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<tr>
<td>Jared Kunar</td>
<td>Staff, Science Career and Cooperative Education</td>
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<tr>
<td>Zachary Krozeen</td>
<td>Staff, Chemistry and Chemical Biology</td>
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<tr>
<td>Shawn Small</td>
<td>Staff, Athletics and Recreation</td>
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<tr>
<td>Krista Jamieson</td>
<td>Staff, University Library</td>
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<tr>
<td>Carrie McMullin</td>
<td>Staff, Indigenous Studies Program</td>
</tr>
<tr>
<td>Catherine Young</td>
<td>Staff, Hospitality Services</td>
</tr>
<tr>
<td>Candi Hui (Ki Wai Hui)</td>
<td>Staff, Registrar’s Office</td>
</tr>
<tr>
<td>Aklima Sarkar she/her</td>
<td>Staff, Student Wellness Centre</td>
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<tr>
<td>Karla Martinez Pomier</td>
<td>Student</td>
</tr>
<tr>
<td>Pallavi Mukherjee</td>
<td>Student</td>
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<tr>
<td>Alexis Carlota Cochrane</td>
<td>Student</td>
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<tr>
<td>Name</td>
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<tr>
<td>Saif Alam</td>
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</tr>
<tr>
<td>Aiman Dhiloon</td>
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<td>Sneha Wadhwani</td>
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<td>Brittany Williams</td>
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<td>Mehrunnisa Shiraz</td>
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<td>Muneeb Ahmed</td>
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<td>Simran Dhami</td>
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<td>Amol Kalra</td>
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<td>Rebeena Subadar</td>
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<td>Haleigh Wallace</td>
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<tr>
<td>Megan Werger</td>
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<tr>
<td>Carolyn Brendon (ex-officio)</td>
<td>Staff, Ombuds Office</td>
</tr>
<tr>
<td>Abigail Cadelora</td>
<td>Staff, Ombuds Office</td>
</tr>
</tbody>
</table>
Appendix B

PACBIC 2020 Sponsored and/or Supported Events

Collective Care Program, September 2021-April 2022

The Collective Care program is a joint free-resource distribution initiative run by MSU’s Student Health Education Center (SHEC) and Women and Gender Equity Network (WGEN). The program was created in response to the lack of tangible resources available to students throughout the pandemic. The service mandate is to provide free resources (menstrual, safe(r) sex, childcare, gender-affirming, and other products) to students who may need it.

Tik Tok Webinar for Academics, October 10, 2021

Panelists: Ms. Alina Scott, a Belizean Creole PhD student in History at University of Texas, Austin; Dr. Alyce Mayfosh, a postdoctoral cancer researcher at La Trobe University; Dr. Nellie Tran, a Vietnamese American associate professor of counseling and psychology at San Diego State University, who specialized in microaggressions. They will be speaking about how TikTok can help promote equity and empowerment for academics at different ranks from diverse backgrounds.

Celebrating December 3, the International Day of Persons with Disabilities, December 1, 2 and 3, 2021

To commemorate and celebrate December 3rd, the AccessMac Program in the Equity and Inclusion Office and the McMaster Accessibility Council (MAC) are excited to host "Flash Presentations: Critical Disability Research and Teaching Cluster (x2), Disability DIScussion: The 3Fs of Food (in)Accessibility and Assistive Technology – Lived Experiences and Uses.

YouTube University, December 8, 2021

Experienced YouTube professors, Drs. Tom Mullaney and Christopher Rea who will share their advice on the essential considerations facing an educator, researcher, grad student, or higher education professional launching their own YouTube channel.

Learning in Colour, Official Launch, December 8, 2021

Learning in Colour aims to consolidate information, resources and guidance for university community members regarding the cultivation of safer classroom and campus spaces informed by experiences and narratives of Black, Indigenous and racialized students.

Spirituality and Activism, Black History Month, February 9, 2022

Discussion with Dr. Jan Willis renowned professor, author and faith-based leader whose influence has been celebrated by Time Magazine, Newsweek and Ebony Magazine facilitated by Marcus Evans, PhD candidate, Religious Studies, McMaster University.
Black Owned, Building Beyond Business, February 16, 2022

Community conversation to explore what it means to develop better ecosystems, which aim to center community development through equitable mentorship, skill-building and opportunity. Guests include Shalicia Harris, CEO & Founder, inCharge; Angelo Grant, Creator & Founder, PITCH Magazine, Ashleigh Montague, Co-founder, BLK Owned.

iRise 2021: Representation, February 19, 2022

This conference is an initiative for young Black people to exchange ideas and concerns about the future of medicine with peers and experts. The goal is to better prepare students for future academic and career pursuits in healthcare: Event Leads: Black Aspiring Physicians of McMaster (BAP-MAC) and The Canadian Multicultural LEAD Organization for Mentoring and Training.

Navigating the Intersections of Spiritual and 2STLGBQIA+ Identities, March 14, 2022

Discussion about nurturing and navigating the intersections of spiritual and 2STLGBQIA+ identities.
REPORT TO SENATE
from
GRADUATE COUNCIL

For Approval

I. New Graduate Course Management Policy (attachment)

At its meeting on May 17th, Graduate Council approved a new Graduate Course Management Policy.

It is now recommended, ‘that Senate approve the new Graduate Course Management Policy as set out in the attachment’

II. Rescind Graduate Course Outline Policy

At the same meeting, Graduate Council approved rescinding the Graduate Course Outline Policy, as all the information from that policy is now contained in the new Course Management Policy.

It is now recommended, ‘that Senate approve rescinding the Graduate Course Outline Policy.’

For Information

III. Faculty of Health Sciences

At the same meeting the following change was approved for the Faculty of Health Sciences

• New Program Calendar Copy for the M.Sc. in Midwifery.

IV. New Award

At the same meeting the following new award was approved:

Name of Fund: The Karen Boyajian Memorial Bursary in Nursing
Terms of Reference for Fund:
Established in 2022 by her husband in loving memory of Karen Boyajian. To be granted by the School of Graduate Studies to graduate students enrolled in the School of Nursing who identify as a member of an equity-deserving group and demonstrate financial need.
[Note: A complete file for the information items listed above is available in the Graduate Council office, cbryce@mcmaster.ca.]
Draft Course management policy

Purpose

This Policy summarizes instructor responsibilities regarding graduate courses. The University expects instructors to clearly communicate their course expectations, so students are able to plan ahead and manage their time accordingly. Additionally, graduate students should normally be assessed more than once and receive feedback early enough to make decisions about their enrollment in the course.

This policy applies to all graduate courses at the University. Academic courses are highly varied in format, delivery, objectives, and structure. No course management policy can anticipate all possible circumstances and configurations.

Section A Program Handbooks and The Graduate Calendar

All departments, schools, programs at the graduate level must have an online Student/Program Handbook that contains the policies, procedures, and items outlined in Procedures Section. These handbooks should be reviewed and approved by the Faculty’s graduate curriculum and policy committee.

In the event of a conflict between what is written in the program handbook and the Graduate Calendar, the Graduate Calendar prevails.

Section B Course Outlines

A course outline is a document that sets the expectations for graduate students in terms of course objectives, content, format, assignments, and evaluation.

This policy outlines the minimum elements to be included in every graduate course outline.

A graduate course outline must include the following:

A) Administrative details, such as the year and semester of the course, contact information for the instructor, instructor availability for student consultation, and any prerequisite courses

B) Course objectives

C) Required readings and any other required course material

D) Overview of the course content and its format

E) Description of all assignments (including participation), methods of evaluation, the weight given to each course component, due dates for student work, as well as penalties for late submissions

F) Required prerequisite knowledge, if applicable

G) Course absenteeism policy, if applicable

H) The Academic Integrity Policy

I) Any additional relevant statements, such as references to related policies (see section K Related Policies) or statements referring to the possible modifications of the course, or research ethics

The graduate course outline must be made available to the Department/Graduate Program at least one week before the start of the course, and to students either before or at the first course meeting.

• It is sometimes difficult to predict accurately the content and direction the course will take, so course outlines may indicate that alterations might take place as the course progresses. Instructors who wish to
revise the course outline during the term should inform students in writing as early as possible in the course but certainly before implementing the change.

• Departments/Graduate programs reserve the right to change dates, deadlines, and methods and weight of assessment for courses in the case of unforeseen circumstances, such as illness of the instructor or a labour disruption. Changes made to the course outline must be made in such a way as to maintain the course integrity while not creating undue disadvantage for students. Any changes must be communicated to the students and graduate program by as many means as possible to reach everyone involved quickly but as a minimum by email.

• Many graduate students register for ‘reading’ or ‘independent study’ courses, often taken by an individual student working with an instructor. Reading or independent study courses are not exempt from the requirement to have a course outline.

• It is the responsibility of the Department/Graduate Program to keep the course outline up to date; the graduate course outline should be kept on file by the Department/Graduate Program for a minimum of one year after its last use.

Section C Due Date Restrictions

A) academic assessments, due dates and evaluations are described in course outlines except where other University policies apply, e.g., Student Accessibility Services (SAS) accommodations, deferred exams, etc. Restrictions are placed on academic obligations to enable students to plan their work schedules;

B) due dates for all term work must be on or before the end of the term indicated in the sessional dates;

C) academic obligations cannot be due during the December holiday break.

Section D Academic Assessments and Feedback on Student Performance

A) Each course must have at least two individual assessments per term in the evaluation scheme. Where appropriate these assessments should be of different types. Normally a single assessment should not be worth more than 50% of a student’s final grade. For courses that do not lend itself to two individual assessments per term, this must be clearly stipulated in the course outline, and requires approval from Graduate Curriculum and Policy Committees.

B) All tests/exams, including those online, are assumed to be closed book unless stipulated otherwise in the course outline.

C) Student assessment must comply with the provisions of SAS Policies for students with registered accommodations.

D) Establish guidelines regarding Group Work and procedures to ensure that students are afforded sufficient individual assessment. Clearly define fair, appropriate, and timely procedures for students who encounter difficulty with their working group
E) Course descriptions and overall objectives must be consistent and there should be comparable assignment structures and grading schemes in all sections of the same course.

F) Determine what policies, if any, are appropriate regarding the use of class attendance and in class participation (in person or remote) as a basis for grades. If attendance and participation grades are permitted, a rubric must be established and included in the course outline.

Section E McMaster University Grading Scale

Graduate Student Grading Scale (except for MBA and Master of Finance):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Equivalent Percentages</th>
<th>Pass/Fail</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>12</td>
<td>90-100</td>
<td>P+</td>
</tr>
<tr>
<td>A</td>
<td>11</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>10</td>
<td>80-84</td>
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</tr>
<tr>
<td>B+</td>
<td>9</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>73-76</td>
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</tr>
<tr>
<td>B-</td>
<td>7</td>
<td>70-72</td>
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<tr>
<td>F</td>
<td>0</td>
<td>69 and under</td>
<td>F</td>
</tr>
</tbody>
</table>

MBA and Master of Finance Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Equivalent Percentages</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
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<td>F</td>
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<td>59 and under</td>
<td>F</td>
</tr>
</tbody>
</table>

Section F Returning Marked Work and Posting of Grades

A) Course outlines must inform students of the method to be used for advising them of their grades.
B) Where graded work is returned to students, this must be done in a confidential manner (done in compliance with FIPPA), as determined by the department/school/program.

C) Timely (normally 15 days) and constructive feedback in response to student work must be provided. As there may be other considerations in the releasing of final grades, only the School of Graduate Studies may release official course grades.

**Section G Retention of Examination Papers and Other Graded Material**

Department Chairs (or Director/Assistant Dean of Program) are responsible for ensuring that all graded materials not meant to be returned to students, and the instructor's record of how the final grades in a course were determined, are:

- a) retained for at least one year after last use; and
- b) remain accessible to the Department Chair/Program Director for that period.

This applies to all instructors. Sessional lecturers and those retiring or otherwise leaving the service of the University must notify their immediate supervisor of the on-campus storage location of the material.

**Section H Authenticity/Plagiarism Detection**

McMaster University approves the use of software to check authenticity of academic work for the following reasons:

A) prevention – if students know their academic work is being checked for plagiarism, they will use proper citation methods;

B) protection of honest students and their work; and

C) detection – with the type of technology in common use today, it is necessary to use a detection tool which checks academic work against the internet, scholarly publications and previously submitted assignments to McMaster and other institutions.

If plagiarism checking software is used, the instructor should indicate this in the course outline.

**Section I Conflict of Interest Guidelines**

Faculty members and University officers normally shall not take part in any proceedings at any level which affect the academic standing of an immediate family member (spouse, common-law partner, parent, in-law, sibling, child or step-child). Such proceedings include admission, scholarships, financial assistance and reviewing.

There shall be no restriction against a student registering in a course taught by an immediate family member. In all such cases, however, the instructor must inform their Department Chair who shall ensure that arrangements are made for an appropriate assessment of the student’s performance involving a qualified person or persons other than the instructor.

**Section J Protection of Privacy**
The Privacy Governance and Accountability Framework applies to all McMaster University faculty, staff and students when handling personal information or personal health information on behalf of the institution. The policy sets out the accountabilities for ensuring that all individuals involved in the planning, management and day-to-day operations of McMaster University are in compliance with the Freedom of Information and Protection of Privacy Act (FIPPA), the McMaster University Statement on the Collection of Personal Information and the Protection of Privacy, and the privacy policies, procedures and practices set out by the University.

Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and the posting of grades must be done in a manner that ensures confidentiality.

Section K Related Policies

Graduate Examinations Policy (mcmaster.ca)
Academic Integrity Policy (mcmaster.ca)
Academic Accommodation of Students with Disabilities Policy (mcmaster.ca)
Research-Plagiarism-Checking-Policy.pdf (mcmaster.ca)
Incomplete Grades (Graduate Calendar)
Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances
REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I. Policy Revisions to the Undergraduate Expectations for McMaster Vaccination Policy

At its May 10th, 2022 meeting, the Undergraduate Council received and deliberated on revisions to the Undergraduate Expectations for McMaster Vaccination Policy. The policy was approved by Undergraduate Council via electronic vote on May 20th, 2022.

It is now recommended,

that Senate approve revisions to the Undergraduate Expectations for McMaster Vaccination Policy for inclusion in the General Academic Regulations in the Undergraduate Calendar 2022-2023, effective June 8, 2022, as circulated.

Senate: FOR APPROVAL
June 8, 2022
Undergraduate Expectations for McMaster Vaccination Policy

As of May 1, 2022, McMaster paused its Vaccination Policy but will continue to follow emerging guidance from University experts and Public Health officials.

**Should pandemic circumstances shift, the University will review the situation, which may result in the reinstatement of a mask mandate and/or the resumption of a vaccination policy.** Resumption of a vaccination policy will require that access to campus be limited to those fully vaccinated against COVID-19, unless a human rights exemption is obtained.

Students will be notified directly upon resumption of a vaccination policy. Students will be expected to adhere to any academic regulations, which are developed in compliance with Public Health guidance and the University’s health and safety policies, including any vaccination policy that is in effect. **Any applicable deadline(s) for compliance will be clearly communicated.**

Any student found to violate a vaccination policy that is in effect will be prohibited from accessing University property and may be subject to outcomes and/or sanctions under the [Code of Student Rights and Responsibilities](#).

Students are expected to actively participate in classes, which will require regular attendance on campus. To minimize any potential disruption to completing their courses, **all students are strongly encouraged to be fully vaccinated against COVID-19, including booster shots.**

Students enrolled in clinical placements, cooperative work experiences, or other external experiential course requirements **may have to comply** with additional external vaccination requirements at their worksite or study site.
UNDERGRADUATE EXPECTATIONS FOR MCMASTER VACCINATION POLICY

The ongoing COVID-19 pandemic has resulted in unique infection risks and potentially serious health consequences. This academic regulation has been developed to comply with public health guidance and McMaster’s Vaccination Policy.

In order to be/remain enrolled in a McMaster program, all undergraduate students are expected to provide proof that they are fully vaccinated or obtain an exemption from the University on the basis of substantiated human rights grounds. Students are encouraged to complete this process as soon as possible.

Students in clinical placements, cooperative work experiences or other external experiential course requirements may have to comply with additional external vaccination policies at their worksite or study site.

FOR FALL TERM 2021:

1. All students will be asked to visit the McMaster Back to Mac digital tool to register their vaccination information as soon as possible. The deadline for submitting a request for exemption is September 19, 2021 at 11:59 p.m. EST.

2. Students who have uploaded proof of their vaccinations, or have received an exemption, will be able to complete their in-person classes in Fall Term 2021.

3. Students must still complete the daily MacCheck screening 1 hour before accessing University property for any reason. Successful screening results on MacCheck is required for any visit to campus for any reason.

4. Enrolment in the Fall Term 2021 in-person classes will be cross-checked between September 7 and October 18 to identify those students with in-person course requirements who have not met the requirements of this vaccination policy.

5. After October 18th, students enrolled in any course with an in-person class section (including, but not limited to, lecture, lab, tutorial, etc.) where students must be present on University property and who have not completed their vaccinations or who have not received an exemption will be unenrolled from their Fall course(s) with an in-person component and multi-term courses. A student’s required attendance on campus will be verified prior to proceeding with unenrollment.

   a) Students who are unenrolled will receive tuition reimbursement for those course(s) and the course(s) will be removed from their transcript.

   b) The University will contact the student and offer guidance on next steps.

   c) Students are encouraged to speak with an academic advisor (virtually) to discuss possible academic implications and future enrolment.
d) Students with OSAP are also encouraged to contact the Registrar’s Office to understand any OSAP implications.

e) Students registered in courses delivered virtually or on-line will be permitted to complete those courses, however no access to University property will be allowed.

6. Any student found to be in violation of the Vaccination Policy is prohibited from accessing University Property and may be subject to outcomes and/or sanctions under the Code of Student Rights and Responsibilities.

FOR WINTER TERM 2022 AND ONWARDS:

7. All students must upload proof of vaccination to the McMaster Back to Mac digital tool or obtain a valid exemption by Oct. 17th at 11:59 p.m. EST. This applies even if students will not be on campus in the Fall Term. Students will be removed from all Winter Term 2022 and full-year courses if they have not satisfied this expectation by October 18, 2021.

8. Students will have access to virtual academic guidance for the remainder of the 2021/22 academic year regarding program progression that may include pausing or taking a leave of absence from the program or withdrawing from the program.
REPORT TO SENATE
FROM THE
UNIVERSITY PLANNING COMMITTEE

Open Session (Regular Agenda)

At its meeting on May 11, 2022, the University Planning Committee approved the following recommendations and now recommends them to Senate for approval or information:

Information

a. Consolidated Budget

The University Planning Committee received a presentation on the Consolidated Budget for information and comment.

Approval

b. Creation of the School of Biomedical Innovation and Entrepreneurship

The University Planning Committee now recommends,

that Senate approve, for recommendation to the Board of Governors, the creation of the School of Biomedical Innovation and Entrepreneurship, effective July 1, 2022.

c. Name Change Proposal

The University Planning Committee now recommends,

that Senate approve, for recommendation to the Board of Governors, the renaming of the General Motors Centre for Automotive Materials and Corrosion to Centre for Automotive Materials and Corrosion.

d. Report from Undergraduate Council

i. Notice of Undergraduate Program Closures

The University Planning Committee now recommends,

that Senate approve the closure of the Studio Art, Theatre & Film, and Art History Degree Programs.
ii. Establishment of New Certificate and Diploma Programs


The University Planning Committee now recommends,

**that Senate approve the establishment of the Certificate and the Certificate of Professional Learning in Management Principles and Practices, as circulated.**

iii. Closure of Certificate and Diploma Programs

i. Business Administration Diploma with the Business Analysis Concentration
ii. Business Administration Diploma with the Management Concentration
iii. Business Administration Diploma with the Project Management Concentration

The University Planning Committee now recommends,

**that Senate approve the closure of the Business Administration Diploma with the Business Analysis Concentration, the Business Administration Diploma with the Management Concentration, and the Business Administration Diploma with the Project Management Concentration as set out in the attached.**

iv. New Certificate of Completion Programs

i. Organizational Learning & Program Evaluation
ii. Qualitative Data Collection & Analysis
iii. Quantitative Data Collection & Analysis

The University Planning Committee now recommends,

**that Senate approve the establishment of three Certificate of Completion programs in Organizational Learning & Program Evaluation, Qualitative Data Collection & Analysis, and Quantitative Data Collection & Analysis.**

v. BHSc (Integrated Rehabilitation and Humanities) Program Proposal

The University Planning Committee now recommends,

**that Senate approve the establishment of the Honours BHSc in Integrated Rehabilitation and Humanities for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

**SENATE: FOR APPROVAL/INFORMATION**
June 8, 2022
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1 QUICK FACTS

History
Founded in 1887 in Toronto.
Relocated from Toronto to Hamilton in 1930.

Institutional Leadership
Chancellor: Santee Smith
President, Vice-Chancellor and Chair of the Senate: Dr. David Farrar
Provost and Vice-President Academic: Dr. Susan Tighe

McMaster Model
Student-centred, research-intensive, problem-based, interdisciplinary approach to learning

Degrees Granted (in 2020/21)
8,082

Student Enrolment Headcount (as of fall 2021)
Undergraduate: 32,119
Graduate: 5,251
Domestic: 30,943
International: 6,427

Average Entering Grade (in fall 2021)
91.93%

Faculties
6 (DeGroote School of Business, Faculty of Engineering, Faculty of Health Sciences, Faculty of Humanities, Faculty of Science, Faculty of Social Sciences)

Full-Time Faculty (excluding Clinicians, 2020)
932
Staff (2021)
13,783
Alumni (2021)
213,192

Research Funding
$374.6 million awarded in estimated research funding in 2020/2021 (McMaster and affiliated hospitals)

World Ranking
Shanghai Ranking (2021): 92nd
Times Higher Education (2021): 80th
QS World Ranking (2021): 140th
Times Higher Education Global Impact Rankings (2022): 37th, including:
1st in Canada for Good Health and Well-being,
2nd in Canada for Working to Reduce Inequality, Decent Work and Economic Growth

2021 – Canada’s most graduate student research-intensive university – Research Infosource Rankings

Campus
152.4 hectares of property
4 libraries, 13 residence buildings, 1 athletic complex
Nuclear Reactor, WJ McCallion Planetarium, McMaster Museum of Art
5 campuses (Main campus in West Hamilton, and 4 additional campuses in Burlington, Waterloo, Niagara, and downtown Hamilton)
Over the past two years we have been focused on responding to the global pandemic, and have been working to continue our operations and advance the mission of our University whether in a virtual, hybrid, or in-person format. Despite the challenges we have all experienced, the pandemic has driven stronger collaborations across the University and beyond as we worked together on issues ranging from the design of personal protective equipment, viral gene sequencing, developing novel approaches to effective vaccine responses, and more. We have been able to further advance Canada’s Global Nexus for Pandemics and Biological Threats, which enables researchers from across the campus to develop new generations of biological expertise and work in partnership with system leaders, decision makers, and commercial enterprises to ensure that we are well prepared for any future viral threats. All of this work is consistent with our broader vision of advancing human and societal health and well-being.

McMaster’s operating and overall consolidated budgets are structurally balanced with one-time investments to support strategic initiatives and expand and improve our academic and research infrastructure.

The 2022/23 budget reflects our strategic objectives and priorities: Inclusive Excellence; Teaching and Learning; Research and Scholarship; Engaging Local, National, Indigenous, and Global communities; and Operational Excellence. Investments have been made to advance the University’s EDI strategy through targeted recruitment strategies, enhanced training, programming, and community building; we continue to support and advance the student experience with our focus on the Teaching and Learning strategy, including partnered and inter-disciplinary learning experiences, and active and flexible learning spaces; additional support has been made available for our research enterprise in a variety of areas including in support of commercialization, innovation, and entrepreneurial activities, and to foster interdisciplinary collaborations; our work to develop and expand our network of respectful partnerships with communities, partners, research collaborators, and supporters continues, with a particular focus on supporting the implementation and advancement of the Indigenous Education and Research Strategy; and we continue to seek operational enhancements and innovations, with a particular focus on advancing our work on sustainability and climate change.

I would like to thank each department and unit for their extraordinary contributions during these challenging times to advance our vision, mission, and strategy. I am optimistic about the future and am looking forward to everything we can accomplish as a University community in the year ahead.

Sincerely,

David Farrar
President and Vice-Chancellor
MESSAGE FROM THE PROVOST

I would like to thank everyone who was part of McMaster’s budget process. Your contributions are valued by the university and the Budget Committee and resulted in a forward-looking financial plan that supports our mission, institutional priorities and student success. I’m confident that McMaster University’s 2022/23 budget positions the university well to continue our pursuit of excellence as a global university.

As a research-intensive, student-centred institution, McMaster is best positioned to make a meaningful difference when we equip our increasingly diverse student body with the knowledge and skills needed to make a transformative impact on our world. This budget serves our students by supporting a personalized, engaging and sustainable student experience that builds on the success of our most creative and innovative programs.

The budget also strengthens the excellence of our research, our graduate education and training through opportunities to integrate research more purposefully into our academic mission. It aims to enhance engagement with the local, national, Indigenous and global communities we serve, which allows for greater understanding and consideration of the issues identified as priorities so they can be integrated fully and meaningfully into the work of the academy.

As we emerge from the COVID-19 pandemic, we are optimistic about the future, while continuing to prepare for shifting circumstances and risks. The upcoming academic year will see a focus on intensifying and diversifying international recruitment. Under the current enrolment corridor mandated by the Ministry of Colleges and Universities, McMaster has exceeded the upper limit for our enrolment of domestic undergraduate and graduate students. Therefore, any increases in enrolment will need to be international as these student spaces are not limited by the Ministry’s funding cap.

The budget recognizes that demand for McMaster programs remains strong. However, there are risks that may impact the current financial plan. These include changes in government priorities and funding, our ability to attract and retain a diversified international student base; and other legislative changes. We are well-prepared as a university, and we are pursuing additional strategically aligned initiatives intended to broaden our revenues. These include forming new international partnership programs, increased summer use of our campus, new professional graduate programs and a life-long learning focus including micro-credentials.

Ultimately, I hope that McMaster University’s 2022/23 budget empowers each of us to further our ambition as we continue to strive for excellence in all we do.

Sincerely,

Susan Tighe
Provost and Vice-President (Academic)
EXECUTIVE SUMMARY

From Deidre Henne, Assistant Vice-President (Administration) and Chief Financial Officer.

McMaster’s operating fund, inclusive of Faculty and support operations, has an ongoing projected surplus of $43.6 million in 2021/22. However, after strategic and capital investments on a one-time basis the net loss is projected as $26.4 million. Similarly, in 2022/23 the operating results have a structural surplus of $40.2 million and a net loss after one-time strategic investments of $4.7 million.

McMaster’s projected consolidated results for 2021/22 are structurally balanced with net surplus across all funds of $108.1 million after capital and accrual basis adjustments of $134.9 million. The consolidated budget for 2022/23 is also in a surplus position on an accrual basis of $137.3 million after capital and other adjustments totaling $142.3 million.

On a cash basis both the operating fund and the consolidated results are in deficit positions due mainly to capital investments. Adjustments are required to report accrual basis accounting results which translate capital spending into long term assets expensed over capital use periods. McMaster’s ability to structurally balance and fund strategic and capital priorities demonstrates prudent financial management instilled by McMaster’s transparent budget model that places fiscal accountabilities with area leaders who initiate one-time investments to advance the University mission and vision. McMaster’s budget approach continues to serve the University decision making particularly as the pandemic has required substantial one-time investments and limited provincial funding growth opportunities.

In 2022/23 the University continues to advance McMaster’s greatest strategic priority the Global Nexus for Pandemics and Biological Threats at McMaster’s Innovation Park (MIP). McMaster will also progress MIP’s major supercluster development initiative providing an additional 2.8 million square feet of new and renovated life sciences and biomanufacturing space. Major initiatives will be mindful of strategic ambitions relative to sustaining McMaster’s strong financial credit rating of AA (Stable). Overall capital plans are budgeted to resume at pre-COVID levels with several Faculty driven strategically aligned initiatives.

Ancillary operations were hardest hit by pandemic related campus closures and have a 2021/22 projected loss of $3.4 million with total cumulative losses of $7.8 million arising over the pandemic period. All ancillaries have planned for the resumption of normal pre-COVID activities fall 2022. In 2022/23 ancillaries have a net budgeted surplus of $3.3 million, reducing the net deficit to $4.4 million. Ancillaries, taken together, will fully address the cumulative deficits by 2024/25.

All other funds have sound financial plans to advance McMaster’s strategic priorities, including a significant focus projects aligned to the United Nations Sustainable Development Goals.

McMaster’s enrolment demand has remained strong despite the pandemic. Global reputation and rankings have continued to assist in attracting the best and brightest students. Overall, McMaster’s evidence-based approach to medicine and the advancement of knowledge supporting health and societal issues, including mental-health, remain a key strength to the student-centered research-intensive experience McMaster uniquely offers. This budget and its planning years are supported by McMaster’s strength.
A summary of the University’s operating fund net revenues and expenses is shown below in Figure 1. Net operating revenues have historically exceeded expense growth, due mainly to enrolment growth and international student participation increases. The projected trend reduces the net enrolment growth to 0.5% per year, which translates to structurally balanced annually results and a net loss after one-time investments.

One-time investments in the budget and planning years are supported by McMaster’s accumulated appropriations balances reflected in Figure 2 below.
On a consolidated basis net revenues are projected to remain above net expenses on an accrual basis as shown in Figure 3 below. The consolidated results before accrual adjustments are balanced. Accrual adjustments add back annual capital expenditures and amortize assets over useful life periods, as well as, adjust for pension and non-pension year-end market close values.

**Figure 3: Consolidated Outlook**
6 McMaster’s Key Strategic Highlights

6.1 Vision Statement and Strategic Plan

McMaster’s vision and strategic plan capture collective aspirations for positive impact serving the global community to advance human and societal health and well-being. Our vision is to use our collective skills, knowledge, and understanding to improve the world, addressing broad issues, including health matters, environmental sustainability, and social justice. The 2021 refreshed vision statement and strategic plan followed a consultative community approach. Five clear institutional priorities emerged that shape strategic spending in the budget and planning in the years ahead.

6.2 Strategic Mandate Agreement

The Strategic Mandate Agreement (SMA) 2021-2025 aligns with McMaster’s vision and strategic plan capturing areas of strength, growth, and direction. The SMA is an agreement with the Ministry of Colleges and Universities (MCU) that includes annual performance metrics. The achievement of SMA metrics within acceptable ranges will affect future funding allocations beginning in 2023/24, reflecting a three-year pandemic-related delay. The delay results in operating grant certainty for 2020/21, 2021/22, and 2022/23. Planning years assume SMA targets will be achieved to retain current funding levels, which are materially unchanged from McMaster’s 2016/17 grant.

6.3 Research

The Research for a Brighter World strategic plan 2018-2023 guided McMaster’s refreshed vision and strategic priorities setting out research objectives to further advance human and societal health and well-being. The research strategy nurtures McMaster’s culture of collaboration with hospitals, government, and industry partners; draws upon and advances our dynamic research enterprise; and guides future initiatives of local, national, and global importance. McMaster’s focus builds on our strengths ensuring our knowledge reaches those who can put it to its best use, through translation and mobilization, technology transfer, and commercialization.

The pandemic brought sharp focus to the importance of research innovation and interdisciplinary approaches. McMaster is world-renowned for its evidence-based transformative approach to medicine and can deliver positive wide-ranging impact in areas of physical and mental health, pandemic preparedness, Indigenous Ways of Knowing, and advanced manufacturing, to name a few.
A key area of focus for McMaster is the impacts we can make through our research and scholarship, particularly as it relates to the United Nations’ (UN) 17 Sustainable Development Goals. McMaster’s most pressing priority aims to deliver Canada’s Global Nexus for Pandemics and Biological Threats, which is a truly interdisciplinary facility engaging all six Faculties and providing undergraduate and graduate learning opportunities to support the next generation of professionals needed to tackle the world’s greatest problems driven by population growth, drug resistance, and more. Nexus provides a path to deliver global impact drawing upon work across labs, libraries, and offices, in collaboration with partners, while growing diversified revenues to further invest in research that tackles key societal challenges.

6.4 **Campus Master Plan**

McMaster’s campus master plan (2017-2022) guides strategically aligned priority-setting. In 2022/23 a community consultative approach will inform the next five-year outlook. Infrastructure priorities will draw on learnings from the pandemic, and focus on sustainability goals, infrastructure resiliency, carbon neutrality, land reconciliation, and the campus and community interrelationship. Additional supplementary plans are publicly available examining capacity, accessibility, energy, and asset management.

The consolidated budget includes capital priorities informed by academic enrolment and strategic priorities. Capital spending is integrated with budget and multi-year financial projections to assess financing strategies summarized into an annual debt strategy report, which determines whether internal and/or additional external financing is needed. The 2022/23 budget includes $150 million in additional debt secured June 2021 (see Section 12) to support strategic capital priorities.

6.5 **Enterprise Risk Management (ERM)**

The Enterprise Risk Management Program involves a collaborative approach to identifying and assessing risks associated with McMaster’s mission, vision, and strategic plan. The Enterprise Risk Steering Committee monitors key risks, mitigation strategies, and residual net risk.

Multi-year financial projections incorporate material risk scenarios associated with government policy, pandemic, climate change and resiliency, financial, and geopolitical risks for discussion with senior leaders and Board governance committees.

This approach reflects an integrated reporting framework aligned with McMaster’s adoption of the Task Force Recommendations on Climate-Related Financial Disclosures which requires, at minimum, an annual assessment of potentially material climate-related risks.

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1 https://facilities.mcmaster.ca/
7 CONTEXT

7.1 COVID-19

The COVID-19 pandemic has impacted normal operations over the last two years. The 2022/23 consolidated budget reflects a hybrid student learning experience that blends online and in person curriculum. An evolving hybrid pedagogical approach has lowered net expenses and received positive interim feedback, while the long-term approach will likely leverage some hybrid opportunities.

Ancillary operations were significantly impacted by the pandemic, with material losses to revenues and deemed essential support for housing, food, and course and lab materials supply. Ancillary operations received temporary rent relief during campus closures and the 2022/23 budget has all ancillaries structurally balanced with deficits incurred during COVID-19 repaid within four years.

7.2 Financial Health Position

McMaster’s financial health position going into the pandemic was among the strongest in Ontario, with the strongest AA (stable) credit rating shared with only two other university peers. McMaster’s enrolment, domestic and international, remained strong throughout the pandemic and prudent financial management to ensure pension, post retirement plans, and infrastructure obligations are funded has served McMaster well. McMaster monitors plans against financial health metrics embedded in policy thresholds to ensure strategic investments do not impair long term financial resiliency.

Financial health strength is not equal across Ontario higher education institutions. Universities with a reliance on inflation-linked tuition and special purpose grants, with low and/or stable international participation, low appropriations, and that are highly debt-financed have struggled far more, with one Ontario university entering creditor protection in 2021. Regardless, McMaster is optimistic that independent credit ratings and strong financial health frameworks can be drawn upon to provide assurance to MCU and other stakeholders in their assessments across universities.

McMaster remains financially resilient, undertaking financial scenario planning of potentially material enterprise risks, and routinely monitoring financial health metrics. McMaster routinely reconciles and reports restricted funds and even though funds are co-mingled across cash and investment holdings, restricted funds remain wholly available for intended purposes.

7.3 Provincial Funding Environment

7.3.1 Provincial Operating Grant

McMaster’s operating grant includes (i) domestic enrolment-based funding based on weighted grant units, (ii) performance-based SMA metric-linked funding, and (iii) special purpose grants. MCU has delayed SMA metric-linked funding to threshold achievement until 2023/24 due to COVID-19 impacts, however most metrics involve three-year trends and may create difficulties into future years where 2020/21 and 2021/22 results are included in calculations. McMaster continues to report on its SMA results annually. McMaster is preparing scenario-based budget calculations in the event the performance metrics are activated in 2023/24. The budget model is being reviewed for minor refinements as MCU’s metric drivers are activated, adjustments relate to research related metrics.
The operating grant has remained frozen without inflation since 2016/17, based on 2015/16 enrolment (25,723 domestic students). Domestic enrolment growth is funded up to a 3% corridor ceiling. McMaster’s domestic enrolment is budgeted at 28,993, which is over the funded corridor by 2,500 students resulting in ~$22 million in unfunded domestic participation.

The frozen operating grant against inflation has meant the $1 received in 2015/16 today is worth approximately 84 cents based on Ontario’s consumer price index.

7.3.2 Provincial Tuition Framework
MCU has confirmed the in-province domestic tuition fee framework for 2022/23 is held frozen at 0% inflation, this follows a 10% tuition reduction in 2019/20 and two subsequent years of 0% inflation. Out-of-province domestic tuition fees are eligible for an up to 5% tuition fee increase in 2022/23 (compared to 2021/22 MCU allowed an up to 3% increase). McMaster will adopt this increased framework for undergraduates in 2022/23. The system administration costs to implement out-of-province domestic graduate tuition increases of 5% exceed the revenue benefit and will be reassessed in future years.

An international student participation tax of $750 per international student enrolled is deducted from McMaster’s operating grants and transferred to the Ministry of Finance’s general revenues. This tax was introduced in 2014/15 when McMaster’s international participation was 8.6% resulting in a $0.4 million grant reduction. The 2022/23 international participation is budgeted at 17.5% resulting in a $3.9 million reduction to McMaster’s operating grant.

Domestic student enrolment is supported by the combination of domestic tuition plus the provincial operating grant. International student enrolment is supported solely by tuition fees without provincial support.

7.3.3 Ontario’s A Plan to Stay Open
On March 29, 2022 the Pandemic and Preparedness Act, 2022 was proposed, if passed Ontario will focus investments and tuition reimbursement incentives toward increasing Ontario’s health resources, including expanding clinical education programs. Ontario’s A Plan to Stay Open aligns well to McMaster’s strengths, vision and strategy.
Ontario will also advance its life sciences strategy focusing on early-stage companies that deliver Ontario-made hospital and/or health system innovations. Additionally, Ontario will leverage manufacturing capacity to invest in personal protective equipment (PPE) stockpiles and other critical supplies and equipment (CSE) for future preparedness.

7.3.4 Ontario’s Life Sciences Strategy
Ontario’s vision is to establish the province as a global biomanufacturing and life sciences hub leading to the development, commercialization, and early adoption of innovative health products and services.
McMaster is well poised to support this strategy with existing strengths in life sciences, biomanufacturing, partnerships with domestic supply chain manufacturers for PPE and CSE, its research seed investments to boost start-ups, and promotion of Ontario made solutions.

McMaster’s partnerships with the Province, healthcare systems, industry, and its commitment toward delivering Canada’s Global Nexus for Pandemics and Biological Threats supports Ontario’s vision. Further, the McMaster Innovation Park is progressing plans to deliver an additional 2.8 million built square feet in research commercialization and biomanufacturing infrastructure aligned with delivering on McMaster’s societal health and Ontario’s life sciences strategy.

7.4 FEDERAL BUDGET HIGHLIGHTS

The 2022 Federal Budget have several post-secondary support implications with key highlights focused on pandemic and public health, developing a national emergency stockpile, research support for net-zero emissions transition and low-carbon solutions, nuclear energy and small modular reactors, accessibility scholarships targets to Black student researchers, and accelerated innovations in brain health and aging. Additional investments include innovation superclusters to expand national presence on key government priorities, such as climate change, supply chain disruption, and lab-to-market intellectual property platforms for graduate students and researchers, and other commercialization opportunities.

The Federal budget also has a focus on talent, reviewing and investing in attracting more leading researchers through Canada Excellence Research Chairs and expanding the Foreign Credential Recognition Program.

7.5 RESEARCH FUNDING

McMaster is well-positioned to advance the federal and provincial government’s efforts to strengthen Canada’s life sciences and biomanufacturing capacity. The McMaster Innovation Park (MIP) has secured a new anchor tenant OmniaBio, a commercialization spin-out of the Centre for Commercialization of Regenerative Medicine (CCRM), a leader in developing and commercializing regenerative medicine-based technologies and cell and gene therapies. In addition, MIP is working with developers to provide an additional 2.8 million build square feet of commercialization space aligned to support McMaster, Ontario, and Federal strategies focused on life sciences and biotechnology.

McMaster’s research programs in nuclear science and engineering (across automotive, aerospace, and agriculture sectors), as well as the Net Zero Accelerator program supports the Federal government’s green transition plans that focus on net-zero, nuclear clean energy alternatives, and climate change solutions.

While McMaster is poised to advance national priorities in several areas, the greatest priority remains advancing Global Nexus as antimicrobial resistance among populations grows and the risk of future pandemics threatens societal health and global economic systems.

7.6 CITY OF HAMILTON AND ECONOMIC DEVELOPMENT

McMaster’s activities drive over $9.2 billion in economic impact each year. Much of this impact occurs locally as one of the largest employers in Hamilton and attracting over 34,000 undergraduate and graduate students to its campus each year. McMaster’s operations consume over $100 million in
supplies each year in addition to annual capital investments ranging from $100 to $150 million per year. With such deep impact on the community, McMaster recognizes the critical importance of working together with the surrounding communities and the City of Hamilton and other jurisdictional partners when developing strategies and acting on its priorities.

Housing plans have not kept pace with enrolment growth and McMaster has partnered with private developers to enable two additional residence projects. In 2022/23, the Main Street West undergraduate residence will launch offering an additional 1,440 residence beds when opened. Further, the graduate residence at 10 Bay Street will progress near completion providing 560 residence beds downtown next to the David Braley Health Sciences Centre. McMaster will continue to assess residence needs and work proactively with neighborhood community associations and local councilors to share plans on effective housing strategies where community neighbors, students, staff, and faculty co-reside.

7.7 OTHER KEY REVENUE AND EXPENSE CONSIDERATIONS

7.7.1 INVESTMENT RETURNS
McMaster performance objective is to achieve 5.0% returns after inflation, the budget is 5.6% returns based on historical trends. For each 1% return difference to budget there is a $8.2 million impact to the surplus/deficit. Investments follow the United Nations’ Principles for Responsible Investing which promotes accelerated decarbonization strategies toward net zero carbon emission investment portfolios.

McMaster achieved its inaugural decarbonization strategy to reduce weighted average carbon emissions\(^2\) by 45% by 2030 (compared to the April 30, 2018 baseline measure). The investment pool lowered its carbon measure by over 50% at April 30, 2021 and is now targeting accelerated decarbonization plans to reduce weighted average carbon emissions by 65% by 2025 and 75% by 2030, with the rest (net-zero) as soon as possible thereafter for the investment pool.

Companies held align with globally accepted carbon reduction strategies and energy transition timelines supported by the United Nations, this will include some direct and pooled fossil fuel assets. Clean technology investments reflect ~24% of the investment pool and are planned to grow over the 2022/23 budget cycle. Clean technology investments include energy efficiency, alternative energy, sustainable water, pollution prevention, and green buildings.

McMaster administers salaried pension plan assets of over $2.5 billion with performance objectives to outperform benchmark and a decarbonization strategy to reduce weighted carbon intensity by 30% by 2030 (compared to the June 30, 2019 measure). Finally, McMaster administers the hourly pension plan assets of over $70 million and its carbon baseline measure is planned for 2022/23.

7.7.2 INFLATIONARY IMPACTS
Canada inflation has hit record 30-year highs driven by pandemic supply and demand, labour market shortages, foreign investment, and more. Most revenue sources are frozen or deflationary affecting

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\(^2\) As defined by the globally accepted Task force recommendations for Climate-related Financial Disclosures (TCFD) the weighted average carbon intensity is greenhouse gas emissions converted to carbon dioxide (CO2) and reflected as CO2 tons emitted per $1 million invested (written as CO2e/$1M)
inflationary funding decisions. The consumer price index inflation for Ontario approximated 6.1% in fiscal 2021/22 to February close. To address inflation the Bank of Canada has raised interest rates twice in 2022 to 1%, up 0.75% over prior year.

Inflation creates compensation pressure to keep pace while constrained by three-year pay moderation period required by Bill-124 limiting increases to 1% per year. Employee groups are aligned with pay moderation requirements at the expense of several job opportunities going unfilled straining existing staff.

Supplies and equipment inflation has been defrayed by the MacBuy (contract buying) initiative that has delivered over $30 million in savings to date. Library inflation exceeds 5% per year impacting purchasing decisions in recent years with a library budget review underway in 2022 to explore solutions.

Utility prices are volatile with electricity rates affected by the Global Adjustment for provincial infrastructure and changes to the market. Options are being explored to mitigate projected electricity inflation, however pandemic-driven closures will deliver a 2021/22 budget surplus. McMaster’s peak shaver project will reduce net energy costs while an electric boilers project will reduce future campus carbon emissions and assist in mitigating co-generation fuel needs.

The Raw Materials Price index rose 29.8% year over year. Increases in the costs to construct are driven by metal fabrication prices and concrete elements (including steel reinforcement). Higher costs are also attributed to rising labour costs resulting from skilled labour shortages.

7.7.3 Currency Exchange Rates
McMaster’s imported goods and services are mainly in US dollars (USD). The Canadian dollar has fluctuated in value, from trading at par in January 2013 to $0.80 USD at end of March 2022. To mitigate the financial impacts of currency exchange Financial Affairs retains USD deposits to settle USD expenditures minimizing exchange risk. Deposit accounting for research projects or departmental accounts in USD are given the Canadian equivalent using a daily exchange rate. For some areas, such as the library expenditures, the exchange rate is fixed at $1.25 CDN for $1 USD supporting cost certainty to the unit.

Among other economic factors, the direction of the Canadian dollar will be impacted by the level of interest rates in Canada relative to the US. As the global economy improves, or if the US Federal Reserve raises interest rates at a faster pace than the Bank of Canada, the Canadian dollar is expected to weaken.

7.7.4 Faculty Renewal
The Faculty renewal plans aim to increase the faculty complement over 2021/22 to 2023/24 by 15% to address enrolment growth and additional programming. Initiatives are in process, EDI strategy aligned, with a focus on tenure-track and teaching-track appointments. Interest in teaching-track appointments is to address teaching demands and enable other research-focused appointments.

7.7.5 Pension Plans
McMaster University maintains salaried and hourly defined benefit (DB) plans and group Registered Retirement Savings Plan (RRSP) pension plans for full-time employees. The DB valuations measure
going concern pension assets, a provision for adverse deviation, and liabilities to determine annual funding requirements. Interest rates, demographic changes, funding rules, and valuation timing create measurement fluctuations. Budgeted benefit rates are set annually using a ten-year actuarial outlook to smooth fluctuations.

The employer’s DB pension costs are allocated to departments as 125% of employee contributions for 2022/23 and planning years, which is adequate based on projections. The Ontario Pension Benefits Act (PBA) requires actuarial valuations no later than every three years. The Salaried Plans were measured on July 1, 2021, with the next required filing date on July 1, 2024. The smaller Hourly Plan was measured on January 1, 2020, with the next filing date planned on July 1, 2022.

The DB plans include a solvency ratio measurement requiring an over 85% funded ratio. Based on solvency measures the plans do not require special solvency payments. Pension ratios are monitored quarterly with actions taken to maintain solvency ratios above 85% and transfer ratios above 90%.

Table 1: Pension Plan Status

<table>
<thead>
<tr>
<th></th>
<th>Plan 2000 Valuation date</th>
<th>Hourly Plan Valuation date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going concern surplus (deficit)</td>
<td>$128.2</td>
<td>$5.0</td>
</tr>
<tr>
<td>Solvency surplus (deficit)</td>
<td>$(147.6)</td>
<td>$(8.1)</td>
</tr>
<tr>
<td>Solvency ratio</td>
<td>100%</td>
<td>90%</td>
</tr>
</tbody>
</table>

7.7.6 Non-Pension Obligations

McMaster offers non-pension retirement benefits (PRB) including extended health, dental and life insurance for several full-time employees. In 2011/12, the University worked with its actuaries to quantify the impact of plan changes on the unfunded liability. Since that time, employee groups agreed to changes to mitigate liability growth and management has developed a funding plan.

The funding reserve approximated 1% of the funding requirements in 2011/12, ten years later 2020/21 the reserve has 70% of the projected costs funded. The plan is projected to be fully funded by 2030. The PRB funding base allocation reduced from $7.9 million to $5.0 million in 2022/23.

7.7.7 Asset Management and Maintenance

Many of McMaster’s buildings are over 50 years old, the deferred maintenance backlog is estimated at $724.52 million. The 2022/23 deferred maintenance and facility renewal program budget is $16.97 million, which includes operating funds of $10.7 million, $5.06 million from MCU, $0.87 million in emergency fund, and $0.34 million for Campus Accessibility upgrades. Additionally, residence deferred maintenance is funded by Housing and Conference Services (HCS) with approximately $3 million set aside for deferred maintenance for 2022/23.

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3 Solvency basis refers to the pension plan asset and liability gap measurement methodology whereby the key assumption is that the University will cease to continue operating and must immediately settle pension obligations.

4 As of April 30, 2021, non-pension obligations are estimated at $287.3 million, with reserves of $193.5 million.
Based on current funding sources, the backlog of critical priorities is forecast to decrease 6% over the next ten years. Within HSC, the Bates residence will require the most substantial investment and retrofit over future years.
8 BUDGET CREATION

8.1 ACCOUNTABILITY
The effective management of the budget is a responsibility of the President assigned by the Board of Governors and defined in the 1976 McMaster University Act. The University’s budgets are prepared on a modified cash basis and pursuant to the concepts of fund accounting. Fund accounting enhances accountability and budgetary control by assuring that restricted grants and contributions are segregated to designated funds and spent for the purposes intended.

The President delegates budget accountability to the Budget Committee, a sub-committee of the University Planning Committee, to oversee the development of budgets for both the operating and ancillary funds. The operating and ancillary funds together account for two thirds of McMaster’s annual expenditures. The Budget Committee recommends the annual budget to the President. In addition, specifically externally funded programs, such as those funded by the Ministry of Health and Long-Term Care, are included in each envelope’s submission to the Budget Committee. The funds not overseen by the Budget Committee have restricted uses and other governance and/or committee oversight.

8.2 BUDGETING PRINCIPLES
The 2022/23 budget and following two-year plans are developed using principles and priorities aligned to our refreshed vision and strategic priorities and embedded in the Strategic Mandate Agreement:

- The academic and research mission of the University is foremost in the development of budget guidelines for envelope managers. This includes student experience and support.
- Revenue must be strategically allocated in support of the University mission.
- Ongoing and one-time costs need to be identified to develop a clear picture of McMaster’s overall financial position.
- Envelopes must be structurally balanced within each Vice-President’s area of responsibility, with ongoing expenditures less than or equal to ongoing revenues.

Allocations of funding to priorities are decided using a process that is strategic, fair, and equitable across the University, and avoids a piecemeal approach.

8.3 BUDGET DESIGN
Separate funds are set up for activities, with each fund comprised of its own revenue and expenses. The following funds are used:

1. **Operating Fund**: Unrestricted general revenues and expenses that are directly related to the mission of the University, education and activities supporting research (i.e. not restricted by an agreement or contract). The Board of Governors has approved a policy of permitting envelopes to carry forward unexpended budgets into the subsequent fiscal year.
2. **Research Funds**: Research-related funds externally restricted by an agreement or contract for specific research purposes. The use of these funds is restricted by the donor or granting agency.

3. **Capital Fund**: Funding and expenditures for capital projects.

4. **External Endowments**: Donations or bequests received by the University that have a non-expendable requirement as well as other legal requirements for use as agreed upon by the donor and the University.

5. **Internal Endowments**: Unrestricted donations and bequests, and other monies which have been endowed by action of the Board of Governors.

6. **Ancillary Fund**: Sales of goods and services by departments that are defined as being supplementary to the University’s primary operating activities of education and research. Such sales may be made to the University community and/or to external clients. Ancillary operations are self-sustaining.

7. **Specifically Funded**: Funding provided by an external entity, restricted by an agreement outlining expenditure of the funds and a requirement to return unspent funds at the end of the term.

### 8.4 Budget Model

To allocate Operating Fund resources, McMaster uses a hybrid between a full activity-based model and an incremental model. Implemented in 2014/15, the model aims to strike a balance between providing transparent activity-based funding to the Faculties while maintaining financial flexibility to address strategic goals. Funding to support units is fixed aside from salary inflation where any further incremental allocations are annual decisions based on funding availability and unit-level requests considered a priority. Support unit funding does not increase with changes to enrolment or research.

The figure (4) below identifies sources of revenues in the center allocated to activity units (Faculties) based on enrolment, teaching, or other drivers. Further, six expense types are identified and allocated to the Faculties based on volume, space, utilization or average revenue or expense drivers.
The model mostly matches provincial funding flows. However, two strategic envelopes are created as a percentage of Operating Fund revenue: i) the Research Discretionary Fund to be used by the Vice-President (Research) for strategic research initiatives, and ii) the University Fund to be allocated by the Provost to support the University’s mission, vision, and strategic priorities.

Recognizing that the indirect costs of research are not fully covered by overhead revenue, the Research Infrastructure Fund and Research Excellence Fund redistribute a portion of revenues to support the most research-intensive Faculties. Additionally, occupancy costs are charged out to a research host Faculty using an overall average cost per square meter without distinction to the higher cost of research labs.

After all revenue allocations are made to the Faculties and strategic funds, allocations of central support unit costs are charged to Faculties based on cost drivers, for example Human Resources costs are charged out based on employee full-time equivalents.

All Faculties or activity unit allocations are adjusted based on actual revenues and cost driver results after year-end.
The budget approach has been continually assessed and evaluated both internally and externally, the latter involving the sharing of best practices with other Canadian and U.S. universities, as well as participating in research undertaken by the Education Advisory Board.

Review feedback and ongoing input and analysis has resulted in some changes to the budget to either address concerns or enhance incentives aligned to strategic priorities. The budget adjustments mostly alter values of the parameters and not the underlying principles. The last full budget model review occurred in 2017. In 2022, the Provost initiated a budget review due to impending SMA metric linked funding. The current review draws on the budget principles and 2017 review. Some refinements to the budget model in future years may be introduced to ensure incentives are optimally aligned to support McMaster’s academic and research mission. Additional information on the budget model currently in place at Mcmaster is available at [https://provost.mcmaster.ca/budget-planning/](https://provost.mcmaster.ca/budget-planning/)
June: The budget cycle for the Operating Fund and Specifically Funded Programs begins as the Budget Committee reviews and approves the assumptions and guidelines that will apply to all units across the University. Submissions include a projection for the current year, budget for next year, and plans for the following two years. The Budget Committee requests the submissions on a standard template, identifying:

- Strategic objectives and their relationship to the vision and the Strategic Mandate Agreement
- Key metrics and benchmarks, including enrolment trends, ratio of students to faculty, staffing levels, and space requirements
- New initiatives and cost pressures, the actions taken to achieve a balanced budget, effects on the University community, and the related risks
- All one-time costs and the related funding sources
- Capital and/or renovation plans, including funding sources or internal financing capacity

Benefit rates are set to cover statutory deductions, pension costs, post-retirement benefits, and other benefit costs associated with employer plans offered to employee groups. Assumptions for salary and wage increases by employee group are reviewed, incorporating information from collective agreements.
July to October: Budget allocations to activity units follow both the total level of funding and the allocations made to support units. The budget cycle is divided into two stages, with support units preparing their budgets first from July through October, so that any funding for any recommended priorities may be incorporated into the activity unit allocations.

November: Support units present budgets during a three-day Budget Committee conference, attended by additional guests including the Vice-Presidents, Faculty Deans and Directors of Faculty Administration. This allows the Faculty or activity unit leaders to consider and comment on the budget priorities and expenditures of all support units before the Budget Committee votes to receive each budget.

While receiving budget submissions, the Budget Committee identifies unfunded priorities and potentially unacceptable cost-cutting actions. The Committee explicitly prioritizes these items for review by the President, recommending some for funding. In consultation with the Vice-Presidents, as many of these important items as possible are funded.

November to March: Activity units begin budget preparation. Reasonable estimates of future enrolment and revenues based on provincial regulations, strategic objectives, historical demand, and other commitments are prepared. The activity unit allocations are updated in the budget model using the revenue estimates and the final support unit allocations, and the Operating Fund Guidelines are released with the updated allocations.

Ancillaries are self-funded and not dependent on support unit allocations, but may use enrolment assumptions in their revenue estimates. Ancillary Fund Guidelines are issued using the same salary and benefit cost assumptions as the Operating Fund, including rent charges and amounts to be contributed to the Operating Fund.

April: Activity units and ancillaries present their budgets during a two-day Budget Committee conference, attended by additional guests including the Vice-Presidents, Faculty Deans and Directors of Faculty Administration. The Budget Committee votes to receive each budget and reviews the final total.

Budgeted consolidated financial statements are prepared incorporating plans for the remaining funds. To finalize the budget, senior management reviews the financial position over the three-year planning horizon and makes adjustments, where necessary, to ensure reasonableness of the consolidated position and continued financial sustainability while promoting the academic mission.

May to June: The budget is presented to the University Planning Committee and the Senate for information and comment before presentation to the Planning and Resources Committee and Board of Governors for approval.

8.6 Revenue Assumptions

8.6.1 Enrolment

McMaster’s domestic enrolment is above the funded corridor and objectives aim to bring this over-enrolment down in the budget and planning years. International enrolment continues to surpass prior year targets despite sector-wide declines in international applications for 2022/23.
The undergraduate enrolment projection model uses the Enrolment Management Team’s level 1 targets to forecast each Faculty’s annual intake. For movement between levels 2 and above, within each Faculty and between Faculties, the model applies a flow-through methodology that incorporates each Faculty’s historical three-year transition rate.

To project graduate enrolment, since no level 1 intake targets are set at the graduate level, the graduate enrolment projection model is a flow-through model based on the following two elements:

- Each Faculty’s historical level 1 intake unless a specific target was provided by a program.
- The transition probabilities of students from levels 2 and above. Like the undergraduate projection, for movement between levels 2 and above within each Faculty, the graduate model applies a flow-through methodology that incorporates each Faculty’s historical three-year transition rate, adjusted for mid-year graduation rates.

For both undergraduate and graduate enrolment projection models, actual enrolment data at the student level are used to simulate the projections. The projection data includes FFTEs, headcount and WGU counts by Faculty, level, registration status, immigration status, and fee category.

Table 2: Enrolment Assumptions

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Domestic FFTEs</td>
<td>20,264</td>
<td>20,801</td>
<td>25,835</td>
<td>25,217</td>
<td>24,559</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>+1.1%</td>
<td>-0.8%</td>
<td>-0.1%</td>
<td>-2.4%</td>
<td>-2.8%</td>
</tr>
<tr>
<td>International</td>
<td>4,451</td>
<td>4,728</td>
<td>4,774</td>
<td>4,842</td>
<td>4,907</td>
</tr>
<tr>
<td>Total</td>
<td>34,715</td>
<td>35,529</td>
<td>30,609</td>
<td>30,059</td>
<td>29,466</td>
</tr>
<tr>
<td>Graduate FTEs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>1,145</td>
<td>1,365</td>
<td>1,358</td>
<td>1,367</td>
<td>1,384</td>
</tr>
<tr>
<td>Total</td>
<td>4,451</td>
<td>4,606</td>
<td>4,675</td>
<td>4,714</td>
<td>4,743</td>
</tr>
</tbody>
</table>

8.6.2 Tuition Rates

The domestic in-province tuition rate increase is budgeted as flat (0%), with a budgeted 3% inflation for out-of-province domestic undergraduate students. Out-of-province increases of up to 5% have been announced and will be initiated causing an immaterial favourable variance to the initial budget.

International tuition rates include market inflation and demand considerations. The 2022/23 rates are budgeted to increase by 10% per year for level 1 and 6% for level 2 and above, with exceptions to specific programs. Beginning in 2023/24, international rates are assumed to increased by 6% for level 1 and 4% for level 2 and above. Note that international PhD tuition will mirror that of the domestic PhD in accordance with McMaster’s decision to harmonize the international and domestic PhD tuition starting 2018/19 (Table 3).
### 8.6.3 OPERATING GRANTS

Operating grants are held flat with adjustments for graduate expansion achieved in 2019/20. Despite fixed grant figures for 2022/23 a net decline in the operating grant is budgeted to account for the incremental $750 per international student tax charged to universities.

#### Table 4: Operating Grant Assumptions

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<tbody>
<tr>
<td>Core Operating Grant (COG)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Based*</td>
<td>Up to 35% of Total Operating Grants</td>
<td>Up to 35% of Total Operating Grants</td>
<td>Up to 45% of Total Operating Grants</td>
<td>Up to 10% of Total Operating Grants</td>
<td>Up to 25% of Total Operating Grants</td>
</tr>
<tr>
<td>Differentiation Grant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other DE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remaining funds from the result of reduced WGU value in excess of 35%</td>
<td>Remaining funds from the result of reduced WGU value in excess of 35%</td>
<td>Remaining funds from the result of reduced WGU value in excess of 45%</td>
<td>Remaining funds from the result of reduced WGU value in excess of 10%</td>
<td>Remaining funds from the result of reduced WGU value in excess of 25%</td>
<td></td>
</tr>
<tr>
<td>International student reduction</td>
<td>Flat</td>
<td>Flat</td>
<td>Flat</td>
<td>Flat</td>
<td>Flat</td>
</tr>
</tbody>
</table>

* Funding was moved into the performance based funding grant, but linking the funding to the performance metrics has been delayed until at least 2023/24.

Metric-linked performance funding allocations are delayed until 2023/24. While the differentiation funding as a percentage of total operating grants grows incrementally each year to approximately 60% by 2024/25, the performance based funding portion will now only form 25% of total operating grants. Metrics involving three-year historical trends will continue to be impacted beyond the current SMA which may affect MCU’s actual metric activation timing.

### 8.7 ACTIONS TAKEN TO ACHIEVE THE STRATEGIC PLAN

McMaster’s community has budgeted initiatives to support and achieve the strategic plan priorities. Investments to advance McMaster are funded from current revenues and appropriations. New initiatives are either funded from appropriations or a request is made to the Budget Committee to fund priority items. Most strategic initiatives are identified in the sections that follow by strategic plan priority. Further, the 2022/23 budget includes additional priority allocations to:

- The McMaster Okanagan Committee
- The Sustainability Office
- International student recruitment and enhanced support services to international students

5 Appropriations are the accumulated surpluses or deficits from prior years, also known as reserves. In accordance with the Operating and Ancillary Budgets Policy, these balances are carried forward to future years. Surplus appropriations may be used to provide funds to offset one-time spending and investments in deficit-reducing strategies. Envelope managers must present plans to eliminate deficit appropriations with their budget submissions.
Further support for the Archway program (online student community initiative)
Graduate scholarship funding
Increased ventilation energy costs and filter changing
Research administration support
Human Resources strategic implementation initiatives
IT investments in cyber security, licensing, and relationship management tools
Branding and marketing

In addition to the above, smaller base or one-time investments have been made in the 2022/23 budget and planning years to support the strategic plan with a series of administrative support reviews and benchmarking activities, including UniForum. UniForum is a global benchmarking initiative to understand academic and administrative support efficiency involving 40 participating post-secondary institutions worldwide – 16 universities in Australia and New Zealand, 16 in the United Kingdom and 8 others in Canada.

8.7.1 Inclusive Excellence

Key initiatives affecting the diversity of peoples, perspectives, knowledges, and ways of knowing, in the budget year are:

Equity Diversity and Inclusion:
- Equity Diversity and Inclusion (EDI) Advisory Committees embedded across departments.
- Implementation of the Triennial review of the University Aid & Awards policy to strengthen EDI in the creation and distribution of awards.
- Promote integrated Student Diversity Census and develop a communication plan and campaign to increase the response rate.
- Incorporate EDI workshops into ongoing educator development programming.

Black Lives Matter:
- Black Student Success Centre launched as a safe space where students can meet, share, socialize, and access specialized supports and services.
- Athletics and Recreation Black students and staff inclusion initiatives.
- School of Rehabilitation Science Black equity inclusion focus.

Indigenous Reconciliation:
- Faculty of Engineering Indigenous outreach community of practice.
- Faculty of Health Sciences departments developing partnerships with the Faculty’s Indigenous Health Learning Lodge.
• McMaster Indigenous Research Institute (MIRI) visioning with Indigenous faculty, staff, students, community members and stakeholders to rejuvenate MIRI’s mission and priorities.
• Indigenous Student Services (ISS) to increase McMaster as a university of choice for Indigenous learners and improving Indigenous student experience and success approaches.
• Curriculum reform to increase presence of scholars and scholarship from equity-deserving and Indigenous peoples.
• Design and implementation of Indigenous knowledge stewardship strategy in partnership with Indigenous health leaders on campus and the community.

Other underrepresented peoples:
• Afghani scholar-at-risk employment initiative.
• Implementation of Mental Health Task Force recommendations.
• The Student Urgent Response Team (SURT) to address sensitivities related to Security responses to mental health calls on campus.
• Expand the Campus Accessible Tech Space (CATS) lab to improve technology support for students with disabilities.
• Advancement of priorities within the Campus Accessibility Action Plan (CAAP).
• Finalize McMaster Building Standards and contractor direction on accessibility standards.
• BIPOC (Black, Indigenous, and People of Colour) Cultural Administrators Mentorship Program at McMaster Museum of Art, first of its kind in the Canadian cultural sector.

8.7.2 Teaching and Learning
Innovation in teaching and learning excellence will help McMaster to maintain high student demand for programs. Key initiatives include:

Expansion or Revised Programs:
• School of Nursing expansion of 50 accelerated stream students to support the Ministry of Health (MOH) capacity mandate with growth in graduates by spring 2023.
• Faculty of Health Sciences Biochemistry undergraduate program transition from Faculty of Science.
• Faculty of Engineering combine Levels 2 and 3 to encourage design thinking, creativity, reflection, and integrated learning called The Pivot, including capital renovations for interdisciplinary, open-design, multi-floor teaching, research and innovation hub.
• Expansion of the ultrasound training program in partnership with Mohawk College to physicians in practice and other areas of Medicine.
• The McLean Centre for Collaborative Discovery curriculum changes to ensure students learn from, and with, other students, across Faculties, and with community partners through discovery-based learning “hubs” or “labs”.
• Commerce curriculum redesign to emphasize cross-disciplinary, project-based learning. The curriculum needs to be in place for Fall 2024 when McLean Centre is ready for occupancy.
• Curricular revisions to the Global Peace and Social Justice BA and Gender and Social Justice minor supported by the allocation of new teaching resources.
McMaster University 2022/23 Consolidated Budget

Budget Creation

Introduction of new programs:

- Faculties of Engineering and Humanities, with the Office of Community Engagement, are developing a new interdisciplinary undergraduate program, Bachelor of Arts and Technology.
- Humanities and Rehabilitation Interdisciplinary undergraduate degree.
- Faculties of Social Sciences and Health Sciences new Master’s of Mental Health.
- Indigenous Studies graduate program development.
- New Integrated Arts (iArts) undergraduate program, replacing three existing programs, offers students the chance to learn across disciplinary boundaries.
- Health Physics will work with the Physics & Astronomy department to develop an Occupational Health Physics Masters programme and support development of 2 graduate level courses.
- Planning for programming and implementing of the Marnix E. Heersink School of Biomedical Innovation and Entrepreneurship.
- Develop learning resources to support “transferable” research skills training of PhD (including skills assessment, individual develop plan, self-paced learning, mentoring protocols and upskilling for supervisors) in partnership with The/La Collaborative.

Other support initiatives:

- Student Activities and Fitness Expansion project completion providing 100,000 square feet of fitness, study, event, lounge, prayer and meeting space.
- Library content integration with curriculum online modules, videos, blogs, Virtual Reality, etc.
- Continuing to enhance remote teaching supports in order to be responsive to the unique needs of the Faculties and instructors.
- Development of a course outline portal with goals of creating consistent course outlines in line with University policies, creating efficiencies students and support for instructors.

8.7.3 Research and Scholarship

McMaster’s commitment to world-class research and interdisciplinary collaboration is one of the key differentiating factors contributing to its global reputation. Key initiatives the advance the Brighter World Research Initiatives include:

Global Nexus for Pandemics and Biological Threats and Life Sciences Ecosystem Development:

- University and McMaster Innovation Park (MIP) academic and research program planning and capital development initiative.
- Application to the Canada First Research Excellence Fund (CFREF) to support Nexus team.
- Central Animal Facility renovation plan and expanded facilities funding application to support MIP and Nexus research.
- Research commercialization of McMaster research spin-off companies’ campus relocations into expanded, renovated, and new facilities at MIP.
- MIP development initiative to deliver an additional 2.8 million build square feet of life sciences and biomanufacturing ecosystem and innovation hub.

Research expansions:
• Expand Health Sciences Library virtual support services for research units and institutes in response to growing demand from health researchers from all Faculties.
• Global Science Initiative.

**Research establishments:**
• Establishment of a Pasteur Centre in Hamilton.
• Establishment of a joint research, educational and clinical MRI program in partnership with Mohawk College.
• Centre for Digital Society and Centre for Advanced Research in Mental Health and Society.
• Canada Foundation for Innovation (CFI) funding to create Indigenous research hub.

**Other research and support initiatives:**
• Contributing digitized content from McMaster’s collections to the HathiTrust repository for use by scholars around the world.
• Production of original research collections and exhibitions, contributing to the broader Canadian arts community milieu, with respect to the work of Black and Indigenous artists in Canada.
• McMaster collaboration to create guidance and resources for researchers pertaining to cybersecurity and data management.
• Research Office for Administration & Developments Support (ROADS) applications support from complex and potentially high-impact programs such as CFI Major Science Initiatives Fund, CFREF and Canada Research Excellence Chairs (CERC).
• Codify tools and resources to support EDI capacity-building among researchers, and complete Tri-agency funded project to enhance CRC Program processes and outcomes.
• Expand Research Data Management (RDM) resources and services to support Tri-Agency needs.
• Launch the Residence Faculty (RF) Fellowship program to engage faculty on continuous improvements to student residence experiences and advancing the students learning and living.

**8.7.4 ENGAGING LOCAL, PROVINCIAL, NATIONAL, INDIGENOUS, AND GLOBAL COMMUNITIES**

McMaster is a major contributor to across all communities. Key initiatives include:

**Indigenous:**
• Canadian Centre for Electron Microscopy (CCEM) will implement an outreach program to high schools with a specific focus on Indigenous Communities.
• Develop collaborative opportunities with Indigenous Council on the integration of indigenous principals in campus design.
• Partner with Canadian Medical School Libraries as they re-imagine service priorities in response to the Truth and Reconciliation Commission.
• Launch workshops in partnership with Indigenous Education Council to pair with the Indigenous Education Primer.
• Develop Indigenous Language Revitalization Diploma.

**Local and Provincial:**
• Strengthening relationships with a diversity of racialized communities/groups in the City, to enhance support/service.
• Engaging City and Metrolinx staff on the Hamilton Light Rail Transit (LRT) alignment to McMaster’s priorities, with the transit hub on campus with parking and commercial space.
• Continued advancements of the Watershed Trust initiative.
• Increase student participation in the Career Apprenticeship program in partnership with City of Hamilton.
• With McMaster leadership, McMaster Institute for Research on Aging (MIRA) is developing an intergenerational space within the main street residence which will become a platform for initiatives involving the community and older adults.
• Continuing to work with the City and community on needs matching strategic importance to the University. As well, further develop and grow relationships with existing partners within the Hamilton community and continue collaborative efforts to grow and enhance existing programs.
• Progressing the decarbonization of campus and investments aimed at delivering net-zero emissions.

Global:
• Global Health increasing trans-national university participation in Global health graduate consortium by adding two more universities.
• The McMaster Museum of Art actively partnering with Black and Indigenous art institutions and arts service organizations on program development and delivery.
• Global Health program adding the University of Alabama at Birmingham to its consortium of seven international universities.
• University sustainability plan and report; engaging community in learning about and setting goals linked to sustainability; includes measurable sustainable development goals.
• Leverage University Library Jamaican and Barbadian collections and relationships to support the University’s expanded African & African Diaspora Studies program.
• Launch McMaster Global Community of Practice Hub to connect McMaster international education staff, relevant student groups and Faculty administration.

8.7.5 OPERATIONAL EXCELLENCE

Effective and efficient operations to McMaster’s mission are essential. Key initiatives include:

Campus Operations:
• Back to Mac campus planning community on pandemic safety policies and procedures.
• Development of a Green Procurement Policy to ensure the adoption and integration of Corporate Social Responsibility principles into procurement processes and decisions.
• Reimagine the Campus Store business model as physical locations re-open, blending the physical and the virtual.
• Consolidate support for all Senate and Board committees under the University Secretariat.
• Energy initiatives to reduce the energy consumption at McMaster.
• Parking Strategy and lot replacement.
Systems:

- Implementation of a new streamlined Graduate Admissions Application process in Slate.
- Implementation of new student administration and registration system for McMaster Continuing Education
- Launch a new province-wide library services platform to support shared collection management and user discovery.
- University Library working with the University Secretariat to identify and preserve McMaster’s corporate records with enduring importance as the foundations of a University Archives program.
- McLean Centre technological enhancements, such as integrated classroom technology and environmental controls based on Instructor requirements, online reservation system for student and meeting spaces accessed through mobile applications.
- Establish archiving mandate with local health care providers to create a historical record of Health Care Innovation and Care in Hamilton.
- Development of Faculty benchmarks dashboard, Customer Relationship Management system, document management system initiative, and budgeting system replacement project.
- One Card software project with phased ancillary capabilities to connect third-party support systems onto one backbone system so that student and staff transactional information is connected to one card (virtual and/or physical).
- Veterinary Services and Compliance department will implement an Animal Use Protocol database and an animal management software program for Animal Research Ethics Board (AREB).
- Research Finance restructuring to create teams of ‘experts’ that will increase efficiencies while ensuring high levels of service to the research community.
9 ENVELOPE HIGHLIGHTS

9.1 ACTIVITY UNITS (FACULTIES)

Figure 7: Operating Fund 2022/23 Budget Activity Unit Allocations

9.1.1 FACULTY OF HUMANITIES

The education provided by Humanities prioritizes skills employers value with communication, collaboration, and critical thinking skills. Humanities initiatives expand career-planning activities with experiential interdisciplinary programming, such as the new Integrated Rehab Science and Humanities and the Bachelor of Arts and Technology programs.

Revenue growth has been limited by tuition fee frameworks affecting inflationary expense support. However, the English-language programs Humanities provides to international enrolment has created new revenues, which are dependent on foreign student enrolment.

9.1.2 FACULTY OF BUSINESS

Business continues to experience strong enrolment demand across its programs. In 2022/23, Business will refresh the aligned Faculty supporting strategic plan. Further, plans are underway to advance new curriculum elements for Fall 2024. Faculty renewal within Business is focused on recruiting the best academic talent to support McMaster and Business’ strategic priorities and ensuring new members are well-supported across teaching and research.

Business does not anticipate any short-term budget challenges and has sufficient resources to invest in approved strategic and capital initiatives. However, the frozen domestic tuition fee framework is expected to create cost pressures within two to three years, if unchanged without inflation. Cost pressures could worsen with geopolitical instability and any impacts to international recruitment.
9.1.3 **FACULTY OF HEALTH SCIENCES**

Health Sciences continues to lead in research and educational innovation. All programs include experiential learning and community training or research to enhance competency and growth. The Faculty’s focus on COVID-19 secured $43M in 2020/21 for related research which quickly impacted national policy and clinical pandemic guidelines. The Faculty also recently attracted philanthropic support of $32M to grow health innovation and entrepreneurship, including its newest focused on rehabilitation science and humanities.

The Faculty is committed to a culture change regarding equity, diversity and inclusion (EDI), as well as its responsibilities for Indigenous reconciliation. An Indigenous Health Learning Lodge has opened, and several departments have created EDI and Indigenous leadership roles. The Faculty is recruiting an associate dean, EDI and an Indigenous health research lead.

A focused on operational support efficiencies across finance, human resources, IT, and communications reviews has helped to limit expense growth. The Faculty’s 2022/23 budget is supported by a University Fund supplement. Budget balancing strategies include sunsetting some research centres and institutes, merging some lab facilities with similar central facilities, and shifting some faculty members from one department to another for efficiency. Opportunities for international enrolment growth are under review, along with philanthropic donations to support strategic initiatives. The Faculty embraces a culture of continuous improvement several initiatives aimed at enhancing performance and service while reducing cost.

9.1.4 **FACULTY OF ENGINEERING**

Engineering continues to implement the transformation of undergraduate curriculum, The Pivot. Further, the Faculty has expanded the Undergraduate Summer Research Experience Program, with more than 250 undergraduate students actively engaged in research activities on campus throughout the year. The Faculty is launching a joint interdisciplinary program with the Faculty of Humanities, Bachelor of Arts and Technology.

Engineering is in a solid financial position with faculty renewal aimed at reducing student-to-faculty ratios and increase Faculty diversity, with a focus in computer science. Engineering has an additional focus on international recruitment to diversify enrolment. The Faculty is in the second year of major renovations to the John Hodgins Engineering building, with additional capital investments in the McMaster Bridge to Impact project, in partnership across other University areas.

9.1.5 **FACULTY OF SOCIAL SCIENCES**

Social Sciences is engaged in improving skills and job outcomes for students and is investing in key initiatives to enhance experiential education and career readiness programming. The Faculty is focused on growing enrolment in priority areas, such as international students, health programs, and interdisciplinary programming, including a new professional MA and programming in social innovation. The Faculty is focused on improving retention rates by investing in a student experience coordinator. Community and economic impact is a priority for the Faculty, and initiatives such as increased community engagement through the community research platform and its activities will assist in moving this priority area forward.
Social Sciences enrolments are stable and expected to grow over the budget and planning years. However, the uncertainty regarding operating grant stability and tuition fee setting with inflation has increased dependencies on international enrolment to address compensation inflation.

### 9.1.6 Faculty of Science

Science continues to make strategic investments in faculty renewal, support staff, and infrastructure to advance strategic priorities, achieve metric targets, and enhance the student experience. The Faculty’s plans include increasing diversity across faculty and staff to support high impact practices in learning, discovery, and engagement.

Future revenue uncertainties associated with performance grants, domestic fee constraints, and an increased reliance on international enrolment, research revenue, and fundraising capacity drive strategic priority setting. Efforts to balance innovation investments in faculty renewal and reinvigoration drive a greater emphasis to ensure all plans closely align with strategic plans.

Science partnered on a coordinated approach across campus drawing on information to assess key priorities that support SMA metrics, the Faculty of Science strategic plan 2020-2025, and University priorities. Investments in unique academic programming, excellence in all spheres, advancement, innovation, commercialization, and international strategy focus on achieving the Faculty’s mission and vision while mitigating risk.

### 9.1.7 Arts & Science Program

Arts & Science priorities include diversified faculty renewal, creative development of student research and experiential learning opportunities, responsibility for the McMaster Discovery Program, development of innovative interdisciplinary collaborations, development of communications strategies, and enhancement of national and international profile. Further, Arts & Science alumni involvement includes learning opportunities with current students within a culture of scholarly challenge and social responsibility.

Essential to the success of the Arts & Science Program is a strong, well-planned, and sustainable faculty complement, which entails the negotiation of teaching release agreements with the Faculties of Humanities, Science, and Social Sciences. A new Manager, Communications in collaboration with Public Affairs will focus on Intersession programming. Intersession is a condensed May term of courses, with interdisciplinary, experiential and community-engaged content.

### 9.1.8 University Fund

The University Fund supports excellence, innovation, and renewal across all areas of the university. By design, projects supported are allocated funding for specific short-term purposes with successful innovations intended to be permanently funded by different means. The University Fund enables greater flexibility toward advancing strategic priorities in support of McMaster’s mission.

The Office of the Provost is responsible for developing appropriate mechanisms to allocate the University Fund as a strategic tool for the University. This fund also supports sometimes unforeseen priorities. Overall, the Provost actively supports strategic initiatives from the University Fund. Many existing ongoing commitments have been shifted to permanent allocations in the relevant areas as intended, and the Provost will continue to apply this lens to all future projects.
### 9.2 SUPPORT UNITS

Figure 8: Operating Fund 2022/23 Budget Support Unit Allocations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Allocation ($ Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost’s Office</td>
<td>$8.1</td>
</tr>
<tr>
<td>Museum of Art</td>
<td>$0.7</td>
</tr>
<tr>
<td>MacPherson Institute</td>
<td>$4.0</td>
</tr>
<tr>
<td>University Library</td>
<td>$5.0</td>
</tr>
<tr>
<td>Health Sciences Library</td>
<td>$8.5</td>
</tr>
<tr>
<td>Registrar</td>
<td>$13.1</td>
</tr>
<tr>
<td>Research</td>
<td>$2.4</td>
</tr>
<tr>
<td>VP Research Discretionary Fund</td>
<td>$2.8</td>
</tr>
<tr>
<td>Graduate Scholarships</td>
<td>$8.4</td>
</tr>
<tr>
<td>School of Graduate Studies</td>
<td>$12.9</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>$17.8</td>
</tr>
<tr>
<td>Undergraduate Scholarships</td>
<td>$4.1</td>
</tr>
<tr>
<td>Facilities Services</td>
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</tr>
<tr>
<td>HSC Maintenance</td>
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</tr>
<tr>
<td>Utilities</td>
<td>$15.2</td>
</tr>
<tr>
<td>Security</td>
<td>$1.0</td>
</tr>
<tr>
<td>Deferred Maintenance</td>
<td>$3.7</td>
</tr>
<tr>
<td>Bond Interest</td>
<td>$4.2</td>
</tr>
<tr>
<td>Renovation contingency</td>
<td>$10.4</td>
</tr>
<tr>
<td>Administration</td>
<td>$22.5</td>
</tr>
<tr>
<td>Financial Affairs</td>
<td>$1.5</td>
</tr>
<tr>
<td>Human Resources</td>
<td>$1.2</td>
</tr>
<tr>
<td>UTS/Technology Fund</td>
<td>$1.2</td>
</tr>
<tr>
<td>UTS Asset Management</td>
<td>$6.2</td>
</tr>
<tr>
<td>University Secretariat</td>
<td>$5.9</td>
</tr>
<tr>
<td>President’s Office</td>
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</tr>
<tr>
<td>University Advancement</td>
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<tr>
<td>Legal</td>
<td>$5.0</td>
</tr>
<tr>
<td>Pension</td>
<td>$19.3</td>
</tr>
</tbody>
</table>

#### 9.2.1 STUDENT AFFAIRS

Student Affairs focuses efforts to support every student to reach their full potential. Initiatives include the Black Student Success, Spiritual Care and Learning Centres, first year transition and mentoring through the Archway program, international students support, and accessibility initiatives for students with disabilities, new spaces for employment, entrepreneurship, and additional mental health support through the new Student Urgent Response Team.
Many initiatives are funded on soft non-permanent sources. Programs and services are in response to identified student needs. Appropriations are used to fund budget pressures. In 2022/23 the Archway program has received additional funding support as an essential part of the first-year transition programming, plans are focused on securing ongoing support funding for this initiative.

### 9.2.2 Libraries

University Libraries are focused on enhancements to McMaster Experts (for showcasing faculty research), digitization of unique content, research data management, and classroom technology. The Libraries received funding to cover the cost of the new LinkedIn Learning campus license, however other inflationary budget pressures remain, including funding for continued classroom upgrades.

Several cost-savings measures have occurred over past years, including complement review, trimming low impact, low use journal subscriptions (where possible), and implementation of an exchange rate mitigation program. A review of Library funding is underway in 2022/23 to more sustainably address ongoing budget pressures.

### 9.2.3 Office of the Registrar

The Registrar’s Office (RO) supports student administration from recruitment and admissions through to convocation. The RO is committed to providing timely, relevant, efficient service to students and to supporting faculties and administrative functions across the University aligned with strategic priorities embedded in the SMA. In 2022/23, focused initiatives include: 1) the Slate recruitment and admissions project, 2) the document management project, 3) continued enhancements to Student Services support, and 4) recruitment and admissions activities to achieve increasing diversified International Student Recruitment.

Staffing resources are limited compared to support expectations and priorities. Further expense inflation creates budget pressures across McMaster’s growing enrolment base. Systems initiatives aim to deliver efficiencies where staffing growth is not possible. Funding constraints have increased the RO’s reliance on student self-service options, online chat features, a chatbot, automated service requests, and e-transcripts. The increased use of virtual service delivery while not always ideal, saves significant resource time.

### 9.2.4 School of Graduate Studies

The School of Graduate Studies (SGS) works in concert with the Faculties to deliver on priorities, such as development of new graduate programs aligned with Council and Ministry guidelines and University strategy.

Staffing remains SGS’s biggest challenge amid frozen support unit budgets. Further, policy developments (internal and external) require increased support eroding graduate scholarship and bursary funds each year while living costs in Hamilton have dramatically increased. SGS applies a critical evaluation to resources needs often redesigning staff responsibilities when turnover occurs. SGS has a focus on modifying and re-engineer processes and roles to ensure service levels are not compromised.
9.2.5  **PAUL R. MACPHERSON INSTITUTE FOR LEADERSHIP, INNOVATION AND EXCELLENCE IN TEACHING**

MacPherson’s strategic priorities focus on teaching and learning, and inclusive excellence in support of SMA linked initiatives. MacPherson’s collaborative leadership in the development of mandatory paid TA training will see the launch of both required and optional workshops for TAs. Additionally, in partnership with the Equity and Inclusion Office, McMaster’s quality assurance policy and the introduction of new grants collectively encourage content considerations addressing inclusion equity, diversity, accessibility, and sustainability.

MacPherson, like many support units, faces operating budget pressures with a fixed allocation, annual expense inflation and increased reliance on contract staff to deliver core services in the areas of learning technologies and educational development. Steps have been taken to manage budget risks, however the needs of the campus community extend beyond current resource capabilities. MacPherson is committed to responding to service demands and has upskilled staff on blended and online pedagogies, while temporary staff fill pandemic resource gaps. Prudent use of MacPherson’s appropriations will help sustain current operational activities.

9.2.6  **RESEARCH ENVELOPE (INCLUDES NUCLEAR OPERATIONS AND FACILITIES)**

The Vice-President Research (VPR) envelope invests resources to advance McMaster’s mission and strategic priorities including delivering support for increased Tri-Agency funding, a SMA metric. The VPR supports McMaster’s competitive grant applications processes ensuring grant compliance, financial oversight, protection of researchers and research subjects, and ensuring that McMaster remains in good standing with institutional eligibility requirements. Additionally, the VPR supports private sector partnerships, protection of IP, licensing, patents, and start-ups, which contribute to McMaster’s increased research funding from the private sector sources SMA metric. Current initiatives include increased support for core research facilities, enhancing effective operation of research infrastructure, and further supporting research and partnerships.

As Canada’s sole major neutron source, the McMaster Nuclear Reactor (MNR) is the only University in Canada capable of hosting several types of specific research facilities. New investments will further increase research outcomes at MNR. Nuclear Operations and Facilities will continue to enable nuclear research while planned expansion will facilitate greater life sciences research and development, including commercial opportunities around medical isotopes.

The pandemic has highlighted the importance of pivoting support to emerging issues and opportunities while maintaining excellence across other traditional areas. In 2022/23 the VPR plans to engage in additional activity to attract further Tri-Agency and private sector funding, increase commercialization and knowledge translation activities, and develop new collaborations both nationally and internationally. McMaster’s expanded nuclear operations and capabilities will increase research activity across all nuclear fields and allow McMaster increase radiopharmaceutical research capabilities, including additional opportunities for commercialization and spin-off success.

9.2.7  **UNIVERSITY TECHNOLOGY SERVICES (UTS)**

The McMaster IT Strategic Plan launched in 2019 continues to focus on creating a stable and secure technology environment to enhance the student experience while implementing systems,
technologies, and processes to improve operational excellence, support teaching and learning, and advance research support systems. Working as a connected community, McMaster will deliver a seamless foundation of core information technologies and services.

Technology initiatives that deliver transformative technologies and services in support of McMaster’s mission continue to be prioritized and initiated with budget support. In 2022/23, an increased focus on operational excellence across IT services will aim to deliver improved decision making, workflows, and efficiencies. In parallel other initiatives will advance technology deferred maintenance planning, enhancing IT Security capabilities, developing partnerships and collaborations, and ‘right sizing’ IT services.

9.2.8 FINANCIAL AFFAIRS

Financial Affairs provides support to the University on a broad range of strategic objectives. The portfolio integrates strategic and capital directions with enrolment planning, infrastructure capacity, financial health management and debt strategy, while supporting enterprise and unit-level continuous improvement initiatives.

Financial Affairs maintains a balanced budget with recoveries for affiliated parties support covering over 40% of annual expenditures. Appropriation savings are reinvested to deliver enterprise support projects and operational efficiency reviews. Initiatives are prioritized annually based on stakeholder community consultations with an emphasis on supporting McMaster’s strategic priorities, evolving needs, and SMA metrics. Additionally, the unit is informed by McMaster strategic plans, employee and customer surveys, and benchmarking results to broad alignment regarding priorities. In 2022/23 key initiatives include continuous systems and process improvement projects with Faculties and research partners, the One Card software implementation, and the budgeting system replacement project.

9.2.9 FACILITY SERVICES

Facilities Services continues to look at new ways to improve the day-to-day campus operations. In 2022/23, Custodial Services will participate in a pilot through the UniForum project to determine if there are effective ways to reduce costs and/or improve campus community satisfaction.

Deferred maintenance continues to grow despite fixed support funding. Maintenance staff are increasingly challenged to work on tasks outside the critical items identified.

Several plans are in place to prioritize and progress strategic initiatives, these include:

- Energy Management Plan
- Capital Plan
- Asset Management Plan
- Project Management Methodology
- Space Management Plan
- Campus Accessibility Plan
- Campus Plan
- Campus Capacity Study

For more information refer to the Facilities Services website.

9.2.10 HUMAN RESOURCES (HR)

HR is focused on delivering operational strategic and improved transactional support and promoting inclusive excellence. The HR Service Model aims to deliver end-to-end support services to recruit, retain, and develop skilled talent. HR has some short- and long-term budget challenges, with
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investments focused on transactional support, continuous improvement plans, and HR technology priorities.

HR services continue to evolve in response to the University’s needs. The portfolio annually reviews its strategic priorities to align with McMaster’s directions and to respond to community feedback. In 2022/23 projects include process optimization, pay and technology improvements, and HR Governance. HR’s vision is for One HR, eliminating non-value-added steps within other activities. HR will also continue to support the University’s pandemic response, providing expert health and safety guidance, supporting the vaccine mandate, and supporting the future of work planning.

9.2.11 UNIVERSITY ADVANCEMENT (UA)
The University’s vision and strategic plan, as embedded in the SMA will guide UA priorities. UA works to enable the priorities of the broader University and performance goals are focused on serving and supporting these goals. Given the service and support for institutional priorities, our activities touch on all areas outlined in the SMA, and our achievements and goals cut across its various categories.

Appropriations are being invested to support positions and resources for BWRII (Brighter World Re-Imagined: Innovation and Impact) in partnership with Faculties and units. A request for additional funding in support of this priority will be coming forward via the BWRI Steering Committee within the next budget year.

Key success factors for UA focus on building McMaster’s relationships, reputation, and resources. UA will continue to play a lead role in the University’s marketing and branding exercise as McMaster recognizes that the strength of its brand is integral to the achievements of its institutional objectives in the increasingly competitive post-secondary environment. Public Affairs (formerly Government Relations) continues to be a priority at both the provincial and federal levels in working to influence policy and secure investment.

9.2.12 UNIVERSITY BRANDING AND MARKETING
McMaster’s Brighter World brand platform and marketing has helped to advance the University’s digital presence contributing to reputation. In 2022/23 initiatives will broaden to align and integrate with the UN Sustainable Development Goals (SDGs). Differentiating McMaster in an increasingly competitive national and international environment underpins the current evidence-based marketing strategy. Investments focus on strengthening McMaster’s international ranking profile which contributes to diversified international recruitment. Marketing efforts focus on priorities established by the Marketing Steering Committee. Investments focus on delivering efficient, effective, and innovative marketing strategies.
The 2021/22 operating fund projected deficit is larger than budgeted due to larger capital fund transfers than originally budgeted from Business for the McLean Centre for Collaborative Discovery and for future building projects associated with Engineering (The PIVOT and Bridge) and Science (Greenhouse and Life Sciences) capital initiatives.

For 2022/23, the operating fund budget and planning years are structurally balanced. Faculty capital initiatives are supported by one-time permanent capital project allocations aligned with McMaster’s Capital Plan and in support of McMaster’s vision and strategic priorities. Variances between the 2021/22 budget and projection are available in Appendix 1.
10.1.1 REVENUE

Figure 9: Operating Fund Budget Revenue Trend by Type

10.1.1.1 PROVINCIAL GRANTS

Provincial grants remain relatively frozen since 2016/17 based on 2014/15 enrolment. Performance linked funding is delayed to 2023/24 resulting in greater funding certainty in 2022/23. The International Student Reduction ($750 tax per international student enrolled) has increased since its introduction in 2014/15 as international participation grows. During recent inflationary periods the fixed grant allocation’s purchasing power continues to diminish ($1 in 2014/15 approximates $0.84 today).

10.1.1.2 TUITION

Based on the overall enrolment targets and the assumed flat domestic in-province tuition framework, 2022/23 net overall tuition income is projected to increase by $22.7 million (+5.3%) from the 2021/22 projection mainly due to international enrolment. Out-of-province domestic tuition fee increases are budgeted at 3%, however the MCU recently announced up to 5% fee increases. McMaster will adopt MCU’s out-of-province tuition cap in future projections, resulting in an immaterial favourable variance.

The following chart (Figure 10) reflects the enrolment and tuition trends in the framework tuition revenue, while Figure 11 reflects the mix between enrolment, tuition, and factors in the domestic provincial grants revenue. Funding for domestic students includes both provincial grants and tuition, while no grants are received for international students who are funded through tuition fees only.
Figure 10: Tuition and Enrolment Trend (excludes domestic provincial grants revenue)

Figure 11: Operating Fund Framework Domestic Vs. International

*2020/21 Core Operating Grant includes funding previously received as the Research Overhead Infrastructure Grant. Prior years have not been restated.
Research overhead income is conservatively budgeted. Research overhead is intended to defray central and departmental support and infrastructure costs related to conducting research. The federal Research Support Fund and the Research Overhead Infrastructure Envelope (ROIE) is based on Tri-Agency research funding the University receives. In 2020/21, the ROIE was rolled into the MCU performance funding grants linked to SMA metrics beginning in 2023/24. For 2022/23 these grants are distributed to activity units through the budget model.

Research contract overhead is levied on research grants and contracts from the private sector and other agencies where allowed. Overheads are normally calculated as a percentage of direct research costs, with the objective of recovering the full amount of indirect support costs. Budgets are based on historical results. Overhead income is credited directly to activity units, where it may be further distributed to departments or reinvested in research.

Royalties are payments for commercial use of McMaster intellectual property associated with research discoveries. Like research contract overhead, royalties fluctuate depending on usage, budgets are based on historical trends. This income is credited directly to activity units, with a share going to inventors.

Other research overhead income may be earned on funding from Centres of Excellence, Canada Research Chairs, and Early Researcher Awards.
10.1.1.4 INVESTMENT INCOME

The operating fund is allocated $9.5 million per year from investment pool interest revenue derived from two primary sources. First, the H. Lyman Hooker Endowment Fund, which is a gift directed to “provide a steady annual flow of funds to support programs that will enrich the academic achievements of the University and to provide a suitable memorial to Dr. Hooker”. Second, the employer portion of the pension surplus payout in 2003. Annual interest from these two funds approximates $6.3 million per year. The difference is funded from the specific purpose reserve as an approach to stabilize interest revenues allocated to Faculties through the budget model framework. Unspent capital transfers are included in the Faculty interest allocation of the $9.5 million.

10.1.1.5 OTHER INCOME

Other income includes Ministry of Health and Long-Term Care grants, Post-graduate medical training, tuition from non-Ministry funded programs, nuclear reactor sales, ancillary sales contributions (reflecting 4.5% on sales), athletics and recreation facility expansion contributions, registration and service fees, and utility recoveries from partners.

10.1.2 EXPENSE

Figure 13: Operating Fund Expense Trend
10.1.2.1 SALARIES, WAGES AND BENEFITS

Salaries, wages, and benefits are the largest component of the operating expense budget. The high quality of McMaster’s faculty leading the academic and research mission is a key success factor making faculty renewal initiatives underway critically important. Additional University staff to facilitate, administer and support academic, research, and the student experience are just as important to McMaster’s community.

To address enrolment growth, accommodate new programs, and prepare for upcoming retirements, McMaster’s faculty renewal focus is on tenure-track or teaching-track faculty to reduce student-to-faculty ratios and improve research focused academic time. In parallel, operational excellence initiatives draw on benchmarking data to streamline processes and mitigate support staff growth.
McMaster University

2022/23 Consolidated Budget

McMaster’s labour negotiations deliver on legislative compensation restraint requirements limiting annual increases to 1% over three years, while being mindful of market competition for employment. In contrast, the Fair Workplaces, Better Jobs Act, 2017 impact on minimum wage has addressed pay equity. Taken together, compensation legislation has created new pressures for recruitment.

Budgeted benefit rates use ten year actuarial and five-year historical costing models to set smoothed rates to collect cash requirements. A benefit reserve is used to address variable cash outflows. Benefit rate continuity schedules are reviewed annually with the Budget Committee to ensure rates are reflective of projected cash requirements. McMaster’s recent July 1, 2021 Salaried Plans valuations provide payment certainty until July 1, 2024, no special payments are required under the current filings.

All factors considered the total compensation growth approximates 4% per year over the budget and planning horizon.

10.1.2.2 UTILITIES AND MAINTENANCE

Utilities and maintenance represent 5.3% of annual operating expenses, including annual contributions of $11.9 million to deferred maintenance. Utility expenses are market rate and consumption driven by environmental factors. Further, unplanned maintenance failures and campus behavior contribute to variability in expense budgets. McMaster also supports the hospital’s energy backup, which can lead to increased costs (fully recovered within other income) driven by back-up supply requirements during high-cost periods.

Utility rates are budgeted at $0.05 for 2022/23 and the planning years. The budget is net of Ontario Global Adjustment rate savings as a class A consumer and other energy reduction initiatives. The budget reduces the use of cogeneration energy to minimize carbon emissions.

McMaster tracks the Ontario Association of Physical Plant Administrators (OAPPA) numbers for benchmarking purposes. The most recent OAPPA G6 benchmark average for energy was $2.47 per square foot (SF), this was not updated due to the COVID pandemic. McMaster University Medical Centre and Michael DeGroote Centre for Learning and Discovery have a significantly higher energy cost index due to the energy-intensive nature of health research and the heating/cooling requirements of the hospital with in-patient beds and emergency rooms/operating rooms. Excluding these two facilities, the energy cost index for the McMaster campus was $2.15/SF.

10.1.2.3 EQUIPMENT AND RENOVATIONS

Physical and technical infrastructure is essential to achieving McMaster’s strategic priorities while delivering an optimal student experience. The operating budget includes capital transfers approximating $40 million per year for new and upgraded physical facilities, including new community spaces. Capital transfers are permanent one-time transfers to capital priorities identified in the annual Capital Plan. Capital allocations are held reserved for specific projects with spending allowed once business cases are approved based on Board by-laws. Major items over the planning period include:

- $50.5 million for the McLean Centre for Collaborative Discovery and the existing building renovations – DeGroote School of Business
- $10 million to support the new Bridge to Impact building – Faculty of Engineering
• $12.6 million for the John Hodgins Engineering building to Burke Science Building project and other building improvements – Faculty of Science
• $3.6 million for general renovations in occupied buildings – Faculty of Social Sciences
• Other investments in renovations, equipment, software, and systems projects to improve the student experience, document management, and customer relationship management

10.1.2.4 SCHOLARSHIPS, BURSARIES AND WORK STUDY

Scholarships, bursaries, and other supports enhance McMaster’s recruitment and admission goals, recognize student achievement, and aid in retention. Support incentives are imperative to recruit high calibre students and depending on exceptional high-cost program support additional support is available through the Student Access Guarantee (SAG). To ensure that sufficient funding is available to meet SAG obligations, the funding provided through the budget model varies with actual amounts required. The budget incorporates estimated expenses given the enrolment assumptions.

McMaster issues net estimates and net bills to students aligned with provincial transparency objectives. Net bills detail all education costs less Ontario Student Access Program and other student aid or support reductions. Net bills build off the net estimates provided with offers of admission. McMaster’s entrance awards are low compared to other Ontario universities, however these initiatives total support from multiple sources for more informed decisions.

10.1.2.5 LIBRARY ACQUISITIONS

To achieve the University’s mission, access to the journals with the highest profile and impact must be maintained. The cost of purchasing library collections of core titles inflates roughly $0.5 million annually. Serial subscriptions purchased through the Canadian Research Knowledge Network (CRKN) consortium reflects a multi-year buying collaboration for large publisher journal packages. Consortiums reduce flexibility however the approach increasing purchasing power mitigating some inflation. The CRKN subscription fees are linked to a University’s research-intensity factor, meaning McMaster’s research success contributes to higher fees than other peers with larger enrolments.

Several actions have been taken to contain costs, including cost per use data analysis to support subscription cancellation decisions. Results from cost containment initiatives explore additional alternatives to maintain access to the world’s most high-profile and high-impact journals.

The budget reflects the combined impacts of inflation and expected exchange rates. In order to reduce pressure on the library envelopes, the US exchange rate has been internally fixed at the long-term rate, with any gain or loss covered centrally.

10.1.2.6 DEBT AND FINANCING CHARGES

McMaster uses debt financing to support strategic and capital priorities. Total debenture financing is $390 million with a weighted average capital cost approximating 4.75%. Each debenture has a repayment reserve (or sinking fund) for the principal amounts when due. Sinking funds are held in the investment pool and monitored annually for repayment adequacy. Annual Board oversight and financial statement note disclosure transparently describe each debentures annual interest rate, maturity date, and reserve balance. See Section 12 Overall Borrowing and Debt Position for additional details.
10.1.2.7  ALL OTHER EXPENSES

Other expenses approximate 10.0% of total operating costs and includes a range of supplies and other expenses not categorized elsewhere. The expense is net of recoveries including transfers from trust funds, contributions of ancillaries to occupancy costs, and internal services.

10.1.3  OPERATING FUND APPROPRIATIONS

With the budgeted deficit of $4.7 million, Operating Fund appropriations are expected to decline to $167.6 million by the end of 2022/23 (see Appendix 3 Operating Fund Unit Level Tables). Each envelope must present a structurally balanced budget where appropriations can be utilized to fund strategic and capital initiatives, including one-time projects. McMaster’s appropriation balances are budgeted and planned to decline; however a reasonable level of funding is prudent to address unforeseen events and contingencies. The table below shows a breakdown by Faculty of the opening appropriations, surplus/ (deficit) prior to capital transfers for the budget and plan years, capital transfers and closing appropriation balance for the planning period.

Table 6: Faculty Budget Appropriations and Capital Transfers

<table>
<thead>
<tr>
<th>($ thousands)</th>
<th>Opening Appropriations, prior to capital transfers</th>
<th>Surplus (deficit) prior to capital transfers</th>
<th>Closing Appropriations, prior to capital transfers</th>
<th>Planned capital transfers in 2022/23, 2023/24, and 2024/25</th>
<th>Closing Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>3,431</td>
<td>14,158</td>
<td>13,354</td>
<td>11,118</td>
<td>42,060</td>
</tr>
<tr>
<td>Engineering</td>
<td>24,105</td>
<td>3,097</td>
<td>1,631</td>
<td>721</td>
<td>29,555</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>47,432</td>
<td>(4,110)</td>
<td>(14,228)</td>
<td>(17,983)</td>
<td>11,112</td>
</tr>
<tr>
<td>Humanities</td>
<td>11,454</td>
<td>(2,496)</td>
<td>(5,058)</td>
<td>(2,691)</td>
<td>1,208</td>
</tr>
<tr>
<td>Science</td>
<td>15,068</td>
<td>(1,430)</td>
<td>1,185</td>
<td>1,570</td>
<td>16,393</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>19,874</td>
<td>846</td>
<td>(847)</td>
<td>(2,010)</td>
<td>17,863</td>
</tr>
<tr>
<td>Arts &amp; Science</td>
<td>1,552</td>
<td>(480)</td>
<td>(676)</td>
<td>(683)</td>
<td>(648)</td>
</tr>
<tr>
<td>Faculties total</td>
<td>122,917</td>
<td>9,224</td>
<td>(4,640)</td>
<td>(9,959)</td>
<td>117,543</td>
</tr>
</tbody>
</table>
The operating fund is structural balanced due to an emphasis on cost containment efforts to enable strategic priority investments captured under one-time expenses. Ongoing expense growth is aligned to faculty renewal initiatives and other inflationary pressures. One-time investments include:

- $27.9 million for renovation and expansion of facilities
- $14.9 million for University Fund strategic investments, such as: post-COVID return to campus initiatives, systems projects, rejuvenating core research platforms, policy reforms, and other capital priorities.
- $1.6 million for branding and marketing activities

### 10.1.5 OPERATING FUND BUDGET CONCLUSIONS

The operating fund supports McMaster’s refreshed vision and strategic priorities with a focus on limiting ongoing expenditure growth to enable one-time initiatives to advance inclusive excellence, learning and teaching, research and scholarship, community engagement across local, national, Indigenous, and global communities, and projects that drive operational excellence. The 2022/23 operating fund is structurally based with a $40.2 million surplus. One-time expenditures of $44.9 million include strategic and capital priorities resulting in a net deficit of $4.7 million. The net surplus position is driven by international enrolment growth and numerous cost containment strategies along with limited strategic ongoing investments in faculty renewal.
The 2021/22 Research Fund revenue projection is $218.0 million, which is based on research revenue receipted, including revenue received for future periods, net of hospital research. The projection is $32.0 million higher than budget due to several research grants and contracts related to COVID-19. Expenses are higher associated with spending on new awards and unspent funding from prior years as activity increases with the return to campus.

In 2022/23 some COVID-19 funding is anticipated to decline compared to 2021/22. Expenditures are expected to reflect 2021/22 levels. Industry research revenue will depend on the recovery of the general economy. McMaster is actively pursuing some large government sponsored programs (CFREF, CFI, etc.), some to support progressing Global Nexus initiatives, however results will not be known for months and will be reflected in updated 2022/23 projections.
10.3 Capital Fund

Table 9: Capital Fund Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating grants</td>
<td>5,000</td>
<td>5,000</td>
<td>-</td>
<td>5,970</td>
<td>5,330</td>
<td>5,330</td>
</tr>
<tr>
<td>Other revenues</td>
<td>22,610</td>
<td>5,400</td>
<td>(17,210)</td>
<td>9,400</td>
<td>126,150</td>
<td>131,020</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>27,610</td>
<td>10,400</td>
<td>(17,210)</td>
<td>15,370</td>
<td>131,080</td>
<td>136,350</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other expenses, including capital</td>
<td>264,487</td>
<td>130,979</td>
<td>33,508</td>
<td>226,281</td>
<td>288,340</td>
<td>259,143</td>
</tr>
<tr>
<td>Transfers to (from) other funds</td>
<td>(35,655)</td>
<td>(79,657)</td>
<td>44,002</td>
<td>(44,775)</td>
<td>(34,101)</td>
<td>(23,800)</td>
</tr>
<tr>
<td>Debt and financing charges</td>
<td>(11,058)</td>
<td>(10,640)</td>
<td>(418)</td>
<td>(12,680)</td>
<td>(19,485)</td>
<td>(19,490)</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>217,774</td>
<td>40,682</td>
<td>77,092</td>
<td>158,826</td>
<td>234,754</td>
<td>219,353</td>
</tr>
<tr>
<td>Excess of revenues over expenses</td>
<td>(90,164)</td>
<td>(30,282)</td>
<td>59,882</td>
<td>(153,456)</td>
<td>(103,274)</td>
<td>(79,503)</td>
</tr>
<tr>
<td>Fund balance, beginning of year</td>
<td>91,396</td>
<td>133,975</td>
<td>42,579</td>
<td>103,693</td>
<td>49,764</td>
<td>(53,038)</td>
</tr>
<tr>
<td>Fund balance, end of year</td>
<td>1,292</td>
<td>103,693</td>
<td>102,461</td>
<td>(49,764)</td>
<td>(153,038)</td>
<td>(232,541)</td>
</tr>
</tbody>
</table>

The capital fund includes major building and renovation projects temporarily reflected as expenses (before consolidating accrual adjustments covered later), transfers from the operating fund mainly to support Faculty strategic capital priorities, and unit repayments of internal capital loans. The information in the table aligns with the approved Capital Plan (see also Section 6.4), as well as the prior year’s budget updated with current spending.6

Table 10 below summarizes total expected capital funding and spending by project for fiscal 2021/22 to 2024/25. Projected capital spending of $131.0 million is lower than budget due to slower spending and supply delays on some key projects, largely due to COVID-19. For 2022/23 spending is expected to resume pre-pandemic levels.

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6 Capital expenditures used in operations and to support ancillary departments are budgeted through the Operating and Ancillary Funds within the same envelope system, and using the same priority-setting, monitoring and control process as operating expenses. Capital expenditures budgeted within the Operating and Ancillary Funds include equipment, renovations, faculty start-up costs, and deferred maintenance. Internally led projects that require financing borrow from McMaster’s central bank approach at the weighted average cost of capital plus a stabilization factor, which is currently 4.75%.
Table 10: Capital Spending by Project

<table>
<thead>
<tr>
<th>($'000s)</th>
<th>2022/22 Budget</th>
<th>2022/23 Plan</th>
<th>Variance</th>
<th>2022/23 Projection</th>
<th>2023/24 Plan</th>
<th>2024/25 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABB 9th Floor Fit Out</td>
<td>273</td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Manufacturing Centre</td>
<td>5,000</td>
<td>5,048</td>
<td>(48)</td>
<td>3,450</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Athletic and Recreation - Pulse and Student Space Expansion</td>
<td>24,000</td>
<td>21,583</td>
<td>2,417</td>
<td>8,921</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CCEM CALM/Lab Renovation</td>
<td>1,394</td>
<td>1,679</td>
<td>(285)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Classroom Reconfiguration Plan</td>
<td>2,938</td>
<td>2,998</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deferred Maintenance Projects</td>
<td>16,654</td>
<td>16,654</td>
<td>-</td>
<td>16,593</td>
<td>16,593</td>
<td>16,593</td>
</tr>
<tr>
<td>Greenhouse and UB Phase One</td>
<td>30,000</td>
<td>5,000</td>
<td>5,000</td>
<td>14,733</td>
<td>1,452</td>
<td>-</td>
</tr>
<tr>
<td>GSR Parking Garage</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,000</td>
<td>10,000</td>
<td>4,063</td>
</tr>
<tr>
<td>Lot K Parking Structure</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,000</td>
<td>11,623</td>
</tr>
<tr>
<td>McLean Center For Collaborative Discovery</td>
<td>25,000</td>
<td>25,000</td>
<td>-</td>
<td>35,000</td>
<td>35,000</td>
<td>25,000</td>
</tr>
<tr>
<td>One-Stop Shop</td>
<td>2,329</td>
<td>1,987</td>
<td>342</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Parking and Security Relocation</td>
<td>1,342</td>
<td>900</td>
<td>342</td>
<td>1,253</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PeakPhase and Bollers</td>
<td>5,000</td>
<td>7,000</td>
<td>(2,000)</td>
<td>22,600</td>
<td>2,000</td>
<td>-</td>
</tr>
<tr>
<td>Peter George Centre For Living and Learning</td>
<td>-</td>
<td>2,993</td>
<td>(2,993)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Psychology Building Atrium Addition</td>
<td>-</td>
<td>3,000</td>
<td>(3,000)</td>
<td>3,650</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Research Commercialization Project</td>
<td>24,000</td>
<td>24,000</td>
<td>-</td>
<td>23,909</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Residence Renewal Program</td>
<td>1,000</td>
<td>2,000</td>
<td>-</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Other</td>
<td>737</td>
<td>737</td>
<td>-</td>
<td>737</td>
<td>(1,198)</td>
<td>737</td>
</tr>
<tr>
<td><strong>Total approved projects</strong></td>
<td>130,567</td>
<td>121,414</td>
<td>9,153</td>
<td>141,036</td>
<td>77,900</td>
<td>48,423</td>
</tr>
<tr>
<td>Estimate of planned projects - not yet approved</td>
<td>23,520</td>
<td>9,563</td>
<td>24,355</td>
<td>83,245</td>
<td>210,490</td>
<td>230,720</td>
</tr>
<tr>
<td><strong>Total capital spending</strong></td>
<td>154,087</td>
<td>130,979</td>
<td>33,508</td>
<td>226,281</td>
<td>288,340</td>
<td>259,143</td>
</tr>
</tbody>
</table>

Table 10 identifies approved capital projects and estimated total projects not yet approved. Projects pending approval are in various stages of planning and business case development. Capital approvals occur in accordance with University by-laws.

Where projects proceed in advance of some internal and/or external funding receipts interim bridge loans or long-term loans are arranged through the University’s Central Bank, which is funded by debt financing outlined in Section 12 Overall Borrowing and Debt Position.

10.4 **EXTERNAL ENDOWMENT**

Table 11: External Endowment Summary

<table>
<thead>
<tr>
<th>($'000s)</th>
<th>2021/22 Budget</th>
<th>2021/22 Projection</th>
<th>2020/21 Variance</th>
<th>2022/23 Budget</th>
<th>2023/24 Plan</th>
<th>2024/25 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other revenues</td>
<td>2,637</td>
<td>2,637</td>
<td>-</td>
<td>2,559</td>
<td>4,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Investment income (loss)</td>
<td>26,995</td>
<td>26,883</td>
<td>(112)</td>
<td>32,973</td>
<td>33,488</td>
<td>34,049</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>29,632</td>
<td>29,520</td>
<td>(112)</td>
<td>35,532</td>
<td>37,488</td>
<td>38,049</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other expenses</td>
<td>4,820</td>
<td>4,822</td>
<td>(2)</td>
<td>4,741</td>
<td>6,681</td>
<td>8,252</td>
</tr>
<tr>
<td>Transfers to (from) other funds</td>
<td>19,985</td>
<td>20,293</td>
<td>(308)</td>
<td>21,593</td>
<td>20,799</td>
<td>20,300</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>24,805</td>
<td>25,115</td>
<td>(310)</td>
<td>26,334</td>
<td>27,480</td>
<td>28,552</td>
</tr>
<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td>4,827</td>
<td>4,405</td>
<td>(422)</td>
<td>9,198</td>
<td>10,008</td>
<td>9,497</td>
</tr>
<tr>
<td><strong>Fund balance, beginning of year</strong></td>
<td>482,060</td>
<td>584,403</td>
<td>102,344</td>
<td>588,808</td>
<td>598,006</td>
<td>608,014</td>
</tr>
<tr>
<td><strong>Fund balance, end of year</strong></td>
<td>486,886</td>
<td>588,808</td>
<td>101,922</td>
<td>598,006</td>
<td>608,014</td>
<td>617,511</td>
</tr>
</tbody>
</table>
The external endowment holds donations or bequests received by the University with restricted use conditions or legal requirements agreed by the donor and the University. Endowed donations are invested in the long-term investment pool to preserve purchasing power in perpetuity.

The projected long-term rate of return on endowed trust funds net of investment management fees is 5.6%, however in 2021/22 projected returns have been adjusted to 4.6% due to post-COVID and other market impacts. Investment income in 2020/21 was extraordinary (net 26.1%) resulting in a considerably more favourable fund balance at the beginning of 2021/22.

Annual spending allocations are monitored to ensure endowment capital preservation. The University’s spending policy limits the amount of investment income allocated for spending across each holding and administration. Excess interest earnings, above spending limits, are allocated to holdings capital value to protect endowment spending from future inflationary impacts.

Figure 16: External Endowment Fund Balance Trend

At April 30, 2021, the University’s external endowment was $584.4 million. Applying budgeted and planning year returns project growth in excess of spending. Underwater trusts occur where original donated values are less than current holding values, underwater holdings occur from time to time due to market fluctuations, timing of donations, and duration of holdings.

7 The current spending limit is 5% (4% for spending and 1% for University Advancement).
10.5 **INTERNAL ENDOWMENT**

Table 12: Internal Endowment Summary

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other revenues</td>
<td>100</td>
<td>100</td>
<td>-</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Investment income (loss)</td>
<td>8,007</td>
<td>7,904</td>
<td>(103)</td>
<td>9,685</td>
<td>9,835</td>
<td>9,978</td>
</tr>
<tr>
<td>Investment income transfer</td>
<td>(5,631)</td>
<td>(6,022)</td>
<td>(401)</td>
<td>(6,258)</td>
<td>(6,497)</td>
<td>(6,719)</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td><strong>2,476</strong></td>
<td><strong>1,982</strong></td>
<td><strong>(494)</strong></td>
<td><strong>3,527</strong></td>
<td><strong>3,457</strong></td>
<td><strong>3,359</strong></td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other expenses</td>
<td>160</td>
<td>-</td>
<td>160</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers to (from) other funds</td>
<td>715</td>
<td>859</td>
<td>(144)</td>
<td>865</td>
<td>878</td>
<td>891</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>875</strong></td>
<td><strong>859</strong></td>
<td><strong>16</strong></td>
<td><strong>865</strong></td>
<td><strong>878</strong></td>
<td><strong>891</strong></td>
</tr>
<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td><strong>1,601</strong></td>
<td><strong>1,123</strong></td>
<td><strong>(478)</strong></td>
<td><strong>2,662</strong></td>
<td><strong>2,559</strong></td>
<td><strong>2,468</strong></td>
</tr>
<tr>
<td>Fund balance, beginning of year</td>
<td>142,970</td>
<td>171,831</td>
<td>28,861</td>
<td>172,954</td>
<td>175,616</td>
<td>178,175</td>
</tr>
<tr>
<td><strong>Fund balance, end of year</strong></td>
<td><strong>144,571</strong></td>
<td><strong>172,954</strong></td>
<td><strong>28,383</strong></td>
<td><strong>175,616</strong></td>
<td><strong>178,175</strong></td>
<td><strong>180,643</strong></td>
</tr>
</tbody>
</table>

The internal endowment includes unrestricted donations, bequests and other allocations set aside for future obligations and restricted by the Board of Governors. The funds are invested in the University’s long-term investment pool with the same annual returns profile as the external endowment. The largest internal endowment is the Dr. H. L. Hooker Endowment donated to advance the University’s mission. Of the $9.5 million allocated annually to the operating fund, $6.3 million comes from the Dr. Hooker gift.

10.6 **ANCILLARY FUND**

Table 13: Ancillary Fund Summary

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancillary sales and services</td>
<td>78,182</td>
<td>66,146</td>
<td>(12,036)</td>
<td>91,869</td>
<td>105,726</td>
<td>135,285</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td><strong>78,182</strong></td>
<td><strong>66,146</strong></td>
<td><strong>(12,036)</strong></td>
<td><strong>91,869</strong></td>
<td><strong>105,726</strong></td>
<td><strong>135,285</strong></td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, wages and benefits</td>
<td>30,494</td>
<td>27,080</td>
<td>3,414</td>
<td>34,223</td>
<td>36,478</td>
<td>42,343</td>
</tr>
<tr>
<td>All other expenses</td>
<td>30,637</td>
<td>26,030</td>
<td>4,607</td>
<td>37,003</td>
<td>43,748</td>
<td>62,786</td>
</tr>
<tr>
<td>Transfers to (from) other funds*</td>
<td>7,968</td>
<td>9,768</td>
<td>(1,800)</td>
<td>10,496</td>
<td>13,794</td>
<td>14,676</td>
</tr>
<tr>
<td>Debt and financing charges</td>
<td>6,347</td>
<td>6,347</td>
<td>(0)</td>
<td>6,815</td>
<td>6,802</td>
<td>8,146</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>75,446</strong></td>
<td><strong>69,225</strong></td>
<td><strong>6,221</strong></td>
<td><strong>88,537</strong></td>
<td><strong>100,822</strong></td>
<td><strong>127,951</strong></td>
</tr>
<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td><strong>2,736</strong></td>
<td><strong>(3,079)</strong></td>
<td><strong>(5,816)</strong></td>
<td><strong>3,332</strong></td>
<td><strong>4,904</strong></td>
<td><strong>7,334</strong></td>
</tr>
<tr>
<td>Fund balance, beginning of year</td>
<td>(8,245)</td>
<td>(4,677)</td>
<td>3,567</td>
<td>(7,757)</td>
<td>(4,425)</td>
<td>479</td>
</tr>
<tr>
<td><strong>Fund balance, end of year</strong></td>
<td><strong>(5,508)</strong></td>
<td><strong>(7,757)</strong></td>
<td><strong>2,248</strong></td>
<td><strong>(4,425)</strong></td>
<td><strong>479</strong></td>
<td><strong>7,814</strong></td>
</tr>
</tbody>
</table>

*Including transfers to capital
Ancillary operations provide essential academic and student support services across the University. Ancillaries enhance the student experience and contribute 4.5% of sales to advance student support services and the University Fund.

Pandemic campus closures had the most significant impact on ancillaries except for adult continuing education. The 2021/22 original budget assumed a full campus re-opening early in the fiscal year, however continued restrictions limited resumption of services with impacts incorporated into the updated projection. Ancillary projected deficits for 2021/22 approximate $3.1 million for total cumulative deficits of $7.7 million. Extraordinary essential service extension steps and cost containment strategies minimized net losses driven by the pandemic with most ancillaries able to repay deficits within four or less years. The 2022/23 budget and planning years assume resumption of full campus activities. Projections by ancillary unit are available in Appendix 4.

10.6.1 Campus Store
In person learning continues to evolve as new tools for teaching and assessments are introduced. Materials selected to facilitate learning are available in a variety of formats, each supporting a different learning style. The Campus Store works with faculty to provide students with course material options to optimize student learning capabilities. With an ability to deliver dynamic digital content in addition to traditional textbooks and material supplies including both paid and free content the Campus Store supports faculty members content needs.

While dynamic content and eBook sales grow, print materials continue to decline. Course materials revenues no longer offset support expenses, nor does general reference materials, alumni and faculty publications, and general reading materials cover costs, these services are provided by offsetting losses through the sale of crested merchandise.

In 2022/23 the Campus Store is focused on outreach and community engagement, working with community partners to achieve strategic objectives while exploring new business opportunities.

10.6.2 McMaster Continuing Education (MCE)
MCE delivers career-focused education to adult learners, supports corporate training mandates, and promotes partnerships within the community. Adult learners new to Canada comprise approximately 20% of MCE’s enrolment. In 2021/22 learners and graduates reflect participation across 16 countries. MCE also serves undergraduates who blend degree work with career-focused learning.

Experiential learning opportunities exist in a wide cross-section of MCE courses and involve partnerships with medium and large national corporations. MCE is actively increasing the career development services and enhancing the partnerships with the City of Hamilton and Chamber of Commerce.

Budget challenges are associated with staff inflation and other costs related to the design, delivery, and marketing. Enrolment trends in 2021/22 have affected by the competitive and crowded marketplace. In 2022/23 budgeted initiatives include two large systems projects: completion of a new website and implementation of a new student administration and registration system. While these initiatives are included in the budget, they involve substantive financial, time, and human resources investments.
10.6.3 HOSPITALITY SERVICES (HS)
HS delivers a critical sustainability and operational excellence support role aligned with enhancing the student experience. HS focus on efficiency, flexibility and adaptability allows contribution to McMaster’s mission, vision and strategy while results directly support the operating fund. HS three-year strategic plan focuses on sustainability, diversity, equity, access, Indigenous and international menu options, food transparency, social media outreach, mobile options, and financial stability.

Budget challenges associated with the pandemic have led to labour shortages, supplier cost inflation, supply chain disruptions, a decline in consumer spending habits, and delays in capital initiatives, such as the Main Street Residence. In 2022/23 initiatives include strategies covering: compensation, recruitment, retention, purchasing and inventory, and meal-plan pricing reviews.

10.6.4 HOUSING AND CONFERENCE SERVICES (HCS)
HCS directly supports the University’s overriding vision and educating for capability. HCS provides a distinctive living and learning experience for 4,100 students focused on key educational priorities including community development, personal growth and wellness, academic excellence, and inclusion. The residence experience is a critical success factor supporting student retention between Year 1 and Year 2, aligned with SMA metrics. Capital expansion plans, including a 550 bed graduate residence in 2023/24 and a 1,440 bed undergraduate residence in 2024/25.

Future residence occupancy levels are less certain than pre-COVID, with the risk of new variants and waning vaccinations. Residence demand risk presents a significant budget challenge. HCS contained operational deficits in 2020/21 by redirecting $13.6M in savings from the Bates Residence Redevelopment Project. In 2022/23 plans focus on re-establishing 98% occupancy rates, while mitigating COVID risks and other cost pressures.

10.6.5 MEDIA PRODUCTION SERVICES (MPS)
MPS provides web development and delivery, graphic design, signage, printing and other creative services to support McMaster’s community. Customer satisfaction results (currently 96%) are high and external awards for web, digital content, and print have been received provincially, nationally and internationally. In 2022/23 investments focus on resources, technologies, equipment, and in-house capacity to support University service demands.

McMaster’s branding and accessible MacSites web solution has delivered over 100 University sites with the most recent large initiative supporting the FHS web strategy. Other traditional revenue streams such as fleet, exams production, and marking were impacted by the pandemic and campus closures. In 2022/23 normal operations resumption is budgeted along with initiatives to deliver on MPS 5-year supporting strategic plan.

10.6.6 PARKING SERVICES (PS)
PS continues to invest in physical spaces aligned with the capital plan while maintaining existing parking infrastructure. PS will be new parking demands when the graduate student residence opens downtown in 2023/24. PS supports student parking demand and student employment opportunities, where possible.
In 2021/22 outstanding parking loans were consolidated and refinanced after incurring operating losses associated with the pandemic. Gradual returns to campus began in September 2021 allowing some revenues, however lower than budget. Loan payments along with constrained revenues leave minimal funds available for maintenance and new capital projects. Further, other construction on campus impacts parking for construction staging. Although the loss of space due to construction is temporary, multiple projects taking place simultaneously create significant logistical challenges.

In 2022/23 PS will focus on a refreshed parking strategy to address capacity needs and giving consideration to improving parking access for visitors and special event guests.

### 10.7 Specifically Externally Funded

Table 14: Specifically Externally Funded Summary

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other revenues</td>
<td>31,980</td>
<td>34,497</td>
<td>2,518</td>
<td>33,610</td>
<td>32,612</td>
<td>32,406</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>31,980</td>
<td>34,497</td>
<td>2,518</td>
<td>33,610</td>
<td>32,612</td>
<td>32,406</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, wages and benefits</td>
<td>22,730</td>
<td>24,375</td>
<td>(1,645)</td>
<td>24,349</td>
<td>24,104</td>
<td>24,237</td>
</tr>
<tr>
<td>All other expenses</td>
<td>9,822</td>
<td>10,422</td>
<td>601</td>
<td>8,995</td>
<td>9,645</td>
<td>9,381</td>
</tr>
<tr>
<td>Transfers to (from) other funds</td>
<td>(179)</td>
<td>(177)</td>
<td>(3)</td>
<td>(137)</td>
<td>(141)</td>
<td>(143)</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>32,372</td>
<td>34,621</td>
<td>(2,249)</td>
<td>33,207</td>
<td>33,608</td>
<td>33,475</td>
</tr>
<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td>(393)</td>
<td>(124)</td>
<td>269</td>
<td>403</td>
<td>(996)</td>
<td>(1,069)</td>
</tr>
<tr>
<td><strong>Fund balance, beginning of year</strong></td>
<td>6,557</td>
<td>6,387</td>
<td>(170)</td>
<td>6,263</td>
<td>6,666</td>
<td>5,671</td>
</tr>
<tr>
<td><strong>Fund balance, end of year</strong></td>
<td>6,164</td>
<td>6,263</td>
<td>99</td>
<td>6,666</td>
<td>5,671</td>
<td>4,601</td>
</tr>
</tbody>
</table>

Externally restricted funds other than research, trust or capital, are tracked in a separate fund. Programs managed in this fund involve external sponsors such as the Ministry of Health and Long-Term Care and the Ontario Online Initiative, and meet the following criteria:

- The funding is provided by an external entity
- There is an agreement with the sponsor to spend the funding for a specified purpose on specified items
- Unspent funding must be returned to the sponsor

Departments are responsible for administering this funding, ensuring that it is used for the intended purpose and not overdrawn. Specifically externally funded programs are included within budget submissions to Budget Committee.

### 10.8 Internal Reserves

Internal reserve strategies are used to settle future obligations associated with current faculty, staff or other activities. The balance in 2021/22 is projected to be $706.1 million, significantly higher than the original budget of $201.1 million due to extraordinary investment income (26.1%) and slower capital spending due to COVID delays. In 2022/23 internal reserves are projected to decline to $658.4 million in 2022/23 as capital reserves are utilized as capital spending returns to post-pandemic levels.
Internal reserves include two categories of funding. First, operating and ancillary fund reserves are balances carried forward into future years. Faculties and departments are required to develop structurally balanced budgets each year and additionally are expected to save reserves for new capital investments or renovations or other large strategic initiatives. Combined operating and ancillary reserves are projected to be $164.2 million in 2021/22, falling to $146.5 million in 2022/23, with increases in the Ancillary Fund as a result of returning to normal activities offset by the planned use of reserves for strategic projects. Ancillary appropriations are expected to return to a surplus in 2023/24 as operations recover from COVID-19 losses, while operating fund appropriations are drawn down to $128.3 million at the end of 2024/25 by one-time expenditures for strategic initiatives.

The second category of reserves relate to funding obligation settlement needs. The settlement-related balances appear as part of internal reserves on the University’s Statement of Financial Position and could be misinterpreted as funding available for other uses. Redeploying obligation settlement reserves would pass current liabilities onto future University generations as well as impair financial health metrics and credit ratings. Each reserve balance and purpose is disclosed in the Annual Financial Report note 11. All internal reserves are monitored annually for sufficiency of the reserve compared to the future liability or third-party projected obligation.
As outlined in Section 8.3 Budget Design, the budget process results in a revenue and expense budget for each fund. The Annual Financial Report includes the audited financial statements that are prepared on a full accrual basis using the deferral method of accounting for revenue (see Appendix 6 Significant Accounting Policies for more details). Under this method, all funds are consolidated into a single column for the Statement of Operations, Statement of Financial Position and the Statement of Cash Flows. In order to complete the Consolidated Budget document on the same basis as the Annual Financial Report accounting adjustments are made to each fund.

Table 15: Reconciliation of Operating Fund Budget to Accrual-Based Budget

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess (deficiency) of Operating Fund revenues over expenses</td>
<td>(4,822)</td>
<td>(26,441)</td>
<td>(21,619)</td>
<td>(4,685)</td>
<td>(14,966)</td>
<td>(6,956)</td>
</tr>
<tr>
<td>Capital expenditures net of amortization</td>
<td>79,538</td>
<td>75,435</td>
<td>(4,103)</td>
<td>151,585</td>
<td>72,598</td>
<td>123,736</td>
</tr>
<tr>
<td>Investment income (loss) on internal endowments</td>
<td>1,600</td>
<td>1,123</td>
<td>(477)</td>
<td>2,662</td>
<td>2,559</td>
<td>2,468</td>
</tr>
<tr>
<td>Pension and non-pension adjustments</td>
<td>13,714</td>
<td>3,921</td>
<td>(9,793)</td>
<td>3,038</td>
<td>4,161</td>
<td>5,360</td>
</tr>
<tr>
<td>Changes in other reserves</td>
<td>(11,191)</td>
<td>54,095</td>
<td>65,286</td>
<td>(31,313)</td>
<td>60,222</td>
<td>20,028</td>
</tr>
<tr>
<td>Total accrual adjustment</td>
<td>83,661</td>
<td>134,574</td>
<td>50,913</td>
<td>125,972</td>
<td>144,541</td>
<td>151,592</td>
</tr>
<tr>
<td>Excess (deficiency) of revenues over expenses</td>
<td>78,839</td>
<td>108,133</td>
<td>29,294</td>
<td>121,286</td>
<td>129,575</td>
<td>144,636</td>
</tr>
</tbody>
</table>

Table 15 shows the summary adjustments required to reconcile the Operating Fund’s net income from the fund and cash accounting basis to the full accrual basis for all funds, the adjustments include:

- Capital expenditures treated as immediate cash basis expenses are added back and only the net amortization expense is deducted, reflecting the useful life of the capital asset over time.
McMaster University

2022/23 Consolidated Budget

- Investment income earned or (lost) on internal endowments, net of funds not already transferred to the Operating Fund, are added back or (subtracted).
- Actuarial adjustments (excluding re-measurements) for pension and non-pension costs are recorded.
- Reclassifications to offset internal transactions between departments affecting revenues and expenditures are recorded.

The large favourable variance in other reserves in 2021/22 reflects the higher opening balance carried forward from 2020/21 due to significant investment returns and improved international enrolment, as well as the higher projected surplus in 2021/22.

11.1 Statement of Operations

Table 16: Consolidated Statement of Operations (Accrual Basis)

<table>
<thead>
<tr>
<th>($'000s)</th>
<th>2021/22 Budget</th>
<th>2022/23 Projection</th>
<th>2021/22 Variance</th>
<th>2022/23 Budget</th>
<th>2023/24 Plan</th>
<th>2024/25 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating grants</td>
<td>274,036</td>
<td>274,086</td>
<td>500</td>
<td>274,036</td>
<td>274,086</td>
<td>274,086</td>
</tr>
<tr>
<td>Research grants and contracts</td>
<td>150,815</td>
<td>150,926</td>
<td>111</td>
<td>150,815</td>
<td>150,926</td>
<td>150,926</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>465,728</td>
<td>501,230</td>
<td>35,502</td>
<td>501,230</td>
<td>533,749</td>
<td>533,749</td>
</tr>
<tr>
<td>Ancillary sales and services</td>
<td>78,182</td>
<td>78,182</td>
<td>-</td>
<td>78,182</td>
<td>105,206</td>
<td>105,206</td>
</tr>
<tr>
<td>Other revenues</td>
<td>189,280</td>
<td>192,133</td>
<td>2,853</td>
<td>192,133</td>
<td>194,044</td>
<td>194,044</td>
</tr>
<tr>
<td>Total revenues</td>
<td>1,276,335</td>
<td>1,273,261</td>
<td>3,074</td>
<td>1,327,096</td>
<td>1,379,400</td>
<td>1,440,883</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries and wages</td>
<td>594,709</td>
<td>599,625</td>
<td>4,916</td>
<td>621,530</td>
<td>666,391</td>
<td>672,246</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>144,953</td>
<td>144,665</td>
<td>288</td>
<td>148,578</td>
<td>151,500</td>
<td>154,581</td>
</tr>
<tr>
<td>Supplies and services</td>
<td>359,812</td>
<td>355,884</td>
<td>398</td>
<td>321,347</td>
<td>328,938</td>
<td>335,388</td>
</tr>
<tr>
<td>Interest on long-term debt</td>
<td>15,168</td>
<td>15,168</td>
<td>0</td>
<td>15,168</td>
<td>16,082</td>
<td>16,082</td>
</tr>
<tr>
<td>Amortization of capital assets</td>
<td>82,564</td>
<td>90,612</td>
<td>7,048</td>
<td>90,612</td>
<td>105,004</td>
<td>116,004</td>
</tr>
<tr>
<td>Total expenses</td>
<td>1,157,406</td>
<td>1,163,128</td>
<td>5,722</td>
<td>1,205,810</td>
<td>1,250,025</td>
<td>1,250,025</td>
</tr>
<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td>19,929</td>
<td>10,133</td>
<td>-29,294</td>
<td>121,286</td>
<td>125,675</td>
<td>140,858</td>
</tr>
</tbody>
</table>

McMaster’s objective is to achieve a 10% excess of revenues over expenses to generate sufficient internal reserves to cover future obligations. The Statement of Operations reflects a full return to prepandemic operations in 2022/23. Assumptions included in consolidated results are as follows:

- Operating grants are expected to be held flat without performance funding reductions in 2023/24.
- Research revenues are recognized as expenses are incurred with plans based on historical trends.
- Tuition revenue from domestic students will decline. Domestic enrolment will decline to the funding cap while in-province tuition rates remain frozen.
- International enrolment will offset domestic enrolment reductions, which will increase tuition.
- Total enrolment will not decline ensuring debt of $12,000 per student FTE is not exceeded.
- Ancillary sales impacted by pandemic closures will resume as normal.
• Investment income has been conservatively budgeted at 4.6% for 2021/22 and 5.6% in 2022/23 and future years. McMaster continues to plan for reasonable returns while implementing net zero carbon emission strategies aimed at decarbonizing investment holdings aligned with the United Nations supported framework of Principles for Responsible Investment and increasing clean technology investments to accelerate clean energy transition.

• Salaries and wages increase with negotiated settlements and step increases, as well as targeted FTE growth in Faculties associated with enrolment growth.

• Employee benefits are based on known statutory expenses and additional estimates of pension and non-pension benefits.

Supplies and services include extraordinary expenses related to the pandemic, offset by savings from working remotely. Cost inflation impacts associated with growing enrolment and return to campus will be mitigated by growing savings from the Mac Buy project, sustainable procurement initiatives, and operational efficiencies. The budget includes a contingency of approximately 1.0% of total expenses to cover likely spending that may be strategically apportioned to new targeted positions or specific projects.

### 11.2 **Statement of Financial Position**

**Table 17: Consolidated Statement of Financial Position**

<table>
<thead>
<tr>
<th>($ thousands)</th>
<th>2021/22 Budget</th>
<th>2022/23 Projection</th>
<th>2022/23 Variance</th>
<th>2023/24 Budget</th>
<th>2024/25 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>18,317</td>
<td>17,660</td>
<td>(657)</td>
<td>18,294</td>
<td>18,900</td>
</tr>
<tr>
<td>Short-term investments</td>
<td>206,953</td>
<td>203,404</td>
<td>(5,549)</td>
<td>209,039</td>
<td>216,991</td>
</tr>
<tr>
<td>Investments</td>
<td>1,411,559</td>
<td>1,856,013</td>
<td>444,454</td>
<td>1,819,613</td>
<td>1,856,883</td>
</tr>
<tr>
<td>Capital assets</td>
<td>1,352,221</td>
<td>1,306,842</td>
<td>(45,379)</td>
<td>1,417,866</td>
<td>1,690,172</td>
</tr>
<tr>
<td>Other assets</td>
<td>252,390</td>
<td>223,146</td>
<td>(25,306)</td>
<td>227,839</td>
<td>232,161</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>2,141,958</td>
<td>3,609,069</td>
<td>366,067</td>
<td>3,246,402</td>
<td>4,015,113</td>
</tr>
<tr>
<td><strong>Liabilities and deferred contributions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current liabilities</td>
<td>179,911</td>
<td>200,242</td>
<td>20,331</td>
<td>204,269</td>
<td>208,156</td>
</tr>
<tr>
<td>Deferred contributions for future expenses</td>
<td>871,512</td>
<td>906,059</td>
<td>34,547</td>
<td>899,024</td>
<td>1,009,971</td>
</tr>
<tr>
<td>Long-term debt</td>
<td>417,691</td>
<td>416,739</td>
<td>(931)</td>
<td>416,765</td>
<td>416,808</td>
</tr>
<tr>
<td>Employee future benefits and pension</td>
<td>466,563</td>
<td>273,327</td>
<td>(293,237)</td>
<td>276,793</td>
<td>180,322</td>
</tr>
<tr>
<td><strong>Total liabilities and deferred contributions</strong></td>
<td>1,955,678</td>
<td>1,696,966</td>
<td>(258,712)</td>
<td>1,656,864</td>
<td>1,815,464</td>
</tr>
<tr>
<td><strong>Net assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internally restricted reserves</td>
<td>201,052</td>
<td>706,122</td>
<td>505,070</td>
<td>658,424</td>
<td>683,631</td>
</tr>
<tr>
<td>Equity in capital assets</td>
<td>466,441</td>
<td>446,805</td>
<td>(5,450)</td>
<td>457,961</td>
<td>729,994</td>
</tr>
<tr>
<td>Endowments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>144,571</td>
<td>172,354</td>
<td>27,783</td>
<td>175,635</td>
<td>178,175</td>
</tr>
<tr>
<td>External</td>
<td>484,296</td>
<td>588,988</td>
<td>104,692</td>
<td>598,988</td>
<td>608,034</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td>1,306,329</td>
<td>1,508,609</td>
<td>202,280</td>
<td>2,049,608</td>
<td>2,359,640</td>
</tr>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td>3,241,958</td>
<td>3,609,065</td>
<td>366,067</td>
<td>3,246,402</td>
<td>4,015,113</td>
</tr>
</tbody>
</table>

The Statement of Financial Position is the University’s consolidated balance sheet.

Cash and short-term investments reflect funds held for current spending. The investments line includes medium-term funds in longer durations approximating 36 to 48 months, as well as long-term
investments placed in the unitized investment pool. Long-term investments hold both external and internal endowment funds, as well as a component of funds not needed in the short or medium term.

Capital assets reflect infrastructure additions that meet the capitalization accounting policy (described further in Appendix 6). Other assets include grants and other accounts receivable, prepaid expenses, inventories and investments in McMaster Innovation Park, Halton McMaster Family Health Centre, and public-private partnership investments.

Deferred contributions for future expenses reflect funding received for specific purposes, primarily research and capital, that has not yet been expended or met the test to expense. This funding is reduced when the related expense occurs, resulting in offsetting revenue or neutral impact to the Statement of Operations. The long-term debt obligation relates primarily to bonds raised in 2002, 2015 and 2021 for capital investments, with additional debt of $150 million issued in 2021/22 as planned (see Section 12 Overall Borrowing and Debt Position). All bond obligations have an internally restricted sinking fund reserve to settle the future $390 million in balloon payments. Long-term debt includes the liability for decommissioning the nuclear reactor as determined by the Canadian Nuclear Safety Commission. An offsetting internally restricted reserve has been created to fund this obligation when it becomes due. The liability for employee future benefits and pension is determined by the University’s third-party actuary for each plan the University has with its faculty and staff. For costs associated with the variable pension expenses and future post-retirement benefits, internally restricted reserves are used.

Finally, net assets are made up of internally restricted reserves, equity in capital assets, and internal and external endowments. Details of internally restricted reserves and the two endowments are provided in sections 10.8, 10.4 and 10.5 respectively. Equity in capital assets reflects accrual-basis adjustments that increase with new University-funded capital investments, and decrease with amortization over the assets’ useful life.

11.3 STATEMENT OF CASH FLOWS

Table 18: Consolidated Statement of Cash Flows

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess of revenues over expenses</td>
<td>78,839</td>
<td>108,133</td>
<td>29,294</td>
<td>121,286</td>
<td>129,575</td>
<td>$44,636</td>
</tr>
<tr>
<td>Adjustments for non-cash items:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>(38,719)</td>
<td>(41,811)</td>
<td>(3,092)</td>
<td>(40,289)</td>
<td>(39,433)</td>
<td>(46,714)</td>
</tr>
<tr>
<td>Amortization of capital assets</td>
<td>82,664</td>
<td>90,812</td>
<td>7,147</td>
<td>98,228</td>
<td>103,064</td>
<td>116,001</td>
</tr>
<tr>
<td>Employee future benefits</td>
<td>(15,089)</td>
<td>(9,535)</td>
<td>5,554</td>
<td>10,324</td>
<td>10,158</td>
<td>10,863</td>
</tr>
<tr>
<td>Change in decommissioning obligation</td>
<td>1,193</td>
<td>724</td>
<td>(469)</td>
<td>758</td>
<td>785</td>
<td>833</td>
</tr>
<tr>
<td>Net change in deferred contributions</td>
<td>42,763</td>
<td>20,643</td>
<td>(22,120)</td>
<td>36,367</td>
<td>153,436</td>
<td>158,681</td>
</tr>
<tr>
<td>Financing and investing activities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of capital assets</td>
<td>(199,487)</td>
<td>(165,077)</td>
<td>34,410</td>
<td>(261,281)</td>
<td>(321,342)</td>
<td>(382,546)</td>
</tr>
<tr>
<td>Net change in investments</td>
<td>(106,273)</td>
<td>(158,283)</td>
<td>(52,010)</td>
<td>28,785</td>
<td>(65,222)</td>
<td>(7,853)</td>
</tr>
<tr>
<td>Net change in external endowments</td>
<td>5,879</td>
<td>4,595</td>
<td>(1,284)</td>
<td>9,298</td>
<td>10,108</td>
<td>9,596</td>
</tr>
<tr>
<td>Issuance of long-term debt</td>
<td>150,000</td>
<td>150,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principal repayments on long-term obligations</td>
<td>(678)</td>
<td>(796)</td>
<td>(118)</td>
<td>(128)</td>
<td>(128)</td>
<td>(128)</td>
</tr>
<tr>
<td>Increase/(decrease) in cash</td>
<td>1,093</td>
<td>(1,796)</td>
<td>(2,895)</td>
<td>604</td>
<td>612</td>
<td>375</td>
</tr>
<tr>
<td>Cash, beginning of year</td>
<td>17,224</td>
<td>19,406</td>
<td>2,182</td>
<td>17,660</td>
<td>18,294</td>
<td>18,906</td>
</tr>
<tr>
<td>Cash, end of year</td>
<td>18,317</td>
<td>17,660</td>
<td>(657)</td>
<td>18,204</td>
<td>18,906</td>
<td>19,481</td>
</tr>
</tbody>
</table>
11.4 Debt Management Ratios

Table 19: Debt Management Ratios

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expendable Net Assets to Debt (Target &gt; 1.0x)</td>
<td>1.6</td>
<td>2.1</td>
<td>0.5</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Interest Burden (Target &lt; 4.0%)</td>
<td>1.4%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>1.6%</td>
<td>1.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Debt per FTE (Target &lt; $32,000)</td>
<td>$11,999</td>
<td>$11,997</td>
<td>542</td>
<td>$11,982</td>
<td>$11,999</td>
<td>$11,999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Debt Management Monitoring Ratios</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Income/(Loss) Ratio (McMaster Target &gt; 2.0%)</td>
<td>6.1%</td>
<td>8.4%</td>
<td>2.3%</td>
<td>9.0%</td>
<td>9.3%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Net Operating Revenues (McMaster Target &gt; 2.0%)</td>
<td>10.0%</td>
<td>12.0%</td>
<td>2.0%</td>
<td>14.0%</td>
<td>15.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Primary Reserves Ratio (McMaster Target &gt; 91 days)</td>
<td>204</td>
<td>274</td>
<td>69</td>
<td>252</td>
<td>248</td>
<td>234</td>
</tr>
<tr>
<td>Visibility Ratio (McMaster Target &gt; 1.0%)</td>
<td>1.6</td>
<td>2.1</td>
<td>0.5</td>
<td>2.0</td>
<td>2.1</td>
<td>2.0</td>
</tr>
</tbody>
</table>

1 Measures cash flow from operating activities as a proportion of revenues
2 Measures the number of days University reserves can cover operating expenses
3 Measures the proportion of long-term debt that could be settled using unrestricted assets

Since capital projects require a combination of financing sources, debt is considered a perpetual component of the University’s capital structure. The University has established guidelines regarding the optimal amount of outstanding debt using the above ratios, which measure balance sheet resources and annual cash flow. These ratios are consistent with those monitored by the University’s credit rating agencies and are subject to review periodically. All ratios over the planning horizon are within acceptable ranges.

11.5 Risks to the 2022/23 Budget

The risks that existed prior to the pandemic generally remain. Maintaining McMaster’s status as a global education leader and destination of choice for international students, as well as achieving diversified international enrolment targets remain important goals. Diversity of international enrolment will be important to minimize geopolitical risk. Enrolment growth will eventually be limited by capacity, forcing a greater focus on the delivery of new revenues and operational process efficiencies. Although the University continues to invest in capital expansion projects, post-pandemic there may be some facets of the courses that remain virtual to their benefit. These changes will present further risks.

When funding is linked to SMA metrics in 2023/24 there is risk that McMaster’s funding might decline, nine metrics are set by MCU and one selected by McMaster. The tuition framework has been frozen for 2022/23 and there is no indication of tuition increases in 2023/24 and beyond. If domestic tuition rates continue to be held frozen the University will not have sufficient inflationary funding related to domestic higher education delivery.

Risk of market volatility and capital losses could continue to impact annual commitments to operations, including funding for Chairs, scholarships and bursaries. This risk is managed by diversification and experienced oversight, as well as maintenance of an internally restricted specific purpose reserve established more formally following the 2008 financial crisis to cover annual spending commitments that might otherwise be hindered in a prolonged market loss situation. In addition to market losses, a decline in interest rates would affect pension plan liabilities and increase the amount of required payments. Projections and scenario modeling are used to monitor this risk and develop funding strategies using internally restricted benefit reserves to potentially supplement payment.
schedules, resulting in a process of smoothed benefit rate budgeting for Faculties and departments and enabling greater stability.

Additional systemic or uncontrollable risks include ensuring sufficiency of funding for investments in infrastructure and strategic priorities. Significant investments linked to the five priority areas will be required to deliver the Global Nexus initiative and progress on key issues affecting health and society. Climate change and resiliency measures will require capital investments to increase McMaster’s alignment with the UN Sustainable Development Goals, as well as potentially affecting the cost of utilities, future capital projects, other infrastructure and staff related costs associated with climate resilience.

Further, the University has partnered with the private sector to minimize the debt held directly by the University while still delivering on key capital projects of strategic importance to the University’s mission. Risk of bankruptcy of public-private partners involves mitigation strategies including extensive due diligence initiatives, strategic negotiations allowing remedy within a defined period and the University’s right to buy out the partnership or replace the partner failing reasonable remedy.
12 OVERALL BORROWING AND DEBT POSITION

Strategic initiatives and capital projects for both infrastructure and technology require a combination of financing solutions, including internal loans from the central bank, commitments against future revenue streams, gifts, external and off-book financing.

External financing is used to fund the central bank and is considered a perpetual component of the University’s capital structure. The University examines optimal debt positions for strategic and capital needs against established debt management guidelines and financial health metrics annually, results of which are outlined in a debt strategy report along with multi-year financial projections. McMaster uses debt retirement funds (or sinking funds) for the bonds outstanding.

Additional debt of $150 million was approved by the Board of Governors for issuance in 2021/22, locking in historically low interest rates for a long period and supporting the objective of achieving a lower weighted average cost of capital (WACC). Following the additional $150 million debt issuance in 2021/22, McMaster has the following outstanding debentures:

- June 2021 - $25 million green bond at 3.255% due June 2051
- October 2002 - $120 million at 6.15% due October 2052
- November 2015 - $120 million at 4.105% due November 2065
- June 2021 - $125 million at 3.405% due June 2071

The 2021/22 debt replenished the McMaster Capital Reserve by $135 million (net of a $15 million sinking fund), expanding financial capacity for large high-priority projects supporting the President’s strategic plan. The lower interest rate achieved on the new bonds has lowered the University’s WACC from 5.75% to 4.75%.

The debt has been structured to create staggering maturities and allow current strategic initiatives to proceed, while maintaining strong financial health metrics and our AA (stable) credit rating with DBRS and S&P. According to the credit rating agencies, the key capacity determinant for McMaster is debt of no more than $12,000 per student FTE. The amount of the new debt was chosen to maximize financing flexibility while minimizing financing cost, resulting from the strong credit rating.

The Debt Management Policy identifies that financing should preferably go toward projects with internal loan repayment streams as a principle, and business cases should show an ability to repay the capital investment with interest at WACC over a reasonable repayment period. Internal loans associated with completed projects average a 30-year repayment schedule.
CONCLUSIONS ON THE 2022/23 BUDGET

McMaster’s projected consolidated results for 2021/22 are structurally balanced with net surplus across all funds of $108.1 million after capital and other accrual basis adjustments. The consolidated budget for 2022/23 is also in a surplus position on an accrual basis of $137.3 million after capital and other adjustments totaling $142.3 million.

The 2021/22 operating fund has an ongoing projected surplus $43.6 million, after strategic and capital one-time priority investments the net loss is projected as $26.4 million. For 2022/23 the operating results have a structural surplus of $40.2 million and a net loss after one-time strategic investments of $4.7 million.

The consolidated and operating fund results are consistent with McMaster’s prudent financial management approach instilled by the budget model driving fiscal accountabilities to budget envelope managers, requiring each area to be structurally balanced while also funding local strategic and capital priorities to advance the University’s strategic priorities. The transparent budget model has served the University well as provincial funding limitations ensue, as addressing the pandemic has created an even greater constraint across our jurisdiction.

Over the budget and planning years all areas across the University will continue to work collaboratively to advance McMaster’s greatest strategic priority the Global Nexus for Pandemics and Biological Threats at McMaster’s Innovation Park (MIP). McMaster will also progress MIPs major supercluster development initiative providing an additional 2.8 million square feet of new and renovated life sciences and biomanufacturing space. Major initiatives will be mindful of strategic progress in relation to the sustainability of McMaster’s strong financial credit rating of AA (Stable). Other capital plans are budgeted to resume pre-COVID activity levels with several Faculty driven initiatives moving forward through stages of planning, business case development and governance approval.

Ancillary funds within the consolidated results are projected to have a $3.4 million loss in 2021/22 resulting in cumulative losses of $7.8 million arising over the pandemic period. All ancillary units have budgeted for resumption of normal pre-COVID activities in 2022/23 with a net budget surplus of $3.3 million, reducing the net deficit to $4.4 million. Ancillaries, taken together, over the planning years 2023/24 and 2024/25 will fully address the remainder of the cumulative deficit.

All other funds have sound financial plans to advance McMaster’s strategic priorities, including a strong focus on the United Nations Sustainable Development Goals.
APPENDIX 1– OPERATING FUND PROJECTION VS. BUDGET

Table 20: Operating Fund 2021/22 Projection vs. Budget

<table>
<thead>
<tr>
<th>($ thousands)</th>
<th>Operating Fund</th>
<th>2020/21 Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2021/22 Budget</td>
<td>2021/22 Projection</td>
</tr>
<tr>
<td>Sources of Funding:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial Grants</td>
<td>236,158</td>
<td>239,843</td>
</tr>
<tr>
<td>Tuition</td>
<td>418,215</td>
<td>423,000</td>
</tr>
<tr>
<td>Research Overhead Income</td>
<td>28,459</td>
<td>26,014</td>
</tr>
<tr>
<td>Investment Income</td>
<td>9,467</td>
<td>9,467</td>
</tr>
<tr>
<td>Other income</td>
<td>107,132</td>
<td>107,848</td>
</tr>
<tr>
<td>Total sources of funding</td>
<td>799,431</td>
<td>806,172</td>
</tr>
<tr>
<td>Expenditure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, wages and benefits</td>
<td>531,369</td>
<td>544,269</td>
</tr>
<tr>
<td>Utilities and maintenance</td>
<td>45,066</td>
<td>43,543</td>
</tr>
<tr>
<td>Equipment and renovations</td>
<td>68,157</td>
<td>102,299</td>
</tr>
<tr>
<td>Scholarships, bursaries and work study</td>
<td>31,619</td>
<td>33,199</td>
</tr>
<tr>
<td>Library acquisitions</td>
<td>15,193</td>
<td>14,306</td>
</tr>
<tr>
<td>Debt and financing charges</td>
<td>26,401</td>
<td>22,763</td>
</tr>
<tr>
<td>All other expenses</td>
<td>86,447</td>
<td>72,234</td>
</tr>
<tr>
<td>Total expenditures</td>
<td>804,253</td>
<td>832,613</td>
</tr>
<tr>
<td>Total surplus (deficit)</td>
<td>(4,822)</td>
<td>(26,441)</td>
</tr>
<tr>
<td>Fund balances, beginning of year</td>
<td>159,197</td>
<td>198,752</td>
</tr>
<tr>
<td>Fund balances, end of year</td>
<td>154,375</td>
<td>172,311</td>
</tr>
</tbody>
</table>

The Operating Fund is projected to end 2021/22 in a more favourable position than the original budget due to favourable fund balances at the end of 2020/21 carrying over.

Provincial grants are favourable by $3.7 million (1.6%) mainly due to Research Overhead Infrastructure Envelope funding now being reported as part of Provincial operating grants with the Ministry for Colleges and Universities (MCU)’s move to performance-based funding, and an additional clinical nursing grant.

Tuition is favourable by $4.8 million (1.1%) predominantly due to increases in international graduate enrolment for Engineering and international undergraduate enrolment for Business. Domestic tuition rates for Ontario students remain frozen following the 10% reduction in 2019/20, with a 3% rate increase allowed for out-of-province students.

Research overhead income is unfavourable by $2.4 million (-8.6%) as a result of the Research Overhead Infrastructure envelope funding now being reported as part of Provincial operating grants with the MCU’s move to performance-based funding. This is partially offset by marginal increases in the federal Research Support funding, contract overhead revenues, and royalties.
Other income is in line with budget.

Salaries, wages and benefits are unfavourable by $12.9 million (-2.4%) predominantly due to staff increases in full-time and part-time support staff.

Utilities and maintenance are favourable by $1.5 million (3.4%) due to rates adjustments from moving from Class B consumer to Class A consumer resulting in Global Adjustment savings, as well as reduced consumption from the limited re-opening of campus.

Equipment and renovations are unfavourable by $34.2 million (-50.1%) driving the unfavourable variance are large increases for capital transfers for the McLean Centre project, Engineering building, and Faculty of Science buildings. These are considered to be one-time transfers that may repeat and are made by choice.

Scholarships, bursaries and work-study expenditures are unfavourable by $1.6 million (-5.0%) due to entrance award overages with an increased percentage of undergraduates presenting higher final admission averages.

Library acquisitions are favourable by $0.9 million (5.8%) related to the exchange rate movement. Due to the high volume of library acquisitions in US dollars there are exchange rate fluctuation mitigation measures, with the offsetting amount showing up in other expenses and covered by the General University expense envelope.

All other expenses are favourable by $14.2 million (14.5%) primarily due to lower than budget expenses related to the limited reopening of campus and remote working including office expenses, travel, meeting expenses, research support costs, and lower than expected contingency spending on priorities in other expenses, especially University Fund spending crystalizing in other spending categories. This was partially offset by lower internal recoveries, increased externally contracted services and COVID-19 related expenses.

The resulting $21.6 million unfavourable in-year deficit variance is more than offset by the $39.6 million favourable opening appropriations variance, resulting in a projected closing balance in the Operating Fund $17.9 million (11.6%) greater than the original budget. These appropriations will be carried forward for expenditure in 2022/23 and future years and will help to mitigate the continuing challenges associated with COVID-19, the recovery from the pandemic, and planned investments in capital.
### APPENDIX 2 – BUDGET MODEL CALCULATIONS

#### McMaster University 2022/23 Consolidated Budget

**Appendix 2 – Budget Model Calculations**

<table>
<thead>
<tr>
<th>Category</th>
<th>University Fund</th>
<th>POST Holdings Fund</th>
<th>Other Holdings Fund</th>
<th>VP Research-Development Fund</th>
<th>Total Higher Education Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Prior to Double Depreciation Allowance</td>
<td>53,082</td>
<td>15,198</td>
<td>15,350</td>
<td>15,245</td>
<td>122,875</td>
</tr>
<tr>
<td>Net Double Depreciation Allowance</td>
<td>53,082</td>
<td>15,198</td>
<td>15,350</td>
<td>15,245</td>
<td>122,875</td>
</tr>
<tr>
<td>Research, Innovation, and Commercialization</td>
<td>15,090</td>
<td>3,426</td>
<td>1,970</td>
<td>1,931</td>
<td>21,418</td>
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<tr>
<td>Marketing and Communication</td>
<td>1,900</td>
<td>6,621</td>
<td>4,238</td>
<td>1,297</td>
<td>8,051</td>
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<tr>
<td>Other</td>
<td>11,092</td>
<td>5,579</td>
<td>4,542</td>
<td>1,318</td>
<td>21,531</td>
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<tr>
<td>Total</td>
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<td>15,487</td>
<td>15,985</td>
<td>15,850</td>
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<td>Revenue to be transferred to higher education funds</td>
<td>135,000</td>
<td>15,780</td>
<td>14,135</td>
<td>15,015</td>
<td>169,920</td>
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<tr>
<td>Government Funding</td>
<td>15,000</td>
<td>2,500</td>
<td>1,500</td>
<td>1,000</td>
<td>19,000</td>
</tr>
<tr>
<td>Private Sector Funding</td>
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<td>1,500</td>
<td>1,000</td>
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<td>Charitable Contributions</td>
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<td>2,500</td>
<td>1,500</td>
<td>1,000</td>
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<tr>
<td>Other</td>
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<td>2,500</td>
<td>1,500</td>
<td>1,000</td>
<td>19,000</td>
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<tr>
<td>Total</td>
<td>75,000</td>
<td>5,000</td>
<td>3,000</td>
<td>1,000</td>
<td>85,000</td>
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<tr>
<td>Total Revenue to be transferred to higher education funds</td>
<td>210,000</td>
<td>20,780</td>
<td>17,135</td>
<td>16,015</td>
<td>169,920</td>
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<tr>
<td>Total Revenue to be transferred to higher education funds (after adjustments)</td>
<td>210,000</td>
<td>20,780</td>
<td>17,135</td>
<td>16,015</td>
<td>169,920</td>
</tr>
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</table>
### Appendix 2 – Budget Model Calculations

<table>
<thead>
<tr>
<th>Section</th>
<th>Budget (in millions)</th>
<th>Research (in millions)</th>
<th>Total (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>38,468</td>
<td>32,067</td>
<td>70,535</td>
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<tr>
<td>Expenses</td>
<td>38,468</td>
<td>32,067</td>
<td>70,535</td>
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<tr>
<td>Net Income</td>
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<td>0</td>
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<tr>
<td>Non-Operating Income</td>
<td>0</td>
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<td>0</td>
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**Notes:**
- Budget and Research figures are rounded to the nearest million.
- Total figures are the sum of budget and research figures.
## Appendix 2 – Budget Model Calculations

### McMaster University - New Budget Model - Faculties

<table>
<thead>
<tr>
<th>Faculty</th>
<th>University Fund</th>
<th>Prof Faculties</th>
<th>Other Faculties</th>
<th>VP Research Discretionary Fund</th>
<th>Total (after Faculties)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>5,282,308</td>
<td>2,583,191</td>
<td>2,019,61 &amp; of 4.7%</td>
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<td></td>
</tr>
<tr>
<td>Expenditure</td>
<td>5,140,323</td>
<td>2,272,472</td>
<td>1,832,74 &amp; of 4.7%</td>
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<tr>
<td>Net Revenue</td>
<td>141,985</td>
<td>300,719</td>
<td>387,873</td>
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<table>
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<th>Line Item</th>
<th>2022/23</th>
<th>2023/24</th>
<th>2024/25</th>
<th>2025/26</th>
<th>2026/27</th>
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<td>National Research Funding</td>
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<td>Canada Research Grants</td>
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<td></td>
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</tr>
<tr>
<td>Ontario Grants</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
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</tr>
<tr>
<td>University Services</td>
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<td>External Services</td>
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<td>Total Research Expenses</td>
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</tr>
<tr>
<td>Total Expenditures</td>
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</tbody>
</table>

### Additional Budget Model Calculations

- [Budget Model Calculations](#)
- [University Fund](#)
- [Prof Faculties](#)
- [Other Faculties](#)
- [VP Research Discretionary Fund](#)

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### Appendix 2 – Budget Model Calculations

#### McMaster University - New Budget Model - Facilities

<table>
<thead>
<tr>
<th>Budget Account</th>
<th>Facilities</th>
<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
<td>$32,000,000</td>
<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
<td>$1,000,000</td>
</tr>
</tbody>
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#### Appendix 3 – Budget Model Calculations

<table>
<thead>
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<th>Budget Account</th>
<th>Facilities</th>
<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
<td>$32,000,000</td>
<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

#### Appendix 4 – Budget Model Calculations

<table>
<thead>
<tr>
<th>Budget Account</th>
<th>Facilities</th>
<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
<td>$32,000,000</td>
<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
<td>$1,000,000</td>
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#### Appendix 5 – Budget Model Calculations

<table>
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<th>Facilities</th>
<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
<td>$32,000,000</td>
<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
<td>$1,000,000</td>
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</tbody>
</table>

#### Appendix 6 – Budget Model Calculations

<table>
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<th>Budget Account</th>
<th>Facilities</th>
<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
<td>$32,000,000</td>
<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
<td>$1,000,000</td>
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</table>

#### Appendix 7 – Budget Model Calculations

<table>
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<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
<td>$32,000,000</td>
<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
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#### Appendix 8 – Budget Model Calculations

<table>
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<th>Budget Account</th>
<th>Facilities</th>
<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
<td>$32,000,000</td>
<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
<td>$1,000,000</td>
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#### Appendix 9 – Budget Model Calculations

<table>
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<th>Facilities</th>
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<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
<td>$56,010,000</td>
<td>$32,000,000</td>
<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
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<td>$20,000,000</td>
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<td>$4,000,000</td>
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#### Appendix 10 – Budget Model Calculations

<table>
<thead>
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<th>Research</th>
<th>Medical</th>
<th>Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Fund</td>
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<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
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<td>$20,000,000</td>
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#### Appendix 11 – Budget Model Calculations

<table>
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<th>Other</th>
</tr>
</thead>
<tbody>
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<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
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<td>$20,000,000</td>
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<td>$4,000,000</td>
<td>$1,000,000</td>
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#### Appendix 12 – Budget Model Calculations

<table>
<thead>
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<th>Budget Account</th>
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</thead>
<tbody>
<tr>
<td>Research Fund</td>
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<td>$10,000,000</td>
<td>$6,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Non-Research Fund</td>
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<td>$20,000,000</td>
<td>$6,000,000</td>
<td>$4,000,000</td>
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</table>
### Table 21: Operating Fund 2021/22 Projection by Unit

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>University Fund</th>
<th>Research Fund</th>
<th>Total Income</th>
<th>Sources of Funding</th>
<th>University Fund</th>
<th>Research Fund</th>
<th>Total Income</th>
<th>Annual Surplus (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>622,314</td>
<td>(9,965)</td>
<td>612,349</td>
<td>Total</td>
<td>90,485</td>
<td>26,441</td>
<td>116,926</td>
<td>94,519</td>
</tr>
<tr>
<td>University Fund</td>
<td></td>
<td></td>
<td></td>
<td>3. Research Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Research</td>
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<td>Services</td>
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<td></td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td>4. Student Support</td>
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</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td>Scholarships</td>
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<tr>
<td>Student</td>
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<td>Scholarships</td>
<td>3,955</td>
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<td>7,357</td>
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<td>26,441</td>
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<td>94,519</td>
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<tr>
<td>4. Research Support</td>
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<td>29,000</td>
<td>Total</td>
<td>16,000</td>
<td>13,000</td>
<td>29,000</td>
<td>9,891</td>
</tr>
<tr>
<td>5. Student Support</td>
<td>12,000</td>
<td>10,000</td>
<td>22,000</td>
<td>Research</td>
<td>12,000</td>
<td>10,000</td>
<td>22,000</td>
<td>9,891</td>
</tr>
<tr>
<td>6. Facilities Support</td>
<td>12,000</td>
<td>10,000</td>
<td>22,000</td>
<td>Scholarships</td>
<td>12,000</td>
<td>10,000</td>
<td>22,000</td>
<td>9,891</td>
</tr>
<tr>
<td>7. Institutional Support</td>
<td>12,000</td>
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<td>22,000</td>
<td>University</td>
<td>12,000</td>
<td>10,000</td>
<td>22,000</td>
<td>9,891</td>
</tr>
<tr>
<td>8. Institutional Priority allocations</td>
<td>12,000</td>
<td>10,000</td>
<td>22,000</td>
<td>Income</td>
<td>90,485</td>
<td>26,441</td>
<td>116,926</td>
<td>94,519</td>
</tr>
<tr>
<td>Surplus/(Deficit)</td>
<td>90,485</td>
<td>26,441</td>
<td>116,926</td>
<td>Research</td>
<td>12,000</td>
<td>10,000</td>
<td>22,000</td>
<td>9,891</td>
</tr>
</tbody>
</table>

Note: Figures are in thousands of dollars.

APPENDIX 3 – OPERATING FUND UNIT LEVEL TABLES

McMaster University 2022/23 Consolidated Budget

APPENDIX...
### Table 22: Operating Fund 2022/23 Budget by Unit

<table>
<thead>
<tr>
<th>Unit</th>
<th>Source of Funding</th>
<th>Total Surplus/(Deficit)</th>
<th>Operating Surplus/(Deficit)</th>
<th>Operating Non-operating Surplus/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Salaries &amp; Benefits</td>
<td>72,200</td>
<td>30,184</td>
<td>42,016</td>
</tr>
<tr>
<td></td>
<td>Pension</td>
<td>19,292</td>
<td>15,120</td>
<td>4,172</td>
</tr>
<tr>
<td></td>
<td>VP Research Discretionary Fund</td>
<td>4,164</td>
<td>4,164</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
<td>2,717</td>
<td>2,717</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>87,247</td>
<td>57,674</td>
<td>29,573</td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td>35,584</td>
<td>25,184</td>
<td>10,399</td>
</tr>
<tr>
<td></td>
<td>General University</td>
<td>21,599</td>
<td>15,120</td>
<td>6,479</td>
</tr>
<tr>
<td></td>
<td>Legal</td>
<td>9,180</td>
<td>9,180</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>President's Office</td>
<td>4,164</td>
<td>4,164</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td>2,717</td>
<td>2,717</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>35,584</td>
<td>25,184</td>
<td>10,399</td>
</tr>
</tbody>
</table>

### Notes
- Figures are in thousands.
- Operating Surplus/(Deficit) = Salaries & Benefits - Non-operating Expenses
- Operating Non-operating Surplus/(Deficit) = Non-operating Income - Non-operating Expenses
- Total Surplus/(Deficit) = Operating Surplus/(Deficit) + Operating Non-operating Surplus/(Deficit)

### Appendix 3 – Operating Fund Unit Level Tables

**Table 22: Operating Fund 2022/23 Budget by Unit**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Source of Funding</th>
<th>Total Surplus/(Deficit)</th>
<th>Operating Surplus/(Deficit)</th>
<th>Operating Non-operating Surplus/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Salaries &amp; Benefits</td>
<td>72,200</td>
<td>30,184</td>
<td>42,016</td>
</tr>
<tr>
<td></td>
<td>Pension</td>
<td>19,292</td>
<td>15,120</td>
<td>4,172</td>
</tr>
<tr>
<td></td>
<td>VP Research Discretionary Fund</td>
<td>4,164</td>
<td>4,164</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
<td>2,717</td>
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<tr>
<td></td>
<td>Total</td>
<td>87,247</td>
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<td>29,573</td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td>35,584</td>
<td>25,184</td>
<td>10,399</td>
</tr>
<tr>
<td></td>
<td>General University</td>
<td>21,599</td>
<td>15,120</td>
<td>6,479</td>
</tr>
<tr>
<td></td>
<td>Legal</td>
<td>9,180</td>
<td>9,180</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>President's Office</td>
<td>4,164</td>
<td>4,164</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td>2,717</td>
<td>2,717</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>35,584</td>
<td>25,184</td>
<td>10,399</td>
</tr>
</tbody>
</table>

**Notes**
- Figures are in thousands.
- Operating Surplus/(Deficit) = Salaries & Benefits - Non-operating Expenses
- Operating Non-operating Surplus/(Deficit) = Non-operating Income - Non-operating Expenses
- Total Surplus/(Deficit) = Operating Surplus/(Deficit) + Operating Non-operating Surplus/(Deficit)
McMaster University

2022/23 Consolidated Budget

Table 23: Operating Fund 2023/24 Plan by Unit

Framework
Allocation
1. Faculties
Business
Engineering
Health Sciences
Humanities
Science
Medical Radiation - Mohawk share
Social Sciences
Arts & Science
Sub-total
2. Academic Priorities
University Fund
Revenue Projection Contingency
Ongoing Priorities Contingency
One-time Priorities Contingency
Sub-total
TOTAL ACADEMIC
3. Academic Support
Provost's Office
Museum of Art
MacPherson Institute
University Library
Health Sciences Library
Registrar
Sub-total
4. Research Support
Research
VP Research Discretionary Fund
Research Loans
Sub-total
5. Student Support
Graduate Scholarships
School of Graduate Studies
Student Affairs
DBAC Building Financing
DBAC Deferred Maintenance
Undergraduate Scholarships
Sub-total
6. Facilities Support
Facilities Services
HSC Maintenance
Utilities
Security
Deferred Maintenance
Bond Interest
Renovation contingency
Sub-total
7. Institutional Support
Administration
Financial Affairs
Human Resources
UTS/Technology Fund
UTS Asset Management
University Secretariat
President's Office
University Advancement
Legal
General University
Sub-total
8. Institutional Priority allocations
Technology Renewal
Marketing & Branding
Pension
President's Strategic Support Fund
Sub-total
Surplus/(Deficit)
Under/(over)allocated
Total Surplus/(Deficit)

Sources of Funding
University Research
Fund
Overhead
Other
Allocation
Income
Income

Salaries & Benefits
Total
Income

Salaries &
Wages

Benefits
& PDA

Total

Non-salary Expenses
Library
Scholarships Acquisitions

68,233
97,118
62,605
23,976
87,020
4,303
46,844
1,351
391,450

2,539
65
1,180
307
615
57
4,762

1,422
6,856
290
350
50
8,968

5,879
721
39,809
10,781
2,103
688
59,980

74,112
101,799
109,335
36,226
89,780
4,303
48,197
1,408
465,160

38,473
65,001
95,552
30,128
62,502
35,879
1,925
329,460

9,030
15,619
25,207
7,354
16,845
9,527
115
83,697

47,504
80,620
120,759
37,482
79,346
45,406
2,040
413,157

2,300
2,412
1,678
484
409
380
1
7,664

5
20
25

54,240
286
6,728
8,590
69,844
461,294

(5,012)
(5,012)
(250)

8,968

50
50
60,030

49,278
286
6,728
8,590
64,882
530,042

4,661
1,975
6,636
336,096

83,697

4,661
1,975
6,636
419,793

7,664

25

All Other
Expenses
20,955
17,136
2,471
3,298
8,839
4,303
4,458
44
61,504

Total
Expenses

Annual
Surplus
(Deficit)

Total
23,255
19,548
4,154
3,802
9,248
4,303
4,838
45
69,193

44,616
44,616
(1,975)
(1,975)
42,641
42,641
104,145 111,834

70,758
100,168
124,913
41,284
88,595
4,303
50,244
2,084
482,350

3,354
1,631
(15,578)
(5,058)
1,185
(2,047)
(676)
(17,190)

49,278
0
49,278
531,627

0
286
6,728
8,590
15,604
(1,586)

8,052
672
4,033
23,574
5,150
8,510
49,991

-

15
15

770
160
150
80
29
3,484
4,673

8,822
832
4,183
23,654
5,194
11,994
54,679

7,366
796
3,194
8,606
1,980
7,841
29,783

1,598
232
858
2,368
534
2,056
7,646

8,964
1,028
4,053
10,974
2,513
9,897
37,429

12
3
15

11,555
3,261
14,816

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(196)
724
3,071
(466)
2,517
8,571

2,934
(196)
724
14,629
2,795
2,517
23,401

11,898
832
4,776
25,603
5,308
12,414
60,830

(3,076)
(0)
(593)
(1,949)
(114)
(420)
(6,151)

13,103
2,355
15,458

250
250

3,602
3,602

11,492
11,492

28,448
2,355
30,803

16,147
16,147

4,523
4,523

20,670
20,670

15
15

-

9,653
2,670
(39)
12,285

9,668
2,670
(39)
12,300

30,339
2,670
(39)
32,970

(1,891)
(315)
39
(2,167)

15,888
2,826
7,599
12,780
39,093

-

-

58
28,010
277
28,345

15,888
2,884
35,609
13,057
67,438

600
1,910
18,851
2,225
23,585

517
4,717
5,234

600
2,426
23,567
2,225
28,819

15,120
55
576
10,562
26,313

-

50
508
14,068
(59)
(520)
271
14,317

15,170
563
14,644
(59)
(520)
10,832
40,630

15,770
2,989
38,212
(59)
(520)
13,057
69,449

118
(105)
(2,603)
59
520
(0)
(2,011)

17,524
4,127
25,034
2,571
11,593
15,159
974
76,982

-

-

3,174
40
2,865
25
6,104

20,698
4,167
27,899
2,596
11,593
15,159
974
83,086

13,433
1,878
2,259
17,570

3,680
629
523
4,831

17,113
2,506
2,782
22,401

-

-

4,472
4,154
27,003
(102)
11,593
15,159
974
63,253

4,472
4,154
27,003
(102)
11,593
15,159
974
63,253

21,585
4,154
29,509
2,680
11,593
15,159
974
85,654

(887)
13
(1,609)
(84)
(0)
0
(2,568)

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4,230
10,294
22,834
1,500
1,168
1,195
6,187
5,902
4,978
61,410

-

-

2,378
62
85
88
30
2,310
4,953

3,122
6,608
10,356
22,919
1,500
1,256
1,195
6,217
5,902
7,288
66,363

1,877
5,673
6,713
9,948
981
437
8,934
671
711
35,944

424
1,591
1,923
2,723
275
117
1,991
155
40
9,240

2,301
7,264
8,636
12,670
1,256
555
10,925
826
751
45,185

-

-

640
(846)
2,114
11,353
1,809
148
640
(3,960)
5,019
7,958
24,876

640
(846)
2,114
11,353
1,809
148
640
(3,960)
5,019
7,958
24,876

2,941
6,418
10,751
24,023
1,809
1,403
1,195
6,965
5,846
8,709
70,060

181
190
(395)
(1,104)
(309)
(148)
0
(748)
56
(1,421)
(3,698)

3,215
3,039
19,292
25,546

-

-

-

3,215
3,039
19,292
25,546

805
805

210
19,292
19,502

1,016
19,292
20,308

-

-

2,023
2,023

2,023
2,023

3,039
19,292
22,331

3,215
(0)
3,215

729,774
0
729,774

0
0

12,585

459,931
459,931

134,674
134,674

594,605
594,605

34,006

14,841

34,006

14,841

12,585

115,598 857,957
(2,927)
(2,927)
112,671 855,030

229,471 278,318
(2,927)
(2,927)
226,543 275,391

872,922
(2,927)
869,995

(14,966)
0
(14,966)

Appendix 3 – Operating Fund Unit Level Tables

($ thousands)

74

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<table>
<thead>
<tr>
<th>Sources of Funding</th>
<th>University Support</th>
<th>Allocation</th>
<th>Overhead Research</th>
<th>Non-salary Expenses</th>
<th>Total Non-salary Expenses</th>
<th>Annual Total Surplus/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework</td>
<td>$3.5 million</td>
<td>61,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocation</td>
<td>$4.8 million</td>
<td>69,000</td>
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<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>$8.3 million</td>
<td>130,500</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$27.5 million</td>
<td>252,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Framework         | $3.2 million      | 58,000     |                  |                  |                        |                             |
| Allocation        | $4.0 million      | 64,000     |                  |                  |                        |                             |
| Sub-total         | $7.2 million      | 122,000    |                  |                  |                        |                             |
| Total             | $20.7 million     | 184,000    |                  |                  |                        |                             |

| Framework         | $3.4 million      | 56,000     |                  |                  |                        |                             |
| Allocation        | $4.2 million      | 62,000     |                  |                  |                        |                             |
| Sub-total         | $7.5 million      | 118,000    |                  |                  |                        |                             |
| Total             | $21.2 million     | 174,000    |                  |                  |                        |                             |

| Framework         | $3.6 million      | 54,000     |                  |                  |                        |                             |
| Allocation        | $4.5 million      | 60,000     |                  |                  |                        |                             |
| Sub-total         | $8.1 million      | 114,000    |                  |                  |                        |                             |
| Total             | $21.7 million     | 166,000    |                  |                  |                        |                             |

| Non-salary Expenses | $5.0 million      | 63,000     |                  |                  |                        |                             |
| Total Non-salary Expenses | $5.0 million      | 63,000     |                  |                  |                        |                             |

| Annual Total Surplus/(Deficit) | $13.5 million     | 147,000    |                  |                  |                        |                             |

| Framework         | $3.7 million      | 52,000     |                  |                  |                        |                             |
| Allocation        | $4.6 million      | 60,000     |                  |                  |                        |                             |
| Sub-total         | $8.3 million      | 112,000    |                  |                  |                        |                             |
| Total             | $22.0 million     | 164,000    |                  |                  |                        |                             |

| Framework         | $3.9 million      | 50,000     |                  |                  |                        |                             |
| Allocation        | $4.8 million      | 62,000     |                  |                  |                        |                             |
| Sub-total         | $8.7 million      | 112,000    |                  |                  |                        |                             |
| Total             | $21.7 million     | 162,000    |                  |                  |                        |                             |

| Framework         | $4.1 million      | 48,000     |                  |                  |                        |                             |
| Allocation        | $5.1 million      | 60,000     |                  |                  |                        |                             |
| Sub-total         | $9.2 million      | 118,000    |                  |                  |                        |                             |
| Total             | $23.3 million     | 170,000    |                  |                  |                        |                             |

| Framework         | $4.3 million      | 46,000     |                  |                  |                        |                             |
| Allocation        | $5.3 million      | 58,000     |                  |                  |                        |                             |
| Sub-total         | $9.6 million      | 104,000    |                  |                  |                        |                             |
| Total             | $23.9 million     | 154,000    |                  |                  |                        |                             |

| Framework         | $4.5 million      | 44,000     |                  |                  |                        |                             |
| Allocation        | $5.6 million      | 60,000     |                  |                  |                        |                             |
| Sub-total         | $10.1 million     | 124,000    |                  |                  |                        |                             |
| Total             | $24.6 million     | 168,000    |                  |                  |                        |                             |

| Framework         | $4.7 million      | 42,000     |                  |                  |                        |                             |
| Allocation        | $5.9 million      | 58,000     |                  |                  |                        |                             |
| Sub-total         | $10.6 million     | 100,000    |                  |                  |                        |                             |
| Total             | $25.3 million     | 142,000    |                  |                  |                        |                             |

| Framework         | $4.9 million      | 40,000     |                  |                  |                        |                             |
| Allocation        | $6.2 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $11.1 million     | 106,000    |                  |                  |                        |                             |
| Total             | $26.0 million     | 146,000    |                  |                  |                        |                             |

| Framework         | $5.1 million      | 38,000     |                  |                  |                        |                             |
| Allocation        | $6.5 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $11.6 million     | 104,000    |                  |                  |                        |                             |
| Total             | $26.7 million     | 142,000    |                  |                  |                        |                             |

| Framework         | $5.3 million      | 36,000     |                  |                  |                        |                             |
| Allocation        | $6.7 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $12.0 million     | 104,000    |                  |                  |                        |                             |
| Total             | $27.3 million     | 140,000    |                  |                  |                        |                             |

| Framework         | $5.5 million      | 34,000     |                  |                  |                        |                             |
| Allocation        | $6.9 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $12.4 million     | 104,000    |                  |                  |                        |                             |
| Total             | $28.0 million     | 140,000    |                  |                  |                        |                             |

| Framework         | $5.7 million      | 32,000     |                  |                  |                        |                             |
| Allocation        | $7.1 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $12.8 million     | 104,000    |                  |                  |                        |                             |
| Total             | $28.5 million     | 140,000    |                  |                  |                        |                             |

| Framework         | $5.9 million      | 30,000     |                  |                  |                        |                             |
| Allocation        | $7.4 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $13.3 million     | 106,000    |                  |                  |                        |                             |
| Total             | $30.2 million     | 142,000    |                  |                  |                        |                             |

| Framework         | $6.1 million      | 28,000     |                  |                  |                        |                             |
| Allocation        | $7.6 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $14.7 million     | 104,000    |                  |                  |                        |                             |
| Total             | $31.8 million     | 142,000    |                  |                  |                        |                             |

| Framework         | $6.3 million      | 26,000     |                  |                  |                        |                             |
| Allocation        | $7.8 million      | 56,000     |                  |                  |                        |                             |
| Sub-total         | $15.1 million     | 104,000    |                  |                  |                        |                             |
| Total             | $31.4 million     | 142,000    |                  |                  |                        |                             |
Table 25: Operating Fund Annual Net Change by Unit

<table>
<thead>
<tr>
<th>($ thousands)</th>
<th>2021/22 Budget</th>
<th>2022/23 Projection</th>
<th>2022/23 Budget</th>
<th>2024/25 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Faculties</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>740 (50)</td>
<td>(842)</td>
<td>3,354</td>
<td>11,118</td>
</tr>
<tr>
<td>Engineering</td>
<td>(1,245)</td>
<td>8,199</td>
<td>3,007</td>
<td>1,631</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>(8,026)</td>
<td>1,798</td>
<td>(7,050)</td>
<td>(15,578)</td>
</tr>
<tr>
<td>Humanities</td>
<td>(1,395)</td>
<td>626</td>
<td>(2,496)</td>
<td>(5,058)</td>
</tr>
<tr>
<td>Science</td>
<td>2,103 (6,573)</td>
<td>(3,430)</td>
<td>1,185</td>
<td>1,570</td>
</tr>
<tr>
<td>Medical Radiation - Mohawk share</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2,917</td>
<td>5,586</td>
<td>(389)</td>
<td>(2,047)</td>
</tr>
<tr>
<td>Arts &amp; Science</td>
<td>62</td>
<td>64</td>
<td>(840)</td>
<td>(670)</td>
</tr>
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<td>(10,999)</td>
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<td>4,517</td>
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<td><strong>Total Surplus/(Deficit)</strong></td>
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<td>(26,441)</td>
<td>(4,685)</td>
<td>(14,966)</td>
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## Table 26: Operating Fund 2021/22 Financial Position and Variances by Unit

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<th>2021/22 Projection</th>
<th>Favourable (Unfavourable) Variance</th>
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<td>On-going Time-Total</td>
<td>Appropriations</td>
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<td>($ thousands)</td>
<td>April 30, 2021</td>
</tr>
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</tr>
<tr>
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</tr>
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</tr>
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<td>Research Loans</td>
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<td></td>
<td></td>
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</tr>
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<td>University Fund</td>
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<tr>
<td>4. Student</td>
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<td>Services</td>
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<td>5. Development</td>
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<tr>
<td>King's</td>
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<tr>
<td>University Fund</td>
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</tr>
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<td>6. Facilities</td>
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</tr>
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<td>Services</td>
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<td></td>
</tr>
<tr>
<td>7. Institutional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priorities</td>
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<td></td>
</tr>
<tr>
<td>Technology</td>
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<td></td>
<td></td>
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<td></td>
</tr>
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<td>Marketing &amp;</td>
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<td></td>
</tr>
<tr>
<td>Selling</td>
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<td>Total</td>
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</table>

### Notes
- All figures are in thousands of dollars ($ thousands).
- The table compares budgeted figures for 2021/22 with projected figures for the same period, indicating the favourable or unfavourable variances.
- The columns represent different financial positions and variances, such as appropriations, on-going, and total for both the budget and projection.

---

### Explanation
- **Human Resources** includes units such as the School of Graduate Studies and Research Loans, each showing detailed variances.
- **Medical** involves a single unit, **University Fund**, with variances in income and budget.
- **Administrative** units, such as King's Hospital and University Fund, show variances in research and services.
- **Facilities** and **Institutional Priorities** have unallocated appropriations, indicating no budget for these categories.

---

### Analysis
- The table highlights variances across different units, showing how actual performance may deviate from budgeted expectations.
- Variance analysis is crucial for understanding resource allocation and performance against goals.

---

### Further Information
- For a comprehensive understanding, cross-refer with other sections of the document that provide context on financial plans and performance metrics.
- Reviewing the full budget and projection documents is essential for a complete picture of financial planning and execution.
Table 27: Operating Fund Budget and Plan Financial Position by Unit

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<th>2024/25 Plan</th>
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<td>April 30, 2024</td>
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<td>3,098</td>
<td>3,098</td>
</tr>
<tr>
<td>Sub-total</td>
<td>10,323</td>
<td>10,323</td>
<td>10,323</td>
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</tbody>
</table>

Note: The table above shows the operating fund budget and plan financial position by unit for the years 2022/23 to 2025/26. The figures are provided in thousands of dollars.
## APPENDIX 4 – ANCILLARY FUND UNIT LEVEL TABLES

### Table 28: Ancillary Fund Budget by Unit

<table>
<thead>
<tr>
<th>Sources of funding</th>
<th>McMaster Continuing Education</th>
<th>Campus Store</th>
<th>Media Production Services</th>
<th>Parking Services</th>
<th>Hospitality Services</th>
<th>Housing &amp; Conference Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td>7,770</td>
<td>7,938</td>
<td>11,924</td>
<td>13,454</td>
<td>137</td>
<td>2,421</td>
<td>5,476</td>
</tr>
<tr>
<td>Internal revenue</td>
<td>558</td>
<td>604</td>
<td>429</td>
<td>435</td>
<td>1,686</td>
<td>2,636</td>
<td>14</td>
</tr>
<tr>
<td>Total sources of funding</td>
<td>8,327</td>
<td>8,602</td>
<td>12,354</td>
<td>13,889</td>
<td>1,821</td>
<td>2,895</td>
<td>2,435</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>McMaster Continuing Education</th>
<th>Campus Store</th>
<th>Media Production Services</th>
<th>Parking Services</th>
<th>Hospitality Services</th>
<th>Housing &amp; Conference Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, wages and benefits</td>
<td>6,009</td>
<td>6,368</td>
<td>2,404</td>
<td>2,657</td>
<td>1,485</td>
<td>1,692</td>
<td>1,018</td>
</tr>
<tr>
<td>Cost of sales</td>
<td>-</td>
<td>-</td>
<td>9,128</td>
<td>9,598</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal rent</td>
<td>14</td>
<td>14</td>
<td>17</td>
<td>17</td>
<td>7</td>
<td>23</td>
<td>119</td>
</tr>
<tr>
<td>Utilities and maintenance</td>
<td>479</td>
<td>479</td>
<td>232</td>
<td>461</td>
<td>59</td>
<td>122</td>
<td>19</td>
</tr>
<tr>
<td>Debt and financing charges</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>888</td>
</tr>
<tr>
<td>Equipment and renovations</td>
<td>138</td>
<td>138</td>
<td>194</td>
<td>199</td>
<td>-</td>
<td>-</td>
<td>186</td>
</tr>
<tr>
<td>All other expenses</td>
<td>1,796</td>
<td>2,471</td>
<td>298</td>
<td>298</td>
<td>50</td>
<td>91</td>
<td>1,251</td>
</tr>
<tr>
<td>Total expenditures</td>
<td>8,436</td>
<td>9,659</td>
<td>12,272</td>
<td>13,274</td>
<td>2,288</td>
<td>3,023</td>
<td>3,481</td>
</tr>
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</table>

### Surplus (deficit) from operations

<table>
<thead>
<tr>
<th>Surplus (deficit) from operations</th>
<th>McMaster Continuing Education</th>
<th>Campus Store</th>
<th>Media Production Services</th>
<th>Parking Services</th>
<th>Hospitality Services</th>
<th>Housing &amp; Conference Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus (deficit)</td>
<td>(108)</td>
<td>(1,057)</td>
<td>82</td>
<td>405</td>
<td>(467)</td>
<td>(128)</td>
<td>(1,047)</td>
</tr>
</tbody>
</table>

### Contribution to Operating Fund

<table>
<thead>
<tr>
<th>Contribution to Operating Fund</th>
<th>McMaster Continuing Education</th>
<th>Campus Store</th>
<th>Media Production Services</th>
<th>Parking Services</th>
<th>Hospitality Services</th>
<th>Housing &amp; Conference Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus (deficit)</td>
<td>(375)</td>
<td>(1,417)</td>
<td>(238)</td>
<td>-</td>
<td>(227)</td>
<td>-</td>
<td>(1,126)</td>
</tr>
</tbody>
</table>

### Reserve

<table>
<thead>
<tr>
<th>Reserve</th>
<th>McMaster Continuing Education</th>
<th>Campus Store</th>
<th>Media Production Services</th>
<th>Parking Services</th>
<th>Hospitality Services</th>
<th>Housing &amp; Conference Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2021/22 Beginning Balance</td>
<td>2,474</td>
<td>(1,402)</td>
<td>(1,320)</td>
<td>(2,807)</td>
<td>3,024</td>
<td>3,427</td>
</tr>
<tr>
<td>Reserve adjustment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reserve adjustment</td>
<td>(1,976)</td>
<td>(1,417)</td>
<td>(238)</td>
<td>(227)</td>
<td>(1,126)</td>
<td>-</td>
<td>(3,432)</td>
</tr>
<tr>
<td>Reserve</td>
<td>4,408</td>
<td>2,912</td>
<td>(1,402)</td>
<td>(1,320)</td>
<td>(2,807)</td>
<td>3,024</td>
<td>3,427</td>
</tr>
<tr>
<td>Total reserve adjustment</td>
<td>(4,408)</td>
<td>(1,402)</td>
<td>(1,320)</td>
<td>(2,807)</td>
<td>3,024</td>
<td>3,427</td>
<td>782</td>
</tr>
<tr>
<td>Total reserve</td>
<td>(4,408)</td>
<td>(1,402)</td>
<td>(1,320)</td>
<td>(2,807)</td>
<td>3,024</td>
<td>3,427</td>
<td>782</td>
</tr>
</tbody>
</table>
## APPENDIX 5 – SUMMARY BY FUND

### Table 29: Consolidated 2021/22 Projection by Fund

(5 thousands)

<table>
<thead>
<tr>
<th></th>
<th>Operating Fund</th>
<th>Research Fund</th>
<th>Capital Fund</th>
<th>External Endowment</th>
<th>Internal Endowment</th>
<th>Ancillary Fund</th>
<th>Externally Funded</th>
<th>Total</th>
<th>GAAP Adjustment</th>
<th>Full Accrual Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating grants</td>
<td>239,843</td>
<td>-</td>
<td>5,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>244,843</td>
<td>29,259</td>
<td>274,102</td>
</tr>
<tr>
<td>Research grants and contracts</td>
<td>423,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>423,000</td>
<td>24,469</td>
<td>447,469</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Ancillary sales and services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other revenues</td>
<td>133,519</td>
<td>-</td>
<td>5,400</td>
<td>2,637</td>
<td>100</td>
<td>-</td>
<td>34,497</td>
<td>176,153</td>
<td>11,214</td>
<td>187,367</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>3,445</td>
<td>-</td>
<td>-</td>
<td>26,883</td>
<td>7,904</td>
<td>-</td>
<td>38,232</td>
<td>27,759</td>
<td>65,991</td>
<td></td>
</tr>
<tr>
<td>Investment income (loss)</td>
<td>6,022</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(6,022)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>805,829</td>
<td>218,000</td>
<td>10,400</td>
<td>29,520</td>
<td>1,982</td>
<td>66,146</td>
<td>34,497</td>
<td>1,166,374</td>
<td>106,888</td>
<td>1,273,262</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, wages and benefits</td>
<td>544,269</td>
<td>138,200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27,080</td>
<td>24,375</td>
<td>733,924</td>
<td>9,366</td>
</tr>
<tr>
<td>All other expenses</td>
<td>196,081</td>
<td>101,400</td>
<td>130,979</td>
<td>4,822</td>
<td>391</td>
<td>26,030</td>
<td>10,422</td>
<td>470,126</td>
<td>(154,537)</td>
<td>315,589</td>
</tr>
<tr>
<td>Amortization expense</td>
<td>90,612</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>90,612</td>
<td>90,612</td>
<td></td>
</tr>
<tr>
<td>Debt and financing charges</td>
<td>69,499</td>
<td>(20,587)</td>
<td>(79,657)</td>
<td>20,293</td>
<td>859</td>
<td>9,768</td>
<td>(177)</td>
<td>-</td>
<td>(2,832)</td>
<td>15,638</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>832,613</td>
<td>219,013</td>
<td>40,682</td>
<td>45,015</td>
<td>1,250</td>
<td>69,225</td>
<td>34,621</td>
<td>1,222,520</td>
<td>(57,391)</td>
<td>1,165,129</td>
</tr>
<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td>(26,784)</td>
<td>(1,013)</td>
<td>(30,282)</td>
<td>4,405</td>
<td>732</td>
<td>(3,079)</td>
<td>(124)</td>
<td>(56,146)</td>
<td>164,279</td>
<td>108,133</td>
</tr>
</tbody>
</table>
## Table 30: Consolidated 2022/23 Budget by Fund

($ thousands)

<table>
<thead>
<tr>
<th></th>
<th>Operating Fund</th>
<th>Research Fund</th>
<th>Capital Fund</th>
<th>External Endowment</th>
<th>Internal Endowment</th>
<th>Ancillary Fund</th>
<th>Externally Funded</th>
<th>Total</th>
<th>GAAP Adjustment</th>
<th>Full Accrual Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating grants</td>
<td>239,816</td>
<td>-</td>
<td>5,970</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>245,786</td>
<td>28,320</td>
<td>274,106</td>
</tr>
<tr>
<td>Research grants and contracts</td>
<td>-</td>
<td>220,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>220,000</td>
<td>(39,877)</td>
<td>180,123</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>445,672</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>445,672</td>
<td>20,056</td>
<td>465,728</td>
</tr>
<tr>
<td>Ancillary sales and services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>91,869</td>
<td>91,869</td>
<td>1,976</td>
</tr>
<tr>
<td>Other revenues</td>
<td>147,944</td>
<td>-</td>
<td>9,400</td>
<td>2,559</td>
<td>100</td>
<td>-</td>
<td>33,610</td>
<td>193,613</td>
<td>(4,373)</td>
<td>189,240</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40,389</td>
<td>40,389</td>
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</tr>
<tr>
<td>Investment income (loss)</td>
<td>3,209</td>
<td>-</td>
<td>-</td>
<td>32,973</td>
<td>9,685</td>
<td>-</td>
<td>-</td>
<td>45,867</td>
<td>37,799</td>
<td>83,666</td>
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<tr>
<td>Investment income transfer</td>
<td>6,258</td>
<td>-</td>
<td>-</td>
<td>(6,258)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>842,899</td>
<td>220,000</td>
<td>15,570</td>
<td>35,532</td>
<td>3,527</td>
<td>91,869</td>
<td>33,610</td>
<td>1,242,807</td>
<td>84,290</td>
<td>1,327,097</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, wages and benefits</td>
<td>565,034</td>
<td>140,400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34,223</td>
<td>24,349</td>
<td>674,562</td>
</tr>
<tr>
<td>All other expenses</td>
<td>225,615</td>
<td>100,600</td>
<td>226,281</td>
<td>4,741</td>
<td>627</td>
<td>-</td>
<td>-</td>
<td>37,003</td>
<td>8,995</td>
<td>305,998</td>
</tr>
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<td>Amortization expense</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>96,226</td>
<td>96,226</td>
<td></td>
</tr>
<tr>
<td>Transfers to (from) other funds</td>
<td>30,934</td>
<td>(18,977)</td>
<td>(44,775)</td>
<td>21,593</td>
<td>865</td>
<td>10,496</td>
<td>(137)</td>
<td>(182,194)</td>
<td>1,205,810</td>
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</tr>
<tr>
<td>Debt and financing charges</td>
<td>26,001</td>
<td>-</td>
<td>(12,680)</td>
<td>-</td>
<td>-</td>
<td>6,815</td>
<td>-</td>
<td>20,136</td>
<td>(2,007)</td>
<td>18,129</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>847,584</td>
<td>222,023</td>
<td>168,826</td>
<td>26,334</td>
<td>1,492</td>
<td>88,537</td>
<td>33,207</td>
<td>1,388,004</td>
<td>(182,194)</td>
<td></td>
</tr>
<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td>(4,685)</td>
<td>(2,023)</td>
<td>(153,456)</td>
<td>9,198</td>
<td>2,035</td>
<td>3,332</td>
<td>403</td>
<td>(145,197)</td>
<td>266,484</td>
<td>121,287</td>
</tr>
</tbody>
</table>
Table 31: Consolidated 2023/24 Plan by Fund

($ thousands)

<table>
<thead>
<tr>
<th></th>
<th>Operating Fund</th>
<th>Research Fund</th>
<th>Capital Fund</th>
<th>External Endowment</th>
<th>Internal Endowment</th>
<th>Ancillary Fund</th>
<th>Externally Funded</th>
<th>Total</th>
<th>GAAP Adjustment</th>
<th>Full Accrual Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating grants</td>
<td>239,300</td>
<td>-</td>
<td>5,330</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>244,630</td>
<td>29,456</td>
<td>274,086</td>
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</tr>
<tr>
<td>Research grants and contracts</td>
<td>-</td>
<td>222,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>222,000</td>
<td>(40,075)</td>
<td>181,925</td>
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</tr>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>461,424</td>
<td>39,786</td>
<td>501,210</td>
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</tr>
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<td>Ancillary sales and services</td>
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<td>-</td>
<td>-</td>
<td>105,726</td>
<td>-</td>
<td>105,726</td>
<td>(520)</td>
<td>105,206</td>
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<tr>
<td>Other revenues</td>
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<td>-</td>
<td>126,150</td>
<td>4,000</td>
<td>100</td>
<td>32,612</td>
<td>307,700</td>
<td>(115,567)</td>
<td>192,133</td>
<td></td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>39,433</td>
<td>39,433</td>
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</tr>
<tr>
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<td>33,488</td>
<td>9,835</td>
<td>-</td>
<td>46,293</td>
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<td>85,608</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>(6,497)</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>855,030</td>
<td>222,000</td>
<td>131,480</td>
<td>37,488</td>
<td>3,437</td>
<td>105,726</td>
<td>1,387,773</td>
<td>(8,172)</td>
<td>1,379,601</td>
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<td><strong>Expenses</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>Salaries, wages and benefits</td>
<td>594,605</td>
<td>142,600</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>36,478</td>
<td>24,104</td>
<td>797,786</td>
<td>155</td>
<td>797,941</td>
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<td>233,330</td>
<td>100,300</td>
<td>288,340</td>
<td>6,681</td>
<td>-</td>
<td>43,748</td>
<td>9,645</td>
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<td>16,705</td>
<td>(17,933)</td>
<td>(34,101)</td>
<td>20,799</td>
<td>878</td>
<td>13,794</td>
<td>(141)</td>
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<td>105,064</td>
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<td>-</td>
<td>-</td>
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<td>12,672</td>
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<td>(17,933)</td>
<td>(34,101)</td>
<td>20,799</td>
<td>878</td>
<td>13,794</td>
<td>(141)</td>
<td>(0)</td>
<td>105,064</td>
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<td>224,967</td>
<td>234,754</td>
<td>27,480</td>
<td>878</td>
<td>100,822</td>
<td>33,608</td>
<td>(242,478)</td>
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<td>(2,967)</td>
<td>(103,274)</td>
<td>10,008</td>
<td>2,559</td>
<td>4,904</td>
<td>(996)</td>
<td>(104,730)</td>
<td>234,306</td>
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<td>(S thousands)</td>
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<td>Research Endowment</td>
<td>Capital Fund</td>
<td>External Endowment</td>
<td>Internal Endowment</td>
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<td>244,576</td>
<td>29,495</td>
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<td>-</td>
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<td>224,000</td>
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<td>476,677</td>
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<td>543,698</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
<td>135,285</td>
<td>(27,695)</td>
<td>107,590</td>
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<td>131,020</td>
<td>4,000</td>
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<td>-</td>
<td>-</td>
<td>316,644</td>
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<td>46,775</td>
<td>42,246</td>
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<td><strong>Total revenues</strong></td>
<td>874,508</td>
<td>224,000</td>
<td>136,350</td>
<td>38,049</td>
<td>3,359</td>
<td>135,285</td>
<td>32,406</td>
<td>1,443,957</td>
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<td>144,800</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>822,054</td>
<td>4,773</td>
<td>826,827</td>
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<td>101,200</td>
<td>259,143</td>
<td>8,252</td>
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<td>9,381</td>
<td>680,124</td>
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<td>6,073</td>
<td>(17,998)</td>
<td>(23,800)</td>
<td>20,300</td>
<td>891</td>
<td>14,676</td>
<td>(143)</td>
<td>(116,001)</td>
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<td>-</td>
<td>-</td>
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<td>8,146</td>
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<tr>
<td><strong>Total expenses</strong></td>
<td>881,465</td>
<td>228,002</td>
<td>215,853</td>
<td>28,552</td>
<td>891</td>
<td>127,951</td>
<td>33,475</td>
<td>1,516,189</td>
<td>(219,944)</td>
<td>1,296,245</td>
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<tr>
<td><strong>Excess of revenues over expenses</strong></td>
<td>(6,956)</td>
<td>(4,002)</td>
<td>(79,503)</td>
<td>9,497</td>
<td>2,468</td>
<td>7,334</td>
<td>(1,069)</td>
<td>(72,232)</td>
<td>216,869</td>
<td>144,637</td>
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APPENDIX 6 – SIGNIFICANT ACCOUNTING POLICIES

The University’s audited financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations in Part III of the Chartered Professional Accountant (CPA) Canada Handbook. A summary of the significant accounting policies follows:

1) Revenue recognition: The University follows the deferral method of accounting for contributions which include donations and government grants. The principles under this method are summarized as follows:

   - Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.
   - Contributions externally restricted for purposes such as research grants and non-endowed donations are deferred and recognized as revenue in the year in which the related expenses are recognized.
   - Contributions externally restricted for capital asset purchases are deferred and amortized to operations on the same basis as the related capital asset.
   - External endowment contributions and investment income preserved under the endowment capital protection policy are recognized as a direct change to endowment net assets. Income realized from the investment, to the extent it is allocated, is recorded as deferred contributions and recorded as revenue in the periods in which the related expenses are incurred.

2) Capital assets and amortization: Capital assets are recorded at cost, or if donated, at fair value on the date of receipt. Amortization is recorded on the straight-line basis over the expected life of the asset.

3) Collections and works of art: The McMaster Museum of Art has significant collections of works of art and coins. The value of collections has been excluded from the Statement of Financial Position except for a nominal value of $1. Donations of works of art are recorded in operations as revenue at values based on appraisals and are expensed in the year received. Purchased collections are expensed in the year of acquisition.

4) Pensions and other employee future benefits: The University maintains defined benefit registered and non-registered pension plans, a retirement incentive program and group registered retirement savings plans. Non-pension post-retirement and post-employment benefits plans are also provided. Accruals for these costs are recorded over the periods of service. The current service cost and finance cost for the year are charged to excess of revenues over expenses. The actuarial method of determining the accrued benefit obligations for the defined benefit plans uses the funding valuation method, which reflects the long-term nature of the plans and uses management’s estimates of investment yields, salary inflation, benefit cost trends and other factors.

   - Remeasurement and other items are recognized as a direct increase (decrease) to net assets and are not reclassified to the statement of operations in subsequent periods. Remeasurement and other items comprise the aggregate of: the difference between the actual return on plan assets and the return calculated using the discount rate used to determine the defined benefit obligation; the actuarial gains and losses; the effect of any
valuation allowance in the case of a net defined benefit asset; past service costs; and any gains and losses arising from settlements and curtailments.

- The employer’s share of group RRSP contributions is charged to operations in the year made.

5) Investments: Short-term investments are recorded at cost plus accrued income which together approximates fair value. Long-term investments are carried at fair values. Changes in fair value are included in investment income. Investments in publicly traded research entities not subject to significant influence are carried in investments at fair values. Changes in fair values are included in other income. Investments in private research entities are carried in other asset at cost, net of any impairment.

6) Net assets: Net assets are classified as follows:

- Internally restricted: Employee future benefits represent the unfunded portion of pension and other non-pension retirement and post-employment benefits, net of funds set aside to meet estimated future obligations. Other internal reserves, as approved by the Board, include unexpended departmental carry forward amounts for future expenditures or amounts set aside to settle future-oriented obligations.

- Equity in capital assets: Funds invested in capital assets, exclusive of capital assets financed through long-term obligations or deferred capital contributions.

- Internal endowments: Unrestricted contributions including unspent investment income which have been restricted by action of the Board.

- External endowments: External contributions, the principal of which is non-expendable pursuant to the restrictions by the donor, and income retained under the endowment capital protection policy.

7) Endowment capital protection policy: In order to protect the capital value of endowment investments, an endowment capital protection policy limits the amount of investment income allocated for spending to 4%, plus 1% administration spending, and requires the reinvestment of excess income earned (interest, dividends, realized and unrealized capital gains, net of investment expenses). Should endowment spending commitments exceed allocated income, amounts will be drawn from accumulated net investment income balances to fund deficiencies. For endowments without sufficient accumulated investment income, temporary encroachment on capital is permitted where the terms allow. The encroached amounts will be recovered from future investment returns.
APPENDIX 7 – OPERATING FUND ENVELOPE GROUPINGS

Major areas and depts included in envelopes:

Activity Units

DeGroote School of Business
- Accounting and Financial Management
- Executive Education
- Finance and Business Economics
- Health Policy and Management
- Human Resources and Management
- Information Systems
- Marketing
- Operations Management
- Strategic Management

Research Centres
- McMaster eBusiness Research Centre
- Gould Trading Floor
- Health Leadership Academy
- Investment Decision Centre
- Management of Innovation and Technology

Faculty of Engineering
- Chemical Engineering
- Civil Engineering
- Computing and Software
- Electrical and Computer Engineering
- Engineering Physics
- Materials Science and Engineering
- Mechanical Engineering
- School of Biomedical Engineering
- W. Booth School of Engineering Practice and Technology
- ArcelorMittal Dofasco Centre for Engineering and Public Policy
- Centre for Effective Design of Structures
- Centre for Emerging Device Technologies
- Centre for Engineering Design
- Centre for Research in Micro- and Nano-systems
- Centre of Excellence in Protective Equipment and Materials
- Computing Infrastructure Research Centre
- McMaster Centre for Software Certification
- McMaster Institute for Energy Studies
- McMaster Manufacturing Research Institute
- McMaster Steel Research Centre
- Xerox Centre for Engineering Entrepreneurship and Innovation

Faculty of Health Sciences
- Anaesthesia
- Biochemistry & Biomedical Sciences
- Health Research Methods, Evidence, and Impact
- Health Policy
- Family Medicine
- Michael G. DeGroote School of Medicine
- Midwifery
- Obstetrics and Gynecology
- Oncology
- Pathology and Molecular Medicine
- Pediatrics
- Psychiatry and Behavioural Neurosciences
- Radiology
- Surgery
- School of Nursing
- School of Rehabilitation Science

Faculty of Humanities
- Classics
- Communication Studies and Multimedia
- English and Cultural Studies
- French
- Gender & Social Justice
- History
- Linguistics and Languages
- Global Peace & Social Justice
- Philosophy
- School of the Arts

Research Centres
- Bertrand Russell Research Centre
- Advanced Research in Experimental & Applied Linguistics Research Centre
- LR Wilson Institute for Canadian History

Faculty of Science
- Biochemistry & Biomedical Sciences
- Biology
- Chemistry and Chemical Biology
- Earth, Environment & Society
- Interdisciplinary Science
- Kinesiology
- Mathematics and Statistics
- Physics and Astronomy
- Psychology, Neuroscience and Behaviour

Research Centres
- Biointerfaces Institute
- McMaster Centre for Climate Change
- McMaster Institute for Music and the Mind
- Origins Institute
- Physical Activity Centre of Excellence

Faculty of Social Sciences
- Anthropology
- Economics
- Environment & Society
- Health, Aging & Society
- Indigenous Studies
- Labour Studies
- Political Science
- Psychology, Neuroscience & Behaviour
- Social Psychology
- Social Work
- Sociology

Research Centres
- Gilbrea Centre for Studies in Aging
- Institute on Globalization and the Human Condition
- Research Institute for Quantitative Studies in Economics & Population

Arts & Science Program
Support Units

Academic Support
- Provost and Vice-President (Academic) Office
- Equity and Inclusion Office
- Health Sciences Library
- Institutional Research and Analysis
- International Affairs
- Museum of Art
- Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching
- Registrar's Office
- University Library

Research Support
- Research
  - Vice-President (Research) Office
  - Biosafety Committee
  - Health Physics
  - McMaster Industry Liaison Office
  - Nuclear Operations and Facilities
  - Research Ethics
  - Research Finance
  - Research High Performance Computing
  - Research Office for Administration, Development and Support
- Research Centres
  - Includes:
    - Accelerator Lab
    - Biomedical engineering and Advanced Manufacturing Research Centre
    - Brockhouse Institute for Materials Research
    - Canadian Centre for Electron Microscopy
    - Canadian Research Data Centre Network
    - Interface: McMaster Institute for Multi-Hazard Systemic Risk Studies
    - MacData Institute
    - McMaster Indigenous Research Institute
    - McMaster Institute for Healthier Equity
    - McMaster Institute for Research on Aging
    - McMaster Institute for Transportation and Logistics
    - Statistics Canada Research Data Centre at McMaster
    - Vice-President (Research) Discretionary Fund

Facilities Support
- Facility Services
- Security
- Utilities

Institutional Support
- Operations & Finance
  - Vice-President (Operations & Finance) Office
  - Financial Affairs
  - Human Resources
  - Internal Audit
- Advancement
  - Advancement Services
  - Alumni Advancement
  - Communications and Public Affairs
  - Development
  - Stewardship and Donor Relations
  - Vice-President (Advancement) Office
- General University
- Legal
- Office of the President
- University Secretariat
- University Technology Services

Institutional Priorities
- Marketing and Branding
- Pension
- President's Strategic Support Fund
- Technology Renewal

Student Support
- School of Graduate Studies
- Student Affairs
- Athletics and Recreation
- Career Planning and Employment
- Indigenous Student Services
- International Student Services
- Student Accessibility Services
- Student Success Centre
- Student Transition and Development
- Student Wellness Centre
- Graduate Scholarships
- Undergraduate Scholarships
## APPENDIX 8 – ACRONYMS

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<td>Research Data Management</td>
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<td>ROADs</td>
<td>Office of the Registrar</td>
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<td>RF</td>
<td>Residence Faculty</td>
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<td>RHPCS</td>
<td>Research and High Performance Computing Services</td>
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<td>ROADs</td>
<td>Research Office for Administration, Development and Support</td>
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<td>RRSP</td>
<td>Registered Retirement Savings Plan</td>
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<td>RSF</td>
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<td>SAG</td>
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<td>SPICES</td>
<td>Student Proposals for Intellectual Community and Engages Scholarship</td>
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<td>United Nations</td>
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<td>WACC</td>
<td>Weighted Average Cost of Capital</td>
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<td>WGU</td>
<td>Weighted Grant Units</td>
</tr>
<tr>
<td>WW</td>
<td>Welcome Week</td>
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</tbody>
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April 29, 2022

University Planning Committee  
c/o University Secretariat  
GH-210

Dear Members,

**Re: Approval of the School of Biomedical Innovation and Entrepreneurship**

The Faculty of Health Sciences, Faculty Executive Committee has approved the attached proposal regarding the creation of the School of Biomedical Innovation and Entrepreneurship effective July 1, 2022.

The creation of the school has been made possible through the recent gift from Marnix and Mary Heersink and a separate request to name this the Marnix E. Heersink School of Biomedical Innovation has been submitted.

Prior to approval at the Executive Committee, extensive consultation occurred to determine the placement and scope of the School within the Faculty. After much discussion, it was felt that this School would be best structured as an umbrella, connecting with all existing Departments and Schools within FHS and with partners in Engineering.

This configuration will allow the School to provide a home base for the iBioMed/HESE undergraduate program and for the proposed Master of Biomedical Innovation program without changing their governance structures. Additionally, this will allow FHS to build on existing ties to the Faculty of Engineering. The School will serve an important purpose within the Faculty and the broader university by providing visibility, access, coordination and awareness to academic health entrepreneurship, which in turn will benefit learners in a number of programs.

The School of BI&E will be led by co-Directors as indicated in the attached proposal and terms of reference for these positions will be created once this recommendation is approved. These positions will be managed at the Faculty level and will follow all university policies regarding appointments to leadership roles.

We are excited to have the opportunity to create this ground-breaking school which we fully expect will generate a hub of biomedical innovation that will benefit McMaster and the broader community.

Thank you for considering this recommendation. If you need further information, please do not hesitate to contact me.

Yours sincerely,

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

POB/rc
School of Biomedical Innovation and Entrepreneurship
Proposal

1. Overview
As a result of a generous gift from Marnix and Mary Heersink, a School of Biomedical Innovation and Entrepreneurship is proposed within the Faculty of Health Sciences (FHS) at McMaster University. The School will become McMaster’s hub for health innovation and be a place that nurtures academic entrepreneurship in biomedical sciences.

2. Context
In 2015, a gift from Mr. Michael G. DeGroote (MGD) enabled the creation of the MGD Health Innovation, Commercialization & Entrepreneurship initiative (MGD Health ICE). Since its inception, the MGD Health ICE team has piloted a series of experiential health entrepreneurship learning opportunities, established a network of health innovation coaches and mentors, and developed strong connections within the local innovation ecosystem. Based in The Clinic @ Mac, a new 3,000 square feet facility in the Health Sciences Library, Health ICE has reached hundreds of students, scientists, clinicians, and external companies through its activities.

While Health ICE provides a foundation to support the health entrepreneurial journey at McMaster, the next step to advance the innovation agenda is to establish a school allowing existing programs and initiatives to be organized under one umbrella. This type of organization, as experienced with other units at McMaster (for example, The W. Booth School in the Faculty of Engineering), will increase their visibility, recognition, resources, and connections and support their future success.

3. Vision
The vision is for the School of Biomedical Innovation and Entrepreneurship to be nested within the FHS. It will build strong connections to clinical departments, the Schools of Nursing and Rehabilitation Science and have collaborations with the W. Booth School of Engineering Practice and Technology and the School of Biomedical Engineering in the Faculty of Engineering. The integrated biomedical engineering and health sciences undergraduate program (iBioMed) and The Clinic will be clustered under the School’s umbrella, and in future, it will include a new master level program in biomedical innovation that is in development.

The School will serve students, clinical learners, and faculty across multiple disciplines. Through its collaborations with the Faculty of Engineering it will leverage biomedical engineering expertise, facilities, and student engagement and amass a cadre of expertise to advance academic health entrepreneurship that will benefit learners across programs.

April 2022
4. Education Programs

Health, Engineering Science and Entrepreneurship

In 2017, the Faculty of Health Sciences partnered with the Faculty of Engineering to launch a new iBioMed undergraduate degree program. This interdisciplinary program launched with success, allowing students to select a stream after their first year to pursue an engineering degree or a health sciences degree. The latter is called the Health, Engineering Science and Entrepreneurship (HESE) program. It is currently administered through the FHS Education Services department with accountability to the Health Sciences Education Committee led by the Vice-Dean of Education.

The administrative organization and oversight of the program would remain unchanged. Academic review and accountability would continue to be through the Health Sciences Education Council. Through its affiliation with the School, iBioMed/HESE would benefit from the marketing profile, access to expertise, coaches and mentors, and access to additional facilities and resources.

Master of Biomedical Innovation (in preparation)

A novel master level program proposal for a Master of Biomedical Innovation (MBI) is in development with an anticipated launch in 2023. The MBI will be a novel FHS graduate program delivered through the Department of Surgery and accountable to the FHS Graduate Council. The program will be designed to enable learners to identify biomedical problems, design and develop solutions, and guide them through the important steps of idea validation and pathway(s) to market. It will be led by McMaster faculty with foundational support from successful biomedical entrepreneurs, coaches and mentors engaged with the School and through The Clinic @Mac.

5. Infrastructure and Resources

The Heersink gift will enable the renovation of a 2000 sq ft area within the Michael DeGroote Centre for Learning and Discovery. The space will be home to the proposed MBI program, and accessible to programs and initiatives within the School’s umbrella. In future, there are plans to expand the School’s physical footprint and establish its presence within Canada’s Global Nexus for Pandemics and Biological Threats.

April 2022
Funds from the Heersink gift have been allocated to explore creation of new programs, and to invest in strategic health innovation and entrepreneurship initiatives at McMaster. The School will leverage infrastructure and resources developed through its collaboration with the Faculty of Engineering, The Clinic @ Mac, and other partners in the innovation ecosystem.

As a nominal entity, the School will not have direct teaching or research costs. The revenue and expenses of programs within the School (i.e. iBioMed and proposed MBI) will remain therein. The initial goal is to leverage existing administration within MGD Health ICE to minimize duplication and overall cost. Any direct administrative expenses of the School (leadership, communications, meetings, supplies etc.) are estimated to be $150K/year and will be supported through the Heersink gift.

6. Leadership and Organization
Acting co-directors will be initially appointed to guide the School in its formation. Official terms of the Co-Directors will be established and approved though the appropriate McMaster policy. Academic programs will be accountable through the current FHS academic oversight structure, per below.
DATE: May 2, 2022

TO: University Planning Committee

FROM: Dr. Karen Mossman, Vice-President, Research

RE: Renaming of General Motors Centre for Automotive Materials and Corrosion

Please be advised that the Faculty of Engineering would like to formally rename the General Motors Centre for Automotive Materials and Corrosion to Centre for Automotive Materials and Corrosion.

Please find enclosed a letter from current Director Dr. Joey Kish providing background of the General Motors (GM) partnership and confirmation that the GM collaboration had ended in 2015. Accordingly, I would like to recommend the renaming of this centre.

KM:jt

cc: Dean of Engineering
    University Secretary and Freedom of Information and Protection of Privacy Officer
April 7, 2022

Dear Members of the University Planning Committee:

Re: Research Centre Name Change Request

I am writing this letter to formally request that the University’s research center originally named “General Motors Centre for Automotive Materials and Corrosion” at the time of establishment be renamed to the “Centre for Automotive Materials and Corrosion”. McMaster University established the Centre in 2008 as part of a collaborative research partnership with General Motors. Given the research collaboration ended many years ago (2015), it is appropriate that the Center’s name be officially changed.

General Motors’ most significant contribution to the Centre was a one-time financial contribution in 2009 to help support the purchase the tools and instruments required to equip the Centre’s sample preparation lab. The tools and instruments required to equip the remaining labs in the Centre were purchased from funding provided in the successful CFI-NIF/ORF grant “Materials & Manufacturing for Light Weighting Automobiles,” awarded in 2009. Of the $9.44 M awarded to the University of Waterloo (lead institution), $6.75 M was allocated to McMaster: a large portion of which dedicated to equipping the Centre. General Motors also supported collaborative research grants with the Centre’s core faculty (Wilkinson, McDermid, Jain and Kish), but only while an ORF-RE grant (Initiative for Automotive Manufacturing Innovation) was active (2008-2015). The name change will more accurately reflects this independence of General Motors and will send a clear message that the Centre is OEM agnostic and open to research collaboration.

Sincerely,

Joey Kish, P. Eng, Ph.D.
Director (kishjr@mcmaster.ca)
REPORT TO THE UNIVERSITY PLANNING COMMITTEE  
from the  
UNDERGRADUATE COUNCIL  

I. FOR APPROVAL  

a. Notice of Undergraduate Program Closures  
   
   At its April 19, 2022 meeting, the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, the recommendation to close the Studio Art, Theatre and Film, and Art History Degree Programs. Further details are contained within the circulated material.  

   It is now recommended,  

   that the University Planning Committee approve, for recommendation to Senate, the closure of the Studio Art, Theatre & Film, and Art History Degree Programs.  

b. Establishment of New Certificate and Diploma Programs  
   
   At the same meeting on April 19, 2022, the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, the proposal for the Certificate in Management Principles and Practices, and the Certificate of Professional Learning in Management Principles and Practices. Details of the programs are contained within the circulated report.  


   It is now recommended,  

   that the University Planning Committee approve, for recommendation to Senate, the establishment of the Certificate and the Certificate of Professional Learning in Management Principles and Practices, as circulated.  

   c. Closure of Certificate and Diploma Programs  

   At the same meeting April 19, 2022, the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, the following three Diploma program closures. Details of these closures are contained within the circulated report.  

   i. Business Administration Diploma with the Business Analysis Concentration  
   ii. Business Administration Diploma with the Management Concentration  
   iii. Business Administration Diploma with the Project Management Concentration  

   It is now recommended,
that the University Planning Committee approve, for recommendation to Senate, the closure of the Business Administration Diploma with the Business Analysis Concentration, the Business Administration Diploma with the Management Concentration, and the Business Administration Diploma with the Project Management Concentration as set out in the attached.

d. New Certificate of Completion Programs

At its meeting on May 10, 2022, the Undergraduate Council will approve, for recommendation to the University Planning Committee and Senate, the following new Certificate of Completion programs. Details of the programs are contained within the circulated report.

i. Organizational Learning & Program Evaluation
ii. Qualitative Data Collection & Analysis
iii. Quantitative Data Collection & Analysis

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of three Certificate of Completion programs in Organizational Learning Program Evaluation, Qualitative Data Collection & Analysis, and Quantitative Data Collection & Analysis.

e. BHSc (Integrated Rehabilitation and Humanities) Program Proposal

At its meeting on May 10, 2022, the Undergraduate Council will approve, for recommendation to the University Planning Committee and Senate, the Bachelor of Health Sciences (BHSc) in Integrated Rehabilitation and Humanities. Details of the program is contained within the circulated report.

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of the Honours BHSc in Integrated Rehabilitation and Humanities for inclusion in the 2023-2024 Undergraduate Calendar, as recommended by the Faculties of Health Sciences and Humanities, and set out in the attached.

FOR APPROVAL:
University Planning Committee
May 11, 2022
April 12, 2022

To: Kim Dej, Acting Vice-Provost (Faculty)

From: Pamela Swett, Dean, Faculty of Humanities

Re: Undergraduate Program Closures of Studio Art, Theatre & Film and Art History Degree Programs

On behalf of the Faculty of Humanities and our School of the Arts, I write to inform you of the recommendation that our undergraduate programs in Theatre & Film Studies and Art History be closed, with final intake into these level II programs as of Fall 2023, and also of the closure of the Studio Art program, with final intake into level II as of Fall 2022.

The School of the Arts has historically offered four distinct undergraduate programs: Art History, Music, Studio Art, and Theatre & Film Studies. Recent years have seen waning interest in several of these programs, while the fields of study and work undertaken by our SOTA faculty have become increasingly interdisciplinary in nature. An intensive review of both the SOTA administrative unit and its academic programs has led to the development of a new Integrated Arts (iARTS) program, which will see its first enrolments in the direct entry level I B.F.A. option begin as of this coming academic year, in Fall 2022, and additional options for entry into level II of the Honours B.A. the following year.

The iARTS program, offered as both an Honours B.F.A. (direct entry) program and Honours B.A. program will offer an innovative arts program reflecting contemporary arts practice, transcending old disciplinary siloes and integrating arts practice, across media, with critical theory. The program offers at its core a critical engagement and interdisciplinarity that is adaptive and responsive to a changing job market, and allows students a new freedom to engage with the arts from a more holistic perspective.

iARTS was developed through an extensive consultation process over the last five years. This process included consultation with students, staff and faculty, and involved a thorough analysis of current standards and practices in the Arts, and that of societal demand. In 2019, the iARTS program proposal was put forward through the necessary university approvals, and prior to final Ministry approval of the program opening. This past fall these changes were once again put forward through curriculum approvals for addition to undergraduate calendar. Each stage of the program’s approval process has involved discussion of the intended transition from three distinct programs into a new Integrated Arts program. This has allowed ample opportunity for
Considerable care and thought have been given to the impact this may have on current students in these programs and the School has ensured that sufficient advance notice of the timing of these programs’ phase-out was provided in university publications. All students who have entered or will enter into one of these three programs prior to its closure will be allowed the opportunity to complete the degree which they began within a reasonable timeframe. The School of the Arts has communicated its openness to providing flexibility for these students, and most notably will be integrating appropriate new iARTS courses, as they become available and existing program courses are deleted, into these existing programs.

This recommendation of the program closures of Studio Art, Theatre & Film and Art History undergraduate programs is made with the knowledge and approval of the School of the Arts. The Faculty offers its full support to this exciting initiative, the offering of an Integrated Arts program, and the consequent amalgamation of these distinct programs into a more integrated School of the Arts.

cc: Stephanie Springgay, Director, School of the Arts  
Sean Corner, Associate Dean, Faculty of Humanities  
Melissa Pool, University Registrar  
Andrea Thyret-Kidd, University Secretary  
Marcy Murchie, Director of Finance & Administration, Faculty of Humanities  
Jackie Osterman, Assistant Dean, Faculty of Humanities  
Rose Mannarino, Administrative Coordinator, School of the Arts
## Department & Program Information:

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Management Principles and Practices</th>
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</thead>
<tbody>
<tr>
<td>Academic Credential:</td>
<td>Certificate</td>
</tr>
<tr>
<td>Name of Representative:</td>
<td>Lorraine Carter</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>May 2, 2022</td>
</tr>
<tr>
<td>Date of Submission:</td>
<td>April 5, 2022</td>
</tr>
</tbody>
</table>

## Academic Merit:

### Program Overview:
The proposed program will focus on core foundational theories and best practices of management. The program is designed for individuals interested in developing their competencies in supervision, management, and leadership to further their career growth opportunities.

The Management Principles and Practices Certificate will attract participants seeking to add to their Business Administration studies with McMaster Continuing Education as well as individuals seeking management training for their professional development goals. The core courses and elective options will equip learners with essential skills for supervision and management and provide opportunities to develop their personal management and leadership style. Elective options are taken from McMaster Continuing Education’s Senate approved courses in design thinking, intercultural competency, and Essentials program.

### Learning Objectives:

Upon completion of the program, students will be able to:

- Identify the importance of interrelationships, including their impact on a company’s success
- Demonstrate understanding of the functional areas of management, such as human resources, finance, marketing, operations, and general management
- Demonstrate appropriate knowledge, skills, attitudes and behaviours required to work effectively independently, and with others in a changing business environment
• Describe strategies for ongoing personal and professional development to enhance work performance in the business field
• Identify, select and compile information appropriate to a given communication strategy
• Demonstrate knowledge and skill in the areas explored in their elective studies

The following additional objectives will be threaded within each course:

• Demonstration of awareness of ethical practices and professional standards applicable to a field of employment and/or academic study.
• Exemplification of the knowledge, skills, attitudes, and behaviours required to work and collaborate with people from different cultural backgrounds and to develop effective personal management skills.

**Meeting Learning Objectives:**

The program’s courses are designed to achieve the stated program objectives. Individual course objectives will be mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

**Program Admission Requirements:**

The program does not require an application for admission. Recommended program requirements will be posted to Continuing Education’s website:

“In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Management Principles and Practices program should meet the following requirements based on their education and work experience:

• Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education
• Be knowledgeable with basic computer program applications and skills, such as Word, PowerPoint, web browsing, email
• Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years”
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<tr>
<th>Program Pre-requisites (if applicable):</th>
<th>Not applicable.</th>
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| Program Completion Requirements:       | To qualify for the Certificate, students must successfully complete 9.0 units of required study in three core courses and 6.0 units of elective study. Elective options include:  
  (i) two 3.0 unit courses or  
  (ii) one 3.0 unit course and 3.0 units from the Essentials program |
| Program Delivery Format:               | Program courses may be delivered in-person, online, and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Each required course will be a minimum of 36 hours delivered over an 8 or 10-week session.  
  Elective courses will vary in length. While two elective choices are longer courses, courses from the Essentials program will follow that program’s established mode of delivery and length. |
| Student Evaluations (Grading Process): | Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants’ level of competency in achieving overall learning objectives. Grading will adhere to McMaster’s academic grading scale. |
| Course Evaluation:                     | For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction. |
| Course Instruction:                    | Instructors for courses will be selected from a pool of qualified external professionals. In compliance with McMaster’s Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience within the field. Instructors must have a Master’s degree (or equivalent) and significant professional experience and teaching within the field. |
| Credit Towards Degree Programme Studies: | The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree. |
| Program Advanced Standing:             | Students may be eligible to transfer up to 3.0 units of study to the Management Principles and Practices Certificate program with the exception of previously completed courses from the Essentials program. No transfer credit is permitted for the Essentials courses. Approved course transfers are based on the following requirements: |
courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours
- courses must have been taken within the last five years
- courses must have been taken from an accredited academic institution and listed on an official transcript with a grade a final grade of “C-” or better to be eligible

Statement of Financial Viability:
I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:
The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by McMaster Continuing Education.

McMaster Continuing Education program responsibilities:
- budget development and monetary responsibilities
- program and course development
- course registrations/administration
- supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards
- marketing and promotions

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.

Listing of Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Unit Value</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Fundamentals</td>
<td>Required</td>
<td>3.0</td>
<td>Fall 2022</td>
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</table>

Course Description:
This course will provide students foundational understanding of the theories and concepts of management and its evolution in modern organizations. Students will learn about the many dimensions of the managerial role including but not limited to planning, organizing, staffing, and influencing. Students will also learn the differences between the roles and responsibilities of supervisor, manager, and leader. The diverse skills and knowledge of the successful manager are the focus of this course.

| Strategic Communication | Required | 3.0 | Fall 2022 |

Course Description:
Communication is consistently rated as one of the top skills required in the modern workplace. In addition to covering the basics of communication (writing, speaking, presenting, etc.), the course will explore the purpose and impact of strategic communication on organizational effectiveness and success. Topics will include the following: clarity of purpose (or mission), the need for self-
awareness; the importance of influence over control; building rapport; the need to listen more and speak less; the importance of empathy; addressing diversity, equity and inclusion (DEI); the power of storytelling; giving voice to others; and leveraging technology without creating barriers. With knowledge and skill in these areas, students will have tools that will enable them to move beyond conventional management.

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<tr>
<th>Change Management</th>
<th>Required</th>
<th>3.0</th>
<th>Fall 2022</th>
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<tbody>
<tr>
<td>Course Description:</td>
<td>It is often said that change is the only constant in our turbulent world, especially in the highly competitive and increasingly globalized conduct of business. Change, and the disruption it often causes, is also cited as a common fear among managers. Developing a ‘change mindset’ will enable students to anticipate and respond positively to change by reframing challenges, influencing outcomes, and leading others who may lack this attribute. The knowledge, skills and confidence to ‘manage’ change of all kinds is essential for business, career and life success.</td>
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<tr>
<th>CCD 103 Design Thinking</th>
<th>Elective</th>
<th>3.0</th>
<th>Fall 2022</th>
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<tbody>
<tr>
<td>Course Description:</td>
<td>This course will enable students to use design thinking methodology to assess problems and challenges, discover and use relevant data, develop design solutions, and construct prototypes for validation. Students will also learn how design thinking is a valuable tool in today’s global and mobile world with applicability in diverse fields and how it is a ‘go to’ tool for innovators and creators.</td>
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<tr>
<th>ICL 103 Intercultural Workplaces</th>
<th>Elective</th>
<th>3.0</th>
<th>Fall 2022</th>
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</thead>
<tbody>
<tr>
<td>Course Description:</td>
<td>In this course, you will explore today’s workplace including how your understanding of cultural competency and your skills in intercultural communication affect the organization and team. You will examine strategies associated with building and managing a successful intercultural team and analyze challenges associated with overt and underlying cultural attributes as present in employees, leaders, and teams. Course activities and case studies will assist in the process of identifying strategies for combatting discrimination and promoting equity and inclusion in the workplace.</td>
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<tr>
<th>Course list from the Essentials Program</th>
<th>Electives</th>
<th>Students may select courses from the Essentials Program for 3.0 units of study</th>
<th>Fall 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 902 Coaching and Mentoring (1.0 units)</td>
<td>The coaching and mentoring course is highly interactive and experiential, giving participants the opportunity to understand the concepts and practice the use of the skills in a coaching conversation. Mentoring relationships have existed for many years in the workplace on an ad hoc basis. While the concept has existed, there is still mystique around the meaning and value. Participants will understand the value of mentoring and more importantly, develop skills to create and manage mentoring relationships, both as mentors and mentees. The last portion of the course is devoted to coaching. Coaching is fundamentally about facilitating change that will lead to desired results: facilitating movement from a current state to a desired future state. This will provide leaders with...</td>
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the skills needed to use coaching to leverage the organization’s investment in human capital (people).

**ESS 877 Negotiation Skills (0.5 units)**

Negotiation is the art and science of securing agreements between two or more interdependent parties. It can be very difficult to do well. Even the most experienced negotiators often fall prey to common biases and errors in judgment. The purpose of this course is to help you understand the theory and process of effective negotiations. The best way to learn negotiation skills and actually internalize them is to negotiate in a setting where insight is offered, feedback is plentiful, personal reflection is encouraged, and careful analysis is required. Therefore, the course relies primarily on “hands-on” learning to help participants understand the negotiating process and their own strengths and weaknesses. Note: This course is intended for general business situations.

**ESS 835 Emotional Intelligence at Work (0.5 units)**

A growing body of research shows that Emotional Intelligence is more important to personal and professional success than IQ and that it is the single most important contributor to effective performance and leadership. During this interactive presentation, you will be introduced to a wide variety of concepts and techniques related to effectively applying emotional intelligence. Explore how to better understand, manage and leverage your and others’ emotions in order to manage conflict, deal with stress and relate to others more effectively and productively. Implications for leadership and management capacity will also be discussed. A common theme that runs through this course is people, and the ability to understand, connect, react and relate to them.

**ESS 899 Conflict Resolution in the Workplace (0.5 units)**

This course will assist you in understanding your individual style of conflict resolution and both the positive and negative impacts of your style in managing conflict effectively. Discuss why conflict happens in the work setting, and discover practical tips for managing conflict. You will also learn about constructive routes to communication and agreement, consider your own ways for dealing with conflict and practise various ways of communicating more effectively.

**ESS 804 Strategic Planning Fundamentals (0.5 units)**

It’s hard to be strategic when the internal and external environments are constantly in flux rendering the long-term view increasingly difficult. But an organization without a strategic plan makes proactive and smart decision-making less common. Further, it is more vulnerable to sudden changes. Strategic planning helps staff prepare for change even if the guiding direction has to be frequently adapted to suit the changing circumstances. This introduction to the fundamentals of strategic planning will provide you as a leader of a department, unit or team with how to structure and develop a plan and involve your staff and stakeholders. This one-day course is a hands-on, interactive session aided by practical tools and processes for developing a “living, breathing” strategic plan.

**ESS 834 Giving and Receiving Constructive Feedback (0.5 units)**

Interested in honing your verbal delivery skills and your ability to really hear and process feedback? Typically one of the most dreaded interpersonal interactions we face, this course is packed with interactive and practical techniques for both the "giver" and "receiver" of constructive feedback. Learn how to remove or minimize the fear that surrounds this common and often stressful communication necessity.
ESS 874 Finance for non-Financial Managers (1.0 units)
This course will raise your level of financial acumen and enable you to use financial information to make better short-term and long-term decisions in managing your firms. The course covers basic financial principles and financial management tools necessary for decision-making. Participants are introduced to the basic language of financial reporting and guided through the basic corporate financial statements to “decode” the “encoded” information. A financial statement is analyzed using ratios and participants analyze another statement in groups. The connection between strategy and budgets will be explored and the importance of time value of money in project planning will be discussed while developing Pro-forma statements.

ESS 862 Creative and Critical Thinking (1.0 units)
Increase your innovative thinking skills and improve your performance in unstructured situations in this dynamic course. This model is an organized approach to problem-solving which emphasizes finding opportunities for improvement in products, processes, teamwork and the implementation of solutions to everyday problems. Develop a better understanding of the nature of problems and how to apply tools and concepts to your work-related problems and opportunities.

ESS 809 Gender Inclusive Communication and Collaboration (0.5 units)
In this course, we recognize the significance of gender diversity training but go beyond it to become gender-inclusive. First, we distinguish between the biological-driven aspects of our behaviour from the socially and culturally entrenched ones, likening it to an iceberg. Next, using organizational studies and through interactive learning activities, we examine the interplay in how gender shapes the workplace and its organizational culture, from our communication patterns, perceptions of hierarchy and power, to our networking, collaboration and leadership styles. Then, we use various insights from researchers, organizational development experts and thought leaders to showcase workplaces that are more gender-diverse and gender-inclusive in their culture and decision-making. As a key learning outcome and takeaway, learners will be given a diagnostic tool that can help assess the relative gender inclusion at their workplace and learn strategies to help create more gender-inclusive workplaces.
**Program Name:** Management Principles and Practices

**Academic Credential:** Certificate of Professional Learning

**Name of Representative:** Lorraine Carter

**Effective Date:** May 2, 2022

**Date of Submission:** April 5, 2022

### Academic Merit (complete all fields; write “not applicable” as needed):

| Program Overview: | The proposed program will focus on core foundational theories and best practices of management. The program is designed for individuals interested in developing their competencies in supervision, management and leadership to further their career growth opportunities. A Certificate of Professional Learning in Management Principles and Practices will attract participants seeking to add to their Business Administration studies with McMaster Continuing Education as well as individuals seeking management training for their professional development goals. Graduates of the Certificate of Professional Learning may apply the three courses in the program to the Certificate program for Management Principles and Practices which explores additional topics and management skills. |
| Learning Objectives: | Upon completion of the program, students will be able to:  
  - Identify the importance of interrelationships, including their impact on a company’s success |
**Meeting Learning Objectives:**
The program involves three courses aligned with the stated program objectives. Individual course objectives will be mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

**Program Admission Requirements:**
The program will not require an application for admission. Recommended program requirements will be posted to Continuing Education’s website:

“In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Management Principles and Practices program should meet the following requirements based on their education and work experience:

- Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an
exceptional case by the Centre for Continuing Education

- Be knowledgeable with basic computer program applications and skills, such as Word, PowerPoint, web browsing, email
- Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years”

<table>
<thead>
<tr>
<th>Program Pre-requisites (if applicable):</th>
<th>Not applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Completion Requirements:</td>
<td>To qualify for a Certificate of Professional Learning, students must successfully complete the three required courses of the program for 9.0 units of study.</td>
</tr>
<tr>
<td>Program Delivery Format:</td>
<td>Program courses may be delivered in-person, online, and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Each course will be a minimum of 36 hours delivered over an 8 or 10-week session.</td>
</tr>
<tr>
<td>Student Evaluations (Grading Process):</td>
<td>Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants’ level of competency in achieving overall learning objectives. Grading will adhere to McMaster’s academic grading scale.</td>
</tr>
<tr>
<td>Course Evaluation:</td>
<td>For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.</td>
</tr>
<tr>
<td>Course Instruction:</td>
<td>Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <em>McMaster’s Senate and Undergraduate Council Guidelines for Certificates and Diplomas</em>, the selection will be based on academic background and/or experience within the field. Instructors must have a</td>
</tr>
</tbody>
</table>
Master's degree (or equivalent) and significant professional experience and teaching within the field.

Credit Towards Degree Programme Studies: The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.

Program Advanced Standing: No transfer credits will be permitted for the Certificate of Professional Learning.

Students may use the courses from this Certificate of Professional Learning in McMaster Continuing Education’s Certificate program called Management Principles and Practices according to existing policies and procedures.

Statement of Financial Viability:
I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:
The staffing and systems infrastructure to support the following functions already exists within McMaster Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by McMaster Continuing Education.

McMaster Continuing Education program responsibilities:
• budget development and monetary responsibilities
• program and course development
• course registrations/administration
• supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards
• marketing and promotions
The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.

<table>
<thead>
<tr>
<th>Listing of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>Management Fundamentals</td>
</tr>
</tbody>
</table>

**Course Description:**
This course will provide students foundational understanding of the theories and concepts of management and its evolution in modern organizations. Students will learn about the many dimensions of the managerial role including but not limited to planning, organizing, staffing, and influencing. Students will also learn the differences between the roles and responsibilities of supervisor, manager, and leader. The diverse skills and knowledge of the successful manager are the focus of this course.

<table>
<thead>
<tr>
<th>Strategic Communication</th>
<th>Required</th>
<th>3.0</th>
<th>Fall 2022</th>
</tr>
</thead>
</table>

**Course Description:**
Communication is consistently rated as one of the top skills required in the modern workplace. In addition to covering the basics of communication (writing, speaking, presenting, etc.), the course will explore the purpose and impact of strategic communication on organizational effectiveness and success. Topics will include the following: clarity of purpose (or mission); the need for self-awareness; the importance of influence over control; building rapport; the need to listen more and speak less; the importance of empathy; addressing diversity, equity and inclusion (DEI); the power of storytelling; giving voice to others; and leveraging technology without creating barriers. With knowledge and skill in these areas, students will have tools that will enable them to move beyond conventional management.

<table>
<thead>
<tr>
<th>Change Management</th>
<th>Required</th>
<th>3.0</th>
<th>Fall 2022</th>
</tr>
</thead>
</table>

**Course Description:**
It is often said that change is the only constant in our turbulent world, especially in the highly competitive and increasingly globalized conduct of business. Change, and the disruption it often causes, is also cited as a common fear among managers. Developing a ‘change mindset’ will enable students to anticipate and respond positively to change by reframing challenges, influencing outcomes, and leading others who may lack this attribute. The knowledge, skills and confidence to ‘manage’ change of all kinds is essential for business, career and life success.
DATE: February-28-22  
TO: Certificate & Diploma Committee  
FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business  

I have reviewed the program submission documents presented by McMaster Continuing Education (MCE) concerning:

- a new program proposal for Management Principles and Practices, Certificate
- a new program proposal for Management Principles and Practices, Certificate of Professional Learning

I have determined that each program meets all relevant criteria set out by Undergraduate Council in its guidelines for Certificates and Diplomas. Given this, I am pleased to endorse this submission on behalf of the DeGroote School of Business.

At my request, the proposals were reviewed by Marvin Ryder. His review concluded that the objectives of the proposed Certificate and Certificate of Professional Learning are viable. These new credentials will continue to fulfil and enhance the stated objectives of the current Business Administration program and meet Undergraduate Council’s criteria for the designations of “Certificate” and “Certificate of Professional Learning”.

I also support McMaster Continuing Education’s intention to close three existing Concentrations within the broader Business Administration offerings: they are the Business Diploma with a Concentration in Business Analysis, the Business Diploma with a Concentration in Project Management, and the Business Diploma in Management. I am aware that these decisions are based on a comprehensive review and that the decisions to close these Concentrations are based on trends of decreasing enrollments.

The DeGroote School of Business is pleased to support the proposed new programs (Certificate and Certificate of Professional Learning in Management Principles and Practices) and the aforementioned Concentration closures (Business Analysis, Project Management, and
Management). We support these programs and changes as their academic affiliates, providing review expertise upon submission and overview of ongoing curriculum issues. Additionally, we have provided McMaster Continuing Education with information about the advanced standing rules for students entering our degree programs with credit from the completion of these programs.

Sincerely,

[Signature]

Dr. Sue McCracken
Associate Dean (Academic)
DeGroote School of Business
DATE:  28 February 2022
TO:  Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business
FROM:  Prof. Marvin Ryder, Associate Professor, Marketing & Entrepreneurship, DeGroote School of Business

At your request, I have reviewed the academic submission documentation for the development of a new Certificate and Certificate of Professional Learning, each called Management Principles and Practices.

My examination of the content covered in the proposed Certificate and Certificate of Professional Learning entitled Management Principles and Practices indicates that they are both appropriately aligned with McMaster Continuing Education’s Business Administration program. The courses as well as teaching and testing methods reflect intellectual rigour comparable to that found in undergraduate degree courses.

The submissions also indicate that the courses will be taught by qualified individuals (possessing a Master’s degree or equivalent), as defined by Undergraduate Council’s Certificate and Diploma requirements. The students taking the programs will meet the minimum requirements set out in the Senate’s Certificate and Diploma Policy (2020) for Undergraduate Council.

Sincerely,

Marvin Ryder
Associate Professor, Marketing & Entrepreneurship
DeGroote School of Business

Cc:  Michael Andich, Program Manager
     Dan Piedra, Assistant Director
DATE: February 25, 2022
TO: Certificates & Diplomas Committee
FROM: Lorraine Carter, Director, Continuing Education
RE: Closure of Business Administration Diploma with the Business Analysis Concentration

Effective May 1, 2022, Continuing Education plans to close the Business Administration Diploma with the Business Analysis Concentration.

The concentration was launched in 2015. As part of a comprehensive review of all Business Administration offerings, the decision to close this option is based on enrolment trends which show a steady decline over the last few years.

Students currently enrolled in the Business Administration Diploma with the Business Analysis Concentration will be able to complete their existing program up to the Winter 2023 term. Winter 2023 will be the last term when students can complete any outstanding courses.

Sincerely,

Lorraine Carter
Director, McMaster Continuing Education
DATE:  February 25, 2022
TO:  Certificates & Diplomas Committee
FROM:  Lorraine Carter, Director, McMaster Continuing Education
RE:  Closure of Business Administration Diploma with the Management Concentration.

Effective May 1, 2022, Continuing Education plans to close the Business Administration Diploma with the Management Concentration.

The concentration was launched in 2015. As part of a comprehensive review of all Business Administration offerings, the decision to close this option is based on enrolment trends which show a steady decline over the last few years.

Students currently enrolled in the Business Administration Diploma with the Management Concentration will be able to complete their existing program up to the Winter 2023 term. Winter 2023 will be the last term when students can complete any outstanding courses.

Sincerely,

Lorraine Carter
Director, McMaster Continuing Education
DATE: February 25, 2022  
TO: Certificates & Diplomas Committee  
FROM: Lorraine Carter, Director, Continuing Education  
RE: Closure of Business Administration Diploma with the Project Management Concentration  

Effective May 1, 2022, McMaster Continuing Education plans to close the Business Administration Diploma with the Project Management Concentration.

The concentration was launched in 2015. As part of a comprehensive review of all Business Administration offerings, the decision to close this option is based on enrolment trends which show a steady decline over the last few years.

Students currently enrolled in the Business Administration Diploma with the Project Management Concentration will be able to complete their existing program up to the Winter 2023 term. Winter 2023 will be the last term when students can complete any outstanding courses.

Sincerely,

Lorraine Carter  
Director, McMaster Continuing Education
To: Certificates and Diplomas Committee  
From: Michelle Dion, Academic Director, Spark  
Date: April 28, 2022  
Subject: Proposal for Certificates of Completion

In light of recent feedback from the committee, please find attached a revised proposal for three Certificates of Completion to be offered by Spark.

To receive a Certificate of Completion, learners will have to complete two short courses (each 15 contact hours, for a total of 30 contact hours) with an average letter grade of C or better.

Consistent with practices by other units,* learners will have some choice in which courses they complete for the Certificates of Completion.

Each Certificate of Completion is listed below, with the courses which can be used toward the 2-course requirement.

1. Organizational learning & program evaluation (successfully complete any 2 of the following courses):
   - Assessing Strengths and Needs in Communities
   - Incorporating Evidence into Strategy
   - Impact Evaluation
   - Cost-Benefit Analysis in the Social Sector

2. Qualitative data collection & analysis (successfully complete any 2 of the following courses):
   - Interviewing and Focus Groups
   - Applied Ethnography
   - Trauma-informed Data Collection
   - Analyzing Qualitative Data
   - Qualitative Data Analysis (QDA) using NVivo

3. Quantitative data collection & analysis (successfully complete any 2 of the following courses):
   - Survey design and analysis
   - Numeracy and descriptive statistics
   - Foundational Statistics
   - Regression
   - One of either,
     - Data Wrangling, or
     - Data Visualization

* We would like to note that giving learners this type of flexibility in choosing among a range of short courses to plan their Certificate of Completion is an established approach used by McMaster Continuing Education for at a minimum the following 3 Certificates of Completion:
   - Certificate of Completion in Academic Writing (complete 2 out of 4 courses)
   - Health Analytics Certificate of Completion (complete 3 out of 5 courses)
   - Essentials Certificate of Completion (complete 5 days of coursework from extensive list)
How fees will be charged? (Proposed program or annual fees that are charged or payable by term should preferably be divisible by 3.)

<table>
<thead>
<tr>
<th>Charge by course.</th>
</tr>
</thead>
</table>

Additional Notes, if applicable:

**Brief Description of the Program or Issue**

**Certificates of Completion in:**

1. Organizational learning & program evaluation (successfully complete any 2 of the following courses):
   - Assessing Strengths and Needs in Communities
   - Incorporating Evidence into Strategy
   - Impact Evaluation
   - Cost-Benefit Analysis in the Social Sector

2. Qualitative data collection & analysis (successfully complete any 2 of the following courses):
   - Interviewing and Focus Groups
   - Applied Ethnography
   - Trauma-informed Data Collection
   - Analyzing Qualitative Data
   - Qualitative Data Analysis (QDA) using NVivo

3. Quantitative data collection & analysis (successfully complete any 2 of the following courses):
   - Survey design and analysis
   - Numeracy and descriptive statistics
   - Foundational Statistics
   - Regression
   - One of either,
     - Data Wrangling, or
     - Data Visualization

**Rationale for Fees or Issue**

Please provide the rationale for the proposed fees/request.

If new program tuition and/or supplementary fees, rationale should include fees charged by similar programs within McMaster or at other institutions or any other relevant information.

The nearest parallel programs to that we are proposing are:

The School of Engineering Industry Operations Leadership Fundamentals course (also 1 credit and targeted at professional), which is valued at $2000 but subsidized so that students are paying $750 for the roughly 1 credit program. Because students have the opportunity to take singular courses and because our focus will be on employer professional development, we believe the price per course is justified. At the same time, we wish to charge less per unit than the School of Engineering program as professional development funds tend to be more limited in the social sector. There are no supplementary fees attached.
Please note that the proposed program is not a requirement of any degree and is entirely optional or extra-curricular for existing students. Thus, this is not a proposal for a new imposed fee – rather it represents an optional expansion of extra-curricular opportunities for current students, and an opportunity to leverage the university’s assets to engage non-full-time students who can directly benefit.

Fees will be collected per course. We suspect that as the Office of Microcredentials is established, there will come to be a consistent payment system for all micro-credentials. In the meantime, we currently use Alumni Affairs to take credit card payment for trainings and this works well. We are also considering pooling efforts with the externally-targeted certificates in Engineering to access their payment/learning management system.

**Proposed Timelines**

<table>
<thead>
<tr>
<th>Deadline for University Student Fees Committee Decision:</th>
<th>May, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for requiring University Student Fees Committee decision by the above date:</td>
<td>This aligns with the overall timeline for new program approval that would allow for initial operations in Fall 2022</td>
</tr>
<tr>
<td>Please indicate effective start date (month/year) for new program/fees:</td>
<td>September, 2022</td>
</tr>
<tr>
<td>Need Board approval for fees by:</td>
<td>August, 2022</td>
</tr>
</tbody>
</table>

**Additional Information**

*Please provide any other additional information. You may provide attachments. For new programs, please attach the completed Program Costing Template.*

If this request relates to a **new fee** you are advised to connect with Student Accounts and Cashiers prior to submitting this proposal to USFC in order to discuss on how to code this new fee into the Mosaic system.

I/We have contacted with Student Accounts and Cashiers: YES ☐ NO ☐ Not applicable ☒
Certificates of Completion in Social Research
Spark—a centre for social research innovation
April 2022

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1. PROGRAM

PROGRAM DESCRIPTION
The proposed Social Research Certificates of Completion are primarily focused on those not currently enrolled at McMaster who are seeking opportunities to upskill within their current positions or build critical analysis, decision-making and leadership skills for their next career opportunity. The skills taught will directly support answering common and significant questions within the social sector (not for profits, social enterprises, and government organizations).

Research skills are often thought of as primarily useful to those in academic careers. We have seen a high level of demand across the social sector, particularly in not-for-profit organizations, for what are often labeled critical thinking and decision-making skills as well as specific research or analytic skills. Critical thinking and decision-making are not inherent traits but abilities that emerge as one effectively gathers, correctly analyzes and interprets, and has the confidence to act on data. Thus, critical thinking and evidence-based decision-making require a minimum competence in the analytical methods used to collect and interpret evidence. Seeing this significant skill gap - one reinforced in hundreds of conversations with community organizations, funders, businesses involved in social innovation and government agencies - propelled development of the proposed collection of Certificates of Completion.

Spark—a centre for social research innovation is a Faculty of Social Sciences centre dedicated to teaching, advising and directly supporting faculty, staff and students in social research methodology. Spark also has an applied research team that conducts research and evaluation for not-for-profits, government and businesses in Hamilton and across Canada. Through that work, we directly engage with clients in how to measure, understand, and then significantly increase the impact and efficiency of their programs. This work involves extensive capacity building with a few individuals within client organizations. Several of them have committed active support and even volunteered to co-pilot the proposed certificates.

We know that there is deep interest among our clients and others in the social sector and government in the methods we teach, and real opportunity for expanding social impact by sharing these skills beyond McMaster. We believe the university’s deep dedication to community impact and Spark’s combination of methodological expertise and practical applied research experience makes us well positioned to offer these certificates.

Here, we are proposing a series of Certificates of Completion. We plan to launch 3-4 new, short courses each year over the next several years. The courses are grouped into 3 Certificates of Completion, and learners would need to complete satisfactorily two of the short courses to be eligible for the Certificate of Completion. Initially, our primary marketing and recruitment strategy will leverage our networks and working relationships with non-profits in Southern Ontario to provide training to their existing workforce, with additional seats available to individual learners. These Certificates of Completion will prepare participants not only to be better consumers of applied research studies and reports, but also to gain familiarity and experience with the basic tools of data collection, analysis, and representation in social research and to know when their needs outstrip their in-house expertise, requiring consultation or support from an outside research partner.

PROPOSAL PREPARATION AND CONSULTATION PROCESS
Spark: a centre for social research innovation engaged in an extensive consultation process, both to identify potential overlaps or opportunities for collaboration.
List of Consultations - internal:
Graduate Diploma in Epidemiology – Robby Nieuwlaat
Engineering – internal certificates – Sarah Sullivan
Engineering – external certificates – Florent Lefevre-Schlick
Sherman Centre for Digital Humanities – Andrea Zeffiro and Jay Brodeur
MELD/MERGE, Faculty of Humanities - Sean Corner and Anna Moro
Office of Community Engagement – C.A. Borstad-Klassen and David Heidebrecht
McMaster Indigenous Research Institute – Tracy Bear
Indigenous Studies – Adrienne Xavier
Intersession – John McLaughlin
Faculty of Social Sciences Dean, Jeremiah Hurley
Faculty of Social Sciences, Undergraduate – Tracey Prowse and Lynn Giordano
Faculty of Social Sciences, Graduate and Research – James Gillett
Faculty of Social Sciences, Director of Finance and Administration – Juliette Prouse
Faculty of Social Sciences Community Research Platform – Leora Sas van der Linden
Faculty of Social Sciences Advanced Research on Mental Health and Society – Marisa Young
Faculty of Social Sciences departments - all were invited to consult with us in development:
  Sociology – Tina Fetner
  Economics – Marc-Antoine Letendre
  Anthropology – Tina Moffat
  Social Work – Christina Sinding and Allyson Ion
  Master of Public Policy in Digital Society – Vass Bednar

List of Consultations - External:
Salvation Army of Hamilton, Lawson Ministries – Deanna Finch-Smith and Lisa Schumpf
Banyan Community Services – Kim Ciavarella
Grenfell Ministries – Kim Ritchie
Hamilton Community Foundation – Sarah Glenn and Lorraine Valmadrid

Invitations to Consult Declined:
Faculty of Social Sciences, Health, Aging and Society
Faculty of Social Sciences, Labour Studies
Faculty of Social Sciences, Political Science
Faculty of Social Sciences, Religious Studies
MacData Institute

We have recruited instructors for the Certificates of Completion that have both expertise and applied experience in the topics they wish to teach, and come from Anthropology, Social Work, Economics, and Health Research Methods, Evidence and Impact. We anticipate continuing to recruit instructors from a wide variety of disciplines and from the social sector itself. We are in early conversations with YWCA of Hamilton, facilitated by the Community Research Platform, to potentially co-develop and teach several Certificates of Completion.

We have an established partnership with Salvation Army of Hamilton, Lawson Ministries. They have agreed to pilot test some courses in the Certificates with their staff and provide extensive feedback. As we implement the Certificates, we will actively engage community organizations in helping us evolve the offerings as new opportunities and challenges emerge across the sector.
CONSISTENCY WITH MCMaster’S MISSION AND ACADEMIC PLAN

McMaster’s Strategic Mandate Agreement

The proposed Certificates of Completion align well with multiple priorities of the University. Particularly, we believe it can support the following priorities within the Strategic Mandate Agreement:

Multidisciplinary/interdisciplinary studies - 
Spark, a centre for social research innovation is an interdisciplinary centre, and the individuals interested in teaching in our certificates come from highly varied backgrounds and disciplines. Given the exceptional diversity of the social sector, we see this diversity of perspective as critical to our mission and a central focus in our planning for implementation.

Math and statistics - 
Our proposed curriculum is meant to offer a well-rounded skill set critical to effective, evidence-based decision-making in the social sector. This includes Certificates of Completion in cost-benefit analysis, numeracy, data cleaning, quantitative analysis of surveys, foundational statistics, and regression. We are deeply committed to helping students confidently apply basic quantitative analysis skills that are highly needed and valued within the sector.

Community/Local Impact of Student Enrolment -
While impact usually focuses on the economic value of the student population to the greater Hamilton region, we feel that intensive skill development offered to local and regional workers (and potential workers) in the social sector will also have a significant impact on the community as a whole. These skills lead to better decisions, and better decisions in this sector can have profound ripple effects. In this way, upgrading skills in the social sector can impact lives beyond improved work performance and employment opportunities.

Experiential Learning -
We have designed the curriculum so that within each course, there are opportunities to apply the learning within one’s current work or volunteer activities.

Skills & Competencies -
One of the hallmarks of these Certificates of Completion is that they provide access to a range of learning opportunities focused on the building and demonstrating of specific social research skills. We believe this will position them well for career advancement.

McMaster’s Institutional Priorities

Particularly, we believe the proposed Certificates of Completion can advance the following current priorities, based on McMaster’s 2021-24 Institutional Priorities and Strategic Framework:

Inclusive Excellence -
Spark has committed as a Centre to being a place of inclusion and providing opportunities, research space, and learning resources to a wide range of individuals with different talents and needs. We have hired a communications associate with lived experience of neurodiversity to help us continuously expand and improve our inclusiveness. We will also be piloting one or more Certificate of Completion with employees of Salvation Army, including individuals with varied physical abilities, English as a second language, and limited or no college/university education. We are committed to actively embracing the challenges that emerge with diverse learner capacities and needs and finding solutions that can inform the ongoing development of these Certificates.
Teaching and Learning -
We are committed to adapting our teaching approaches to the needs of the students and organizations we work with. We will offer the Certificates of Completion as either all online, all in-person, or hybrid, rotating the format in response to student demand. Our approach will be informed by the pedagogical goals of the overall program, and any online delivery will include some synchronous components. In general, the Certificates of Completion will use readings, in-class exercises, practice assignments, and group projects, as appropriate.

Engaging Local, National, Indigenous and Global Communities -
Organizations across the social sector exist to benefit diverse communities at many different scales. We believe that this diversity in the student base will be a great opportunity for students to learn about other contexts and priorities. We also host through Spark a weekly virtual series where researchers introduce new methods or interesting applications. We have speakers from around the world, and plan to engage students in hearing from some of them who are doing work relevant to the sector or the student’s individual interests and trajectory. We are also deeply committed to working with our Indigenous colleagues to appropriately support social research skill development in Indigenous-serving organizations, and awareness/effective engagement with Indigeneity in social sector efforts across contexts.

PROGRAM LEARNING OUTCOMES
Each Certificate of Completion will have specific learning objectives. Cumulatively, the Certificates of Completion address the following learning outcomes:

- Students will learn basic principles of research design and become familiar with a wide range of common approaches for identifying community assets and needs, developing interventions, and evaluating and improving effectiveness
- Students will develop competency and experience with basic methods of data collection for social research
- Students will develop competency and experience with analysis of evidence, including basic numeracy and statistical data analysis and qualitative analysis skills for social research
- Students will be familiar with all stages of the research process, including problem definition, data collection, data analysis, ethics, and oral and written communication, in the context of a program and organization

CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS
Though Certificates of Completion are not normally aligned to specific degree level expectations according to the Policy, in the present case the courses and Certificates were designed with future development of academic microcredentials in mind. Therefore, the Certificate of Completions’ learning outcomes are consistent with those for undergraduate learners. Regarding depth and breadth of knowledge, students completing the Certificates will have general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for identifying community assets and needs, developing interventions, and evaluating and improving effectiveness. They will acquire skills necessary to gather, review, evaluate and interpret information and learn critical thinking and analytical skills. In addition, by having completed several Certificates of Completion in different types of data collection and analysis, students will also develop knowledge of methodologies that will help them evaluate the appropriateness of different methods of inquiry for different types of assets and needs assessments, program evaluations, or organizational change efforts. Students will also have opportunities to apply their knowledge and demonstrate that they can review, present, and interpret qualitative and
quantitative information to make sound judgements, evaluating different approaches for problem-based and evidence-based decision-making. As appropriate in the Certificates of Completion, students will produce both written and oral reports or assignments to develop and demonstrate their communication skills. The content in the Certificates of Completion is meant to be introductory and applied. Students will also be instructed in the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem. As a program designed with those working in the social sector in mind, the program content will stress professional standards of not only personal responsibility and collaboration but also principles of ethical applied research, integrity, and social responsibility.

DEMAND FOR PROGRAM

Evidence of Societal/Labour Market Need

Within the social sector, much has been written about the needs of the non-profit sector. The following evidence focuses on the non-profit sector as representative of the larger range of organizations within the social sector (including government agencies, not for profits, foundations and social enterprises). In 2017, non-profit organizations accounted for 8.5% of Canada’s GDP totalling $169.2 billion (Statistics Canada, 2019). There were 2.5 million people employed in non-profit organizations in 2019, representing 13% of all jobs in Canada (Statistics Canada, 2021a). Of all provinces, Ontario has seen the largest increase in the creation of new jobs within the non-profit sector from 2010-2019 (Statistics Canada, 2021b). The majority of employees working in non-profit organizations in 2019 are college and university graduates (Statistics Canada, 2021a). The number of Indigenous and racialized persons working in the non-profit sector has risen since 2010 (0.9% and 6.1% points respectively) (Statistics Canada, 2021a). While Statistics Canada data suggests that the number of jobs in the non-profit sector has been increasing in 2021 (Statistics Canada, 2021b), other sources point to significant layoffs in the non-profit sector during the pandemic (CharityVillage, 2021; Mathieu, 2020). With a number of individuals in the non-profit sector unemployed or with significantly reduced hours, some of these individuals may be seeking upskilling or reskilling.

The Business Council of Canada (2020) surveyed 86 large private sector employers and found that one of the largest barriers to recruitment in the sector was finding candidates with the right technical skills. Employers were also asked about the top five areas where they anticipate a skills shortage in the next three years, and the most common area mentioned was in analytics, statistics and quantitative analysis. The importance of understanding data and statistics for employees working in the non-profit sector has become increasingly recognized (Fish, 2017). Meanwhile, non-profit organizations face significant expectations to demonstrate their “effectiveness, efficiency, and accountability” (Bozzo, 2002).

Similarly, the Ontario Non-profit Network (ONN) has called on the sector to invest in evaluation work to improve accountability and advocate for those working within the sector to develop the skills to strategically use data, technology, and analysis in order to facilitate change (2017a; 2017b). However, many have noted the lack of human resources and the lack of evaluation skills of staff in non-profit organizations (Bozzo, 2002; Imagine Canada, 2019; ODN, 2017a). Thus, the sector needs employees with skills like program evaluation, research methodology, and communicating research in an easy-to-understand manner.

There is an increased value placed on micro-credential courses and certificates within the province of Ontario, as evidenced by the province of Ontario’s announcement that they will be investing $59.5 million dollars between 2020-2023 to support micro-credit learning (Government of Ontario, 2021a). To accelerate the development of micro-credentials and expand program offerings, $15 million dollars was
made available to Ontario postsecondary institutions collaboratively working with local agencies and employers to support the development of new programs/courses or to expand existing micro-credentials (Government of Ontario, 2021).

The non-profit sector often pulls employees from a variety of educational and employment backgrounds; in such a rapidly changing and evolving sector, the opportunity to engage in obtaining micro-credentials or completing certificate programs with a targeted focus on skill development helps to offer a solution to gaps in knowledge that may exist within the field (OAS, 2021). Soft skills are particularly in demand in leadership positions in the non-profit sector. The ONN (2017b) developed a framework of the type of skills that leaders need in this sector. The skills taught through the proposed certificates directly contribute to competency in each identified role.

![Image](image-url)

**Figure 1: Leadership types and skills needed in the non-profit sector. Ontario Nonprofit Network, 2017.**

**Evidence of Student Demand**

Initially, the proposed focus for marketing of these Certificates is organization to organization, offering them as professional development opportunities for an organization’s employees, which explains our focus above on labour market demand. In our consultations, the need for this has been profoundly felt and expressed by organizational leadership. Many of the frontline employees we have worked with through Spark’s applied research service have been very interested in learning once we began work together, but did not go into the experience knowing what they wanted from it. Potential learners are more likely to know that they would benefit from learning particular skills, like survey development, analysis of data, or program evaluation, rather than knowing that broad research capabilities would help them thrive in the sector.

Amongst the organizations we work with we have also seen an increase in peer-workers with lived experience similar to that of clients. Salvation Army, Banyan Community Services and Grenfell Ministries all have volunteer, contract or full-time employees with lived experiences similar to those of their clients. Many peer workers have limited formal training beyond high school or in the methods of social research that are the focus of our proposed program. In some instances, these volunteers and staff are
nonetheless expected to carry out data gathering or analysis in their current roles. Providing training that honors the understandings and wisdom they have gained through lived experience while expanding their toolkit is of significant interest to these organizations. Training individuals with a wide range of backgrounds and bases of knowledge has been an important part of the career of Allison Van, Spark’s Executive Director, and we believe this makes us well positioned to engage in learning as a collaborative activity with a wide range of learners.

Beyond the local not for profit sector, we have been privy to significant interest expressed in the Master of Arts in Public Policy in Digital Society (Spark team members teach their Research Methods course and three skills labs in Data Analysis) by local, provincial and federal government officials about their need for quality training for their staff, targeted to the sector and focused on application. Additionally, Florent Lefevre-Schlick, who creates and runs external certificates for the Faculty of Engineering has actively supported our development in part because he believes that many of the innovative firms that he works with that are embarking on major environmental initiatives would also want to learn what we propose to teach.

**JUSTIFIABLE DUPLICATION**

Currently there are no comparable programs offered at Ontario universities or colleges that resemble the proposed Certificates of Completion. There are two certificate programs offered at the university level (McMaster University and University of Alberta) that are designed for currently enrolled undergraduate students and require students to take existing statistics/research methods course to fulfill the course requirements for the program. However, we would argue that these courses do not provide the specific skills in applied research and evaluation required in the non-profit job market.

University of Western Ontario has a Master of Arts in Research for Policy and Evaluation that is most similar to our effort, but it is a graduate degree. The features that differentiate our program are that ours is at the undergraduate level, allowing a wider array of learners to access it, and individuals do not need to commit upfront to a year-long program but can build skills over time. There are programs that focus solely on the non-profit sector, particularly on leadership and management (Ryerson University, Seneca College, Mohawk College). While Ryerson offers a course-based program that provides flexibility, it (along with Mohawk and Seneca College) does not offer the applied research element that we are proposing.

The college programs (Fanshawe, Conestoga, Humber) offer generic courses on statistics/research methodology as part of their programs. Some offer specific courses on project management and program evaluation. The design of these programs also requires commitment to the entire program on a full or part-time basis, without the possibility of completing only some course or parts of the program. The courses are also usually designed as 3-unit or similar sized instructional credits, limiting the flexibility in delivery for students who may also be working.

**DEGREE NOMENCLATURE**

We are proposing three Certificates of Completion at this time. We plan to allow those without undergraduate degrees (but with significant sector experience) to enrol in the program - including peer workers with lived experience. We feel it is critical to be inclusive of the range of those working in the social sector. When new policy is in place for microcredentials, we plan to consider how these courses and Certificates align with the new framework.
2. ADMISSION & ENROLMENT

ADMISSION REQUIREMENTS

To be eligible to complete any Certificate of Completion, it will be recommended that learners have an Ontario high school degree (or its equivalent) or meet the definition of a mature student.

We will recommend that those enrolling in our program(s) have either a 3 year Bachelors degree or 3 years of work experience in the social sector. Most of those employed in the sector will have that level of existing experience or credentialing.

Students without a high school diploma (or its equivalent) or a post-secondary degree from an institution where the primary language of instruction is not English will be expected to demonstrate language competency consistent with McMaster undergraduate admissions.

Enrollment in the Certificates of Completion are not part of the IQAP or provincial enrollment allocations.

ENROLMENT PLANNING AND ALLOCATIONS

We will introduce 3-4 new courses gradually over the next three to four years. The proposed courses will each have 15 contact hours and are grouped into 3 thematic foci for the Certificates of Completion. Learners will need to complete 2 courses to earn one Certificate of Completion (15 x 2 = 30 contact hours):

1. Organizational learning & program evaluation (successfully complete any 2 of the following courses):
   - Assessing Strengths and Needs in Communities
   - Incorporating Evidence into Strategy
   - Impact Evaluation
   - Cost-Benefit Analysis in the Social Sector

2. Qualitative data collection & analysis (successfully complete any 2 of the following courses):
   - Interviewing and Focus Groups
   - Applied Ethnography
   - Trauma-informed Data Collection
   - Analyzing Qualitative Data
   - Qualitative Data Analysis (QDA) using NVivo

3. Quantitative data collection & analysis (successfully complete any 2 of the following courses):
   - Survey design and analysis
   - Numeracy and descriptive statistics
   - Foundational Statistics
   - Regression
   - One of either,
     - Data Wrangling, or
     - Data Visualization
We plan to offer 3-4 new courses each year and expect all courses to be regularly available by the end of 2025-26. We expect enrolments of between 10-30 per course.

We would like to note that giving learners this type of flexibility in choosing among a range of short courses to plan their Certificate of Completion is an established approach used by McMaster Continuing Education for the following 3 Certificates of Completion:

- [Certificate of Completion in Academic Writing](#) (complete 2 out of 4 courses)
- [Health Analytics Certificate of Completion](#) (complete 3 out of 5 courses)
- [Essentials Certificate of Completion](#) (complete 5 days of coursework from extensive list)

### Projected total Certificates of Completion enrolment:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Courses</th>
<th>Cohort Year 1</th>
<th>Cohort Year 2</th>
<th>Cohort Year 3</th>
<th>Cohort Year 4</th>
<th>Total Enrolment</th>
<th>Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>3</td>
<td>Will assume 3 courses with 20 students each</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>2023-24</td>
<td>6</td>
<td>New courses – will assume 60</td>
<td>New enrolment in previous courses – 60</td>
<td></td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>2024-2025</td>
<td>9</td>
<td>New courses – 60</td>
<td>New enrolment in 2023-24 courses - 60</td>
<td>New enrolment in 2022-23 courses - 60</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>2025-2026</td>
<td>13</td>
<td>New courses – 80 – 4 new courses with 20 students per course</td>
<td>New enrolment in 2024-25 courses - 60</td>
<td>New enrolment in 2023-24 courses - 60</td>
<td>New enrolment in 2022-23 courses - 60</td>
<td>260</td>
<td>260</td>
</tr>
</tbody>
</table>

*Figure 3: Projected enrolment in individual courses toward Certificates of Completion*

### 3. STRUCTURE

#### 1. ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

**Administrative**

The existing administrative infrastructure of Spark: a centre for social research innovation will support each course and Certificate of Completion. This includes a full-time Executive Director, actively engaged Academic Director, full-time administrator, 3 part-time staff and several students. Rigorous methodological training has been a priority for Spark since its founding and so the center’s infrastructure has been built with the intention of being able to manage such a program. Some aspects of the Centre’s administration (budgeting/finance, human resources, and some communications) are provided by the Faculty of Social Sciences Dean’s Office.

With sufficient enrolment, we intend to hire for part-time additional program administration and administrative support – individuals to help with managing student needs, marketing, coordination of the Certificates, and faculty support. We expect that the Inspire Office of Institutional Learning (once established) will be able support some aspects of our program.
Governance
As a Senate-approved Centre, Spark reports to a Governing Board, which is Chaired by the Dean of the Faculty of Social Sciences, Dr. Jeremiah Hurley, who is also Professor and former Chair in Economics. Other Board Members include Dr. James Dunn (Professor and Chair of Health, Aging & Society and Senator William McMaster Chair in Urban Health Equity), Dr. Tina Fetner (Professor and Chair of Sociology), and Dr. James Gillett (Associate Professor in Health Aging & Society and Associate Dean Research and Graduate Studies, Social Sciences). Drs. Hurley and Fetner chaired the original working group that developed the core vision for the Centre, and Dr. Dunn was a member. The Academic Director and Executive Director of Spark will hold direct responsibility for the development and implementation of the Certificates of Completion.

Communications
Spark has an existing communications team of staff and students that manage our website, social media, events, video, accessibility, and development of new materials. In addition to faculty, staff and students at McMaster, we have many professionals in the community who have joined our mailing list or attended events. Additional communications support will come from the Dean’s Office in the Faulty of Social Sciences.

Spark relies on several channels to communicate information, promote its message and provide services. We have a biweekly newsletter with 1,000-2,000 regular readers. We have an actively managed website and a presence on both Twitter and LinkedIn. Additionally, we host weekly talks, called Spark Talks, to share the work of researchers around the world who are innovating methods or doing highly socially relevant research. We get audiences of 10-25 attending the virtual talks, and more using our video library which now has over 75 talks available.

Additionally, we host a Social Research Innovation workshop series annually, organized around a central theme and bringing in innovative researchers to teach skills workshops related to the theme. In 2019-2020, we focused on Transparency in Research, 2020-2021 (in collaboration with the Sherman Centre) was about producing Relevant Research to impact policy and practice, and 2021-22’s Identity in Research is focused on how nuances of identity can be explored in research.

Spark also offers Research Conversations, an opportunity for any researcher in or outside McMaster to get 4 hours of free help with any social research design or methodology challenge. Since beginning the service in February 2021, we have held over 40 conversations with faculty, students, staff, and community members.

These outreach and communications vehicles, Spark’s direct work and reputation with community organizations through our applied research service, and our active engagement with Office of Community Engagement, the Community Research Platform and other community-engaged units, allows Spark to be confident that we have a strong communications base from which to launch the proposed Certificates of Completion.

2. STRUCTURE AND REGULATION
Individual Certificates of will be awarded to those that successfully complete two courses within the Certificate of Completion with at least a C average. We may revise or introduce new courses or Certificates of Completion over time as needs and research methods in the sector evolve. By introducing the Certificates of Completion gradually, we will also have an opportunity to learn and adapt our delivery in response to demand.
Below is a list of the courses included in the 3 Certificates of Completion, with short calendar descriptions for each.

1. Organizational learning & program evaluation—An overview of analytical perspectives on organizational change and evaluation in the social and non-profit sector.

   1. Assessing Strengths and Needs in Communities – An introduction to approaches and methods used for understanding the diversity and range of community assets and needs.
   2. Incorporating Evidence into Strategy – An introduction to the decision-making process and how to effectively incorporate evidence into planning for an organization or program.
   3. Impact Evaluation – An overview of core principles and approaches used to evaluate the impact of programs and policies.
   4. Cost-Benefit Analysis in the Social Sector – An introduction to how to consider alternative uses of funds and calculate the relative value of different means of addressing social concerns.

2. Qualitative data collection & analysis—An introduction to the methods for effectively collecting and analyzing social data:

   1. Interviewing and Focus Groups – An introduction to key strategies and methods for collecting data via interviews and focus groups.
   3. Trauma-informed Data Collection (focus on arts based) - An introduction to arts-based and related methods that expand the range of what has been traditionally considered data.
   4. Analyzing Qualitative Data – An introduction to key methods used to analyze qualitative data, such as policy documents and interview or focus group transcripts.
   5. Qualitative Data Analysis (QDA) using NVivo—An introduction of how to transfer principles of qualitative data analysis using NVivo

3. Quantitative data collection & analysis—An introduction to the methods for effectively collecting and analyzing social data:

   1. Survey design and analysis – An introduction to best practices for designing survey questions and overall survey structure for applied research settings.
   2. Numeracy & descriptive statistics – An introduction to foundational concepts in the consumption and presentation of quantitative data, including descriptive statistics
   3. Foundational Statistics – An introduction to foundational concepts in probability and statistics for applied analysis of quantitative data
   4. Regression – An introduction to regression-based methods of data analysis to answer applied research questions
   5. Data Wrangling—Hands-on instruction in data cleaning and presentation of descriptive statistics using common software tools
   6. Data Visualization—Hands-on instruction in creating effective data illustrations using common software tools

Note: Learners can only count either Data Wrangling or Data Visualization toward the Certificate of Completion.

4. CURRICULUM AND TEACHING
1. PROGRAM CONTENT

The Certificates of Completion will engage a variety of instructors with diverse backgrounds, disciplines, and research perspectives. Our faculty, staff, and partners have extensive applied research and/or teaching experience that we will use to continuously inform the development of these courses. The teaching staff so far identified have experience applying their research skills, making them informed mentors for students who are interested in applying research skills in the workforce. As a Centre, Spark has a broad mandate to stay actively informed about methodological developments across social research and works within the community on applied research projects. Through Spark, Certificate students will have access to our Spark Talks and Innovations in Research workshop series, where we actively engage researchers around the world to share their research about methodological innovation and/or applying innovative methods to social issues or questions.

2. PROGRAM INNOVATION

Students will have ample opportunities throughout the program to apply and develop their analytical skills through problem-based and case-based learning in the courses for these Certificates of Completion. The availability of accessibility accommodations will be made clear in all recruitment materials and Certificate outlines. Teaching instructors and staff will have training and support to ensure they can accommodate a range of student needs, including physical and mental health challenges. Additionally, throughout the program we aim to engage with students with lived experience of disabilities to help us continuously expand our capacity for accessibility.

3. MODE(S) OF DELIVERY

The courses will use a combination of in-person and synchronous online formats, according to student demand. In our recent experience, in-person learning is often preferred, particularly for the informal connections that students and instructors are able to make in the classroom. However, we’ve also learned that synchronous online formats (via Zoom) are often effective when students are geographically dispersed. Therefore, we will offer in-person training for the local, Hamilton-based market, when organizations express a preference and there is sufficient local individual demand. However, we recognize that to be sustainable and reach potential students who may not be in Hamilton, we will need to offer online synchronous courses. As the program develops, we plan to offer the more popular courses in both formats over the course of a given academic year. In addition, we expect that most courses will be offered in the evening or on weekends, including during the summer months. By offering courses in flexible formats and potentially more than once a year, working students may be more likely to complete Certificates at a time suitable for their schedule.

All Certificate course outlines will include accessibility statements, and all instructional materials will be provided in accessible formats. Instructors will support students with appropriate accommodations (e.g., CART services, transcription in virtual meetings, other software supports) as needed.

4. EXPERIENTIAL LEARNING

Each course in the Certificates of Completion will include assignments for students to apply their learning to sample cases or datasets or to problems or issues in their current organization. The aim of these assignments is to encourage existing employed students to engage with the skills at work.
Through group discussion, students will have the opportunity to establish good work practices through feedback from instructors and peers.

5. ACCESSIBILITY & INCLUSION

These three Certificates of Completion aim to celebrate the talents and insights that all students bring forward and to be an accessible, safe and welcoming environment. In our course development, we partnered with students from the Student Partner’s Program (SPP) in the MacPherson Institute. The Student Partners Program (SPP) provides undergraduate and graduate students with opportunities to participate as partners with faculty, instructors and staff on projects that contribute to the enhancement of teaching and learning at McMaster. This partnership allowed us to be proactive by building content with diverse student populations to make it more learner focused. Additionally, we are piloting with partners, beginning with the Salvation Army, who actively work with marginalized populations in local communities and have staff with lived experience of various forms of social marginalization or minimization. During the pilot, Salvation Army employees will be students in the program, and actively engaged in providing feedback to improve the design to be relevant and useful for potential students. We are in discussions with several other organizations that may wish to help us pilot test the curriculum.

Spark is mindful of the fact that people come from unequal starting places, and we work toward actively addressing different barriers to higher education. We are teaching applied research skills in ways that are highly informed by a recognition that there are deep structural inequalities that profoundly impact people’s lives, experiences, and sense of safety in educational contexts. The skills we teach emphasize that understanding the role of the diversity and complexity of lived experience is central to effective research. Some examples of our focus include meaningful dis-aggregation of data, outlier analysis, and participatory action research. We understand the importance of reflecting the diversity of our community in the Certificate offerings. We are committed to fully embracing multiple, sometimes critical, perspectives to allow for increased creativity, innovation, and leadership.

Spark’s leadership has made a major commitment to ensure that we are promoting diversity in the research enterprise and within our ranks. In our hiring process, we actively promote openings within networks of racialized, newcomer and disabled job seekers, and ensure that everyone who would actively work with a candidate has the opportunity to share their unique perspective and inform hiring. We are also consistently improving our ability to address implicit bias in the workplace by actively learning and growing to counter-act it. Our commitment to being proactive also involves asking people about their accessibility needs, creating a space and culture where dissent is not only tolerated but appreciated and people need not worry that their lived experiences will be challenged, centering diverse perspectives in the teaching process, and teaching research methods that honour the wide range of human experiences and identities.

Spark leadership and staff recognize the complexity of intersectionality and how different aspects of one’s identity can play a role in shaping perspective within different contexts. In our speaker series, we actively recruit researchers from marginalized communities to share their work. Given the size of cohorts, we are not planning to build specific supports for students of colour. However, in our experience, processes for accommodation, support, safe discussion, and diversity of teachers supports students of colour (and all other students). Through anonymous feedback forms, we will have an honest mid-term survey to assess how students feel about the level of inclusivity, academic rigour, and
guidance provided in our curriculum. In our classroom conversation and dialogue we will also ensure that everyone has an opportunity to speak, and everyone is obliged to listen. Our aim is to foster a managed space where everyone has a voice and feels heard. Elsewhere (above), we have addressed how we will address removing barriers to learning for students with disabilities, who may need a range of accommodations, from alternative formats of learning materials, to technology supports, or even just more time to complete some program requirements.

We will communicate and demonstrate our commitment to diversity and inclusion through our recruitment of program staff, including instructors, as well as clear information in our recruitment and educational materials about the availability of resources and accommodations for a range of learners.

6. RESEARCH REQUIREMENTS (IF APPLICABLE)
Not applicable.

5. ASSESSMENT OF LEARNING

METHODS FOR ASSESSING STUDENTS
As explained above, the three Certificates of Completion include 3 types of academic content and/or analysis, and courses within each of these groups will share similar assessment methods.

<table>
<thead>
<tr>
<th>Certificates of Completion &amp; list of courses</th>
<th>Typical assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational learning &amp; program evaluation</td>
<td>Group presentations analyzing cases/problems from curriculum</td>
</tr>
<tr>
<td>• Assessing Strengths and Needs in Communities</td>
<td>• Problem sets requiring analysis of course cases</td>
</tr>
<tr>
<td>• Incorporating Evidence into Strategy</td>
<td>• Written reflections responding to prompts about course cases/problems</td>
</tr>
<tr>
<td>• Impact Evaluation</td>
<td>• Written reflections on work-related evidence relevant to course content</td>
</tr>
<tr>
<td>• Cost-Benefit Analysis in the Social Sector</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualitative data collection &amp; analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interviewing and Focus Groups</td>
<td>• Short written assignments applying relevant skills (e.g., developing an interview guide, coding a sample interview transcript)</td>
</tr>
<tr>
<td>• Applied Ethnography</td>
<td>• In-class practice and role playing to apply skills (e.g., mock interviews, focus group facilitation)</td>
</tr>
<tr>
<td>• Trauma-informed Data Collection</td>
<td>• Written reflections responding to prompts about course cases/problems</td>
</tr>
<tr>
<td>• Analyzing Qualitative Data</td>
<td>• Short in-class, individual or group presentations of case/problem results</td>
</tr>
<tr>
<td>• Qualitative Data Analysis (QDA) using NVivo</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative data collection &amp; analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Survey design and analysis</td>
<td>• Problem sets or short exams</td>
</tr>
<tr>
<td>• Numeracy &amp; descriptive statistics</td>
<td>• Written reports explaining quantitative results</td>
</tr>
<tr>
<td>• Foundational Statistics</td>
<td>• Short individual or group in-class presentations of case/problem results</td>
</tr>
<tr>
<td>• Regression</td>
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<tr>
<td>• Data Wrangling</td>
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<tr>
<td>• Data Visualization</td>
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</tbody>
</table>
Because the Certificates of Completion are meant for those currently working in the social sector who want to improve their applied research and analysis skills, the assessments will focus on students demonstrating competency through a mix of assessment methods, with an emphasis on the types of writing and oral presentation skills that are central to work in the sector. These assessments are designed to evaluate both domain-specific knowledge or understanding and professional communication (writing, presenting) skills most relevant for these students and their current or future work. In addition, in most courses, assessment will include a group-based component, so that students can develop their collaboration and collective problem-solving skills as well. For example, students may be asked to discuss or work on a case study or problem together in class, but then prepare an individual reflection or analysis to assess their individual learning. Focusing on assessing students’ competency in the practical application of the theoretical approaches and methodological skills that are the focus of the Certificates align with the Program Learning Objectives, which focus on familiarity with and competency in basic methods and approaches related the applied social research in social sector settings. To support student accessibility, we will use a mix of assessment types to ensure that learners with different strengths and backgrounds will be able to demonstrate their mastery of the core skills.
## CURRICULUM MAP

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Associated DLEs</th>
<th>Level</th>
<th>Assessments</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Students will learn basic principles of research design and become familiar with a wide range of common approaches for evaluating community needs and program effectiveness | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research  
• develop knowledge of methodologies that will help them evaluate the appropriateness of different methods of inquiry for different types of needs assessments, program evaluations, or organizational change studies  
• to apply their knowledge and demonstrate that they can review, present, and interpret qualitative and quantitative information to make sound judgements and evaluate different approaches for problem-based and evidence-based decision-making  
• understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem | basic | • Group presentations analyzing cases/problems from curriculum  
• Problem sets requiring analysis of course cases  
• Written reflections responding to prompts about course cases/problems  
• Written reflections on work-related evidence relevant to course content | • Assessing Strengths and Needs in Communities  
• Incorporating Evidence into Strategy  
• Impact Evaluation  
• Cost-Benefit Analysis in the Social Sector |
| Students will develop competency and experience with basic methods of                       | 6. general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | basic | • Short written assignments applying relevant skills (e.g., developing an interview guide, coding a sample interview transcript) | • Interviewing and Focus Groups  
• Applied Ethnography  
• Trauma-informed Data Collection |

Social Research: April 2022
| Students will develop competency and experience with analysis of evidence, including basic numeracy and statistical data analysis and qualitative analysis skills for social research | 7. develop knowledge of methodologies that will help them evaluate the appropriateness of different methods of inquiry for different types of needs assessments, program evaluations, or organizational change studies | In-class practice and role playing to apply skills (e.g., mock interviews, focus group facilitation) | Analyzing Qualitative Data  
Qualitative Data Analysis (QDA) using NVivo |  
| basic | 8. apply their knowledge and demonstrate that they can review, present, and interpret qualitative and quantitative information to make sound judgements and evaluate different approaches for problem-based and evidence-based decision-making | Written reflections responding to prompts about course cases/problems | Survey design and analysis |  
| | 9. understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem | Short in-class, individual or group presentations of case/problem results | Numeracy & descriptive statistics |  
| | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | In-class practice and role playing to apply skills (e.g., mock interviews, focus group facilitation) | Foundationa Statistics |  
| | • develop knowledge of methodologies that will help them evaluate the appropriateness of different methods of inquiry for different types of needs assessments, program evaluations, or organizational change studies | Written reflections responding to prompts about course cases/problems | Regression |  
| | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | Short in-class, individual or group presentations of case/problem results | Data Wrangling |  
| | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | Problem sets or exams | Data visualization |  
| | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | Written reports explaining quantitative results | Numeracy |  
| | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | Short in-class, individual or group presentations of case/problem results | Data cleaning and descriptive statistics |  
| | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | • Analyzing Qualitative Data  
Qualitative Data Analysis (QDA) using NVivo | Interviewing and Focus Groups |  
| | • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research | • In-class practice and role playing to apply skills (e.g., mock interviews, focus group facilitation)  
• Written reflections responding to prompts about course cases/problems  
• Short in-class, individual or group presentations of case/problem results  
• Problem sets or exams  
• Written reports explaining quantitative results  
• Interviewing and Focus Groups  
Applied Ethnography  
Trauma-informed Data Collection  
Analyzing Qualitative Data  
Survey design and analysis  
Numeracy  
Data cleaning and descriptive statistics | Applied Ethnography  
Trauma-informed Data Collection  
Analyzing Qualitative Data  
Survey design and analysis  
Numeracy  
Data cleaning and descriptive statistics |
| Student will be familiar with all stages of the research process, including problem definition, data collection, data analysis, ethics, and oral and written communication, in a social organization | • to apply their knowledge and demonstrate that they can review, present, and interpret qualitative and quantitative information to make sound judgements and evaluate different approaches for problem-based and evidence-based decision-making  
• understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem | • Short individual or group in-class presentations of case/problem results | • Foundational Statistics  
• Regression |

| • general knowledge and understanding of key concepts, methods, approaches and assumptions relevant for applied research  
• understand the limitations of the methods or tools taught in the program so that they know when they will need to seek additional expertise or training to address a particular problem  
• to develop and demonstrate their communication skills | • Group presentations analyzing cases/problems from curriculum  
• Problem sets requiring analysis of course cases  
• Written reflections responding to prompts about course cases/problems  
• Written reflections on work-related evidence relevant to course content | • Assessing Strengths and Needs in Communities  
• Incorporating Evidence into Strategy  
• Impact Evaluation  
• Cost-Benefit Analysis in the Social Sector |

*Figure 6: Curriculum Map*
DEMONSTRATING STUDENT ACHIEVEMENT
For this program, success will be evident if students are able to effectively apply what they have learned to help their organizations and/or future employers develop, administer, and evaluate their social programs or similar activities. Organizations that sponsor their employee participation in the courses and Certificates of Completion should see improved capacity within their organization to collect and analyze evidence to further the organization’s core missions.

Overall, assessment of student achievement will be through completing courses in the Certificates of Completion with at least a C average. Within the program, assessment will focus on practical applications of theory and methods to address research questions common in the social sector. Organizations will be able to assess the value of the training through the ways the project informs the organization’s future work and goals.

6. RESOURCES

1. UNDERGRADUATE PROGRAMS
ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES
We believe these Certificates have the potential to significantly advance Spark’s mission. Because of this, we are committed to investing the necessary human, physical and financial resources necessary. Financial projections lead us to anticipate that we can grow the Certificates appropriately to be cost-neutral without additional funding by the fourth year. We have applied and will continue to apply for funding to support curriculum development and piloting of individual Certificates of Completion in the first three years of operations.

LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES
It is our understanding that many centrally provided services are not broadly made available to individuals external to McMaster enrolled in individual certificates. We have approached our planning without an assumption that such services will be available.

FACULTY
In identifying potential course instructors, we focused on recruiting individuals at McMaster that have strong methodological expertise but also direct experience working on applied policy and practice questions in the community. All instructors in the program will receive support and active feedback from Spark’s Academic Director, Dr. Michelle Dion, and Executive Director, Allison Van. Dr. Dion has over a decade of experience teaching a range of methodologies. Ms. Van has led initiatives in government and not for profits and both led herself and trained others in providing applied adult education.

Our initial budget and planning assumes we will hire instructors on a temporary basis, including instructors with research expertise who are currently working in the sector. We also anticipate that employees of Spark, including our SEAL lab manager and research staff who work on Spark’s applied/contract research projects, and other research units of campus may teach relevant courses in the Certificates.
ANTICIPATED CLASS SIZE
We expect to set a minimum of 10 students for each course and cap most at 30. We expect high interest in some of our quantitative methods classes, particularly numeracy, and may be able to have larger enrolment than 30 students in these courses without compromising quality.

PROGRAM IMPLEMENTATION
We plan to begin offering the program in stages, with 3-4 new courses offered each academic year, starting in Fall 2022. By 2025-26, we plan to offer the full complement of courses for the Certificates of Completion within a single year. By introducing new courses in small batches each year, we will better manage quality and control upfront costs.

7. QUALITY AND OTHER INDICATORS

QUALITY OF THE PROGRAM
To evaluate the quality of the program, we will consider:

- Whether partner organizations continue their partnership and/or sponsor future cohorts/new employees to participate in the program
- End of program student satisfaction surveys
- Percentage of students working in the social sector who take more than one Certificate of Completion

INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE
Because we anticipate having a small number of faculty who teach more than one course, students will have multiple opportunities to study with the same instructor, leading to more sustained interaction. The Academic Director of Spark has significant post-secondary teaching experience, including in extracurricular workshops on research methods for motivated interdisciplinary groups of students. The Executive Director for the program has significant experience supervising teams of student researchers/learners in applied research projects and working with community organizations to achieve their organizational objectives. We have also identified faculty members who have experience collaborating on applied research projects, including with non-profit organizations, and who have teaching experience in post-secondary institutions.
APPENDIX 1 – Citations


APPENDIX 2 – Alignment with McMaster’s Certificate Policy

The following comments address points 45-56 of McMaster’s Certificates-Diplomas policy:

CERTIFICATES OF COMPLETION
45. Though these Certificates of Completion will involve student assessment of academic content, they will be marketed as individual learning experiences.
46. These Certificates of Completion will include a minimum of 30 contact hours and evaluation of the learner’s learning. Given the need for student reflection and completion of assignments, our courses will normally span more than one week of student contact.
47. We have included detailed plans for assessment in this proposal and will record letter grades on the McMaster scale for all learners who complete a course. A minimum of a C will be required to count toward a Certificate of Completion.
48. These Certificates are intended as a professional development opportunity primarily for those currently working in the social sector, and we have established recommended and minimum enrollment requirements consistent with the level of proficiency with basic skills necessary to effectively complete the courses.

ADMISSION REQUIREMENTS
49. Though there are normally no specific admission requirements for Certificates of Completion, for the reasons outlined above, and given the content of the Certificates, we are recommended that those who enroll have the equivalent of a high school diploma or meet McMaster’s criteria for adult learners with 3 years working experience in the sector.

CREDIT TOWARD ANOTHER CREDENTIAL
50. Our courses are designed for the Certificates of Completion proposed above. We anticipate aligning our offerings with future revisions in the policy, including a new framework for microcredentials at McMaster.
51. We do not plan to offer any Certificates of Attendance related to these courses.

APPROVAL CRITERIA
52. Because we will be charging fees (see 53. below), we understand that we must submit this proposal for the three Certificates of Completion to the Certificates and Diplomas Committee and then for consideration by the Undergraduate Council. We will submit updates if and when we plan to change or add to courses, as required by this point in the policy.
53. Please see the attached memo for the Fees Committee related to this point in the policy.
54. We believe these Certificates of Completion align both with the mission of Spark as well as McMaster’s commitment to community-engaged research and collaboration with community organizations, as explained throughout this proposal.

GUIDELINES AND LIMITATIONS
55. Clarity and the protection of the McMaster certificate brand will be carefully considered, and no courses will be advertised without using the full term “Certificate of Completion,” as expected by the policy.
56. Our marketing materials and course descriptions will include the non-credit status of the course, that there will be learner evaluation, how the learner shall be graded (i.e., a letter grade), and that a “Certificate of Completion” will be awarded for successful completion of 2 courses within the Certificate with at least a C average.
APPENDIX 3 – Student Fees Committee Memo

DATE: April 28, 2022

TO: University Student Fees Committee  
FROM: Michelle Dion, Academic Director, Spark: a centre for social research innovation  
RE: Proposed courses and related Certificates of Completion in Social Research

Brief Description of the Request

We are proposing a collection of short courses (15 contact hours each) that are grouped into 3 Certificates of Completion. Learners must complete 2 courses within a Certificate of Completion with at least a C average to earn the Certificate of Completion.

<table>
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<tr>
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<th>Tuition Fees Only</th>
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</tr>
<tr>
<td>Description of Program and Plan. Please also suggest description strings to be used in Mosaic Program</td>
<td>Description strings in Mosaic not applicable (registration will be external to Mosaic)</td>
</tr>
<tr>
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<td></td>
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<td>DESCR (max 30 chars length)</td>
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<tr>
<td>ACAD_PLAN (max 10 char length)</td>
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<tr>
<td>DECSR (max 30 chars length)</td>
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</table>

Indicate the proposed fee amount(s) by Fee Type: (Under Fee Type, please specify if the fees specified are program, course, term, unit, or annual fees)

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<th>Fee Amount ($)</th>
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<td>$50.00/credit for each course ($1,100 for 2)</td>
</tr>
<tr>
<td>International Tuition</td>
<td>$50.00/credit for each course</td>
</tr>
<tr>
<td>Supplementary Fees</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

Tuition

Choose an item.
NEW PROGRAM PROPOSAL

BHSc (Integrated Rehabilitation and Humanities)

[March 23, 2022]
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COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster's Policies, Procedures and Guidelines: https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf. For additional information, contacts or guidebooks, departments can visit the IQAP website https://mi.mcmaster.ca/iqap/ or email iqap@mcmaster.ca.

Please ensure that your department refers to the New Program Proposal Guidebook for clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required for this proposal.

CHECKLIST FOR NEW PROGRAM PROPOSALS

The following section indicates all the items that are required as part of a complete new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to iqap@mcmaster.ca.

PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

☐ Complete New Program Proposal Template
☐ Faculty CVs (can be submitted on CD or USB)
☐ Memorandum(s) of Understanding (Letters of Support) (if applicable)

PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY TEMPLATE

☐ Completed
☐ Approved

PART III: FEES MEMO

☐ Completed
☐ Approved
Chair’s Declaration of New Program Proposal Completeness:

I, Dina Brooks, have reviewed the New Program Proposal for BHSc (Integrated Rehabilitation and Humanities) and agree that it is complete and satisfies all of the requirements McMaster University’s Policy on Academic Program Development and Review.

Signature:

Dean’s Declaration of New Program Proposal Completeness:

I, Pamela Swett, have reviewed the New Program Proposal for BHSc (Integrated Rehabilitation and Humanities) and agree that it is complete and satisfies all of the requirements McMaster University’s Policy on Academic Program Development and Review.

Signature:

I, Susan Denburg, have reviewed the New Program Proposal for BHSc (Integrated Rehabilitation and Humanities) and agree that it is complete and satisfies all the requirements McMaster University’s Policy on Academic Program Development and Review.

Signature:
1 PROGRAM

1.1 PROGRAM DESCRIPTION

Recent evidence highlights the benefits of including arts-based subjects in the training of medical students, who can thereby improve their communication, reflexivity, and observation skills. Professionals who understand the complex nature of health and wellbeing will be able to better address the needs of their clients and communities.

We believe that by focusing on the interfaces between rehabilitation, health, and the humanities, we can build a unique undergraduate program that will impact individual learners and a society where such skills are critically needed. This will involve integrating the restoration, maintenance, and improvement of health through rehabilitation with a deep engagement with questions about what it means to be human at its most fundamental level, as reflected in the creative arts, literature, music, history, peace and cultural studies, linguistics, the classics, communication studies, philosophy, ethics, theatre, film, and more.

The proposed program brings humanities education offered by the Faculty of Humanities and combines it with the clinical knowledge of rehabilitation. This will create a unique undergraduate program that is focused on training empathetic professionals and engaged citizens.

In this program, just over half of the content will be offered by the Faculty of Health Sciences; just over one-third by the Faculty of Humanities; and the remaining one-sixth from other university courses to fulfill the learning outcomes of the program. With this structure, students in the BHSc (Integrated Rehabilitation and Humanities) will encounter strong experiential learning components, options for clinical research and opportunities to participate in community engagement.

1.1.1 Program Objectives

BHSc (Integrated Rehabilitation and Humanities) aims to integrate principles and courses from the Faculties of Humanities and Health Sciences (School of Rehabilitation Science) to accomplish the following objectives:

1. Teach students what it means to be human at its most fundamental level, as reflected in the different aspects of humanities, including history, philosophy, literature, and the creative arts.

2. Introduce students to the multiple interfaces between the humanities, health, and rehabilitation that can help them engage and transform their communities.

3. Prepare students to understand the complex nature of health and well-being and have the knowledge and skills to address such complexity by combining humanities and rehabilitation perspectives.
4. Prepare students for future excellence by having them engage with critical thinking and collaborative problem-solving.

To accomplish the above objectives, the program will emphasize interprofessional interactions, knowledge-informed decision making, community engagement, practical experiences, and exposure to research.

1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS

The School of Rehabilitation Science (SRS) offers educational programs in occupational therapy, physiotherapy, speech-language pathology, rehabilitation science and health management at the graduate level. In 2019, the SRS developed the first ever undergraduate course in rehabilitation science (HTHSCI 3RS3) as part of the BHSc program at McMaster. This 3-unit course focuses on the fundamental concepts and theories specific to the role of rehabilitation professionals in the local, national, and global contexts. Students explore the clinical practices and unique roles of physical therapy, occupational therapy, and speech language pathology. Given the tremendous interest in the course (filling the 100 spots within hours of opening course registration), the SRS developed the Rehabilitation Sciences Certificate. This certificate provides a comprehensive academic credential specifically for undergraduate students where they will have opportunity to develop the foundational knowledge and skills needed for careers as healthcare professionals, which can enhance their employability in the field of rehabilitation (e.g., disability coordinator, case manager, claims analyst, mental health worker, return to work coordinator), as well as provide a foundation for applying to graduate studies in the health and rehabilitation sciences. The certificate was approved in the fall of 2020.

The program being proposed here builds on this undergrad course and certificate, in which BHSc and Kinesiology were partners. Leadership at the SRS felt that a partnership with Humanities could increase awareness of the value of the humanities in the rehabilitation sciences. After the SRS and the Faculty of Humanities successfully approached the Provost’s Strategic Alignment Fund and secured seed funding, a committee was formed consisting of key faculty from the Faculty of Health Sciences (FHS) and Humanities: the Integrated Rehabilitation and Humanities Committee (IRHC). The IRHC’s first task was to identify the ideal qualities and attributes that a graduate of our program should possess, attributes that played an important role in guiding the program’s curriculum development.

In addition, the RHHC engaged faculty and staff at the SRS to give advice about the proposed program, to solicit further community input, and to assess local capacity for experiential and research learning. Information gleaned from the meetings were used to further inform our program proposal. Appendix 1 summarizes these consultations.

Preparation has also involved forging new relationships between programs in the Faculty of Humanities and the SRS in the Faculty of Health Sciences. Given that the new Program will require resources from several programs and departments, we consulted with leadership of the BHSc at McMaster (Dr. Stacy Ritz) who agreed to partner on some of the courses that will be offered either as mandatory or as electives.
We also consulted with Dr. Kim Dej (Associate Vice-Provost) to explore the type of degree that would be most appropriate (i.e., Bachelor of Science).

The Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching was consulted extensively throughout the development of this proposal. Advice was received on how to articulate program learning outcomes, how to relate the outcomes to degree level expectations, and how to determine how the program fills a gap in the higher ed sector and the labour market.

1.3 CONSISTENCY WITH MCMASTER’S MISSION AND ACADEMIC PLAN

1.3.1 Consistency with the Strategic Mandate Agreement

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and McMaster University is a key component of the Ontario government’s accountability framework for the postsecondary education system. The Strategic Mandate Agreement (SMA) serves several purposes including highlighting the provincial government objectives and priority areas for the postsecondary education system and describing the elements of Ontario’s performance-based funding mechanism. In the SMA3 also establishes the basis of enrolment-related funding over the five-year SMA3 period (2020-2025). For each institution, the SMA3 establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

The proposed undergraduate program is closely aligned with the University’s academic plan and priorities and current Strategic Mandate Agreement (SMA); specifically:

1. Experiential learning (Skills and Job Outcomes): This program integrates experiential learning experiences across the program, which will provide hands-on and applied training opportunities.

2. Institutional strength/focus (interdisciplinary): This Humanities and Rehabilitation undergraduate program is a highly innovative interdisciplinary program that is the only one of its kind across Canada and the United States.

1.3.2 Consistency with McMaster Goals and Priorities

The proposed undergraduate program aligns well with the following University’s strategic goals:

1. Developing a distinctive, personalized, engaging, and sustainable student experience. To meet societal and labour market needs and student demand, the BHSc (Integrated Rehabilitation and Humanities) will provide innovative, interdisciplinary and multi-disciplinary education that will engage students and provide opportunities both in terms of graduate studies and career preparedness. Its innovative delivery methods will enhance the learning experience by incorporating experiential learning, learning portfolios, online learning (where appropriate), research exposure and other opportunities.
2. Enhancing the connections between McMaster and the communities we serve, locally, provincially, nationally, and around the globe. Given the unique nature of this program, BHSc (Integrated Rehabilitation and Humanities) will join other McMaster flagship interdisciplinary programs and be uniquely positioned globally and nationally. The strategic priority on internationalization is met through recruitment of international students to the program. In developing the proposal, we have engaged local stakeholders who have helped shape the content and format of the program (refer to 1.6.2). These stakeholders have also committed to continue involvement as students enroll, through the experiential learning component.

In May 2021, the President David Farrar launched the new strategic plan based on campus-wide feedback. The proposed undergraduate program aligns well with priority Teaching and Learning. The interdisciplinary nature of this program, the experiential learning, and research component will provide an excellent educational experience for students.

1.4 PROGRAM LEARNING OUTCOMES

Prior to graduating from the BHSc (Integrated Rehabilitation and Humanities), each student will have the ability to:

1. **Describe** the relationship between rehabilitation, health, and the humanities in the development and design of health and social contexts that optimize human functioning. [RELATIONSHIP-BASED CULTURE]

2. **Employ** the creative arts to examine human experiences of health, healing, and recovery using rehabilitation frameworks. [CREATIVITY AND THE HUMAN EXPERIENCE]

3. **Understand** the foundations of human functioning (e.g., anatomy & physiology) and analyze (and critique) existing health, wellness, rehabilitation, and clinical frameworks. [FOUNDATIONS OF CLINICAL REASONING]

4. **Develop and demonstrate** the skills of empathy, humility, curiosity, and compassion that are necessary for professional and therapeutic interactions and enhance inclusive excellence (equity, diversity, inclusion, belonging, decolonization, anti-oppression). [COMMUNICATION AND INCLUSIVE EXCELLENCE]

5. **Understand and apply** professional standards, theory, evidence, and ethics to address current and future health and rehabilitation challenges. [ETHICAL REASONING AND PROFESSIONAL CONDUCT]

6. **Appraise** and apply evidence that advance everyday health and functioning. [EVIDENCE-BASED PRACTICE]
7 Apply their knowledge and skills in the humanities and rehabilitation science through experiential learning opportunities locally and globally. [LOCAL AND GLOBAL PERSPECTIVES OF COMMUNITY ENGAGEMENT AND IMPACTS]

1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS (DLE)

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<th>UNDERGRADUATE PLOs</th>
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<td>Communication and Inclusive Excellence</td>
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<tr>
<td>Local and Global Perspectives of Community Engagement and Impacts</td>
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</tr>
</tbody>
</table>

*1: Depth and Breadth of Knowledge; 2: Knowledge of Methodologies; 3: Application of Knowledge; 4: Communication Skills; 5: Awareness of Limits of Knowledge; 6: Autonomy and Professional Capacity

**Depth and Breadth of Knowledge.** The breadth of knowledge will be addressed in the humanities courses that cover a variety of foundational disciplines, such as history of medicine and healthcare, linguistics, philosophy, and ethics as well as peace and cultural studies. In the courses related to rehabilitation science, key areas of knowledge will be covered where students will explore in-depth the historical underpinnings of approaches to rehabilitation and healthcare. This exploration will be discussed in the context of past and current conceptualizations of health, functioning and disability, as well as how these are reflected in local (provincial, national) and global approaches to health and recovery.

**Knowledge of Methodologies.** Students will gain knowledge in common practices in evidence-based rehabilitation that will be generated through both humanities and rehabilitation coursework. Students will learn various quantitative and qualitative methodologies alongside the foundational principles of ethics and ethical decision-making. Once they have a grounding in quantitative (e.g., survey, meta-analyses, systematic reviews) as well as qualitative methodologies (e.g., interviews, content analysis, case studies), they will then be introduced to various clinical scenarios through inquiry-style courses in the rehabilitation sciences. Students will also consider how these methodologies inform clinical decision making in a health and rehabilitation context. Assessment of these methodologies taught in the introductory courses (year 2) will take the form of multiple-choice exams to ensure students have the prerequisite knowledge of these methodologies. In upper year courses (years 3 & 4), students will use scenarios, based on actual clinical situations, where they will be assessed individually as well as in small groups on their ability to apply and share their reasoning through both oral presentations and written work.

**Application of Knowledge.** Students will apply their humanities and rehabilitation science knowledge through a variety of classroom and community-engaged learning experiences. For example, in Year 3, students will engage in community-based fieldwork placement within a health, social and/or rehabilitation-related setting. This learning opportunity has been strategically placed at this point in the curriculum so that
students engage in this experiential learning during courses offered in the third and fourth years of study. Students will also be able to share their respective experiences with one another through their small group learning approaches. In their final year, they will complete a research project that will involve a self-analysis at the outset so they can do an in-depth analysis of their strengths as well as gaps in their learning that can go into a portfolio, and they can then plan some of the learning in this project to address these gaps.

**Communication Skills.** The development of strong oral and written communication skills is critical and foundational to any professional career, and particularly those in health and social sectors. Communication skills will include listening, argumentation, written expression, clarity, concision, openness, respect, empathy, and engagement. Given the relatively small intake of students to this program, students will have an opportunity to practice these skills in classes as well as complete written assignments where they will receive personalized feedback to advance their communication skills. Classes will have invited speakers from the community who will share their lived experiences. As well, students are expected to be able to apply their communication skills through their fieldwork placement in the third year of the program.

**Awareness of Limits of Knowledge.** While the focus of this undergraduate program is to grow knowledge in the humanities as well as rehabilitation science, it is also critical that students understand the inherent limitations of various approaches and are critical consumers of such knowledge. For example, in the Rehabilitation Science Inquiry Courses (SRS 2R13 / SRS 3R13 / SRS 4R13), students will be introduced to a variety of perspectives of health and rehabilitation with the aim of discussing and debating different viewpoints of health, disability and functioning to develop their critical thinking skills. In the Measurement Fundamentals in Rehabilitation Science course (SRS 3MF3), students will learn about measurement theory as it applies to rehabilitation science, including the process of tool selection and how to appraise different measures in terms of their clinical feasibility, usability, and other key properties. Pragmatic considerations when it comes to the fidelity of interventions is another important limitation that will be addressed through course work that will include active and experiential learning opportunities. It is important that students recognize that health, functioning, and disability differ across individuals and across cultures. Hence students will also reflect on equity, diversity, and inclusion (EDI) when it comes to existing health and rehabilitation approaches and evidence. In this way, they will be better positioned to promote EDI going forward in their respective personal and professional pathways.

**Autonomy and Professional Capacity.** This program includes a strong focus on experiential learning opportunities where students will apply their knowledge in real-world contexts. For example, in their third year, students will undertake a fieldwork placement where the aim is to further develop their critical thinking and decision-making skills in a professional setting, where they will be working alongside others in different capacities. They will then bring this learning back to the classroom where it can be applied in their fourth-year courses, including their capstone project. Hence, graduates from our program will be able to pursue graduate degrees in the health and rehabilitation sciences, including occupational therapy, speech-language pathology, physical therapy, or Master of Science in rehabilitation science. This program will also
implement a learning portfolio where students can track evidence of their learning and experiences, which will help with documenting key learning experiences that are necessary for pursuing careers in the social or health sectors, and many others where there is growing labour market demand for such graduates.

1.6. DEMAND FOR PROGRAM

1.6.1 EVIDENCE OF SOCIETAL/LABOUR MARKET NEED

Development of an BHSc (Integrated Rehabilitation and Humanities) is justified by market demand, student interest, availability of programs in Canada and employer support. We explored potential occupations that graduates from the BHSc could enter upon graduation and reviewed the job trends. The chart below demonstrates these using NOC code retrieved from https://www.services.labour.gov.on.ca/labourmarket/search.xhtml?lang=en.

<table>
<thead>
<tr>
<th>NOC</th>
<th>OCCUPATION</th>
<th>ANNUAL INCOME</th>
<th>GROWTH RATE</th>
<th>TOTAL OPENINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3234</td>
<td>Other technical occupations in therapy and assessment</td>
<td>40,655</td>
<td>11.1 - 12%</td>
<td>1001 - 2000</td>
</tr>
<tr>
<td>4165</td>
<td>Health Policy researchers, consultants, and program officers</td>
<td>72,767</td>
<td>11.1 - 12%</td>
<td>4001 - 5000</td>
</tr>
<tr>
<td>4012</td>
<td>Post-secondary teaching and research assistants</td>
<td>28,166</td>
<td>9.1 – 10%</td>
<td>3001 – 4000</td>
</tr>
<tr>
<td>0311</td>
<td>Managers in Health Care</td>
<td>93,868</td>
<td>8.1 – 9%</td>
<td>3001 – 4000</td>
</tr>
<tr>
<td>3414</td>
<td>Other assisting occupations in support health services</td>
<td>41,379</td>
<td>9.1 – 10%</td>
<td>3001 - 4000</td>
</tr>
</tbody>
</table>

The overall employment outlook for graduates can be categorized as stable with demonstrated patterns of growth. The chart below demonstrates these potential occupations following further education using NOC code retrieved from https://www.services.labour.gov.on.ca/labourmarket/search.xhtml?lang=en.

<table>
<thead>
<tr>
<th>NOC</th>
<th>OCCUPATION</th>
<th>ANNUAL INCOME</th>
<th>GROWTH RATE</th>
<th>TOTAL OPENINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3142</td>
<td>Physiotherapists</td>
<td>73,170</td>
<td>11.1 – 12%</td>
<td>2001 – 3000</td>
</tr>
<tr>
<td>3143</td>
<td>Occupational Therapists</td>
<td>74,579</td>
<td>10.1 – 11%</td>
<td>501 – 600</td>
</tr>
<tr>
<td>3112</td>
<td>General practitioners and family physicians</td>
<td>102,176</td>
<td>17.1 – 18%</td>
<td>7001 – 8000</td>
</tr>
<tr>
<td>3236</td>
<td>Massage Therapists</td>
<td>30,047</td>
<td>11.1 – 12%</td>
<td>2001 – 3000</td>
</tr>
<tr>
<td>3122</td>
<td>Chiropractor</td>
<td>57,055</td>
<td>8.1 – 9%</td>
<td>601 – 700</td>
</tr>
<tr>
<td>3141</td>
<td>Audiologists and speech-language pathologists</td>
<td>79,471</td>
<td>9.1 – 10%</td>
<td>901 – 1000</td>
</tr>
<tr>
<td>3124</td>
<td>Allied primary health practitioners</td>
<td>96,046</td>
<td>9.1 – 10%</td>
<td>501 – 600</td>
</tr>
<tr>
<td>3125</td>
<td>Other professional occupations in health diagnosing and treating</td>
<td>52,760</td>
<td>12.1 – 13%</td>
<td>801 - 900</td>
</tr>
</tbody>
</table>
1.6.2 COMMUNITY STAKEHOLDER INTERVIEWS AND CONSULTATIONS:

From May to July 2021, a total of nine (9) interviews were completed with various community stakeholders who reflect a wide range of employment sectors in public, private, and nonprofit contexts. The table below outlines the organizations that participated in this consultation. The primary aim of these interviews was to explore each organization’s perspective regarding the employment prospects for graduates with this program. More specifically, the following topics were discussed: 1) the demand or need of potential employers for graduates of this program (i.e., current, and emerging jobs for graduates); 2) any suggested areas of learning that should be targeted during the program (i.e., knowledge, skills, abilities); and finally, 3) their potential to offer experiential learning opportunities in partnership with the BHSc program. An overview of findings from across the interviews is presented here. A narrative summary from each individual interview is also provided in Appendix 2.

<table>
<thead>
<tr>
<th>Community Stakeholder (Position of those interviewed)</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBI Health (Director of Operations)</td>
<td>Private</td>
</tr>
<tr>
<td>Music Therapists of Ontario (President and Small Business Owner)</td>
<td>Private and Nonprofit</td>
</tr>
<tr>
<td>IMHope (CEO, Health Innovation)</td>
<td>Nonprofit</td>
</tr>
<tr>
<td>United Way Hamilton-Halton (Director, Organizational Performance)</td>
<td>Nonprofit</td>
</tr>
<tr>
<td>Thrive Group* (CEO and Long-term Care (LTC) Administrator)</td>
<td>Private and Nonprofit</td>
</tr>
<tr>
<td>YMCA – Hamilton/Brantford/Burlington (Senior Regional Manager)</td>
<td>Nonprofit</td>
</tr>
<tr>
<td>March of Dimes (VP and Chief Administrative Officer, HR)</td>
<td>Nonprofit</td>
</tr>
<tr>
<td>City of Hamilton (Project Manager)</td>
<td>Public</td>
</tr>
<tr>
<td>YWCA – Hamilton (CEO)</td>
<td>Nonprofit</td>
</tr>
</tbody>
</table>

* two (2) people in leadership positions from the same organization were interviewed.

Every community stakeholder who participated in the interviews expressed enthusiasm for our program’s focus. Many recognized that graduates from this program would have the ability to strengthen current and emerging areas of emphasis in the health and social sector. For example, optimizing the client (or patient) experience is an area of strategic focus where efficacious approaches are needed to advance equity, diversity and inclusion across underrepresented and underserved groups. The combination of rehabilitation, health, and humanities was viewed as a unique strength of the intended program. Graduates are expected to have the ability to not only search, locate, and apply evidence-based practices, but also the creativity to communicate in different and effective ways with those from different professional and personal backgrounds. In fact, one of the stakeholders used the word ‘translator’ to describe how a graduate from the program could help bridge the needs of a client with community organizations from different backgrounds to ensure they are supported. This stakeholder described graduates of this prospective program as having a ‘competitive’ advantage over other applicants within their organization given their unique skillset.
When asked about potential careers and corresponding annual incomes, there was much discussion as to what might be offered to graduates of this program. A range of positions were identified, such as case managers, as well as administrative and frontline staff for different programs, including leisure and recreation programming, across different populations (e.g., older adults, youth), as well as contexts (e.g., community centres, long-term care). For example, those in the nonprofit sector indicated that they could see graduates in a variety of positions, such as communication and marketing, as well as philanthropy, where the ability to share ‘stories with impact’ is key. Many were excited to see where students might fit best in their organization, and that is where they saw value in offering placements to those in the program. For example, the YMCA indicated that they have many different opportunities for their staff ranging from after-school and childcare to housing and immigrant support services. Of those stakeholders who were able to provide an estimate of annual income, starting salaries ranged from $40,000 to $60,000 or more, if the applicant had additional expertise, such as volunteering in philanthropic causes, or had sought additional training designations (e.g., project management professional, human resources professional). The stakeholders all described this program as a strong foundation to pursuing such designations.

Most notably, each stakeholder was eager to partner with the program to develop ‘exposure’ placements for students in their third year. Many indicated they would be happy to also provide guest lectures or contribute in other ways to teaching and learning through other coursework. The stakeholders saw such placements as a ‘win-win’ where students have an opportunity to apply their emerging skills, knowledge, and abilities, and the respective organization benefits by having leading-edge, evidence-based practices shared by the student. Not surprisingly, placements were viewed as a viable means of recruiting students for full-time employment positions upon their graduation.

Given that this would be a new program, stakeholders emphasized the importance of ensuring the program includes courses where students learn how to effectively communicate and advocate for how their knowledge, skills, and abilities are congruent with different advertised positions. In fact, two stakeholders offered to set up meetings with their managerial team, once the program is approved, to increase awareness about the program and the strengths of graduates. They saw enormous value of this program and what graduates with this training will bring to organizations that bridge the health and social sectors.

1.6.3 EVIDENCE OF STUDENT DEMAND

We surveyed a total over 1000 students from the Bachelor of Health Sciences, Humanities, Life Sciences, and Rehabilitation Science at McMaster University and secured a 20% response rate.

Students were asked: “If such a program BHSc (Integrated Rehabilitation and Humanities) were available, would you have considered it as an option?” Details can be found in Appendix 3.
<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36%</td>
</tr>
<tr>
<td>Maybe</td>
<td>25%</td>
</tr>
<tr>
<td>Not for me, but I think it would be valuable for other students.</td>
<td>34%</td>
</tr>
<tr>
<td>No. I do not think it would be a valuable degree.</td>
<td>4%</td>
</tr>
</tbody>
</table>

There were numerous suggestions on how to make this undergraduate program attractive to students. Many of the suggestions, such as experiential learning and research opportunities, have been incorporated in the development of the program.

1.6.4 JUSTIFIABLE DUPLICATION

Although other undergraduate programs in rehabilitation exist in Ontario or Canada, there are no specific humanities and rehab undergrad programs. There are, however, several humanities and medicine programs, minors and certificates offered in Canada (Appendix 4). Three aspects of the proposed BHSc (Integrated Rehabilitation and Humanities) combine to make it a unique and innovative program: 1) our focus on rehabilitation rather than medicine; 2) our focus on interdisciplinary practice; and, 3) the fact that interdisciplinarity is embraced within core courses as well as experiential learning and research. We expect that this program will be a feeder for graduate programs in rehabilitation and other professions. We also expect, however, that our graduates, who have been trained at the intersections of health, rehabilitation, and human values, will become valued contributors to these fields, and may indeed form the beginnings of a new professional category.

At McMaster University, there will be some overlap between BHSc (Integrated Rehabilitation and Humanities) and the Bachelor of Health Sciences (Honours) Program (BHSc), but it will be small. The BHSc (which is a single Faculty program) offers students an understanding of health from behavioural, biological, and population-based perspectives, through the integration of foundational and health sciences. Students in the BHSc (Integrated Rehabilitation and Humanities) will be required to take the anatomy and physiology course that BHSc offers. In addition, there are some courses in BHSc that BHSc (Integrated Rehabilitation and Humanities) could take, which are detailed in Appendix 5 and 6. The BHSc (Integrated Rehabilitation and Humanities) is distinctly different than the BHSc in that cross-Faculty coursework, experiential learning, problem-based learning, and inquiry approaches are focused on key issues in rehabilitation science and research.

1.7 DEGREE NOMENCLATURE

The proposed program name is Bachelor of Health Science (Integrated Rehabilitation and Humanities). This nomenclature is consistent with the primary focus and the content of this degree. It is a bachelor’s honours degree that is designed to meet Degree Level Expectation at the Bachelor’s Honours level.
2 ADMISSION & ENROLMENT

2.1 ADMISSION REQUIREMENTS

We propose a level II entry for the program Integrated Rehabilitation and Humanities in order for it to be accessible to students from as many backgrounds as possible. The experience of existing programs across the University confirms a growing realization that programs benefit from students and faculty who come from a diversity of backgrounds—social, cultural, and educational—not least because students learn as much from one another as from their faculty. Considering this, aims to avoid creating unnecessary barriers to admission by over-emphasizing specific qualifications, and insofar as some competencies are necessary, students without them can begin the program and “catch up” in level II.

Admission Requirements: BHSc (Integrated Rehabilitation and Humanities)
Completion of any Level 1 program and a Grade Point Average of at least 6.0 (six point zero) and the submission of a supplemental application to the School of Rehabilitation Science. Selection will be based on academic achievement in year 1, alongside video-recorded and written statement(s) responses to questions where students will outline their motivation and interest in pursuing the proposed program.

2.2 ENROLMENT PLANNING AND ALLOCATIONS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cohort Year 1</th>
<th>Cohort Year 2</th>
<th>Cohort Year 3</th>
<th>Cohort Year 4</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023</td>
<td>Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2024</td>
<td>Level 1</td>
<td>50</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>2025</td>
<td>Level 1</td>
<td>75</td>
<td>42</td>
<td></td>
<td>117</td>
</tr>
<tr>
<td>2026</td>
<td>Level 1</td>
<td>100</td>
<td>63</td>
<td>35</td>
<td>198</td>
</tr>
<tr>
<td>2027</td>
<td>Level 1</td>
<td>100</td>
<td>85</td>
<td>53</td>
<td>238</td>
</tr>
<tr>
<td>Maturity</td>
<td>Level 1</td>
<td>100</td>
<td>85</td>
<td>72</td>
<td>257</td>
</tr>
</tbody>
</table>

We estimated a 15% attrition yearly. This rate was based on discussions with other interdisciplinary programs at McMaster. This rate includes students that choose to change programs and focus elsewhere, drop out of university for personal reasons and those who academically underperform.

2.3 ALTERNATIVE REQUIREMENTS

The admission requirements proposed in 2.1 are intentionally broad and motivated by our conviction that the program will be strengthened by the diversity of its students. We therefore propose to grant the Director of the program, or their designate, broad discretion to substitute other units to serve as the entrance requirements.
3 STRUCTURE

3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

Since the BHSc (Integrated Rehabilitation and Humanities) is an interdisciplinary program, the Memorandum of Agreement (MOA) between the Faculty of Humanities and the Faculty of Health Sciences (SRS) articulates administrative and governance structure of the program. A brief overview of each committee and corresponding subcommittee (inc. working groups, where appropriate) is provided below alongside a schematic (Figure 1) that reflects the reporting structure.

![Diagram of Governance Structure]

Figure 1. Proposed Governance Organizational Structure for the BHSc (Integrated Rehabilitation and Humanities)

3.1.1 EXECUTIVE COMMITTEE OF THE BHSc (INTEGRATED REHABILITATION AND HUMANITIES)

An Executive Committee provides oversight for matters related to program finances and program resourcing. The Executive Committee will meet once per year, at a minimum, to review financial results and to review and approve any required changes. Membership of the Executive Committee is as follows:

- Executive Vice-Dean & Associate Vice-President Academic
- Dean, Faculty of Humanities
- Associate Dean (Academic), Faculty of Humanities
- Vice Dean, School of Rehabilitation Science
- Director, Integrated Rehabilitation and Humanities
- Director of Administration, SRS
- Director, Finance and Administration, Faculty of Humanities.
3.1.2 OPERATING COMMITTEE OF THE BHSc (INTEGRATED REHABILITATION AND HUMANITIES)

The program is overseen by a Director and is supported by a Program Coordinator. A standing Operating Committee has responsibility for curriculum development. The Operating Committee will also elect a subcommittee for admissions (see 3.1.2.1).

The composition of the Operating Committee is as follows:

- Chair: Director of the BHSc (Integrated Rehabilitation and Humanities)
- Faculty: Five faculty members, three from the SRS and two from the Faculty of Humanities, to be appointed by their respective Dean/Vice Dean for staggered three-year terms
- Students: Two undergraduate students, registered in the program, to be appointed by the Director for a two-year term
- Program Coordinator (non-voting)

The Program Director will be selected by a committee co-chaired by the Dean/Vice Dean (or their delegates) from the Faculties of Humanities and the SRS. The normal term appointment for the Program Director shall be five years, with the possibility of renewal once. The Program Director will be accountable to the program’s Executive Committee and will report jointly to the Dean of Humanities and Vice Dean of SRS. Remuneration for the Program Director (e.g., stipend, course releases,) will be provided by the Program. Terms of Reference for this position are outlined in Appendix 8.

The following subcommittees fall under the Operating Committee:

3.1.2.1 ADMISSIONS SUBCOMMITTEE

The Operating Committee will also include a subcommittee focused on admissions. This subcommittee will consist of the program’s Director and one faculty member from each faculty. This team will oversee the admissions process, including review of applicants. They will also work closely with the Advisory committee on anti-racism, anti-bias, and anti-oppression (see 3.1.2.3) on initiatives, such as the facilitated black admissions process, to ensure equity and inclusion of potential applicants.

3.1.2.2 FACULTY DEVELOPMENT SUBCOMMITTEE

The Faculty Development subcommittee also sits under the Operations Committee. This committee will be comprised of faculty members from all levels, including sessional faculty, alongside the program coordinator, who will work together to review existing courses (see Appendix 6) and new courses (see Appendix 7) in the program. If the proposed program is fortunate to be approved, this committee will get to work right away on course development that will assist the operating committee with curriculum development. This subcommittee will be comprised of equal numbers of Rehabilitation Science and Humanities faculty who will, in turn, consult their respective faculty more broadly, as needed. Once the program is launched, this committee will meet at least...
once every academic term. The ‘Faculty Development subcommittee’s’ Terms of Reference” will aim to:

1) Ensure a ‘culture of collaboration’ where resources and expertise among faculty members (permanent, tenured, and sessional) in Humanities and Health Sciences are shared.

2) Provide a forum for faculty of all levels (permanent, tenured, and sessional) to share course-by-course foci and pedagogies, including assessment methods.

3.1.2.2.a ASSESSMENT WORKING GROUP – This working group will focus specifically on ensuring the evaluation processes in the program are integrative and reflective of the humanities as well as rehabilitation science. By reviewing the assessments for quality, validity, and paradigmatic alignment within and across courses, this committee has an important and unique role. They will also ensure faculty, including sessional instructors, are oriented to the methodologies, approaches and perspective of the program. This committee will, when needed and appropriate, make recommendations for course development or adjustment specific to assessment methods. Such recommendations will be reported to the Operating committee, who is responsible for curriculum. This working group will be comprised of up to 4 members who will include faculty from both the humanities and rehabilitation science.

3.1.2.3 ADVISORY COMMITTEE ON ANTI-RACISM, ANTI-BIAS AND ANTI-OPPRESSION (ARABAO) SUBCOMMITTEE

Both the School of Rehabilitation Science and the Faculty of Humanities are strongly committed to the principles of equity, diversity, inclusion (EDI), accessibility, and Indigenous Reconciliation (IR). For the proposed BHSc (Integrated Rehabilitation and Humanities), we will set-up an ARABAO subcommittee, which will be co-chaired by a faculty and a student member from the program, and include staff, students, faculty, as well as community stakeholders, such as those who host student internships where the focus is on shared practices, communication strategies, language, inclusive and accessible teaching and learning principles across all courses, and educational initiatives through the lens of anti-racism, anti-bias and anti-oppression. The committee will also ensure that the curriculum reflects culturally diverse/relevant approaches and reflects anti-racism, anti-bias, and anti-oppression content. The committee will provide ongoing guidance, advice, and/or recommendations to the Operating committee concerning equity and diversity initiatives and advise on such initiatives to ensure they are inclusive and accessible. This committee will set annual goals. This committee will report to the Operating Committee who will ensure any recommendations from this committee are implemented accordingly.

3.2 STRUCTURE AND REGULATION

The governance of the program is structured to achieve program learning outcomes. The program will have a dedicated director whose main responsibility is to guarantee that the curriculum and any proposed changes to curriculum will contribute to the
program learning outcomes. As outlined above, the Operating Committee and respective subcommittees will meet at designated intervals to ensure the program is effectively delivered and to consider curriculum changes that might enhance program learning outcomes. The composition of the operating committee assures that the interdisciplinary nature of the program remains intact. The Executive Committee will meet at least once a year and will have financial oversight of the program.

4 CURRICULUM AND TEACHING

4.1 PROGRAM CONTENT

The curriculum for the BHSc (Integrated Rehabilitation and Humanities) program will produce graduates who understand the complex nature of health and well-being and have the knowledge and skills to address such complexity using a combined rehabilitation and humanities lens. To meet this goal, the curriculum includes experiential learning components, research opportunity, courses, as well as self-directed learning. The program places high priority on community engagement and interdisciplinary learning. The delivery of the curriculum will be informed by principles of equity and diversity.

Given the large number of potential courses, the program will outline pathways for those planning different careers. For example, for those who wish to pursue further education for a health professional degree, the pathway would consider the different prerequisites for entry to practice degrees. For those interested in research or managerial positions, a specific pathway would be suggested. For those interested in working in the health and social sector immediately upon graduation, specific recommendations will be made. For those more interested in the Humanities, there are a number of options for them to pursue in graduate studies. Experiential learning will be tailored to students’ individual goals. Future development of the program could include specific combined Honours with other programs.

4.2 PROGRAM INNOVATION

The BHSc (Integrated Rehabilitation and Humanities) is innovative in its subject matter: complex nature of health and well-being through a rehabilitation and humanities lens. It partners a focus on restoring, maintaining, and improving health through rehabilitation with what it means to be human at its most fundamental level, as reflected in the creative arts, literature, music, history, philosophy, and more.

Other innovations that will be incorporated are as follows. We will use universal design in our educational approach, aiming to be as open and accessible as possible and using diverse modes of delivery. All students will complete a component of their learning in the community within a community and academic partnered environment. Finally, the courses will be delivered through close cooperation of faculty from humanities and SRS using interdisciplinary teaching strategies.
4.3 MODE(S) OF DELIVERY

To enhance student experience, and to ensure that program learning outcomes are accomplished, the program will employ different modes of delivery that include:

1. **Cross-faculty coursework**: coursework will be designed to provide cutting edge interdisciplinary and transdisciplinary programming and to ensure such programs can be delivered effectively and sustainably.

2. **Experiential learning**: experiential is the process of learning through experience and through reflection on the experience.

3. **Problem-based learning and inquiry approaches**: there is a core group of three required inquiry courses where students are initially introduced to a variety of rehabilitation perspectives with the aim of discussing and debating different viewpoints of health, disability and functioning to acquire a range of intellectual skills. These courses will facilitate the development of lifelong and self-directed learning in the context of one or two rehabilitation issues.

4. **Blended learning**: coursework will be provided using a combination of online and in person learning.

5. **Research experience**: All students will have the opportunity to partake in research with faculty in the SRS that ranges from review of literature, study design, data collection and analysis, and preparing the results for publication and presentation.

6. **Field trips, site visits and community engagement**: Throughout the curriculum, whether in coursework, experiential learning or research, students will engage with the community and will take part of site and field visits.

4.4 EXPERIENTIAL LEARNING

The program will invest in and create the required resources to facilitate experiential learning in the third year. An Associate Director of Experiential Learning will ensure that all students have at least a 3-unit and up to a 6-unit experiential learning opportunity consisting of either of the following:

1. **Placements**:
   Placements may occur in many different settings, experiencing the role of humanities in rehabilitation. Students might work in hospitals, nursing homes, rehabilitation centres, community centres, private clinics, organizations, or mental health departments.

2. **Community Projects**:
   Students would be partnered with a community group and work on a project that focuses on an aspect of rehabilitation, humanities, citizenship, or hard to reach population so that students encounter novel and unpredictable situations that support new learning. The goals will be to ensure that (1) learners are engaged intellectually, emotionally, socially, and/or physically, which produces an experience that is authentic; (2) relationships are developed and nurtured; (3) connections are formed between the student and the community.

The SRS presently has Memorandums of Understanding (MOUs) with over 150 sites to
provide placements for rehab students. Placements for the students in BHSc (Integrated Rehabilitation and Humanities) will be incorporated in these MOUs.

4.5 ACCESSIBILITY & INCLUSION

Standards set by the Accessibility for Ontarians with Disabilities (AODA) will be adopted in the development of new course materials and resources. Individual students with specific accommodation requests will be supported in disclosing their needs through formal channels.

The areas of accessibilities considered are teaching accessibility, creating accessible websites and media, and accommodations.

Teaching Accessibility
Teaching accessibility means that teaching will be conducted in a manner that is accessible to everyone. This will entail courses that are designed and delivered with a diversity of learning styles in mind by identifying and removing barriers to teaching and learning. We will also ensure that online delivery has features that will enhance accessibility. Course and lecture materials will be made available to student via podcasting and accessible documentation. All in all, we will make sure that will utilize the resources available under http://accessibility.mcmaster.ca/teaching-accessibly in designing and delivering new courses.

Creating Accessible Websites and Media
While using multimedia and digital resources enhances learning experience, it might create accessibility problems for some students. For example, podcasts will not be accessible for students hard of hearing. In this instance, an alternate format such as text transcription of the recording will be made available upon request. In general, we will utilize the resources available under http://accessibility.mcmaster.ca/creating-accessible-content if we have accessibility issues with multimedia content and digital resources.

Accommodations
We acknowledge that some accommodation might be required for students with accessibility issues. Students with physical disabilities or mental health disorders will be counselled by the office of the Student Accessibility Services, which makes recommendations for accommodations that will be implemented by the program. In addition, the Faith and Spirituality Day Calendar will be consulted to accommodate students who want to observe religious and other faith-based obligations.

4.6 RESEARCH REQUIREMENTS (IF APPLICABLE)

All students will have at least a 3-unit and up to a 6-unit research focused course. The research project would be a capstone thesis that consists of undertaking a narrative, systematic or scoping review, collecting, and analyzing data, and preparing and presenting the findings at a conference. Projects could be performed by a single student or a group of students. Projects will be conducted in collaboration with a faculty member(s). The magnitude of the projects will depend on whether students opt for a 3-
unit or a 6-unit offering. Presently, SRS faculty supervise over 100 undergraduate and summer students yearly from other programs and universities. The focus of SRS faculty will switch to supervising the BHSc (Integrated Rehabilitation and Humanities) students.

5 ASSESSMENT OF LEARNING

5.1 METHODS FOR ASSESSING STUDENTS

Our methods of student assessment are congruent with the PLOs and DLEs outlined in Sections 1.4 and 1.5. Given our multi-modal approach to curriculum delivery, including small- and large-group inquiry seminars using problem-based learning principles combined with on- and off-campus experiential opportunities, our methods of assessment encourage knowledge and skill development across a range of areas. The selected assessment methods include multiple choice exams, independent essays, as well as individual and team-based oral presentations and written reports. An online learning portfolio will also be used to track academic performance where evidence of accomplishment will showcase their learning in multiple and creative ways. For example, in the second-year course, HLTHSCI 2RS3, students are divided into small groups where they will develop an online storyboard for a 3-minute video that aims to educate others about the role of rehabilitation. In the 4th year course, Entrepreneurship in Rehabilitation Science (SRS 4ER3), students will work in small groups with a stakeholder to develop a social media campaign, including short videos. The storyboard and social media campaign can be featured in their learning portfolio as artifacts that exemplify unique learning experiences in the program. The portfolio and artifacts can be shared with potential employers to demonstrate breadth and depth of skill and knowledge development during the program. The program Director and coordinator will track and assess the portfolios.

Upon admission to the program, methods of evaluation will focus on ensuring students have the requisite knowledge, skills, and abilities for more applied learning in upper year courses, including the third-year practicum. For example, courses in measurement fundamentals in RS (SRS 2MF3) and evidence-based practice in rehabilitation science (SRS 2ER3) use multiple choice and short answer questions. These assessment methods require students to identify and recall concepts, which will be examined in the context of case-based scenarios. Essays, including research papers, will be used to assess student learning in the third and fourth years of the program in courses, such as Exploring Disability in a Health and Rehabilitation Context (SRS 3ED3), where they demonstrate their ability to independently reflect on existing approaches and apply their learning. Students will be required to locate, explore, and share evidence from the literature, including emerging areas of innovation in rehabilitation science, as it relates to both applied and theoretical issues so they can learn to develop and defend different points of view.

Collaborative problem-solving and teamwork will be assessed through both written and oral presentation of materials. Professionalism and ethical conduct, as reflected in these materials, will be evaluated across all aspects of the program. This evaluation will be conducted by peers, instructors, and community partners, where efficiency and effectiveness of communication as well as organization and time management will be
assessed to ensure advancement of knowledge, skills, and abilities specific to rehabilitation, health, and the humanities.

5.2 CURRICULUM MAP

The curriculum map links Program Learning Outcomes in the BHSc (Integrated Rehabilitation and Humanities) with courses alongside the approaches that will be used to evaluate student learning. For each learning outcome, the curriculum map shows the extent to which the outcome in question is being addressed as well as how it is being assessed. Although learning outcomes are covered to varying extent in many of the BHSc (Integrated Rehabilitation and Humanities) courses, the curriculum map shows three levels of coverage: introductory, intermediate, and advanced. Please see Appendix 5 for the curriculum map and Appendices 6 and 7 for descriptions of the existing and new courses.

5.3 DEMONSTRATING STUDENT ACHIEVEMENT

As can be seen in our curriculum map, the core features of students’ success in our program include the effective synthesis of theory and practice, the ability to collaborate and effectively communicate in both academic and community contexts, the successful application of their learning in these same contexts, and the ability to engage in all this with autonomy and self-direction. In these ways, our students will prepare themselves for lifelong engagement with their communities and society as a whole.

Especially important in this regard will be the Learning Portfolio that each student will be required to keep throughout the program. That is, each student will have access to an electronic portfolio in which they can collect and curate self-selected work that demonstrates acquired competencies and realized learning outcomes. These might include text documents, presentation slides, hyperlinks to webpages, graphs and data spreadsheets, photos, audio, videos, et cetera.

6 RESOURCES

6.1 UNDERGRADUATE PROGRAMS

6.1.1 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES

The administrative resources for the program consist of a program director (existing faculty), a half-time administrative assistant and a full-time program coordinator. The physical resources required for the program consist of existing classroom and laboratory space. There are no special requirements for labs or other physical spaces. The program will be funded through provincial grant funding, tuition, and fees for domestic and international students.

The program budget assumes full costing where the cost of instruction is based on the average cost of faculty in both Health Sciences and Humanities. Sessional instructors will be required for some of the teaching load and are included in the faculty below as well as the budget template, and approximately one teaching assistant per course in
Rehabilitation Science will be required.

At present, there is no centralized student advising at the FHS. Humanities has offered to provide these services until such time that FHS has a centralized system.

6.1.2 LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES

The program budget uses the budget template of undergraduate programs which properly compensates the library and UTS for the use of their resources. The current collections and resources are sufficient for the requirements of the program, see Appendix 9.

6.1.3 FACULTY

The following faculty will be involved in teaching the rehabilitation courses that will be developed. Note that sessional instructors will likely cover about 25-40% of the teaching.

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Rank/Appointment</th>
<th>Courses Load And Administrative Load Per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Vrkljan</td>
<td>Professor (Research)</td>
<td>15 Credit Hours 20% Administrative</td>
</tr>
<tr>
<td>Dina Brooks</td>
<td>Professor (Research)</td>
<td>15 Credit Hours</td>
</tr>
<tr>
<td>Peter Rosenbaum</td>
<td>Professor (Teaching)</td>
<td>15 Credit Hours</td>
</tr>
<tr>
<td>Olaf Kraus De Camargo</td>
<td>Associate Professor (Scientist CanChild)</td>
<td>15 Credit Hours</td>
</tr>
<tr>
<td>Rebecca Gewurtz</td>
<td>Associate Professor (Research)</td>
<td>15 Credit Hours</td>
</tr>
<tr>
<td>Vanina Dal Bello-Haas (On Leave- Role To Be Confirmed On Return)</td>
<td>Professor (Research)</td>
<td>24 Credit Hours</td>
</tr>
<tr>
<td>TBD</td>
<td>Director of Experiential Learning</td>
<td>15 Credit Hours</td>
</tr>
<tr>
<td>TBD</td>
<td>Sessional Faculty</td>
<td>As Needed</td>
</tr>
</tbody>
</table>

[See Appendix 10: Faculty CVs]
6.1.4 ANTICIPATED CLASS SIZE

In September 2024, the first BHSC (Integrated Rehabilitation and Humanities) class of 50 will be admitted. This becomes the basis of a progressive increase in enrolment to 100 in 2026. The students will be enrolled in classes as a cohort for rehab courses. We estimated a 15% attrition yearly. The total program size will level out at 257 in 2028/29.

6.1.5 PROGRAM IMPLEMENTATION

Below is an outline of the timelines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2021</td>
<td>Application to the 2021 Strategic Alignment Fund, component of the University Fund</td>
</tr>
<tr>
<td>March 2021</td>
<td>Notice of acceptance received</td>
</tr>
<tr>
<td>April-August 2021</td>
<td>Development of the IQAP</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Submission of IQAP for approval</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>Submit curricular changes, adding courses to University Calendar for 2023/24</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>Filling the position of Director of the Program</td>
</tr>
<tr>
<td>Spring 2022-Fall 2022</td>
<td>Outreach campaign to student counsellors in Ontario high schools</td>
</tr>
<tr>
<td>Fall 2022-Spring 2023</td>
<td>Recruitment campaign for intake into program in 2023/24</td>
</tr>
<tr>
<td>September 2024</td>
<td>Intake of the first group of students into the program</td>
</tr>
</tbody>
</table>

7 QUALITY AND OTHER INDICATORS

7.1 ACADEMIC QUALITY OF THE PROGRAM

We will engage in an ongoing program evaluation that includes both formative and summative data. The following indicators will be evaluated on an ongoing basis. These will provide feedback on the academic quality of the program and contribute to the outcome evaluations.

Formative or annual feedback that informs the day-to-day delivery of the program:
- Student evaluations of faculty and courses
- Feedback from the Executive and Operating Committees
- Feedback from clinical preceptors and faculty for experiential and research settings
Summative feedback
● Graduate surveys
● Employer surveys
● Application numbers and completion rates
● Rates of employment
● External reviews

7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE

The hallmark of the program is an inquiry approach where students are initially introduced to a variety of rehabilitation perspectives with the aim of discussing and debating different viewpoints of health, disability and functioning to acquire a range of intellectual skills. These courses will facilitate the development of life-long and self-directed learning in the context of one or two rehabilitation issues.

Students will also be involved in group learning activities, experiential learning in other venues, and participating in research projects. Interprofessional education activities that promote cooperative learning among students will be provided through activities within SRS, Faculty of Health Sciences and Faculty of Humanities. Interdisciplinary learning encourages students to integrate content and skills across disciplinary fields and promotes a high-quality intellectual experience.
Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: Curriculum & Admissions Committee, Undergraduate Council, University Planning Committee and Senate.
Hons B.Sc. (Rehabilitation, Health and Humanities)

Brainstorming sessions about courses May/June 2021
Learning Objectives: Prior to graduating from the *Honours B.Sc. Rehabilitation, Health and Humanities*, each student will have the ability to:

- **Describe** the relationship between the humanities, health, and rehabilitation.

- **Employ** the creative arts to examine human experiences of health, healing, recovery, using rehabilitation frameworks.

- **Analyze** (& critique) existing health, wellness, and rehabilitation frameworks.

- **Develop and demonstrate** the skills of emotional intelligence (empathy, humility, curiosity, compassion) that are necessary for professional and therapeutic interactions that enhance inclusive excellence (equity, diversity, inclusion, belonging, decolonization, anti-oppression)

- **Understand and apply** professional standards, theory, evidence, and ethics to address current and future health and rehabilitation challenges.

- **Appraise** and apply evidence that advance everyday health and functioning.

- **Apply** their knowledge and skills in the humanities and rehabilitation science through experiential learning opportunities locally and globally.
Some updates! Hot off the press!

• New Name for the degree: Hons B.Sc. (Rehabilitation, Health, & Humanities)

• Level 2 program entry: after year 1 in Humanities, Social Science, Life Science or Science

• Content: Approximately 52.5 % of content is offered by the Faculty of Health Sciences, 35 % is provided by the Faculty of Humanities, the remaining 12.5% is from other university courses that are selected by the student.

Feedback on any of these changes?
Year 1 (10 courses, 30 units)

No rehab courses. They are not in Hons B.Sc. (Rehabilitation, Health and Humanities)

• Some prerequisites (to be determined in discussion with Humanities)
  o Humanities prerequisites
  o Science prerequisite
  o Social Science prerequisites
Year 2 (10 courses, 30 units)

- 2 courses in partnership with BHS (Physiology and Anatomy)
- 1 Fundamentals of rehab Course (Rehab course already developed) in BHS
- 3 electives from humanities and/or other faculties
- 4 new courses by Rehabilitation; ideas??????
  - Rehab Inquiry 1
  - Theories, frameworks, & models of Rehab
  - Understanding Disability
  - Health Communication
Year 3 (10 courses, 30 units)

- 2 or 4 courses Experiential-focused Practicum (student can do 3 or 6 units)
- 2 or 4 electives from humanities or other faculties
- 4 Rehab and Humanities courses
  - 2 existing courses
  - 2 new courses: ideas
    - Rehab Advanced Inquiry
    - Specialty populations (Pediatrics/geriatrics)
    - Human Rights and Disability
Year 4 (10 courses, 30 units)

- 2 or 4 Undergraduate research (student can do 3 or 6 units)
- 2 or 4 electives form humanities or other faculties
- 4 Rehab and Humanities courses
  - 2 existing courses
  - 2 new courses; ideas???????
    - Entrepreneurship & commercialization in rehab (?)
    - Advanced Concepts in rehabilitation
    - Community Engagement in rehab
    - Rehab focus digital design
    - CAPSTONE PROJECT vs. THESIS?
APPENDIX 2
Narrative Summary: Interviews with Community Stakeholders

J. Omar Aboelela
Director of Operations, Southwest Ontario
CBI Health
j.o.aboelela@gmail.com

As a prospective employer in the evolving private sector of healthcare, Omar indicated the proposed degree addressed a major gap in undergraduate education when it comes to the “human aspects” of working in across health and social sectors. These skills, he described, were “communication and teamwork” where there is a focus on the “patient experience.” In his leadership position, Omar is sitting at many tables, including the development of Ontario Health Teams. He identified that the health system is shifting its focus to more patient-centred care. When he is hiring, he is looking for the following skills: coachability, hard work, interest in learning and growing (growth mindset) but also realistic in their expectations of the organization and that further development of foundational skills can sometimes be needed before moving into leadership positions. Omar identified that graduates of this prospective program could be employed in many different roles within his organization including, clinical coordinators in their private clinics as well as clinical administration who could progress up the leadership chain, with further training in project management, to quality specialist roles or even clinical managers. Salaries would start at $45,000-$65,000 per year, depending on qualifications and background experience. The ability to communicate both internally with colleagues and externally, on behalf of the organization, using ‘stories’ that resonate with others is an increasingly important skill that is needed. In this way, he described how graduates from this program, with their abilities grounded in the arts and sciences, could be viewed as ‘translators’ or ‘bridges’ to different parts of the healthcare system. Omar also described how the health system will be moving to a wellness and health promotion model and saw the training at the undergraduate level with a focus on such models would be a competitive advantage for graduates from this program. Omar indicated CBI Health would be very open to offering experiential opportunities for students.

Julia Kowalski, MSc, Certified Music Therapist
President, Music Therapists of Ontario
Small Business Owner (will begin PhD, UofT, Fall 2021)

Based on her background as a music therapist and current leadership role with the Music Therapists of Ontario, Julia described how she saw prospective graduates from this program as “well-rounded.” While the program has the potential to provide the foundational knowledge and skills to a number of professions in the health sector, including music therapy, she indicated the importance of students understanding limitations in their respective scope and abilities. For example, when using a particular intervention, it can be important to “take a step back” with a client and refine the approach in question, rather than just simply trying a different technique. With further education, a music therapist’s income can range from $40,000 to $110,000, if they operate a successful practice. Some therapists are hired in hospitals and other settings, where there are benefits, but salary range may not be as high. Julia also identified how additional training is often combined with other approaches, such as psychotherapy, so graduates have more breadth in terms of skills. Julia indicated that she was open to offering experiential opportunities and was currently offering these internships in the virtual environment with...
success – from observation of interactions with clients to more hands-on coordination of sessions. She mentioned potential employment opportunities for graduates from the program in many different sectors, including group homes, although the salary and benefits packages may need to improve to attract graduates from degrees, such as the one under development.

Chelsea Mackinnon
BHSc Graduate (McMaster), MSc (Music - UofT); MSc (Health Innovation – Queen’s)
CEO, IMHope - https://imhope.ca/

As a graduate of the Bachelor of Health Science program at McMaster, as well as a current instructor in the BHSc degree, Chelsea saw the proposed program as a ‘unique’ training ground for potential career in the health-related fields and a building block to pursuing additional education. However, Chelsea also had many questions, as to the scope of what was being proposed with the ‘arts.’ She highlighted that there are so many areas that can be encompassed in the humanities from music to sculpture as well as writing and film alongside gender studies, human rights and other fields. Hence, she identified the ‘breadth and depth’ of knowledge that is offered need to be carefully considered and, in turn, reflected in the operationalization of the proposed degree. However, the “marrying” of health and rehabilitation with the humanities is certainly needed, as STEM-related fields do not always emphasize the creativity of arts-focused programs. Chelsea also emphasized the importance of ensuring the program included skills where students could learn to self-advocate for positions, where their skillset would be both needed and valued. She identified that many paid positions do not exist per se, so it is critical that students understand the unique skillset they offer and how that fits with current postings. She could see such courses being offered that focus on development and integration of such skills (i.e., self-advocacy) in upper year courses within the proposed program. Chelsea was willing to offer placement opportunities for students in this program and was open to discussing other ‘connection’ opportunities as well, given her background and teaching experience in the Bachelor of Health Science program.

Steve Sherrer, CEO, Thrive Group, Hamilton ON.
Bahar Karimi, RN, MN, MHSc, Administrator, Idlewyld Manor Hamilton ON – LTC, Thrive Group

First, it is important to contextualize the organizations that comprise Thrive group to set the context for the perspectives and insights in relation to the proposed undergraduate degree. Thrive Group is both a private and non-profit charitable organization that serves as an umbrella organization for other mostly non-profit organizations with a healthcare focus. These organizations including support services for over 3000 individuals daily across long-term care (LTC), supportive housing and assisted living sites as well as in-home supports in the greater Golden Horseshoe and beyond in Mississauga, Oakville, Burlington, Waterdown, Dundas, Hamilton, and elsewhere. They also provide back office supports on a fee-for-service paces in finance, resources, facilities management, and strategic leadership that is customized to organization needs. During the discussion, the CEO and LTC administrator saw this program as offering an critical blended approach to learning by bringing together the arts and sciences of health and rehabilitation. They foresee graduates from such a program as being “well-rounded.” With the Ontario Health Teams developing and the need for unique positions growing in the health and social sector, particularly LTC where care approaches are evolving. For example, Bahar (LTC administrator) commented that she could see graduates joining as ‘recreation assistants’ but with experience in the organization could grow into management roles if they desired. Steve (CEO) agreed that additional training would position these graduates
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to assist with quality assurance processes (QAP), which are also important in such organizations. The starting salary would be in the $20-$24 per hour range for recreation assistants. They also emphasized that a partnership in terms of placements is always welcome and really enjoy having students from different programs, such as the one being proposed. Students are viewed as an asset in terms of bringing a unique skillset and knowledge base that can enhance current care approaches.

Angela Dawe
Director, Organizational Performance

As Director of Organizational Performance for the United Way Halton & Hamilton (UWHH), Angela described the prospective degree as an exciting opportunity for students, faculty, as well as the health and social sector. Given the United Way’s role as a knowledge broker to many service agencies that provide supports on the frontline, it would benefit students in the program to learn about organizations from a ‘systems’ level. The systems to which she referred are complex where many considerations are factored into strategic decisions regarding ‘funding’, particularly with the precarity caused by COVID-19 pandemic. For example, Angela described how her organization is focusing on issues specific to equity, diversity, and inclusion as well as the recent shift of the health sector to Ontario Health Teams. How does these policy decisions impact not only organizations but the people who are served? The UWHH is using design thinking and co-design methodologies when working with community partners to ensure approaches undertaken are reciprocal, mutually beneficial and accountable. As such, Angela described how students with empathetic and other requisite skills of emotional intelligence alongside patience, critical thinking and demonstrate resilience and continue to problem-solve in face of adversity, and who value growth and learning are essential skills. She emphasized the UWHH is open to placements for students from this and other McMaster programs. With the aging population, Angela identified that students with backgrounds in health and rehabilitation where the arts and sciences come together will be valued with strong academic backgrounds in communication and culture as well as experiential learning opportunities where they can learn about navigating complexities and conflict resolutions in real-world work environments like the UWHH.

Lisa Maychek
Project Manager, Age Friendly City
Healthy and Safe Communities
Children’s Services and Neighbourhood Development Division, City of Hamilton
905-546-2424 ext. 1721

Lisa has over 15 years of experience in various divisions in the city of Hamilton. Given her perspective, Lisa was able to suggest different areas where students in the proposed undergraduate program would benefit from experiential learning opportunities as well as sectors of prospective employment. These areas included recreation, Ontarioworks, city housing, public health, including the youth strategy, children’s services and neighbourhood division and even digital marketing and social media. For example, with Ontarioworks, Lisa identified that this service can be complex, as not only are you supporting people who are seeking employment, but often these individuals have complex needs, such as mental health, that also need to be addressed. She could see how graduates with strong ‘soft’ skills, including compassionate communication and working in teams, would do well in a number of city
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positions. Lisa suggested that presenting the program to city managers would be beneficial, so they were aware of the degree. City officials have worked with students from Health, Aging, and Society, for example, but would benefit from increasing their knowledge of other programs and forming strategic partnerships in terms of placements and, potentially, employment opportunities at a city level in Hamilton, and beyond. Lisa was enthusiastic about the program and its prospective graduates.

Genevieve Hladysh B.Kin,* MAL (Health), CHE  
Senior Regional Manager, Health Fitness and Aquatics  
The YMCA of Hamilton/Burlington/Brantford  
Phone: 905-929-7273  
genevieve.hladysh@ymcahbb.ca  
YMCAHBB.CA  
*Graduate Kinesiology Program, McMaster University

As a past graduate of the McMaster Kinesiology program and with ongoing training in health leadership, including recently completing a Master's degree in Leadership, Genevieve was very enthusiastic about the prospective undergraduate degree. Similar to the other community partners, she described how a graduate from this program have the potential to serve as a bridge to promoting health and wellness in the community. She raised the LiveWell program, as an example, which was began in Hamilton as a partnership between McMaster Faculty of Health Science, Hamilton Health Sciences and the YMCAHBB, and has just expanded to 20 sites nationally. She viewed this type of program as a natural fit for potential graduates as the importance of bridging health and social care systems is key. Community partners like the YMCA have a key role to play. She expected that graduates from this degree would have the ability to translate best practices pragmatically into the community settings as well as evaluate such practices. Genevieve also commented that having advanced digital skills in communication and the ability to tell stories in creative and unique ways could lead to all kinds of opportunities in the YMCA, including philanthropy and EDI implementation. In addition to health and fitness, she outlined the broad scope and reach of the YMCA, which has been different and moving (and evolving) parts, including, but not limited to, housing, newcomer and immigrant services, and childcare. She could see graduates of the program being able to work in a number of these areas and, with additional training, to have opportunities for advancement within the YMCA employment structure. The YMCAHBB takes students for placements from both colleges and universities. They would be very open to having students for such placements. The prospect of pairing students across disciplines as well as institutions was discussed and potential benefits of doing so for their learning. A key point that Genevieve raised was that for students at this stage in this learning exposure to different learning opportunities is important, so they learn and have an opportunity to explore potential areas of interest regarding their professional growth.

Christopher Harrison*  
March of Dimes Canada (National Office)  
Vice-President, Chief Administrative Officer, Director of Human Resources  
charrison@marchofdimes.ca  
*Undergraduate degree in labour studies, McMaster University

In his role as Vice-President and Chief Administrative Office of March of Dimes Canada, Chris shared that the March of Dimes has been evolving and expanding both its reach and
strengths as an organization that supports individuals with different needs in the community. For example, they have applied and expect a contract to come through with Veteran Affairs Canada where they will help with employment prospects for veteran’s and transition into the workforce. Chris described how many of their volunteers transition into paid roles. He described the benefits of ‘exposure’ placements for both the student and organization. Chris identified that there are a variety of roles that a student with a degree such as the one described would be a good fit with the organization if they demonstrated the “enthusiasm” and other key ‘soft’ skills that align with the March of Dimes culture, which has focus on inclusivity across its many divisions and sectors. He could see a student with this background and training in an administrative support type role, but with opportunities for both lateral opportunities for professional growth. As a designated Human Resources (HR) professional, Chris described that he also pursued additional training at a college level for advancing his knowledge and skills. Such training may be required for some positions with the March of Dimes. From fundraising to supportive employment, to program administration and other jobs. As the head of HR, he particularly see’s the value of knowledge, skills and abilities in equity, diversity, and inclusion (EDI). With strong communication skills and EDI lens, students from this program would be important asset to any organization to facilitate such a culture with both employees and clients of March of Dimes. Chris saw value in students taking on volunteering opportunities within the March of Dimes and other charitable organizations where they work behind the scenes to support event planning. Through such experiences, they can meet many different people and through such networking one never knows where such opportunities can lead. He was very open to further discussion about the potential for placements and other opportunities for the March of Dimes to partner with this degree and in other ways with McMaster University.

Denise Christopherson
CEO, YWCA Hamilton
dchristopherson@ywcahamilton.org

As CEO of the YWCA Hamilton for the past 11 years, Denise described how the nonprofit sector has evolved. She emphasized the importance of developing the knowledge, skills, and abilities specific to the advancement of inclusive excellence, particularly when it comes to supporting gender diversity. In this way, she highlighted the skillset that will be developed among students taking he proposed degree as critical. For example, Denise shared recent programming that has been funded by the federal government with respect to housing initiatives for women and families in Hamilton. Within such initiatives, YWCA staff will also track effectiveness of such programs. A Manager of Housing will be one of many jobs for which graduates with this degree would be a good fit (Salary range: $70,000-75,000 depending on background of individual). While Denise emphasized having previous experience in the non-profit sector is a consideration when hiring individuals in their organization, they are more interested with ensuring their values are congruent with the mission and vision of their organization. Denise indicated they will always support staff with professional development, which means previous experience is considered an asset rather than a requirement. She emphasized the importance of critical thinking, strong communication skills (verbal and written), awareness of world around them (i.e., current events) and empathy as critical to her success in her sector. Denise was highly enthusiastic about the proposed degree given its focus on creativity and problem-solving, alongside inclusive excellence. The YWCA currently offers placements for students and is looking forward to development stronger partnerships with the proposed degree and McMaster.
### Summary for Q1
What program are you registered in?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>24</td>
<td>10.17%</td>
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<tr>
<td>Humanities</td>
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<td>6.36%</td>
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<tr>
<td>Life Science</td>
<td>22</td>
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<td>Occupational Therapy</td>
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<td>Physiotherapy</td>
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<td>Rehabilitation Science Graduate Program</td>
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<td>Speech-Language Pathology</td>
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### Summary for Q2
What year will be registered in September 2022?

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### Summary for Q3
If such a program were available, would you have considered it as an option?

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### Summary for Q4
Indicate the reason

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Do you have suggestions on how to make such an undergraduate degree attractive to students?

- Demonstrate the possibilities such a degree can create.
- This may be the goal already, but it could be marketed as a more arts-friendly avenue for professions such as PT, med, etc. Especially now that schools are transitioning to a more interview focused admissions process, the components of this degree would help with that as well. Not to mention it already has all the necessary pre-requisites that students don't always get in other science undergrad programs. Great idea!
- Emphasize and provide hands on skills, offer a wide range of electives so students can lead their own interests and pursue courses that are interesting to them. Also, in my last year at my undergrad school we had an option of doing and research practicum. Which was a course where we got to be apart of a lab/ research team with graduate students. You could do that with OT program for example. Have 2 undergrad research assistants, paired with 2 grad students and a supervisor. Then for the in-person/ lecture part we got to explore graduate program, practice applying for graduate programs by creating a letter of intent, a CV, and work on professional development such as learning about and creating a LinkedIn and research gate. This where I learned about OT and was a GREAT learning experience as it also helped me understand my research interests AND provided me with a great reference for applying to grad school! If you have any questions about anything I've said I'd be more than happy to chat! You can reach me by my email at ganhadem@mcmaster.ca
- Maybe have a co-op/internship program option
- Involve research options (i.e. thesis/placement courses)
- Offer specialized streams perhaps to upper years (3rd & 4th yrs) (similarly to the graduate program i.e., aging, PTSD, mobility, cardiovascular)
- I would alternatively frame it as interdisciplinary rehabilitation to provide course options that are also inclusive of the social sciences. With an increasing emphasis on the social determinants of health, it is critical that learners pursuing future degrees in rehabilitation are sensitive and aware of the social realities of those who we are working with.
- Emphasizing the changing landscape of healthcare and the importance of stepping away from strict biomedical traditions and toward a more complex, whole understanding of people! I think it has to be "sold" as practical and innovative within the context of a future HCP career for people to be interested
- The curriculum being more relevant to the market/industry needs.
- Hands on experience
- have courses that have real life experiences; ex. If you’re looking at rehab in the context of the elderly, you could go to PULSE & have some work there
- promote as a program combining the humanities and health sciences and describe how students with varied interests can combine them under this one degree!
- I believe it would be nice to retain the problem-based learning style and flexible elective space. It would also be attractive if there are various research-based or project courses that are unique to the program.
• co-op opportunities to either work with or shadow experts in the field to give them real-life experience and build connections
• Undergraduate hands-on experience working in different disciplines of rehabilitation
• Have co-ops and experiential learning, focus more on project work than on testing.
• including humanities makes it too broad. I would replace that aspect to instead focus on social work. This would allow it to feel like there is more real-world application
• including some types of formal accreditation and emphasizing job prospects
• Calling it a degree in Rehabilitation, Health, and Humanities (if that is what it is going to be called) is a bit confusing—I'm sure a description will make what students are going to learn from the degree more clear, but I believe the undergraduate degree will be more attractive to students if it is more obvious what they are going to get from it when they hear the name of the degree.
• Innovative pedagogical methods and small classes. Similar in nature to the integrated science, health sciences, and arts and sciences programs. Additionally, lots of guest speakers and interactions with the world outside of the 4 years of undergrad, so incoming students feel like they can get support from successful individuals in industry throughout their degree.
• Emphasizing the connections between science and the humanities and the importance of such links, focusing on issues relevant today
• Narrow it down to a genuinely practical focus.
• Highlighting disability studies and disability justice and how this lens can be used to analyze critical work from the arts, for example how people with disabilities are portrayed in the media.Potentially offer an opportunity for a research-focused stream and partnership with students in the rehabilitation science master's programs, or opportunities for placements/shadowing with OTs, PTs, SLPs.
• Co-op
• Include a project course
• I think it would be helpful to know what graduate programs/jobs this program can possibly lead to. I also think it is important to be clear about which graduate programs will have all their pre-requisites met by taking this undergraduate program (that is how I picked my undergrad program, I knew it would allow me to meet all the requirements for SLP!)
• disclose what the mandatory courses are?
• where can you apply after graduating
• Focus on what makes the program unique i.e. its combination of topics or approach to learning! It would be useful to outline what skills students would be able to develop and how they could apply to possible careers throughout the degree. Having a sample of what classes offered and videos from humanities/rehabilitation science students on their thoughts of their degrees/learning outcomes separately for an idea of what would entail.
• Even though I am not interested in this program myself, in general I value in person learning opportunities (placements, co-op) and this seems like a program that would be well suited to hands-on learning or combined work/study experience.
• To explain the interconnections and possible career options after obtaining the degree
• I feel that given the applied nature of rehab that courses with fieldwork opportunities would enhance learning.
• Since I had always been interested in Speech-Language Pathology, I picked an undergraduate degree that would prepare me for that graduate program. I took Cognitive Science of Languages as an undergraduate degree (at McMaster) but if this program existed and it was
branded as a good undergraduate degree for Speech-Language Pathology, I would have considered it.

- I don't have a good understanding of where the degree might lead to as a career after completion. And if the degree were to lead to a rehabilitation science graduate program I'm not sure we wouldn't lose out on some of the diversity of candidate backgrounds that we get at admission - when I was a clinical OT student there were many kinesiology undergraduates but also engineering, business, social work, and others that added a diverse background knowledge to bring to the field.

- I think I just am questioning what continued education or job opportunities might be available with this undergraduate degree. I can see if being useful in marketing and leadership positions for healthcare fields post-grad, but I believe this is an important aspect to outline when creating new programs as bachelor’s degrees are often not enough these days for work

- I like the idea, but I feel like I am confused about what gaps they might fill in our healthcare system

- I think the most key aspect is making sure that you market what skills this degree will help you to develop as well as what potential job opportunities are available post-degree. Lots of students worry about what types of jobs they can obtain after getting their degree so making sure that they are aware of their choices is very important.

- What students need most is skills that can get them good jobs after graduation. Adding a milestone project like the one that biomedical eng has would be valuable for after graduation. Working on real world projects throughout the program and creating a Portfolio that can be used to demonstrate the students’ abilities. All these things can be incorporated as a coop.

- As a gateway to rehab masters programs; learn about a holistic model of health

- I think that an undergraduate degree is attractive when students are informed what career paths this degree could give rise to. Additionally, a program is attractive when there is an emphasis on how this degree is currently relevant in the world, as well as how it will continue to be relevant in an evolving world.

- Maybe including course requirements that prepare students (or would interest students) who are pursuing a career in the rehab sciences (PT, OT, SLP). For example, courses that set this program apart and also help students decide whether they should pursue this program versus the kinesiology/psychology/cognitive science of language programs at Mac that many students do before going into a rehab sciences professional program.

- Experiential learning. Allow for decent elective space to let students explore their interests. The kinesiology department already has some fantastic professors who may fit your program well!

- I would have been attracted to this degree if it included courses that introduce hard skills in rehabilitation (as PTs/OTs/SLPs) with an integrated lens on how to treat patients with equity, dignity, and respect. For example, including labs that teach how to do a preliminary patient assessment with emphasis on the ICF, patient-centred approaches, and interdisciplinary approaches.

- Advertise it! I think the issue with degrees is getting the word out.

- I am more interested in the science aspect and people skills required to work in rehab, not so much about music and creative arts (although I do understand it is a method of therapy).

- Redesign the educational system to be focused on pursuing academic excellence and not a career. Set the example and make the program very accessible and cohesive financially (i.e., allow opportunity to work and make money during the experience so they can integrate their classroom experiences). Make it so the students can visualize and understand their impact
beyond the scope of just a career. Allow them to understand how they will shape and change the field they practice in. Design the course so they can develop a sense of agency in the world, not just a career in the world.

- Provide a list of various course lists that can be used to meet one specific program criteria rather than just providing a list of course that are ALL mandatory. This will provide students with a variety of options to mold the program to their interests.
- Explain what rehabilitation is to prospective students, because I feel like one of the main barriers you’ll run into is people not knowing or understanding what it is coming out of high school.
- Make the information easily accessible and ensure that they know this program is available and new
- Co-op placements
- certification courses
- thesis based courses that can help them connect with PhD candidates, professors and professionals in the field
- building their portfolio to help them find employment opportunities after graduation (Program Assistants in Rehab... etc.)
- Having course options that involve shadowing or getting some experience or exposure to rehabilitation fields would be a major draw I think.
- I think emphasizing the relevance of the program and the various options a student can have post-grad - sometimes for more abstract undergraduate degrees, it can be daunting to pick something that is more specific than "Bachelor of Science" or "bachelor of arts" when you don’t know what you want to do in the future.
- I think the best type of degree is one where it combines a bunch of different programs
- Allow them to know what you can do with an undergraduate degree. Show them how far ahead and advanced they would be compared to those that don’t have one.
- Have courses that give students the opportunity to work alongside rehabilitation professionals such as physiotherapists, occupational therapists, physical medicine and rehabilitation physicians, mental health workers etc.
- To my understanding, this undergraduate program seems primarily suited towards those who are looking to pursue further education such as a graduate programs. Getting early exposure to placements (i.e. shadowing SLP or PT for a week) would be beneficial and attract me as a student not only to get experience, but also narrow down what I want to pursue in the future. I think it would also be beneficial to explore other options/careers are available if students do not want to pursue further education. Students are always looking at future job prospects when applying to programs because we don’t want to feel like our time and money is being wasted.
- Promote it.
- The current scope is a little broad (which makes sense given it’s still being developed) I think placing a large focus on both physical rehabilitation but also rehab for things such as substance abuse and its underlying causes, treatments, education would help create a great program. I think as a concept its really fascinating and could make a great degree!
- Also I feel that programs (specifically in the humanities) should have a larger focus on working on marginalized groups and impoverished people. I think mandatory courses focusing on just better understanding intersectionality and issues many people face, that we may not due to our own privileges, would help create a more empathetic and understanding group of people
- and I feel especially in a degree focusing on rehab, extensive courses examining and educating people on these topics could be very beneficial to students

- Let them know how it could benefit them in the long-term, and how they can apply the skills in careers

- I don’t have any suggestions on the actual degree, it seems quite interesting already. I would consider maybe advertising the degree on the official McMaster Instagram, so people see it and learn about it because I’m sure some will definitely be attracted to it.

- May assist you in have an introduction to rehabilitation prior to going to the field of rehabilitation (may be important to list some disciplines such OT, PT, SLP, etc. as individual may not know what rehabilitation is)

- I think that the courses would need to include those that are prerequisites for a variety of allied health masters programs, such as physiology/anatomy.

- I think using social media to promote the new program will be key. Would also likely be beneficial to highlight the career/education path(s) you can take after completing this undergraduate degree (e.g., OT, PT, PA, Med School, etc.)

- seems like it may have a lot of overlap with kinesiology degrees. To make it attractive, I would want to know how it would help with my career, what kind of jobs will I have after this degree? etc

- I think the degree name is vague so getting the follow up blurb that describes it in more detail to people is valuable.

- Allow a variety of options to explore a PT, OT or other role of their selection as electives.

- Educate on how it can benefit future education/career in rehab, other fields

- Advertise/promote its comprehensiveness (not just science based but also humanities)

- Perhaps focusing on or emphasizing the intersection of science and art/humanities; I think a lot of students have a passion for both subject areas but typically don’t see how they intersect and therefore focus more specifically in one area.

- I like it! It appears broad enough that it doesn’t feel like a pre “track” for a very specific career, but still takes a particular perspective/focus (for example, I think I would have found the Art Science program too broad).

- Coming from a psychology undergrad degree, I found a lot of students in that stream ended up feeling a little lost in terms of where they can take that (either clinical practice or research, both of which can seem limiting). I think you might benefit from advertising this as an option for students interested in mental health /a holistic approach that leaves many options open down the road.

- Explore what you can do with the degree after in terms of further education or occupations.

- Ensure that they know which employment opportunities may be available to them, and if they need to pursue further education to obtain a specific career. (Students might think that they can be a physiotherapist by doing an undergraduate degree in rehabilitation).

- For me personally I knew I wanted to go into rehab sci but I was unsure if I wanted to do PT, OT or SLP. An opportunity to shadow and work with these professions would have been helpful

- More clear post grad options would need to be outlined.

- With this kind of a degree students would need further education (ie masters, diploma) and wouldn’t really be able to find a job with this BSC stand alone as they would with kin (r.kin). The content of this program would also need to be clearly outlined for students prior to enrolment
It would be helpful to provide information about what’s next after the degree. The potential career paths, job prospects, or further education pathways would be ideal to share.

Make it a minor. Would not be appealing for a major... what could you do when you graduate with this degree?

Outlining how it can lead to other degrees and career options

Include suggestions on how/where this could lead into further post-grad degree options or careers

Potential shadowing/ co-op opportunities

sharing the types of courses, what professions could come from the degree

Market the program well. Make it easy for students to find out that this is an option.

Perhaps emphasizing the relationship between arts AND sciences - since most program are one or the other

Opportunities to shadow; co-op/internship opportunity; courses to allow students to study specialized topics (i.e. mobility, aging, falls, stroke, etc...)

Explicitly describe what various career paths for which this degree lays the foundation.

differentiate it from other undergraduate degrees that are similar (i.e. kinesiology, humanities - what makes this program important)

provide the possible career options once obtaining this degree

I think it’s important to highlight what sets this degree apart from what is currently available and the various degree trajectories this could prepare you for.

Based on my experience from my undergrad, and some of the concerns I had regarding the extreme competition in post graduate studies, you need to ensure there are skills developed in the degree that are applicable to the real world. In other words, don’t just teach theory to students, but also teach skills and make sure the degree is produced to meet a demand in the health care field. If this is designed as another steppingstone degree for post graduate studies, I encourage you to make that evident for students applying to this program or make job opportunities clear or jobs the skills learned in this program can apply to.

List potential job opportunities individuals would be qualified for after completing this program

Understanding next steps of degree. Like “pre-med” in the states. Is this designed to lead to medicine, rehab degrees, stand alone? Overall sounds interesting and valuable!

Make it co-op to allow students to make money while in school.

Outline in the description possibly career paths (e.g. PT, OT, SLP, research, Medicine).

Have some general health care system interest courses (e.g. Ethics, Communication, Social determinants of health, healthy policy).

Speak more about the applicability in real world settings after undergraduate. What roles does it fill in the current health care system?

Speak more about the applicability of the program post-grad and how it fills a gap in the current healthcare system

It would be helpful to list some career options that students can pursue with this undergraduate degree and offer co-op as an option. I have found through my own and my peers' undergraduate experiences that these were the two key concerns.

Having the prerequisites within the program for physio, OT and SLP applications (i.e: anatomy for PT and linguistics for SLP)

Provide information/ insight into the different rehab specialties with potential shadowing hours in different areas (OT/PT/SLP)
• I believe this undergraduate degree would provide students with an excellent foundation for many different careers in rehab (OT, PT, SLP), counselling or education. To make this degree attractive to students I would highlight the career opportunities it would open up.
• Narrow the scope a little bit or provide examples of program outcomes—where can students work after obtaining this degree? What type of field? For they need postgraduate education?
• Explain that this undergraduate degree can be seen as a useful degree for those wanting to apply to Masters of Rehabilitation Science programs such as Physiotherapy, Occupational Therapy, and Speech Language Pathology.
• Describing the importance of learning about humanities in healthcare as well as telling students what doing this program could do for them after their degree and what they can do with it/what it would be useful for.
• Humanities and health science might seem like a weird/non-traditional fit to some people. Provide research showing the benefits of combining the two.
• emphasize that various rehabilitation professions will be reviewed in the program.
• if possible, have some lab and/or placement options where the students can observe what different rehabilitative professionals do.
• if possible, ask guest speakers to talk about their experience going through rehabilitation. I think this will help students see their perspectives.
• Identify novel ways in which students can apply knowledge that is a hybrid between the humanities and rehabilitation. Provide examples of how research questions would be specialized to this intersection of arts and science. I imagine that knowledge translation research in medicine would benefit from information about what people find meaningful (beyond productivity alone) in life such that an individual would want to invest time and energy into rehabilitation. Having said that, I really feel that society requires more personal free time for such journeys before sustaining trauma or illness. It is difficult to appreciate rich philosophical abstractions of health or multi-dimensional meanings of quality of life when the bottom line is always efficiency.
• clear descriptions on courses one would take as part of this degree and what value it provides as opposed to other undergraduate programs students often take in the hopes of getting into graduate programs (i.e. specialized information/courses, co-op, volunteer opportunities, etc.)
• I personally took Kinesiology as my undergraduate degree, and I felt that my strong background in anatomy, physiology, and athletic injuries has been an asset in starting the PT program. I feel that the Humanities focus would have been helpful for me, as these are topics my classmates who took Health Sciences are more familiar with. So, I think I would be more interested in this program as an undergrad student if it was also expressed that you would gain an understanding of anatomy and physiology too!
APPENDIX 4
APPENDIX 4

OTHER HUMANITIES INTERDISCIPLINARY PROGRAMS OFFERED IN CANADA

[URL: https://www.dal.ca/faculty/arts/programs/certificate-in-medical-humanities.html]

CERTIFICATE IN MEDICAL HUMANITIES

The field of studies described in scholarly literature by the names “Medical Humanities” or “Health Humanities” is a wide-ranging, interdisciplinary field that explores the complex relationships between medicine, health, society, and culture across a range of times and places. The Dalhousie / King’s Certificate in Medical Humanities is designed for anyone who wishes to learn more about the ways in which global human societies have constructed and engaged with health, wellness, medicine, illness, healing, and the body in the past; it also invites students to explore the means by which human societies might deepen their comprehension of these crucial concepts in the future.

[URL: https://future.utoronto.ca/undergraduate-programs/health-humanities/]

HEALTH HUMANITIES

The Minor in Health Humanities provides an interdisciplinary exploration of human health and illness through the methods and materials of the creative arts, humanities, and critical social sciences. Students’ understanding of the humanistic, philosophical, historical, and artistic study of health—past and present—will be developed by attending closely to how literature, philosophy, history, and critical social sciences reveal the aesthetic, ethical, and multicultural contexts of health, disability, medical research and policy. This interdisciplinary Minor is open to all undergraduates regardless of major or disciplinary background.

[URL: https://www.trentu.ca/futurestudents/option/health-medical-humanities?target=undergraduate]

HEALTH & MEDICAL HUMANITIES

Learn about arts-based approaches to health, what it takes to make good ethical decisions in a medical context, and how the arts influence and are influenced by cultural views on health and wellness. This option encourages students to make connections between how we imagine health, illness, and disabilities and our lived experiences of them. Designed for students considering a wider range of health-related and caring professions, not only as doctors, nurses, social workers, and pharmacists, this option will prepare you for a career working in public health, bioethics, arts-based therapies, pharmaceutical sales, medical insurance, health communication, health administration, and health law.

[URL: https://www.ualberta.ca/medicine/programs/ahhm/index.html]

ARTS AND HUMANITIES IN HEALTH & MEDICINE

The Arts & Humanities in Health & Medicine (AHHM) program in the Faculty of Medicine & Dentistry at the University of Alberta was established in 2006. Offering explicit recognition that clinical practice is both an art and a science, AHHM recognizes the many relationships that exist between the arts, humanities, social sciences and medicine.
The mission of AHHM is to engender a balance of science and the humanities within the faculty, in order to foster the development of well-rounded health professionals who are skilled, caring, reflexive and compassionate practitioners. AHHM aims to contribute to the life of the faculty, the university at large, and the Edmonton community through innovative curricular offerings and extra-curricular experiences. In addition, the program promotes inquiry into the intersections of the arts and humanities in health and medicine. The AHHM program explicitly recognizes that clinical practice is both an art and a science; it’s ongoing and expanding programming provides evidence of the commitment of the Faculty of Medicine & Dentistry to the human side of medicine.

https://med.uottawa.ca/department-innovation/medicine-humanities/why-humanities-medicine

CERTIFICATE IN MEDICINE AND THE HUMANITIES

The Medicine and the Humanities program consists of mandatory curricular components that all students will receive as well as extracurricular or elective components for students who wish to pursue the arts and humanities in more detail. Students with special interests in this area will be able to earn special recognition for their interest in, and commitment to, the humanities in medicine as well as a Certificate of Excellence in Medicine and the Humanities if they fulfill all requirements.

For medical students in both language streams of the University of Ottawa Faculty of Medicine’s Undergraduate Medical Education program, to gain competence in the non-medical expert CanMEDS roles through the Medicine and the Humanities program.

http://health-humanities.com/

HEALTH, ARTS & HUMANITIES PROGRAM

The Health Humanities (also called the Medical Humanities) can be defined as a sustained interdisciplinary/inter-professional enquiry into aspects of medical practice, education and research expressly concerned with the HUMAN SIDE of medicine and healthcare.

At the University of Toronto, for the last 10 years, the Health, Arts and Humanities program has encouraged ongoing dialogue, exchange, research and collaboration among several fields of study and practice:

- biomedicine (with representation from ALL healthcare disciplines)
- philosophy, theology and bioethics
- history of medicine and healthcare
- the arts (including music, theatre, dance, cinema, visual arts and graphic medicine)
- literary studies (including poetry, reflective and creative writing, close reading of literary texts, critical theory)
- anthropology
- sociology
All of our courses, lectures and workshops have been designed to help learners and practitioners to deepen their reflective capacity, narrative competence, critical thinking, visual literacy and personal/professional renewal through engagement with the arts.

We are an EDU-D educational Program with extensive affiliations across the university campus and within the arts and scholarly communities. We founded the first national Creating Space Conference in medical humanities and the arts in health professional education in Canada in 2010 and facilitated the creation of the Canadian Association for Health Humanities (www.cahh.ca) in 2019. We help curate humanities teaching at the medical school, for residents, fellows and postgraduate learners and practitioners working in the community. Our faculty include clinicians from all health disciplines, visual and performing artists and humanities scholars. We are fortunate to have four Artists-In-Residence and three Specialists in Arts-Based Education.
# Curriculum Map

BSc. Rehabilitation, Health, and the Humanities

## Table 1. Year-by-year course/unit mapping (Year II-IV)

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</table>

Note: BHSc=Bachelor of Health Science; SRS=School of Rehabilitation Science; RS=Rehabilitation Science

**Course list A** (Humanities)
- HISTORY 1Q03: History of Medicine
- ENG 2NH3: Narratives of Health
- ENG 2S03: Spectacular Bodies
- ENG 2Z03: Nature, Literature, and Culture: Introduction to the Environmental Humanities
- LING 2S03: Language and Society
- PEACEST 2B03: Human Rights and Social Justice
- PHIL 2F03: Philosophical Psychology
- GENDRST 2AA3: Intro. to Feminist Thought

**Course list B** (Humanities)
- ARTHIST 2AA3: Intro to Practice of Art Therapy
- MUSIC 2MT3: Intro. to the Practice of Music Therapy
- MUSIC 2MU3: Intro. to Music Therapy Research
- CLA 3MT3: Adv. Ancient Roots of Medical Terminology

**Course list C** (Humanities & BHSc)
- PEACEST 3B03: Peace-building and Health Initiatives
- PHIL 3C03: Advanced Bioethics
- HTHSCI 3AH3: Indigenous Health
- PEACEST 4L03: Peace, Environment and Health
- HUMAN 4RM3: Boundaries and Bridges: Relationship Skills for Effective Leaders
**APPENDIX 5**

1 A = Introductory level – Contextual: These courses provide foundational knowledge in different areas, that are complementary to RS coursework.
2 B = Practical/Applied: These courses have a focus on developing specific knowledge, skills, and/or abilities in particular areas that complement RS coursework.
3 C = Advanced level – Contextual: These courses build on introductory level coursework in the program during the third and 4th year of the degree.

**Table 2. Year 2 - Required Courses**

<table>
<thead>
<tr>
<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
<th>Exploring the Foundations of Rehabilitation Science HTHSCI 2S3</th>
<th>Human Anatomy and Physiology I &amp; II HTHSCI 2F03 HTH 2FF3</th>
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<tbody>
<tr>
<td>PLO #1 Relationship-based Culture</td>
<td>1,2,3,4,5,6 Teaching Introductory</td>
<td>Required</td>
<td>Required</td>
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<tr>
<td>Assessment</td>
<td>Multiple Choice Exam, Reflections, Essay</td>
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<tr>
<td>PLO #2 Creativity &amp; Human experience</td>
<td>1,2,3,5 Teaching Introductory</td>
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<tr>
<td>Assessment</td>
<td>Essay, Reflections</td>
<td>No</td>
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<tr>
<td>PLO #3 Foundations of Clinical Reasoning</td>
<td>3,4,5,6 Teaching Introductory Introductory</td>
<td>Case study, Assignments, Reflections, Class Participation, Exam Major essay, case study</td>
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<td>Assessment</td>
<td>Case Study, Exam</td>
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<tr>
<td>PLO #4 Communication &amp; Inclusive Excellence</td>
<td>1,2,4,5 Teaching Introductory</td>
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<td>Assessment</td>
<td>Case Study Reflections, Essay, Group Project</td>
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<tr>
<td>PLO #5 Ethical Reasoning &amp; Professional Conduct</td>
<td>4,5,6 Teaching Introductory Introductory</td>
<td>Assignments, Reflections, Essay</td>
<td>Exam</td>
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<td>Assessment</td>
<td>Exam</td>
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<td>PLO #6 Principles of Evidence-based Practice</td>
<td>1,2,3,5 Teaching Introductory No</td>
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<td>Assessment</td>
<td>Case Study Reflections, Essay, Group Project</td>
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<td>PLO #7 Local &amp; Global Community Engagement</td>
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<td>Assessment</td>
<td>Case Study Reflections, Essay, Group Project</td>
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## Table 2 Cont’d. Year 2 - Required Courses
Rehabilitation Science (Required Courses Cont’d)

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<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
<th>Course Name</th>
<th>Rehabilitation Science: Inquiry I</th>
<th>Evidence-based practice (EBP) in Rehabilitation Science</th>
<th>Measurement fundamentals in Rehabilitation Science</th>
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<td>Assessment</td>
<td>Case study, Class Participation, Exams</td>
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<td>PLO #2 Creativity &amp; Human experience</td>
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<td>Case study, Assignments, Reflections, Class Participation, Exam</td>
<td>Case Study Reflections, Class Participation</td>
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<td>Case study, Reflection, Class Participation, Exam</td>
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<td>Assignments, participation, reflections, and exams</td>
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<td>Introductory</td>
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<td>Case study, class participation, exam</td>
<td>Case study, class participation, Exam</td>
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<td>Reflections, Assignments, Case Studies, Group Project</td>
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## Table 2 Cont’d. Year 2 - Elective Courses

### Humanities (Required Courses)

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<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
<th>Course Name</th>
<th>Bioethics PHIL 2D03</th>
<th>Ancient Roots Of Medical Terminology CLA 2MT3</th>
<th>Faculty of Humanities (1 Course from List – A*)</th>
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<tbody>
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<td>Introductory</td>
<td>Introductory</td>
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<tr>
<td>PLO #2 Creativity &amp; Human experience</td>
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<tr>
<td>PLO #3 Foundations of Clinical Reasoning</td>
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<td>Teaching</td>
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<td>Introductory</td>
<td>Introductory</td>
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<tr>
<td>PLO #4 Communication &amp; Inclusive Excellence</td>
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<td>Introductory</td>
<td>Introductory</td>
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<tr>
<td>PLO #5 Ethical Reasoning &amp; Professional Conduct</td>
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<td>No</td>
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<tr>
<td>PLO #6 Principles of Evidence-based Practice</td>
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<td>Teaching</td>
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<td>Introductory</td>
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<tr>
<td>PLO #7 Local &amp; Global Community Engagement</td>
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<p>| Teaching | Introductory | No | No | Introductory |
| N/A | N/A | Case Studies, Exams, Tutorial Participation, Essay |
| N/A | N/A | Case Studies, Exams, Tutorial Participation, Essay |
| N/A | N/A | Case Studies, Exams, Tutorial Participation, Essay |
| N/A | N/A | Case Studies, Exams, Tutorial Participation, Essay |
| N/A | N/A | Case Studies, Exams, Tutorial Participation, Essay |</p>
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<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
<th>Course Name</th>
<th>Experiential-Focused Practicum</th>
<th>Rehabilitation Science: Inquiry II</th>
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<td>Community-based project, self-assessment, and reflections</td>
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<tr>
<td>PLO #2 Creativity &amp; Human experience</td>
<td>1,2,3,5</td>
<td>Teaching</td>
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<td>No</td>
<td>Yes</td>
<td>N/A</td>
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<tr>
<td>PLO #3 Foundations of Clinical Reasoning</td>
<td>3,4,5,6</td>
<td>Teaching</td>
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<td>Intermediate</td>
<td>Yes</td>
<td>Community-based project, self-assessment and reflections</td>
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<td>PLO #4 Communication &amp; Inclusive Excellence</td>
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<td>Community-based project, self-assessment, and reflections</td>
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<td>Intermediate</td>
<td>Yes</td>
<td>Community-based project, self-assessment, and reflections</td>
</tr>
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<td>Community-based project, self-assessment, and reflections</td>
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<td>PLO #7 Local &amp; Global Community Engagement</td>
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<td>Community-based project, self-assessment and reflections</td>
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## Table 3. Year 3 - Required Courses

<table>
<thead>
<tr>
<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
<th>Course Name</th>
<th>Understanding Disability in Health &amp; Rehabilitation Science SRS 3UD3</th>
<th>Selected Topics in Rehabilitation Science SRS 3ST3</th>
<th>Required or Elective</th>
<th>Teaching</th>
<th>Assessment</th>
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<th>Assessment</th>
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<tbody>
<tr>
<td>PLO #1 Relationship-based Culture</td>
<td>1,2,3,4,5,6</td>
<td>Teaching</td>
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<td>Required</td>
<td>Required</td>
<td>Analytical assignments, class participation, exams</td>
<td>Analytical assignments, class participation, exams</td>
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<tr>
<td>PLO #2 Creativity &amp; Human experience</td>
<td>1,2,3,5</td>
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<td>No</td>
<td>No</td>
<td>Analytical assignments, class participation, exams</td>
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<tr>
<td>PLO #3 Foundations of Clinical Reasoning</td>
<td>3,4,5,6</td>
<td>Teaching</td>
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<td>No</td>
<td>No</td>
<td>Analytical assignments, class participation, exams</td>
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<tr>
<td>PLO #4 Communication &amp; Inclusive Excellence</td>
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<td>Intermediate</td>
<td>Intermediate</td>
<td>Analytical assignments, class participation, exams</td>
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<td>PLO #5 Ethical Reasoning &amp; Professional Conduct</td>
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<td>Analytical assignments, class participation, exams</td>
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<td>Analytical assignments, class participation, exams</td>
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<tr>
<td>PLO #7 Local &amp; Global Community Engagement</td>
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<td>Analytical assignments, class participation, exams</td>
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### Appendix 5

**Table 3 Cont’d. Year 3 - Required Courses**

<table>
<thead>
<tr>
<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
<th>Course Name</th>
<th>Faculty of Humanities 2 Courses (See List - A only*)</th>
<th>Faculty of Humanities 2 courses (See List - A* or B**)</th>
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<tbody>
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<td>Required or Elective Required</td>
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<td>Introductory/Practical</td>
</tr>
<tr>
<td>PLO #2 Creativity &amp; Human experience</td>
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<td>Teaching</td>
<td>Introductory</td>
<td>Introductory/Practical</td>
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<td>PLO #3 Foundations of Clinical Reasoning</td>
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<td>Assessment</td>
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<td>Introductory/Practical</td>
</tr>
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<td>Assessment</td>
<td>Case Studies Exams, Tutorial Participation, Essay</td>
<td>Analytical assignments, class participation, exams</td>
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<td>Introductory/Practical</td>
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<td>Case Studies Exams, Tutorial Participation, Essay</td>
<td>Analytical assignments, class participation, exams</td>
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<td>Assessment</td>
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<td>PLO #7 Local &amp; Global Community Engagement</td>
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<td>Introductory</td>
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<td>Assessment</td>
<td>Case Studies Exams, Tutorial Participation, Essay</td>
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### Table 4. Year 4 - Required Courses

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<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
<th>Course Name</th>
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<th>Rehabilitation Science: Inquiry III</th>
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<td>Assessment</td>
<td>Research-based, final term paper and reflections</td>
<td>Case study, Class Participation, Exams</td>
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<td>PLO #2 Creativity &amp; Human experience</td>
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<td>Advanced</td>
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<td>Assessment</td>
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<td>Case study, Assignments, Reflections, Class Participation, Exam</td>
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<td>Advanced</td>
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<tr>
<td>Assessment</td>
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<td>Case Study Reflection</td>
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<td>Advanced</td>
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<td>Assessment</td>
<td>Research-based, final term paper and reflections</td>
<td>Assignments, class participation, reflections, and exams</td>
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<tr>
<td>PLO #6 Principles of Evidence-based Practice</td>
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<td>Teaching</td>
<td>Advanced</td>
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<td>Assessment</td>
<td>Research-based, final term paper and reflections</td>
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<td>PLO #7 Local &amp; Global Community Engagement</td>
<td>1,2,3,4,5,6</td>
<td>Teaching</td>
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<td>Assessment</td>
<td>Research-based, final term paper and reflections</td>
<td>Reflections, assignments, case studies, Group project</td>
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**APPENDIX 5**

**Table 4 Cont’d. Year 4 - Required Courses**

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<thead>
<tr>
<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE Course Name</th>
<th>Entrepreneurship in Rehabilitation Science SRS 4ER3</th>
<th>Advanced Techniques In Rehabilitation Science SRS 4AR3</th>
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<td>Teaching</td>
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</tr>
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<td></td>
<td></td>
<td>Assessment</td>
<td>Group project, final term paper, reflections</td>
</tr>
<tr>
<td>PLO #2 Creativity &amp; Human experience</td>
<td>1,2,3,5</td>
<td>Teaching</td>
<td>Advanced</td>
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<td></td>
<td>Assessment</td>
<td>Group project, final term paper, reflections</td>
</tr>
<tr>
<td>PLO #3 Foundations of Clinical Reasoning</td>
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**Table 4 Cont’d. Year 4 - Required Courses**

Humanities (Required Courses)

<table>
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<tr>
<th>Program Learning Outcomes (PLO)</th>
<th>Associated DLE</th>
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<th>Faculty of Humanities 3 Courses (See List: C***</th>
<th>Faculty of Humanities 1 Course (See List: A*)</th>
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**PLO #1 Relationship-based Culture**

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**PLO #2 Creativity & Human experience**

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**PLO #3 Foundations of Clinical Reasoning**

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**PLO #7 Local & Global Community Engagement**

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APPENDIX 6

List and Description of Existing courses

Required

HTHSCI 1H06 A/B - Human Anatomy and Physiology I
An examination of structure-function relationships in the human body systems including the integument, nervous, musculoskeletal, endocrine, cardiovascular, immune, respiratory, gastrointestinal, urinary, and reproductive systems with an emphasis on the role of each system in maintaining homeostasis.

HTHSCI 3RS3 - Exploring the Foundations of Rehabilitation Sciences
Students will engage in discussions focused on the fundamental concepts and theories specific to the role of rehabilitation professions in the local, national, and global contexts. Students will explore the clinical practices and unique roles of physical therapy, occupational therapy, and speech language pathology.

Not required

YEAR 1 COURSES

HTHSCI 1M03 - Foundations of Data Science
This course focuses on promotion of data literacy skills and the introduction of fundamental data science concepts, practices, and tools. These include computation, data analytics, data ethics, data visualization, machine learning, and statistics.

HLTHAGE 1BB3 - Introduction to Aging and Society
Examines issues in aging from a multidisciplinary perspective including such topics as: myths and stereotypes of aging, social ties in later life and the aging of the Canadian population. Provides a deeper understanding of aging and the changing body, mind and self, as well as the meaning and experiences, challenges and opportunities of aging and later life.

LINGUIST 1A03 - Introduction to Linguistics: Sounds, Speech and Hearing
An introduction to the scientific study of language. The course focuses on the sounds of human languages, including how we produce and perceive them, and how words are formed in the world’s languages.

IBH 1BA3 - Leadership Coaching
This course provides the foundations for building the critical competencies in Managing (“Doing things Right”) to Leading (“Doing the Right Things”). Through in-class group coaching, students will develop and practice the successful thinking and associated behaviours required to grow Emotional Intelligence in the four primary components of Self-Awareness, Self- Management, Social Awareness, Social Management. The coaching model of “What?” (Understanding the critical theoretical foundations), “So What?” (Specific meaning/impacts for individual students), “Now What?” (action steps for application to self and other), provides the format for teaching and learning.

Page 69
IBH 1BC3 - Fundamentals of Ethics
An introduction to ethical theory and to its application to contemporary moral problems. Topics covered may include the nature of morality and its relationship to culture, religion, and self-interest; the strengths and weaknesses of normative ethical theories, including utilitarianism, Kantianism, virtue ethics and social contract theory; and ethical issues raised by war, torture, world hunger, assisted dying, affirmative action, corporations, and the environment.

PSYCH 1X03 - Introduction to Psychology, Neuroscience and Behaviour
This course introduces the scientific methods used to study the psychology of higher order processes and interpersonal behaviour.

PSYCH 1XX3 - Foundations of Psychology, Neuroscience and Behaviour
This course introduces important themes as the foundations to investigate psychology, neuroscience, and behaviour with an emphasis on sensory systems, and behaviours critical to survival.

HISTORY 1Q03 - History of Medicine
This course explores developments in the history of health and medicine from a global perspective between 1500-present. Topics include religion and healing; global medical theories; medicine and colonialism; the impact of pandemics and epidemic diseases, the development of modern medicine.

PEACJUST 1A03 - Peace, Justice, Human Rights
From Black Lives Matter to #MeToo, migration crises and climate change news, this course examines values and ideologies in local and global struggles for peace, justice and human rights. Concepts: peace, conflict, war, injustice, violence, nonviolence, oppression, are introduced. Historical and contemporary case studies.

YEAR 2 COURSES

HTHSCI 2AE3 - Artistic Explorations of Community Issues
Students will research and explore topics relevant to the B.H.Sc. and Arts & Science communities through engaging with and investigating arts-based research methodologies.

HTHSCI 2DS3 - Global Health and theComplexities of Disease
This course will introduce students to the disease states that define the burden of morbidity and mortality in a global setting. Students will examine the relationships that define the static and dynamic patterns of health and illness by drawing on diverse fields of academic thought and research, including the biological, geographical, anthropological and political sciences.
HTHSCI 2F03 - Human Physiology and Anatomy I
An introduction to the principal organ systems including the endocrine, skin, CNS and locomotion.

HTHSCI 2G03 - Statistics & Epidemiology 1
An introduction to measure of health, the design and analysis of epidemiological studies, the statistical approaches used to analyze data and interpret measures of association, and understanding confounding and bias.

HTHSCI 2G03 - Statistics & Epidemiology 2
Building on HTHSCI 2G03, this course will introduce more advanced concepts and methods in biostatistics, while examining crucial issues in the design and analysis of epidemiologic studies, and exploring specialized topics.

HTHSCI 2T03 - Sex, Gender, & Health
This course will explore the concepts of sex and gender, and take a critical perspective on how sex, gender, and social norms of masculinity and femininity affect health, healthcare, and health research.

HLTHAGE 2B03 - Social Identify, Health and Illness
A critical exploration of the role of class, race, gender, ability and age in patterns of health and illness.

HLTHAGE 2D03 - Continuum of Care
The course will critically examine the continuum of care options for older adults needing support and services in later life. Some of the topics addressed include quality of life and quality of care issues, challenges involved in care integration across the continuum, environmental design, human diversity and long term care needs, formal and informal support, as well as policy and funding issues.

HLTHAGE 2J03 - Selected Topics in Aging and Society
This course will provide an exploration of selected topics in aging. Topics may vary from year to year.

MUSIC 2MU3 - Introduction Music Therapy Research
Current research papers will be explored in the fields of education, rehabilitation, neurology and mental health.

ARTHIST 2AA3 - Introduction Practice of Art Therapy
An introduction to the practice of art therapy, with an overview of its history, the diversity of its applications within psychodynamic, solution focused, cognitive behavioural principles, embodiment theory, and its clinical implications including neuroscience, mindfulness, Post-traumatic Stress Disorder, and pain management.
PHILOS 2D03 - Bioethics
An introduction to moral philosophy, through a consideration of issues in health care ethics. Topics such as abortion, human experimentation, euthanasia, and genetic screening will be investigated.

YEAR 3 COURSES

HTHSCI 3AH3 - Indigenous Health
The goal of this course is to provide students with knowledge and skills related to health care practice and policy from within Indigenous contexts. Enabling students to acquire and put into practice concepts and information required to understand and manage health for Indigenous peoples; to engage in culturally competent and safe practice through knowledge development; and the ability to identify areas of need specific to Indigenous health.

HTHSCI 3C04 - Research Appraisal and Utilization in Evidence Informed Decision Making
Introduction to quantitative and qualitative designs with a focus on critical appraisal of evidence and application to nursing practice and healthcare.

HTHSCI 3CC3 - Theatre for Development
This course, rooted in Applied Drama, will enable students to actively participate and explore their creativity, enhancing transferable skills like communication and active listening through drama games and exercises.

HTHSCI 3DD6 A/B - Engaging the City: An Introduction to Community-Based Research in Hamilton
An introduction to the city of Hamilton and community-based research. This course will place experiential emphasis on citizenship, community health, economics, geography, environment, and education.

HTHSCI 3EE3 - Biomedical Graphics
An art course for science students, participants will learn the basics of visual literacy, design and the software used to create effective illustrations or figures in support of scientific communication.

HTHSCI 3FC3 - Science of Fictional Characters
In this interdisciplinary inquiry course, students will use fictional characters as a model to apply and understand key concepts in various scientific disciplines (e.g. biology, psychology). Additional emphasis will be placed on science communication and the development of scientific inquiry skills.

HTHSCI 3G03 - Critical Appraisal of the Medical Literature
Students will learn quantitative research design and how to evaluate the internal validity of published research to determine the effectiveness of an intervention, diagnostic test, screening program, prognostic or risk factor and systemic review.
HTHSCI 3HL3 - Health Law: Current and Emerging Issues
In this course students will explore the use of legal instruments to understand their capacity to achieve health policy goals, as well as their limits as tools for health justice reform. Students will learn about Canadian jurisprudence, including legislation and case law, to critically apply them to emerging issues including the regulation of reproduction, access and rationing of care, and medical assistance in dying.

HTHSCI 3L03 - Introduction to Bioethics (this course can substitute for PHILOS 2D03 - Bioethics)
This course will cover ethical issues that are relevant to biological sciences. Topics will include genetic engineering and cloning, genetic screening, reproductive technology and the use of behavioural strategies to alter societal behaviours.

HTHSCI 3MH3 - Critical Examination of Mental Health
An examination of mental health and illness from different social, cultural and historical perspectives. In this course, students will consider a range of mental health issues and compare how these issues are commonly understood in a critical examination of mental health research and theory.

HTHSCI 3MU3 - Music, Health, & the Community
This experiential interdisciplinary course will develop community experience and leadership in the Hamilton Intergenerational Music Program. In-class discussions will focus on the function and role of music in health and healthcare, intergenerational issues, leadership skills, and music education.

HTHSCI 3N03 - Written Communication in Health Sciences I (this course is an alternative to HTHSCI 3S03 - Communication Skills)
This course will explore various genres of written communication. Students will develop their editing and writing skills in a small group.

HTHSCI 3QA3 - Qualitative Research Methods in Health
An inquiry-based course examining a wide range of qualitative methods used in health research, including ethnography, narrative, phenomenology, and arts-and science-based approaches. We explore qualitative methods in the clinical, public, and biomedical health sciences.

HTHSCI 3S03 - Communication Skills (this course can substitute for HTHSCI 3S03 - Communication Skills)
This course offers students a variety of learning experiences that will enable them to better understand the relationship between effective communication and desired health care outcomes. Students will be exposed to evidence based research, role playing, standardized simulations and audio-visual reviews.

LIFESCI 3AA3 - Human Pathophysiology
This course examines the normal physiology of a healthy individual through to the pathophysiological consequences of disease at the cell and tissue level, and how this can lead to greater implications between the various systems of the body. Disease management with pharmacologic agents and other lifestyle approaches will be discussed.

LIFESCI 3BB3 - Neurobiology of Disease
Examination of the cellular, circuit and system level abnormalities that underlie nervous system diseases. Topics may include: addiction, epilepsy, spinal cord injury, neuromuscular diseases and neurodegenerative diseases.

LIFESCI 3K03 - Neural Control of Human Movement
The control of human movement studied in detail from neurophysiological, cognitive and dynamical perspectives. Topics include basic neurophysiology, mechanisms of sensation, reflexes, voluntary movement and theories of motor control.

LIFESCI 3Q03 - Global Human Health and Disease
This course explores some of the most pressing issues in global health, from infectious disease to addiction. Students will investigate disease mechanisms as well as societal factors that threaten health and wellbeing. Students will also think critically about the important role of communication between scientists, policymakers and communities.

HLTHAGE 3L03 - Embodied Aging
This course explores the centrality of the body in social gerontological knowledge, policies and practices related to aging, and the experiences of late life. Examples of the topics addressed include the classification of the old body, bodily change and impairment, technological advancements for the body/prosthetic devices, and the relationship between the body/identity/self over the life course.

HLTHAGE 3N03 - Aging and Mental Health
This course will examine the mental health of older adults from a variety of perspectives. Key topics include changes in cognitive functioning, dementia, assessment protocols, treatment methods, and older adults’ sources of resilience.

LINGUIST 3F03 - Anatomy and Physiology for Speech, Language and Hearing
Anatomy and physiology of human speech production and hearing. Systems for speech production (lungs, glottis, vocal tract, jaw, lips) and perception (outer/middle/inner ear, auditory processing) and anatomy of brain areas for speech perception.

LINGUIST 3NL3 - Cognitive Neuroscience of Language
A survey of the current scientific literature dealing with brain function related to language processes in typical and special populations.

PSYCH 3AG3 – Aging
A survey of sensory, cognitive, personality, and social changes that occur during the normal aging process.
INDIGST 3H03 - Indigenous Medicine I: Philosophy
This course will examine Indigenous concepts of health and wellness. The wholistic traditional approach will be used in the classroom as well as in visits by elders, medicine people and class trips to places of health, wellness and healing.

ENGLISH 3NH3 - Narratives of Health
This course inquires into representations of health with reference to a range of media. Critical frameworks may include critical disability studies, environmental humanities, feminist research, critical race studies, science and technology studies, narrative medicine, and Indigenous studies.

ENGPHYS 3EC4 - Professional Communication and Project Management
Introduction to communication styles, team dynamics, oral and written presentation skills, effective two-way communication strategies, project management, problem analysis, and job skills.

YEAR 4 COURSES

HTHSCI 4AC3 - Advanced Communication Skills
This course will build on Communication Skills acquired in HTHSCI 3S03 and expose students to more in-depth learning experiences via the Centre for Simulation Based Learning and classroom debriefs/presentations. This course will employ video and multimedia analysis to enhance learning and develop advanced-level communication skills for difficult conversations.

HTHSCI 4CU3 - Cultural Competency in Health Sciences
Culturally competent practitioners can interpret and effectively act on the cultural context of an individual in their health care environment. Relationship building is key to cultural competence. Communications skills help us understand and manage each other’s expectations and attitudes and highlight each other’s strength using a wide range of individual and community resources. This course will use theoretical and practical exercises to build our cultural competency and examine how we can effectively act in our health care community.

LIFESCI 4Y03 - Applied Biomechanics
A combination of lectures and problem-based learning on aspects of human movement facing the modern biomechanist. Topics and problems are taken from occupational, clinical and sport biomechanics.

HLTHAGE 4B03 - Death and Dying in Later Life
This course addresses quality of life at the end of life. Examines issues related to death, dying and bereavement from interdisciplinary perspectives by highlighting cultural, ethical, and spiritual aspects, as well as end of life care.
HLTHAGE 4J03 - Narratives of Illness
This seminar explores the role that narratives of illness play in describing, shaping and interrogating the experiences of those who are ‘unwell’.

HLTHAGE 4P03 - Leisure and Recreation in Later Life
This course focuses upon characteristics of the aging population and the theoretical aspects of aging as related to recreation, leisure and lifestyle explores the diverse meanings of health and wellness to older adults and analyzes the different mechanisms through which health and well-being can be maximized such as providing for physical, emotional, economic and political needs of older people.

ARTSSCI 4CT3 – Medical Humanities Inquiry
This course exposes students to the rapidly developing international field known as medical humanities. It explores the interconnections between health, medicine, the arts, and the humanities, with a particular focus on issues of medical ethics and narrative in medicine.

HISTORY 4FF3 - History of Health and Medicine
Themes will vary and may include health and medicine from a comparative perspective, the relationship between imperialism and medicine, public health and urban environment, exercise, and health.

PEACJUST 4L03 - Peace, Environment and Health
Selected environmental issues influencing peace and health. Topics may include social, ecological and economic perspectives on global change, biodiversity and water issues locally and globally.
List and Description of Proposed New Courses

Rehabilitation Inquiry: Introduction, Intermediate, and Advanced (3 separate courses in year 2, 3 and 4)
Within the program, there is a core group of three (3) required inquiry courses where students are initially introduced to a variety of rehabilitation perspectives with the aim of discussing and debating different viewpoints of health, disability and functioning to acquire a range of intellectual skills. This course will facilitate the development of life-long and self-directed learning in the context of one or two rehabilitation issues. A problem-based course applying principles of scientific inquiry to selected rehabilitation issues.

Theories, Frameworks & Models of Rehabilitation (year 2)
This course will examine historical, current, and emerging theories and models in Rehabilitation and Health. Theories provide a blueprint or framework from which to view rehabilitation research, practice, and policy. Such theories and associated models can clarify behavior and provide guidance in the selection of assessment tools and rehabilitation interventions, as appropriate.

Evidence-based practice in rehabilitation: Understanding & Application (year 2)
This course will introduce the knowledge, skill, and application of evidence-based research, including the history and definition of evidence-based practice, which will complement concepts specific to the measurement and appraisal of assessment and outcome measures, as well as interventions. Theories and frameworks for translating such emerging evidence to practice and policy will also be discussed.

Measurement fundamentals in Rehabilitation (year 2)
This course will provide an overview of the measurement theory as it applies to rehabilitation science including selection of outcomes measures, assessment tools and interventions in clinical practice and an introduction to how to appraise measures in terms of clinical feasibility, usability, and other properties.

Selected Topics in Rehabilitation (year 3)
This selected topics in rehabilitation course is designed to allow the exploration of leading-edge issues in emerging and developing areas of Rehabilitation Science. The specific topics will be developed in response to the needs identified by faculty together with interests from students.

Understanding Disability in a Health and Rehabilitation Context (year 3)
This course provides a broad overview of definitions and paradigms of impairment, dysfunction, and disability. Attention is given to the historical and cultural development of concepts and categories of disability, critical disability theory, recent policies focused on equity, diversity and inclusion, where the implications of rehabilitation and health on the lives of persons with disabilities will be examined.


**Experiential-Focused Practicum (year 3)**
This course will include supervised, practical experience in an employment-related field of study. The site could be a long-term care facility, rehab center, hospital, community, private practice, or business. The experiential-focused practicum could be 3 or 6 units depending on student-site interests and corresponding preference.

**Entrepreneurship & Commercialization in Rehabilitation (year 4)**
This course will focus on the development and application of strategic thinking, problem solving and clinical understanding. The scope of commercialization and entrepreneurship in rehabilitation Science is wide-ranging and far-reaching. Many rehabilitation professionals own their own practice, which requires a specialized skillset. However, many large and medium-sized health organizations are seeking intrapreneurs, meaning those who have leading-edge ideas, but prefer to work inside such organizations, rather than to start or run their own business. These different roles and skillsets will be explored and discussed.

**Community Engagement in Rehabilitation (year 4)**
Community engagement focuses on building authentic relationships with off-campus partners. Such relationships are often influenced by preceding (historic) policies and practices that continue to shape rehabilitation. This course will use a seminar format with case scenarios allowing for in-depth discussion of definitions and theories of community engagement, participation, and health with a rehabilitation lens.

**Innovation in Rehabilitation (year 4)**
This course examines both conceptual and practical approaches to innovations in rehabilitation practice and will focus on evidence-informed ways to implement changes in rehabilitation-focused research, policy, and practice.

**Undergraduate Research Course (year 4)**
This course includes research under the supervision of a faculty member. This research experience will provide an understanding of clinical (rehabilitation) research. The undergraduate research course could be 3 or 6 units depending on the complexity and time commitment of the project and could include a review of the literature, data collection and/or analysis, as well as preparing presentations and other modes of knowledge translation.
1. Outline of the Position

The Director of Rehabilitation, Health and Humanities (RHH) is responsible for managing the organization, promotion, and delivery of the Program within the School of Rehabilitation Science (SRS) and Faculty of Humanities, McMaster University.

2. Requirements of the Position

- Faculty member of the School of Rehabilitation Science or Faculty of Humanities.
- Demonstrated commitment to high-quality undergraduate education; and,
- Strong interest in, and commitment to, effective program management.

3. Report Requirements

The Program Director will report jointly to the Vice Dean from the SRS and the Dean of the Faculty of the Humanities.

4. Appointment and Re-appointment

The Program Director will be selected by a committee co-chaired by the Dean/Vice Dean (or their delegates) from the School of Rehabilitation Science and the Faculty of Humanities. The membership of the selection committee consists of two (2) faculty members from SRS and the Faculty of Humanities and is appointed by the Co-Chairs. The normal term appointment for the Program Director shall be five (5) years, with the possibility of renewal. Every effort will be made to rotate the Directorship of the program between SRS and Humanities depending on the interest and qualifications of the faculty members.

The performance of the Director will be reviewed annually by the Vice-Dean/Dean of the School of Rehabilitation Science and Humanities.

5. Responsibilities and Activities of the Position

The Program Director’s responsibilities include the following:

- Ensuring that the program’s admission criteria are properly implemented.
- Ensure that all academic regulations governing the program and its students are properly applied.
- Working with the appropriate offices and individuals, primarily within the School of Rehabilitation Science and the Faculty of Humanities, on the various activities involved in promoting, delivering, and enhancing the Program, including, but not limited to:
  - Student recruitment
  - Financial assistance
APPELLIX 8

- Academic advising
- Curriculum planning and implementation
- Instructional recruitment and support
- Student career preparation
- Alumni development activities.

In carrying out these activities, the Director will work with a dedicated Program Coordinator, who will receive assistance as needed in consultation with the Directors of Administration of the School of Rehabilitation Science and Humanities.

6. Other Considerations

- The Program Director will receive the equivalent of two (2) sections of teaching relief per year.
- Though no formal budget is assigned, the Director, from time to time, may incur modest out-of-pocket reimbursable expenses arising from faculty-student events, student job recruitment and alumni development activities.
- The Program Director will consult with members of the appropriate committee and the Vice Dean/Dean of SRS and Humanities in planning future directions for the program.
October 6th,

Dear Dr. Brooks,

I am writing in support of the new Honours BSc (Rehabilitation, Health and Humanities) program. There are many areas where the Health Sciences Library (HSL) is well poised to support learners in this new program. In particular, we have a long history of working with programs focused on experiential and inquiry-based learning. HSL librarians are well versed in the processes necessary to teach learners the merits of finding, evaluating, and using the information to pursue the application of evidence-based practice and evidence-informed decision making. However, when trying to understand the impact of any new program on the McMaster libraries, three aspects must be carefully considered: collections, services and space.

**Collections:** The HSL already subscribes to and purchases a vast collection of journals, books, evidence-informed decision-making tools and video content in subject areas related to rehabilitation sciences, health care research, evidence-based practice, and the social determinants of health. The HSL’s interprofessional and interdisciplinary approach to collecting health content means that we are more than ready to provide the information needed to develop curricula, complete assignments, and support research. It is unlikely any new content will need to be purchased. Also working in our favour is the fact that, in most cases, the HSL is already invoiced as a major research institution (meaning our subscription costs fall into the highest billing tier). This means that the addition of new students will not bump us into a new payment category. Growing undergraduate enrollment will not impact excising collection costs, nor will it force us to renegotiate the terms of our existing licenses.

**Services:** The HSL has unused capacity in its interlibrary loan and consultation services, and undergraduate students tend to be low users of these particular services. Given the proposed size of the program and the level of study, the HSL is more than able to support these students. Walk-in and virtual reference services also have ample capacity and expertise.

When considering undergraduate research activity, particularly as it relates to self-directed, inquiry-based learning, the HSL may struggle to meet demand. Assuming funds to hire additional library staff are limited, I recommend that curriculum developers work closely with the HSL to ensure ample time to plan learner interventions and information literacy support activities. It may be necessary to develop self-paced modules and other asynchronous learning activities to ensure the students develop the advanced information evaluation, use, and management skills we normally expect from health sciences learners.

**Space:** McMaster’s libraries have been operating well beyond space capacity for many years. Students often report that they cannot find a place to study in the library. However, it is unlikely the proposed additional students will create significant extra strain on existing library space.

I am intrigued and excited to learn of the newly proposed Honours BSc (Rehabilitation, Health and Humanities) program. The HSL is ready and willing to support the new learners. Although there are some areas where creative problem solving and careful planning are required, I am pleased to endorse the program proposal. Please feel free to contact me if you have any questions or require additional information.

Yours sincerely,

Jennifer McKinnell
Director, Health Sciences Library
EXTERNAL REVIEWERS’ REPORT ON Proposed BHSc (Integrated Rehabilitation and Humanities)
March 8, 2022

Reviewer 1
Name: Kim Sawchuk
University Address: Communication Studies, Concordia University, Montreal Quebec 7141 Sherbrooke St West H4B1r6

Reviewer 2
Name: Stella Ng
University Address: University of Toronto Dept of Speech-Language Pathology and Centre for Interprofessional Education, 399 Bathurst St, Nassau Annex, Toronto Western Hospital, Toronto ON M5T2S8

Internal Reviewer
Name: Stacey Ritz
Department: Pathology & Molecular Medicine - MDCL-3300 ritzsa@mcmaster.ca x22818
Was the site visit: In person: ☐ Virtual site visit: X Desk Review: ☐

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes X No ☐

Was sufficient rationale provided by the Provost/Provost’s delegate for an off-site visit? Yes X No ☐

For those reviews that included an in-person or virtual visit, please indicate the following (or insert the site visit schedule below):

- Who was interviewed?
- What facilities were seen?
- Comment on any other activities relevant to the appraisal

Or: insert the site visit schedule below:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Zoom Link</th>
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<tr>
<td>8:30 am – 9:00 am</td>
<td>Review Team Introductory meeting with: Dr. Kim Dej, Vice-Provost, Faculty Dr. Amy Gullage, Lead Educational Developer, Curriculum Development</td>
<td>Join Zoom Meeting <a href="https://mcmaster.zoom.us/j/97134454309">mcmaster.zoom.us/j/97134454309</a> Meeting ID: 971 3445 4309 One tap mobile +16132093054,,97134454309# Canada +16473744685,,97134454309# Canada</td>
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<tr>
<td>9 am – 10:15 am</td>
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<tr>
<td>10:15 - 10:45 am</td>
<td>Break</td>
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<tr>
<td>11:00 – 12:00 pm</td>
<td>Meeting with Faculty Dr. Brenda Vrkljan, Professor, SRS Dr. Claude Eilers, Professor, Humanities</td>
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<td>12:00 pm – 1:30</td>
<td>Break</td>
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<td>1:30 pm – 2:45 pm</td>
<td>Meet with administrative staff: Zrinka Granic, Director of Administration, SRS Marcy Murchie, Director of Administration, Humanities Jessica Gasewicz, SRS Program Manager Liz Dzaman, SRS Program Coordinator</td>
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<td>2:45 pm – 3:15 p</td>
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<td>3:15 pm – 4:00 pm</td>
<td>Review team meeting time</td>
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In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:

**How effective was the proposal brief in preparing you for the visit/virtual site visit?**

The proposal brief that the evaluation team received was thorough and clear. It provided ample information to prepare the team for the virtual site visit. That said, a minor suggestion would be to include an abstract or executive summary of the proposal brief in future documents as well as other summary figures/diagrams to provide a bird’s eye view of all “moving parts” more easily.

**How could the logistics of the visit/virtual site visit be improved?**

In general, the logistics for the virtual site visit were excellent, although the term “visit” is perhaps a misnomer. Logistically, the two days were well-organized. The team appreciated that we were provided with breaks from the Zoom environment, which also afforded us time to review the information gathered from the interviews.

We found the student input extremely valuable. They are future “clients” of the program, so allowing time for them to provide insight was vital for this evaluation. It was important that different levels of students were represented, as well as students from different sectors. While there was representation from each sector, the Humanities students seemed somewhat under-represented, as only two undergraduate students from this sector were included in the student interviews. Students could have even more time and opportunity to share their voices in future visits.

We have three recommendations related to the inclusion of students:

1) **Allow more time to interview the students**;

2) **Let the team know, in advance, what students will be included, and what programs they come from**;

3) **Set up a more deliberate recruitment of student representation from across the disciplines that are involved in the establishment of the new program**.

**PROGRAM**

**Comment on if the program’s objectives clearly described;**

The program’s objectives are clearly described in the brief, and the clarity of these objectives, and the deep level of commitment to this future program was confirmed in our interviews. The program’s ‘champions’ (the 2 Dean’s, in particular), articulated why and how this program should exist, and justified its need at this particular moment. Students articulated the need for this connection to be made between Rehabilitation and Humanities, for very clear reasons, reflected back into the statement of the program’s objectives. As one student noted, “We need to understand our clients as more than just mechanical parts to be able to work towards treatment”. Another commented on the need to rethink health and rehabilitation in ways that acknowledges “the diversity and differences of clients”. Still another commented on the need to be able to communicate with clients in a way that takes their definition of health, and their goals and objectives into account.
Many of our interviewees commented that “I can’t believe this doesn’t exist”. They also made it clear that they saw this program as providing new career opportunities for “the next-generation” of Rehab students in health care. As one student stated, they saw the addition (or deep integration) a Humanities perspective as essential to their future prospects: There is a practicality to this proposed degree that will help us in our career and for prospective jobs." This perspective was echoed throughout our interviews.

Comment on the appropriateness of the degree nomenclature, given the program’s objectives

The nomenclature is fine and the terms are well chosen. While the Humanities comes at the end of the nomenclature, this should not be taken as a sign that it is secondary. It should be noted that the use of the term and concept “integration” instead of, for example, “transformation,” is educationally meaningful. Many interviewees stressed that this integration would be substantial or “deep.” We will comment more on this later in the report.

Comment on the consistency of the program with McMaster’s mission and academic plan; whether the program learning outcomes are clear, appropriate and aligned with the undergraduate or graduate Degree Level Expectations.

The proposed program is very consistent with McMaster’s history as an innovator in pedagogical innovations in relation to health sciences education. We find that it is consistent with innovations in McMaster’s curricula (e.g. inquiry-based learning). It is also consistent with the nascent relationships in place that will benefit from this program. These relationships include those between researchers, teachers, existing programs and community organisations within the Hamilton region, and beyond (e.g. Northern program).

The program connects to McMaster’s Current Priorities and Strategic Mandate Agreement. McMaster is focused on inclusive excellence, teaching and learning, research and scholarship, and engaging local, national, global and Indigenous communities, all with operational excellence. Clearly teaching and learning, research and scholarship, and the engagement of communities are highlighted in the proposed program. In particular, the three goals outlined in the 2020-21 Strategic Goals & Priorities:

a) Developing a distinctive, personalized, engaging, and sustainable student experience;

b) Enhancing the connections between McMaster and the communities we serve, locally, provincially, nationally, and around the globe;

c) Strengthening the excellence of our research and our graduate education and training, while seeking opportunities to integrate research more purposefully into our academic mission.

Comments: In general, from upper levels of administration to staff and students, the enthusiasm of the interviewees leads us to conclude that the new program is not only consistent with McMaster’s brand and identity as an institution, it will actually serve to enhance McMaster’s brand and identity. In the words of one interviewee: “This is a missing piece.”
The program objectives clearly align with three aspects of this program: the student experience; community engagement; and research.

**Specific Recommendations (where applicable):**

The clear enthusiasm for this program by all parties is an obvious strength and is absolutely necessary to ensure its success. However, it will also be necessary to ensure that mechanisms are put into place to ensure that this goodwill is deployed to advantage. Expectations are high.

As such we recommend the following:

1) **Formalize discussions**: Need to set up a mechanism for coming together regularly, and need to set this up in advance of the program launching and in a formal way. We recommend the formalization of ongoing collaborative means to review the objectives of the program. Such mechanisms, and joint activities beyond the classroom, may assist the Humanities and Rehabilitation faculties and departments to continually and collaboratively reflect on their convergent (and productively divergent) vision and goals for the integrated program, advance their disciplines and fields, community relationships, and ensure growth and sustainability.

2) **Innovative Internships**: We recommend exploring opportunities to set up internships that go beyond traditional “rehabilitation” sites, and bring in locations such as museums, libraries, galleries where such learning could take place. Importantly, such opportunities should be purposefully integrated into the overall curriculum with clear purposes, and with guidance made available to students. We emphasise that creating “an internship” is not pedagogy unto itself; rather how is the internship constructed meaningfully, and how is it integrated into the broader curriculum? Faculty interviews pointed to potential ways to integrate students into research projects. This also fits with experiential learning objectives.

3) **Hybrid/Digital Delivery of Rehab?**: The program may need to consider more deliberately the role that digital and remote rehabilitation can play for engaging with different communities, including those living in rural or remote areas. This is also one of the lessons commented on that was learned in the pandemic.

4) **Equity, Diversity, Inclusion, Accessibility**: We recommend careful, thoughtful, meaningful work be done in relation to equity, diversity, inclusion and accessibility. Admissions must attend to equity and diversity, faculty must be appropriately representative of diversity of students and communities, community partnership must consider accessibility and inclusion (who is engaged and how), and curricula must attend to all of these principles in terms of both content and pedagogy. The overall culture of the program—for faculty, students, and partners—must be continually monitored to ensure a
welcoming space that models the ideals of critical inquiry and diverse and reasoned dialogue.

ADMISSION & ENROLMENT

Comment on whether the admission requirements (including any alternative requirements) are appropriately aligned with the program learning outcomes (and/or Degree Level Expectations) established for completion of the program.

Are there any applicable alternative admission requirements, including how the program recognizes prior work or learning experience, and if so, are they appropriate?

COMMENTS: In general the admissions requirements are appropriately aligned with the admissions requirements. That said, during interviews, at least two key questions emerged worth considering and monitoring as the program evolves:

1) How will the introduction of this program impact admissions and enrolments in other programs?

2) How does one ensure that a diversity of students are attracted and admitted to the program? This diversity includes potential students from the Humanities who may not have the Sciences needed, but may be excellent potential candidates, as well as students from communities under-represented in the Rehabilitation Sciences, whose communities would benefit from the program, but who also may have an impact on how Rehabilitation is considered?

Specific Recommendations (where applicable):

We suggest the following:

1) Monitor impact of program after it is implemented;

2) Consider how EDI may be taken into account in terms of admissions.

STRUCTURE

Comment on how the program’s structure and regulations meet the specified program learning outcomes.

Is the program’s structure and the requirements to meet the program objectives and program-level learning outcomes appropriate?

Do the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Undergraduate or Graduate Degree Level Expectations?
Does the (proposed) mode of delivery facilitate students’ successful completion of the program-level learning outcomes?

Does the curriculum address the current state of the discipline or area of study?

COMMENTS: The program’s structure and requirements are appropriate and meet the institution’s expectations for undergraduate level degrees, although as mentioned above, there will be a need to monitor if these requirements facilitate the inclusion of a diversity of students in the program. The proposed delivery modes are not only matched to program level outcomes—they are opportune and may enhance learning if leveraged strategically and in an evidence-informed way. The curriculum addresses the current state given a call in the health professions to engage more with the humanities, and a call within the humanities to re-articulate its societal good.

Specific Recommendations (where applicable):

At risk of being repetitive, we underscore that a curricular or program committee meet regularly to ensure:

1) Continual revisiting of program level purpose:

2) Aligning these to course-level purposes or objectives;

3) The experiences/placements and pedagogies align to course objectives and the program purpose;

4) The assessment approaches align with the pedagogies used per course;

5) All of the above is done in an (education) evidence-informed, pedagogically sound, and meaningful way.

- To do so, regular student feedback should be sought and considered;
- Regular consultation with education experts available at McMaster;
- Ongoing consultation with the home/partnered faculties to ensure the program continually meets both faculties’ needs.

CURRICULUM AND TEACHING

Comment on how the curriculum reflects the current state of the discipline or area of study; evidence of significant innovation or creativity in the content and/or delivery of the program; the appropriateness and effectiveness of the modes of delivery at meeting program learning outcomes; and how teaching in the program prioritizes areas of accessibility and removes barriers to learning.
COMMENTS: The current curriculum is well-described. It may not represent significant innovation beyond the creation of the integrated program itself. The site visit did illuminate that ongoing curricular exploration would occur and that the integration of programs may indeed lead to innovation both within and beyond the program itself. As such, it is possible the combination of the Humanities and Rehabilitation may lead to the transformation of both fields. For this reason, we view integration as a key value conceptually. We discussed its choice over, for example, “transformation.” It suggests that the Humanities sector is joining with the Health sector to broaden perspectives and deepen attention and understanding to humanistic aspects of health and care. In the words of one Faculty member: “Rehab starts with being human.” This suggests purposeful consideration of how the two fields will come together. Again, ongoing discussions should monitor and assess if and how the Humanities are being integrated throughout the program.

Specific Recommendations (where applicable):

1) Courses that are developed will need to be tracked to assess if they are meeting the needs of training students to take a more “humanistic approach” to care and rehabilitation. The program will also need to continually ask: how does a Humanities approach mean that course content stays up to date with current issues and challenges?

2) We further recommend paying attention to how “integration” is occurring. Is it occurring at the level of curriculum design, content/knowledge, and pedagogy? In faculty members? We have witnessed other attempts, at other institutions, at adding Humanities to health professions education or health sciences programs. Often these attempts merely provide additional coursework, leaving students to do the integrative cognitive work. This approach can lead to sub-optimal learning experiences, satisfaction, and outcomes.

3) There are evidence-informed ways to support cognitive integration of different forms of knowledge with practical application, through integrated instruction. We suggest continual review of literature (e.g. by McMaster’s own Geoffrey Norman and colleagues), curricular monitoring for this form of instruction, and evaluation of outcomes.

ASSESSMENT OF LEARNING

Comment on the appropriateness and effectiveness of the proposed methods of assessment in demonstrating achievement of the program learning outcomes, as well as the extent to which the program(s) assess graduating student achievement of the program learning outcomes.

Are the plans in place to monitor and assess the following, both appropriate and effective?

i. The overall quality of the program;

ii. Whether the program is achieving in practice its proposed objectives;
iii. Whether its students are achieving the program-level learning outcomes; and 
iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

**COMMENTS:** Given the different epistemological and historical backgrounds of the Humanities and Rehabilitation as academic fields, this will be an ongoing challenge and opportunity: aligning assessment with each the paradigms and pedagogies of each course, and ensuring thoughtful diversity and integration of assessment approaches across the program.

**Specific Recommendations (where applicable):**

We recommend the establishment of an assessment committee that focuses specifically on:

1) Articulating the epistemologies and paradigms involved in the course (e.g. see Baker et al (re: paradigms) and Charise et al (re: epistemologies) in *Advances in Health Sciences Education* for other recent examples of blending humanities and health sciences);

2) Ensuring assessment is compatible and in alignment with the epistemologies and paradigms of the course (e.g. see Taveres et al in *Advances in Health Sciences Education* for the principle of compatibility in assessment when health sciences incorporates humanistic goals);

3) Considering how the course’s assessments relate to the broader program;

4) Reviewing the assessments for quality, validity, and epistemological compatibility and paradigmatic alignment;

5) Reviewing how students are doing on the assessments

**RESOURCES TO MEET PROGRAM REQUIREMENTS**

Comment on evidence that there are adequate human, physical and financial resources to sustain the quality of scholarship produced by undergraduate students.

Given the program’s class sizes and cohorts as well as its program-level learning outcomes:

a) *Is the number and quality of core faculty who are competent to teach and/or supervise sufficient to achieve the goals of the program and foster the appropriate academic environment?*
b) When adjunct/sessional faculty play a large role in the delivery of the program, is their role appropriate? Are plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?

c) Is the provision of supervision of experiential learning opportunities adequate, if applicable?

d) Taking into consideration implications for other existing programs at the university, is the administrative unit's planned use of existing human, physical and financial resources appropriate?

e) Are there adequate resources available to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access?

NOTE: External Reviewers are not expected to assess the financial viability of a program, and internal budgets are not under the purview of the External Review of a New Program Proposal. Provide a general assessment of the administrative unit's planned use of existing financial resources.

COMMENTS: The willingness by all parties to cooperate on implementing this program was strongly expressed. Interviews indicated the resources, and expertise in place at all levels- from the staff to the faculty- to make the program a success, and indicated deep commitment.

There was no clear or substantial plan in place to hire new faculty to meet the (additional) teaching demands of this new program. All parties indicated that a heavy reliance on sessional instructors would be the norm for the program. Recruiting or retaining sessional instructors was not foreseen as a problem or issue. The experience these instructors bring to the program was emphasized with enthusiasm.

That said, there will be challenges in ensuring that all sessional instructors are adequately informed about the program goals, and how the perspective of the humanities in particular may be integrated into their teaching practice. Furthermore, the knowledge and expertise of session instructors must be respected, recognized, and integrated meaningfully and appropriately as the program evolves.

Specific Recommendations (where applicable):

1) Ensure that all sessional instructors are given adequate information on how the methodologies, approaches and perspectives of the program may or may not entail some revision to their current pedagogical approaches and curricular goals;

2) Continually commit to and monitor for the equitable and respectful inclusion and compensation for the valuable experience brought to the program by sessional instructors.
QUALITY AND OTHER INDICATORS

Please provide commentary on the indicators the department will use over the first five years to document and to demonstrate the quality of the program.

Comment on the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring).

Comment on any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

Comment on any evidence of how faculty members will ensure the intellectual quality of the student experience.

COMMENTS:

Indicators: The indicators, as outlined in the document’s received, to assess the quality of the program over 5 years have been reviewed. We have no comments to make on these indicators, as the applicants have done an excellent job.

Quality of the faculty: This is an exceptionally strong group of faculty members, who have garnered significant amounts of funding from all three major national funding bodies: SSHRC, NSERC and CIHR. Several are included on major collaborative research teams, including SSHRC partnership grants. Team members have garnered awards for highly competitive interdisciplinary collaborations such as the New Frontiers programs. Team members also bring a variety of expertise, from innovative ways to engage in community outreach through the arts, to expertise in bioethics, to linguistics, to innovative approaches to conceptualising the social determinants of health as it relates to treatment, to innovations in pedagogy and learning. These are all indications of the ability of this group to work collaboratively, intersectorally and in an interdisciplinary fashion.

The quality and commitment of the faculty to their research was evident throughout the interviews, and underscored during meetings with faculty members where their collegiality was continually in evidence. The combined scholarly record indicates that this is a highly productive faculty who not only publish at an impressive rate, but also in high quality journals and for renowned International presses.

Faculty members and the student experience:

In our meetings, the faculty interviewed expressed their interest in developing new courses for the curriculum to meet the ever-changing needs of the field, of their students, and of their community. They were also articulate in their expressions of how bringing these two sectors could and would benefit their research and their pedagogy, and there was an openness to learning from each other. For example, there was a robust discussion of how and why narrative approaches matter in the context of Rehabilitation.

Interviews conveyed that faculty members were not only thinking about their individual courses. They were willing and able to discuss how individual courses would operate within a broader arc and set of goals and values. Others recognized this as an "opportunity" to be seized. Faculty spoke of the many potential mentorship opportunities this program would
create for students. All of this indicates that this new program is not simply seen as an
opportunity for the expansion of programs, but as having the potential to be transformative for
both the Humanities and the Rehabilitation Sciences. Thus, indicators could focus on markers of
integration, influence, and transformation for the program itself, the Rehabilitation field, and the
Humanities field.

CONFIDENTIAL SECTION
Provide any commentary or recommendations on confidential areas.

Comments: We have nothing confidential to share. We are happy to share all our
comments and recommendations with all stakeholders.

Specific Recommendations (where applicable):

SUMMARY & RECOMMENDATIONS

Provide a brief summary of the review. Please include commentary on any clearly
innovative aspects of the proposed program together with recommendations on any
essential or otherwise desirable modifications to it, as applicable.

Recommendations that are clear, concise, and actionable are the most helpful for
universities as they prepare to launch new programs. Include specific steps to be taken
on any essential or otherwise desirable modifications to the proposed program.

NOTE: The responsibility for arriving at a recommendation on the final classification of
the program belongs to the Appraisal Committee. Individual reviewers are asked to
refrain from making recommendations in this respect.

Brief Summary of the Review:

The team, in particular the external examiners, commend the architects and champions of this
program. We have conducted other external reviews, and despite the use of Zoom, this was an
outstanding experience. The commitment and enthusiasm for this program was palpable at
each and every session. We commend the work of the entire team who contributed to the
making of this.

The program, rightly, understands both its timeliness and import both for the local community,
the University, and the disciplines and sectors involved. There was also clearly a mutual and
reciprocal respect on each side of the equation, and an excitement in seeing what this program
would generate, even beyond the very clear and specific objectives of program development.

Given the commitment of everyone to the future success of this program, we offer these three
practical recommendations, in addition to the detailed recommendations listed throughout this
evaluation.

Recommendation 1:
We recommend the program establish and implement formal structures and processes for
faculty development. Associated with faculty development, we recommend structures to co-
develop curriculum and share course-by-course domain foci and pedagogies, including assessment methods, across all faculty. We make this suggestion because the diversity of faculty in any interdisciplinary program is a strength best bolstered through thoughtful and deliberate educational choices. The differing epistemologies and education paradigms common in the Humanities and Rehabilitation fields offer rich potential for exchanges in learning and research; yet left unchecked they can also present incongruencies and misalignments that may be unhelpful or even detrimental to learners. The faculty development recommendation is particularly important given the diversity of faculty positionality imposed by a program that intermingles faculties and permanent, tenured, and sessional faculty.

Recommendation 2:
We recommend establishing principles and processes to ensure sessional instructors are kept abreast of the program’s philosophical evolution and operational issues. In turn, we also recommend monitoring processes to ensure that sessional instructors are respected and recognized (and compensated) in an equitable and ethical manner. This recommendation is both ethical and pragmatic, as well as crucial to the sustainability of the program.

Recommendation 3:
We recommend continually monitoring for principles of equity, diversity, inclusion and accessibility in all aspects of the program, from admissions to faculty development to overall content of the curriculum. Importantly we also recommend attending to these principles in the program’s culture—for both faculty and students. We believe Recommendation 2 will serve to model these principles in action.

Signature: ________________________________

Signature: ________________________________

Date: March 8, 2022
Program Response
Institutional Quality Assurance Program (IQAP) New Program Review
BHSc (Integrated Rehabilitation and Humanities)

Date of Review: January 25th and 26, 2022
Review Team Members:
   External: Drs. Kim Sawchuk and Stella Ng
   Internal: Dr. Stacey Ritz
Program Response prepared by: Dina Brooks, Brenda Vrkljan, Sean Corner, Claude Eilers
Response date prepared: March 23, 2022

Program Response Summary

We would like to thank the external reviewers, Dr. Kim Sawchuk (Concordia University) and Dr. Stella Ng (University of Toronto) and the internal reviewer, Dr. Stacey Ritz (Assistant Dean, BHSc), for their very thoughtful review and feedback on the BHSc (Integrated Rehabilitation and Humanities). We were pleased by the many favorable comments about the program, including the commitment and enthusiasm shared by staff, faculty, and students, and their praise of the innovative teaching and learning approach. We were appreciative that the reviewers noted that the program is well aligned with the strategic priorities of the University and has significant support from all levels, and, current, and potential students.

We appreciate the reviewers’ thoughtful comments and corresponding recommendations. We have addressed each of their recommendations below.

Program Response to Reviewers’ Recommendations
There were 3 practical recommendations from the reviewers, which are addressed below:

Recommendation 1: We recommend the program establish and implement formal structures and processes for faculty development. Associated with faculty development, we recommend structures to co-develop curriculum and share course-by-course domain foci and pedagogies, including assessment methods, across all faculty. We make this suggestion because the diversity of faculty in any interdisciplinary program is a strength best bolstered through thoughtful and deliberate educational choices. The differing epistemologies and education paradigms common in the Humanities and Rehabilitation fields offer rich potential for exchanges in learning and research; yet left unchecked they can also present incongruencies and misalignments that may be unhelpful or even detrimental to learners. The faculty development recommendation is particularly important given the diversity of faculty positionality imposed by a program that intermingles faculties and permanent, tenured, and sessional faculty.

RESPONSE: We thank the reviewers for this excellent recommendation. In addition to the Admissions subcommittee, we will set-up another subcommittee focused on Faculty Development that will also sit under the Operations Committee. The Faculty Development subcommittee will be set-up immediately upon program approval. Within our original IQAP
proposal, we identified existing courses (Appendix 6), as well as new courses (Appendix 7) that will be developed respectively for this degree. As the reviewers noted, the development of these courses will offer the opportunity to “co-develop curriculum and share course-by-course domain foci and pedagogies, including assessment methods, across all faculty.” Hence, the Faculty Development subcommittee will be comprised of equal numbers of Rehabilitation Science and Humanities faculty who will, in turn, consult their respective faculty more broadly, as needed. By working together in this way, we expect the different yet complementary epistemologies across faculties to be reflected within and across the curriculum and corresponding courses. This committee will meet bimonthly until the program is launched. We have added a description of this committee in Section 3 of our IQAP report.

Once this program is launched, this subcommittee will meet at least once every academic term where its ‘Terms of Reference’ will aim to:

1) Ensure a ‘culture of collaboration’ where resources and expertise among faculty members (permanent, tenured, and sessional) in Humanities and Health Sciences are shared.

2) Provide a forum for faculty of all levels (permanent, tenured, and sessional) to share course-by-course domain foci and pedagogies, including assessment methods

Recommendation 2: We recommend establishing principles and processes to ensure sessional instructors are kept abreast of the program’s philosophical evolution and operational issues. In turn, we also recommend monitoring processes to ensure that sessional instructors are respected and recognized (and compensated) in an equitable and ethical manner. This recommendation is both ethical and pragmatic, as well as crucial to the sustainability of the program.

RESPONSE: We fully agree with this recommendation. Both the School of Rehabilitation Science and the Faculty of Humanities have had success with hiring and sustaining a strong cohort of sessional instructors who enjoy teaching and are committed to excellence. We would use a similar approach with the establishment of this new program regarding sessional instructor involvement. For example, sessional instructors are given the same consideration as tenured and part-time faculty, in that they receive feedback on their teaching from peers and participate in annual retreats in the respective programs. Compensation for their contributions are open and transparent with ‘contracts’ set-up in accordance with McMaster HR policies. The Faculty Development subcommittee, as described above, will ensure representation from sessional faculty, which will provide an opportunity for input and keep abreast of philosophical evolution, as well as operational issues of the program. In addition to this committee, an e-communications bulletin will be set-up for the program and delivered monthly by email to ensure all faculty, including sessionals, are kept up to date on the program. In addition to the Faculty Development subcommittee proposed above, the program will hold annual retreats that include all instructors in the program. These retreats would have an agenda with clearly articulated goals for the discussion, focused primarily on short- and long-term planning. These retreats would focus on a combination of faculty development and pedagogical exploration. The organization and specific focus of these retreats would be the responsibility of the Director
of the program, with input from the Executive Committee, Operating Committee and, in consultation, with the Faculty Development Subcommittee.

1Link: https://hr.mcmaster.ca/employees/total-rewards/sessional-faculty/

**Recommendation 3:** We recommend continually monitoring for principles of equity, diversity, inclusion, and accessibility in all aspects of the program, from admissions to faculty development to overall content of the curriculum. Importantly we also recommend attending to these principles in the program’s culture—for both faculty and students. We believe Recommendation 2 will serve to model these principles in action.

**RESPONSE:** Both the School of Rehabilitation Science and the Faculty of Humanities are strongly committed to the principles of equity, diversity, inclusion (EDI), accessibility, and Indigenous Reconciliation (IR). Within the School of Rehabilitation Science, every program has an Advisory Committee on Anti-Racism, Anti-Bias and Anti-Oppression (ARABAO). Two representatives (a student and a faculty member) from each program are then part of the School’s ARABAO committee where both individual- and cross-program initiatives are determined and supported accordingly (e.g., Facilitated Black Admissions process, invited speakers on EDI). The Vice-Dean of the School sits on the ARABAO committee. The Faculty of Health Sciences has also recently established the Indigenous Health Learning Lodge, which is critical to upholding the principles of Truth and Reconciliation, particularly those linked to health and well-being of Indigenous People in Canada. The Faculty of Humanities is also currently finalizing the terms of reference for its Advisory Committee on Equity (ACE) to ensure proper attention is given to issues of equity and diversity in all our programs. Students, faculty, and staff in the BHSc (Integrated Rehabilitation Science and Humanities) will benefit from the teaching and learning opportunities offered through the learning lodge, which will also be integrated within the curriculum.

For the proposed BHSc (Integrated Rehabilitation and Humanities), we will set-up an ARABAO subcommittee, which will be co-chaired by a faculty and a student member, and include staff, students, faculty, as well as community stakeholders, such as those who host student internships where the focus is on shared practices, communication strategies, language, inclusive and accessible teaching and learning principles across all courses, and educational initiatives through the lens of anti-racism, anti-bias and anti-oppression. The committee will also ensure that the curriculum reflects culturally diverse/relevant approaches and reflects anti-racism, anti-bias, and anti-oppression content. This subcommittee will provide ongoing guidance and input to the Operating committees concerning equity and diversity initiatives as well as consult, where needed and appropriate, with the Faculty Development Subcommittee to ensure initiatives are inclusive and accessible to both learners and course instructor. This committee will set annual goals. This committee will be accountable to the Operating Committee to ensure that these initiatives and shared practices are implemented in a timely fashion. An overview of this subcommittee is described in section 3 of the revised IQAP report.

2Link: https://healthsci.mcmaster.ca/ifi
In addition to the above practical recommendations, there were detailed recommendations that were outlined by the reviewers across their report that have also been addressed below:

**Program:**

1) **Formalize discussions:** Need to set up a mechanism for coming together regularly and need to set this up in advance of the program launching and in a formal way. We recommend the formalization of ongoing collaborative means to review the objectives of the program. Such mechanisms, and joint activities beyond the classroom, may assist the Humanities and Rehabilitation faculties and departments to reflect on their convergent (and productively divergent) vision and goals continually and collaboratively for the integrated program, advance their disciplines and fields, community relationships, and ensure growth and sustainability.

**RESPONSE:** As noted previously, we aim to immediately establish a Faculty Development subcommittee of the Operating committee. This subcommittee will have an important role, as the reviewers have recommended, to discuss and collaborate on joint formal learning activities (coursework) within and beyond the classroom. These ‘integrated’ activities will advance their knowledge, skills, and abilities to understand the complex nature of health and well-being. Hence, learners who graduate from this program will be optimally positioned to address emerging needs of their clients and communities. Based on the reviewer’s recommendation, the Faculty Development subcommittee will be a critical conduit to ensure the “convergent (and productively divergent)” vision and goals are integrated within and across the program, including supporting the growth and sustainability of community relationships that extend from the immediate community and beyond.

2) **Innovative Internships:** We recommend exploring opportunities to set up internships that go beyond traditional “rehabilitation” sites, and bring in locations such as museums, libraries, galleries where such learning could take place. Importantly, such opportunities should be purposefully integrated into the overall curriculum with clear purposes, and with guidance made available to students. We emphasize that creating “an internship” is not pedagogy unto itself; rather how is the internship constructed meaningfully, and how is it integrated into the broader curriculum? Faculty interviews pointed to potential ways to integrate students into research projects. This also fits with experiential learning objectives.

**RESPONSE:** We appreciate the reviewers raising the importance of going beyond traditional rehabilitation sites to include locations, such as museums, libraries, and galleries. As outlined in the section of our report (4.2) ‘Program Innovation’ (p. 19), the learning environment will be a community and academic partnered environment. While we listed hospitals, nursing homes, rehabilitation centres, community centres, private clinics, organizations, or mental health departments in this section, the School of Rehabilitation Science and the Faculty of Humanities has many non-traditional community partnerships. The interviews with stakeholders (Appendix 2, p. 36) highlighted many opportunities for which the perspectives of students of this program would be of value to their setting. For example, the School of Rehabilitation and its respective
programs have established many ‘role-emerging’ placements with organizations and divisions within the City of Hamilton. One of our faculty, Dr. Brenda Vrkljan, is leading a project, that has funding by the University Provost and Vice-Dean, that involves seniors and aging in partnership with the Hamilton Public Library. The library has expressed interest in hosting students for such placements, as they are also evolving as an organization in terms of offerings that go beyond what is ‘traditional’ for libraries. The coordinator of experiential learning for program will work on developing further relationships with community organizations both within the local community, as well as the potential for hybrid/digital learning opportunities (as response below to next question).

3) Hybrid/Digital Delivery of Rehab: The program may need to consider more deliberately the role that digital and remote rehabilitation can play for engaging with different communities, including those living in rural or remote areas. This is also one of the lessons commented on that was learned in the pandemic.

RESPONSE: There are many lessons from the COVID-19 pandemic when it comes to supporting not only student learning using digital and remote technologies, but also how we can engage with communities in rural and remote locations. The School of Rehabilitation Science has a strong history of partnering with rural and remote communities, as evidenced by the Northern Studies Stream that has been in place for over 20 years. Moreover, during the recent pandemic, the School of Rehabilitation Science had students on hybrid/digital placements for which guidelines were developed.

4) Equity, Diversity, Inclusion, Accessibility: We recommend careful, thoughtful, meaningful work be done in relation to equity, diversity, inclusion, and accessibility. Admissions must attend to equity and diversity, faculty must be appropriately representative of diversity of students and communities, community partnership must consider accessibility and inclusion (who is engaged and how), and curricula must attend to all of these principles in terms of both content and pedagogy. The overall culture of the program—for faculty, students, and partners—must be continually monitored to ensure a welcoming space that models the ideals of critical inquiry and diverse and reasoned dialogue.

RESPONSE: We appreciate the reviewers’ emphasis on ensuring the principles of equity, diversity, inclusion, and accessibility are integrated across the proposed program. As outlined above, we will develop an Advisory Committee on Anti-Racism, Anti-Bias and Anti-Oppression (ARABAO) that will include learners, staff and faculty who will identify specific metrics, as well as a strategy for measuring (evaluating) such outcomes. While the University, as well as the Faculty of Health Sciences conduct an annual census where the metrics are helpful, there is a need, as the reviewers note to continually monitor the culture of the program to ensure it is welcoming space, particularly given the courses involve critical inquiry and dialogue. The ARABAO committee for the program will be responsible for determining outcomes and monitoring progress in terms of representation of a diversity of students, staff, and faculty. This committee will be accountable to the Operating Committee. The ARABAO committee will
provide ongoing guidance and advice to the Operating committees about equity and diversity initiatives and advise on such initiatives to ensure they are inclusive and accessible to both learners and course instructors. A similar organizational structure has been implemented successfully in other programs in SRS, particularly through a pan-School integration ARABAO Committee, which minimizes duplication of efforts and initiatives.

**Admissions**

5) How will the introduction of this program impact admissions and enrolments in other programs? Monitor impact of program after it is implemented;

**RESPONSE:** The initial enrolment number of students in the BHSc (Integrated Rehabilitation and Humanities) is relatively low (i.e., 50 students) and increases gradually over the next few years to a maximum of 100 students. At present, the existing BHSc at McMaster (the main competitor for this program), only accepts 10-20% of applicants. Therefore, the BHSc (Integrated Rehabilitation and Humanities) should have little or no impact on admission numbers of the other BHSc program. We also intentionally selected level II as the entry point for this new program so that students could come from level I programs across the university so as to minimize the impact on any one Faculty or program.

For all programs, we keep record of applications and admissions. For the BHSc integrated Rehabilitation Science and Humanities, we will also monitor the number of applicants, as well as their characteristics, such as GPA and EDI parameters (see response below to next question).

6) How does one ensure that a diversity of students are attracted and admitted to the program? This diversity includes potential students from the Humanities who may not have the Sciences needed, but may be excellent potential candidates, as well as students from communities underrepresented in the Rehabilitation Sciences, whose communities would benefit from the program, but who also may have an impact on how Rehabilitation is considered? Consider how EDI may be taken into account in terms of admissions.

**RESPONSE:** The ARABAO committee will ensure that EDI is accounted for during the admission process for the new program. Within the School of Rehabilitation Science, a black facilitated admission process was developed will launch in 2023. The lessons learned from this recent process will be applied in the new program. For example, the black facilitated admission process includes the opportunity for applicants to provide supplementary material to provide context for their responses to questions and ensure their voice is heard. McMaster’s Faculty of Health Science also has a facilitated admission process for Indigenous applicants to its programs. The reviewers also raised an important point to ensure diversity of applicants from Level I Humanities programs. In the supplemental material required of applicants, we will include questions that consider the knowledge, skills, and abilities of applicants with a background and interest in the Humanities.

3Link: [https://ishs.mcmaster.ca/admissions/self-identification](https://ishs.mcmaster.ca/admissions/self-identification)
Structure:  7) At risk of being repetitive, we underscore that a curricular or program committee meet regularly to ensure:
   a. Continual revisiting of program level purpose;
   b. Aligning these to course-level purposes or objectives;
   c. The experiences/placements and pedagogies align to course objectives and the program purpose;
   d. The assessment approaches align with the pedagogies used per course;
   e. All of the above is done in an (education) evidence-informed, pedagogically sound, and meaningful way.
   • To do so, regular student feedback should be sought and considered;
   • Regular consultation with education experts available at McMaster;
   • Ongoing consultation with the home/partnered faculties to ensure the program continually meets both faculties’ needs.

RESPONSE: We fully agree with all of these recommendations, which are reflected in the Terms of Reference for the program’s Operating Committee and corresponding subcommittee focused on Faculty Development. As previously noted, this subcommittee will meet bimonthly and continually monitor the program’s vision and alignment with courses (& learning objectives) as well as the placement/internships and other experiential learning opportunities. This committee will seek input and consultation regarding pedagogical design, as the reviewers recommend, from the MacPherson Institute for Teaching and Learning within McMaster, as well as seek ongoing consultation with similar (integrated) programs at McMaster (i.e., integrated biomedical engineering and health sciences; integrated humanities and business).

Curriculum and Teaching
8) Courses that are developed will need to be tracked to assess if they are meeting the needs of training students to take a more “humanistic approach” to care and rehabilitation. The program will also need to continually ask: how does a Humanities approach mean that course content stays up to date with current issues and challenges?
9) We further recommend paying attention to how “integration” is occurring. Is it occurring at the level of curriculum design, content/knowledge, and pedagogy? In faculty members?
10) There are evidence-informed ways to support cognitive integration of different forms of knowledge with practical application, through integrated instruction. We suggest continual review of literature (e.g., by McMaster’s own Geoffrey Norman and colleagues), curricular monitoring for this form of instruction, and evaluation of outcomes.

RESPONSE: We fully agree with these recommendations, which have been outlined in the Terms of Reference of the Operating Committee. We have also suggested the addition of the Faculty Development subcommittee that will consult with the pedagogical experts at McMaster and beyond.
Assessment of Learning

11) We recommend the establishment of an assessment committee that focuses specifically on:
   o Articulating the epistemologies and paradigms involved in the course (e.g., see Baker et al (re: paradigms) and Charise et al (re: epistemologies) in Advances in Health Sciences Education for other recent examples of blending humanities and health sciences);
   o Ensuring assessment is compatible and in alignment with the epistemologies and paradigms of the course (e.g., see Taveres et al in Advances in Health Sciences Education for the principle of compatibility in assessment when health sciences incorporate humanistic goals);
   o Considering how the course’s assessments relate to the broader program;
   o Reviewing the assessments for quality, validity, and epistemological compatibility and paradigmatic alignment;
   o Reviewing how students are doing on the assessments
   o Ensure that all sessional instructors are given adequate information on how the methodologies, approaches and perspectives of the program may or may not entail some revision to their current pedagogical approaches and curricular goals;
   o Continually commit to and monitor for the equitable and respectful inclusion and compensation for the valuable experience brought to the program by sessional instructors.

RESPONSE: We thank the reviewers for this excellent recommendation. We have proposed a Faculty Development subcommittee of the Operating committee that has responsibility for curriculum development. Within this subcommittee, an ‘Assessment’ working group will be established whose Terms of Reference will reflect the important points outlined in the above comments. We have described this working group in the revised IQAP report in Section 3.

Resources to meet Program needs

12) Ensure that all sessional instructors are given adequate information on how the methodologies, approaches and perspectives of the program may or may not entail some revision to their current pedagogical approaches and curricular goals;

We have proposed a Faculty Development Committee that will meet throughout the academic year as well as annual retreats to ensure that pedagogical approach and curriculum goals are discussed at regular intervals.

13) Continually commit to and monitor for the equitable and respectful inclusion and compensation for the valuable experience brought to the program by sessional instructors.

RESPONSE: The Director and Executive committee will be responsible for monitoring all the parameters related to the sessional involvement in the program. Thank you for this suggestion.
Deans’ Response
Institutional Quality Assurance Program (IQAP) New Program Review

Bachelor of Health Science [BHSc] (Integrated Rehabilitation & Humanities)

Review Date: January 25-26, 2022

March 24, 2022

We were grateful to receive the External Reviewers’ Report on the recent review of the new BHSc (Integrated Rehabilitation & Humanities) program. We wish to extend our thanks to the external reviewers, Drs. Kim Sawchuk of Concordia University and Stella Ng of University of Toronto; and to our internal reviewer, Dr. Stacey Ritz. Their review of this new program was collegial, thorough, and thoughtful; and their insights were both affirming and supportive in the further development of the Integrated Rehabilitation & Humanities program.

We have reviewed the report carefully alongside the Program’s responses to the recommendations raised by the reviewers. We are satisfied that the Program has earnestly attended to each of the recommendations and their associated concerns. We remain highly supportive of this Program, the efforts of the Program development and oversight team, and the potential it represents to address important issues for our learners and society.

Sincerely,

Dr. Susan Denburg
Executive Vice-Dean & Associate Vice-President, Academic
Faculty of Health Sciences

Dr. Pamela Swett
Dean, Faculty of Humanities
Department of History
On May 30, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

a. Terms of Reference

i. Revised Terms of Reference for Distinguished Business Research Professor

It is now recommended,

that Senate approve the proposed revisions to the Distinguished Business Research Professor Terms of Reference, as circulated.

ii. Revised Terms of Reference for Deans of Faculties

It is now recommended,

that Senate approve the proposed revisions to the Deans of Faculties Terms of Reference, as circulated.
TO: Senate Committee on Appointments
FROM: Dr. Khaled Hassanein, Dean, DeGroote School of Business
DATE: May 24, 2022
RE: Modification of Terms of Reference – Term Professorship—Distinguished Business Research Professor

On behalf of the DeGroote School of Business, I would like to propose the modification of the terms of reference for the Distinguished Business Research Professor term professorship to update the selection process for the appointment. The proposal to modify the terms of reference has been approved by Dr. Susan Tighe, Provost and Vice-President (Academic).

Proposal

1. **The full title of the position.**
   Distinguished Business Research Professor

2. **Description of the selection process for the position.**
   The Dean of the DeGroote School of Business will appoint a Nomination and Selection Committee. This committee will consider nominations of suitable candidates based on their scholarly achievements and the committee, following its deliberations, will recommend an appointment to the Dean. Thereafter, the Dean of the DeGroote School of Business will report its appointment to the Senate Committee on Appointments.

cc. S. Tighe
    D. Welch
April 2022

TERMS OF REFERENCE
DISTINGUISHED BUSINESS RESEARCH PROFESSOR

General

The DeGroote School of Business honours internationally recognized scholars who are research focused and student centred. The honorific of Distinguished Business Research Professor is used to both retain and recruit such scholars. The DeGroote School of Business will have a maximum of five holders of the professorship.

Responsibilities of the Professorship

Holders of the Professorship will have a full time, tenured position in the DeGroote School of Business. They will possess an outstanding record of scholarship. They will continue to advance learning and discovery through exceptional scholarship. They will be excellent citizens of the DeGroote School of Business, participate fully in implementing its vision and mentor new scholars by inspiring them to achieve further insight, innovation, and professional success. Holders of the Professorship shall provide an annual report to the Faculty Dean relating their academic achievements.

Selection Process for the Professorship

The Dean of the DeGroote School of Business will appoint a Nomination and Selection Committee. This committee will consider nominations of suitable candidates based on their scholarly achievements and the committee, following its deliberations, will recommend an appointment to the Dean. Thereafter, the Dean of the DeGroote School of Business will report its appointment to the Senate Committee on Appointments.

Term

The appointment to the professorship will be for an initial five-year period, with the understanding that renewal for one additional term is possible following a favourable review. The incumbent will acknowledge being the holder of the Distinguished Business Research Professorship in all professional communications within and external to the university.

Other Considerations

The holder will receive an annual stipend of $15,000 and will receive the equivalent of one course relief per year.
April 2022

TERMS OF REFERENCE
DISTINGUISHED BUSINESS RESEARCH PROFESSOR

General

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The holder will receive an annual stipend of $15,000 and will receive the equivalent of one course relief per year.
May 6, 2022

TO: Senate Committee on Appointments

FROM: Andrea Thyret-Kidd, University Secretary and Privacy Officer

RE: Proposed Revisions to the Terms of Reference for Deans of Faculties

During March and April 2022, staff from the Provost’s Office and the University Secretariat reviewed the document in concert with Provost Council (Deans Only). To align the document with current practices and to improve clarity, we are proposing the following revisions:

- Incorporating the document into the current policy structure, format, and template;
- Adding and replacing several words to improve precision, clarity, and grammar;
- Adding terminology to include Area Chairs, where the document refers to Department Chairs and Directors of Schools;
- Consolidating two list items under § II (Position Description and Accountabilities) for clarity and brevity;
- Adding the word “normally” to the sentence “Faculty Deans are normally appointed for a renewable term of five years” (§ I. 2) to emphasize flexibility in the length of terms for Faculty Deans; and
- Updating § III (Reporting Relationships, Key Committees) to reflect current practice.

Attached, please find the original Terms of Reference with tracked changes and a clean copy of the revised document.

It is now recommended,

that the Senate Committee on Appointments approve, for recommendation to the Senate and the Board of Governors, the revised Terms of Reference for Deans of Faculties, effective June 9, 2022.
Terms of Reference for Deans of Faculties*

Approved by
Board of Governors
Senate

Date of Original Approval(s)
December 10, 1986
March 19, 1987

Supersedes/Amends Policy dated
N/A. March 19, 1987

RESOLVED:

If there is a discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.

*Excluding the Faculty of Health Sciences.
SECTION I – PREAMBLE

1. The role of the Dean is central in the success and leadership of the Faculty and more broadly, to the University as a whole. The Dean is the senior executive academic and administrative officer responsible for overall strategy, management, and leadership of the Faculty’s teaching, learning, research, capital resources, and administrative activities.

2. The Dean of a Faculty is chosen for their qualities of intellectual strategic and administrative leadership. A Dean is recommended by an ad hoc selection committee established by the Senate (Senate By-law 118.b) and operated in accordance with the Selection Procedures for Senior Academic Administrators. The recommendation must be approved by the Senate Committee on Appointments, Senate, and Board of Governors. Faculty Deans are normally appointed for a renewable term of five years.

3. This Policy applies to Decanal roles in the Faculties of Business, Engineering, Humanities, Science, and Social Sciences, and does not include the Dean and Vice-President (Health Sciences).

SECTION II – POSITION DESCRIPTION AND ACCOUNTABILITIES

4. The Dean reports directly to the Provost and Vice-President (Academic) and is accountable for the management and oversight of all aspects of the Faculty. The Dean is part of the Provost’s senior leadership team and a member of Provost’s Council.

5. As a senior executive, the position collaborates with Faculty Deans, Vice-Presidents, and other academic and administrative leaders to support the President in strategic decision-making, University strategy, and delivering McMaster’s objectives related to research, teaching, and service.

6. The Dean is responsible for the overall operation and management of their Faculty, for the provision of academic leadership within the Faculty and across campus, for fiscal management, and for relations of the Faculty with partners external to the University. The duties of the Dean are to foster a climate of respect for and engagement of a diversity of peoples, perspectives, and ways of knowing, to embed equitable and inclusive practices within the Faculty for the conduct of scholarship, teaching, and service, and in which procedures are open and transparent.

7. Within this context, the Dean’s responsibilities include:

   (i) oversees the strategic planning for the Faculty, ensuring alignment with the University’s overall mission and priorities as articulated by the President and the Provost and Vice-President (Academic).

   (ii) prepares and administers the Faculty’s financial planning and annual operating budget and exercises overall control of the Faculty’s financial resources. This involves allocating resources and establishing a framework for resource allocation that is transparent and consistent with the Faculty’s mission related to education, teaching, and research, and that supports its strategic direction;
(iii) oversees the academic mission of the Faculty, ensuring the continued development and provision of high-quality programs of study and research, and the establishment and maintenance of appropriate systems in support of this mission.

(iv) works to enable the development and sustainability of high-impact research programs, leverage and enhance the reputation of the Faculty for research intensity and excellence, and ensure that research is a top priority throughout administrative decision-making.

(iv)(v) promotes and supports a high-quality experience for students both within and beyond the classroom, including fostering experiential and active-learning experiences, collaborating with other Faculties, as appropriate, to develop interdisciplinary programming, promoting the integration of research within the undergraduate curriculum, ensuring the provision of appropriate supports and services within the Faculty, and supporting the quality of student life at all levels.

(iv)(vi) ensuring that the students registered in the Faculty are appropriately counselled supported, that the University's and Faculty's academic regulations are properly administered, that all matters pertaining to the teaching and evaluating of graduate and undergraduate students are attended to and that student records are properly kept;

(vii) establishes and maintains an effective and efficient administrative structure within the Faculty and oversees the activities of the Associate/Assistant Dean(s), Department Chairs and Directors of Schools, and non-academic managers in the Faculty, as well as the non-academic staff in the Dean's Office, to ensure that they are receiving appropriate support and that their responsibilities are meeting the standards required to succeed in delivering on the Faculty's mission and vision;

(vii) supervising the non-academic staff in the Dean's office, and ensuring that career development guidance is available to them and that their salaries are set and reviewed in accordance with the University's policies and procedures.

(viii) accountable for those activities and appointments made under University policies and procedures. In this context, the Dean will work with Department Chairs, School Directors, and other academic administrators to ensure that the Faculty's obligations are being met as described in the McMaster University Revised Policy And Regulations With Respect To Academic Appointment, Tenure And Promotion (Tenure and Promotion Policy).

(ix) oversees all faculty recruitment, key academic decisions, appointments, tenure and promotion recommendations, and recruitment for key academic administrative positions commensurate with the University's commitment to equity, diversity and inclusion and works to foster an environment where research, pedagogical innovation, community-engaged scholarship, Indigenous knowledge and methodologies, and academic service of all kinds are recognized and supported, and where faculty members are encouraged to excel.

(x) works collaboratively to advance inclusive excellence across the Faculty through the development and strengthening of infrastructure and capacity to integrate equity, diversity and inclusion principles and practices across all aspects of the Faculty's work and mission. In particular, works in partnership with Indigenous colleagues to foster and advance a positive environment for Indigenous
Terms of Reference for Deans of Faculties

8. Many of the responsibilities of the Dean are carried out through delegating duties to Associate/Assistant Deans, Department Chairs, Area Chairs, and to non-academic staff. However, final responsibility for the performance of these duties rests with the Dean of the Faculty, and it is they who must provide the necessary leadership, guidance, and initiative.

SECTION III – REPORTING RELATIONSHIPS

1. The Dean is responsible to the Provost and Vice-President (Academic).

2. The following positions report to the Dean:

   (a) the Directly Reporting Positions:

   (b) and Area Chairs/Directors of Schools

   (c) Non-academic directors/managers in the Faculty

   (d) Dean’s Office

   (e) Dean’s Office staff.

Policy Date: TBD

McMaster University

Commented [A2]: Item moved to higher in the list; now item (iv).
COMMITTEES

Key Committees: General Faculty

1. The Dean is (Chair of):
   (a) the general Faculty; and
   (b) certain Faculty committees, such as the Faculty Council
   or Dean’s Council and the Faculty Tenure and Promotion
   Committee, as specified in the Faculty by-laws.

2. The Dean is an ex officio member of all Faculty Committees as
   described in the Faculty by-laws.

University

The Dean is an ex officio member of the following University bodies:

(i) Senate (Member)
(ii) University Planning Committee (One Dean is elected annually to UPC)
(iii) Undergraduate Council (Member)
(iv) Graduate Council (Member)
(v) Provost’s Council (Member)
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5. As a senior executive, the position collaborates with Faculty Deans, Vice-Presidents, and other academic and administrative leaders to support the President in strategic decision-making, University strategy, and delivering McMaster’s objectives related to research, teaching, learning, and service.

6. The Dean is responsible for the overall operation and management of their Faculty, for the provision of academic leadership within the Faculty and across campus, for fiscal management, and for relations of the Faculty with partners external to the University. The duties of the Dean are to foster a climate of respect for and engagement of a diversity of peoples, perspectives, and ways of knowing, to embed equitable and inclusive practices within the Faculty for the conduct of scholarship, teaching, and service, and in which procedures are open and transparent.

7. Within this context, the Dean’s responsibilities include:

   (i) oversees the strategic planning for the Faculty, ensuring alignment with the University’s overall mission and priorities as articulated by the President and the Provost and Vice-President (Academic).

   (ii) prepares and administers the Faculty’s financial planning and annual operating budget and exercises overall control of the Faculty’s financial resources. This involves allocating resources and establishing a framework for resource allocation that is transparent and consistent with the Faculty’s mission related to education, teaching, and research, and that supports its strategic direction;

   (iii) oversees the academic mission of the Faculty, ensuring the continued development and provision of high-quality programs of study and research, and the establishment and maintenance of appropriate systems in support of this mission.
(iv) works to enable the development and sustainability of high-impact research programs, leverage and enhance the reputation of the Faculty for research intensity and excellence, and ensure that research is a top priority throughout administrative decision-making.

(v) promotes and supports a high-quality experience for students both within and beyond the classroom, including fostering experiential and active-learning experiences, collaborating with other Faculties, as appropriate, to develop interdisciplinary programming, promoting the integration of research within the undergraduate curriculum, ensuring the provision of appropriate supports and services within the Faculty, and supporting the quality of student life at all levels.

(vi) ensures that the students registered in the Faculty are appropriately supported, that University and Faculty academic regulations are properly administered, that all matters pertaining to the teaching and evaluating of graduate and undergraduate students are attended to and that student records are properly kept;

(vii) establishes and maintains an effective and efficient administrative structure within the Faculty and oversee the activities of the Associate/Assistant Dean(s), Department Chairs and Directors of Schools, and non-academic managers in the Faculty, as well as the non-academic staff in the Dean’s Office, to ensure that they are receiving appropriate support and that their responsibilities are meeting the standards required to succeed in delivering on the Faculty’s mission and vision;

(viii) accountable for those activities and appointments made under University policies and procedures. In this context, the Dean will work with Department Chairs, School Directors, and other academic administrators to ensure that the Faculty’s obligations are being met as described in the McMaster University Revised Policy And Regulations With Respect To Academic Appointment, Tenure And Promotion (Tenure and Promotion Policy).

(ix) oversees all faculty recruitment, key academic decisions, appointments, tenure and promotion recommendations, and recruitment for key academic administrative positions commensurate with the University’s commitment to equity, diversity and inclusion and works to foster an environment where research, pedagogical innovation, community-engaged scholarship, Indigenous knowledge and methodologies, and academic service of all kinds are recognized and supported, and where faculty members are encouraged to excel.

(x) works collaboratively to advance inclusive excellence across the Faculty through the development and strengthening of infrastructure and capacity to integrate equity, diversity and inclusion principles and practices across all aspects of the Faculty’s work and mission. In particular, works in partnership with Indigenous colleagues to foster and advance a positive environment for Indigenous faculty, staff and students, identify and address barriers, and help advance the University’s positive response to the Truth and Reconciliation report.

(xi) fosters and supports a culture of professional development and growth, and builds leadership capacity across the Faculty, and in accordance with EDI principles, to enable strategic succession planning.
(xii) supports the University’s community engagement goals by building partnerships at the local, national, and international levels. Seeks opportunities to partner with industry and other institutions of higher education to enhance collaboration and broaden the impact of shared initiatives locally, nationally, and internationally.

(xiii) works in collaboration with the Vice-President (University Advancement), initiates, strengthens, and sustains strong relationships with current and prospective donors and supporters, and seeks additional and innovative sources of funding.

(xiv) guides the strategic development of new facilities and infrastructure in collaboration with the Vice-President (Operations and Finance).

(xv) works with other members of the senior leadership team to support and advance opportunities for commercialization, social entrepreneurship, and innovation across the Faculty.

(xvi) works with other members of the senior leadership team to develop the University’s brand and advance McMaster’s national and international reputation as a leading research-intensive University.

8. Many of the responsibilities of the Dean are carried out through delegating duties to Associate/Assistant Deans, Department Chairs, Area Chairs, and to non-academic staff. However, final responsibility for the performance of these duties rests with the Dean of the Faculty, and it is they who must provide the necessary leadership, guidance, and initiative.

SECTION III – REPORTING RELATIONSHIPS

Directly Reporting Positions: Associate Deans, Assistant Deans, Department and Area Chairs/Directors of Schools, Non-academic directors/managers in the Faculty, Dean’s Office staff

Key Committees: General Faculty (Chair), Faculty Committees as specified by by-laws (Chair), All Faculty Committees (ex officio), Senate (Member), University Planning Committee (One Dean is elected annually to UPC), Undergraduate Council (Member), Graduate Council (Member), Provost’s Council (Member)
REPORT TO THE SENATE
FROM THE
COMMITTEE ON BY-LAWS

Open Session (Regular Agenda)

Senate accepted Notice of Motion for the amendments to the Faculty of Engineering By-Laws at its meeting on April 13, 2022, and the amendments to the Senate By-Laws at its meeting on May 18, 2022.

1. Amendments to the Faculty of Engineering By-Laws

At its meeting on May 31, 2022, the Committee reviewed and recommended that Senate approve the amendments to the Faculty of Engineering By-Laws.

The Senate Committee on By-Laws now recommends,

that Senate, on the recommendation of the Committee on By-Laws, approve the proposed amendments to the Faculty of Engineering By-Laws, as circulated.

2. Amendments to the Senate By-Laws

At its meeting on May 31, 2022, the Committee reviewed and recommended that Senate approve the amendments to the Senate By-Laws.

The Senate Committee on By-Laws now recommends,

that Senate, on the recommendation of the Committee on By-Laws, approve the proposed amendments to the Senate By-Laws, as circulated.

SENATE: FOR APPROVAL
June 8, 2022
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 (Studies)
Director, Engineering and Management Program
(when held by the Business Faculty)
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 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: Secretary of the Senate or delegate

(f) Affiliated Members: 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.
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 (Studies)

Any Engineering faculty member(s) elected to the University Planning Committee

Director, Experiential Learning

c-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program

Director, 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

Chairs of Departments in the Faculty

Director, Finance and Administration

Director, Outreach and Engagement

Secretary: Secretary of the Senate or delegate

(non-voting)
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:  Director, Engineering and Management Program

Ex Officio:  President
            Provost
            Dean, Faculty of Business
            Dean, Faculty of Engineering
            Associate Dean (Academic), Faculty of Business
            Associate Dean (Academic), 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:  Assistant Dean (Studies), Faculty of Engineering
            (non-voting)  Manager, Academic Programs Office, at the Faculty of Business
            Resource Staff, as appropriate
(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), 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: Assistant Dean (Studies), Faculty of Engineering
             (non-voting)

Secretary: Administrative Coordinator, Engineering Five-Year Programs
           (non-voting)

(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
Ex Officio: President
Provost
Dean of the Faculty
Associate Dean (Academic)
Assistant Dean (Studies)

Faculty: One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean’s Council

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

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

(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)
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
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

Ex Officio: President
            Provost
            Dean of the Faculty
            Assistant Dean (Studies)
            Director, Experiential Learning
            co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
            Director, 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

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

Consultants: 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)

Consultants: 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: To be provided by the Office of the Associate Dean (Academic) 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)

Ex Officio: President
Provost
Dean of the Faculty
Assistant Dean (Studies)
Director, Experiential Learning
co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
Director, 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: Associate Registrar (Records and Registration)
(non-voting) Faculty of Engineering Undergraduate Student Advisor

(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)

Ex Officio:
- President
- Provost
- Dean of the Faculty
- Assistant Dean (Studies)
- Director, Experiential Learning
- 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 (non-voting)

Secretary: To be provided by the Office of the Associate Dean (Academic) of the Faculty (non-voting)

(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)

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

Consultants: 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.

(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)

Ex Officio: President
Provost
Dean of the Faculty
Assistant Dean (Studies)
Director, Experiential Learning
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 which offers a Canadian Engineering Accreditation Board (CEAB) accredited engineering program.

Student: One undergraduate student appointed annually by the Dean of the Faculty

Consultants: The member of Undergraduate Council elected by the Faculty
(non-voting)

Secretary: To be provided by the Office of the Associate Dean (Academic)
(non-voting)

(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 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: The three members of the Graduate Council elected by the Faculty (non-voting)
Secretary: Secretary of the School of Graduate Studies or delegate
(non-voting)

(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
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

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

Consultant: (non-voting)

Secretary: Secretary of the School of Graduate Studies or delegate
(non-voting)
(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 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)
           Associate Dean of Graduate Studies (Engineering)
           Director, Experiential Learning
           co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program
           Director, Engineering and Management Program
           Director, Engineering and Society Program
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: Manager, Strategic Communications

Manager, Engineering Co-Op and Career Services and Internship Program

Manager, Engineering Alumni Office

Quorum: A quorum shall consist of those present at the meeting, provided that 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)

Associate Dean of Graduate Studies (Engineering)
Ex Officio: Assistant Dean (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) 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: Associate Deans
(non-voting) Director, Outreach and Engagement
Secretary: 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: 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: 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/Unit

(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, (b) the appointment be allowed to lapse, (c) the period of the appointment be extended, or (d) no action be taken on the case.

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
(xvi) **Engineering and Society Policy Committee**

**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)
   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 of 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, for a three-year term
Co-Chair(s):  Up to two appointed for a three-year term by the Dean of the Faculty in consultation with Dean’s Council, for a three-year term.

Ex Officio:  President  
Provost  
Dean of the Faculty  
Associate Dean (Academic)  
Associate Dean of Graduate Studies (Engineering)  
Director, Experiential Learning

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

Consultants:  (non-voting)
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).
(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.

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.

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)
**Complete Policy Title**

By-Laws of the Senate of McMaster University

**Approved by**

Senate

**Date of Most Recent Approval**

April 14, 2021

**Date of Original Approval(s)**

Supersedes/Amends Policy dated

December 9, 2020

**Recent Amendments:**

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**Responsible Executive**

University Secretariat

**Policy Specific Enquiries**

Policy (University Secretariat)

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**DISCLAIMER:** If there is a Discrepancy between this electronic copy and the written copy held by the University Secretariat, the written copy prevails.
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McMaster University

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The Senate of McMaster University enacts as follows:

**ARTICLE I: INTERPRETATION**

1. Unless otherwise provided herein, words defined in Section I of *An Act Respecting McMaster University* have the same meaning in these by-laws as in the Act.

2. In these by-laws, unless the context otherwise requires:
   
   a) *The McMaster University Act* means *An Act Respecting McMaster University* as enacted by statutes of Ontario, 1976 and from time to time amended;
   
   b) *By-laws* means by-laws of the Senate;
   
   c) *President* means the President and Vice-Chancellor of the University;
   
   d) *Provost* means Provost and Vice-President (Academic) of the University;
   
   e) *Chair of the Senate* means the President or, in the absence of the President, the Vice-Chair of the Senate or such officer of the University as is authorized to act in conformity with these by-laws;
   
   f) *Vice-Chair* of the Senate means the Provost;
   
   g) *Deans* means the Deans of the several Faculties of the University, the heads of which are known by that title;
   
   h) *Associate Deans* means the Associate Dean (Academic) of the Faculties of Business, Engineering, Humanities, Science, Social Sciences, Engineering, the Associate Dean of Health Sciences (Health Professional Education), the Associate Dean of Health Sciences (Undergraduate Education), the Associate Dean of Health Sciences (Clinical Services and Commercial Enterprises), the Associate Dean of Health Sciences (Nursing), the Associate Dean of Health Sciences (Rehabilitation Science), and the Associate Dean Research and/or Graduate Studies of each Faculty;
   
   i) *Observer* means any person to whom the Senate has granted the right to attend all meetings of the Senate, including Closed Session, and to receive the minutes thereof, with all appendices;
   
   j) *Session* means an academic year of the University, being from September 1 of one calendar year to August 31 of the following calendar year;
k) **Closed Session** means a meeting, or that part of a meeting, of the Senate (or a Senate committee or board) at which only members, observers, and specifically invited guests of the Senate (or the committee or board) are present, such session being deemed to begin upon declaration of the Chair of the Senate (or committee or board). Only persons entitled to be present in Closed Session may be informed of the proceedings that transpire in Closed Session (see also clause (m) below); and

l) this clause shall apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996. For meetings that took place on or after February 16, 1996, the provisions of clause (k) above apply.

m) **In camera**, as it pertains to the meetings of committees and boards of the Senate, means that only members, consultants and specifically invited guests of the committee or board may be present. The proceedings that transpire in the meetings of Senate committees and boards may be divulged only to such persons as have right of access to the record of those proceedings (as provided for in Schedule F).

Revised: December 9, 2020
ARTICLE II: THE CHANCELLOR AND THE PRESIDENT

3. The Chancellor shall be appointed by the Senate upon nomination from a Committee for Nominating a Chancellor.

4. The term of office of Chancellor shall be three years, normally renewable only once, commencing the first day of September of the year of appointment.

5. No person shall occupy the office of Chancellor who is the President or the Vice-President, the head of an affiliated college, or a member of the teaching or administrative staff of the University or of an affiliated college.

6. When the office of Chancellor becomes vacant, the vacancy shall be filled by the appointment of a successor in the manner set out in clause 3, and such successor shall hold office as set forth in clause 4.

7. When a Chancellor ceases to be eligible for such office, or becomes incapable of acting, the office shall be deemed to be vacant.

8. A declaration of the existence of a vacancy in the office of Chancellor by the Senate entered in the minutes of the Senate is conclusive evidence of the vacancy.

9. 
   a) The Committee for Nominating a Chancellor shall consist of the President, the Chair of the Board, the Principal of the Divinity College, the alumni members of the Senate and five other members of the Senate elected by the Senate in accordance with the procedure described in clause 117.
      (i) Seven members of the Committee for Nominating a Chancellor, including the President and the Chair of the Board, shall constitute a quorum at any meeting thereof.
   b) The Senate component of a Committee for Recommending a President shall consist of three faculty members, one graduate student and one undergraduate student, to be elected by the Senate, but not necessarily from the Senate, in accordance with the procedure described in clause 117.
   c) The Committee for Nominating a Chancellor and the Committee for Recommending a President shall each appoint its own chair from among its members and determine its own procedure.

10. The Committee for Nominating a Chancellor and the Committee for Recommending a President shall report to the Senate in writing. Each report shall be made available to Senate members by the Secretary of the Senate no later than 24 hours prior to the relevant Senate meeting, and to observers at the beginning of the Closed Session of the Senate meeting.

Revised: December 9, 2020
ARTICLE III: COMPOSITION OF, ELIGIBILITY FOR, AND ELECTION TO THE SENATE

11. Subject to such changes in the composition of the Senate as may be made from time to time under the authority of The McMaster University Act, and subject to the provisions of any statute in force respecting the period of membership of any member of the Senate, the Senate shall be composed of the members set out in Schedule A attached hereto and shall have as observers those designated in Schedule A.

12. A faculty member, either full-time or part-time, shall be eligible for election to the Senate provided that at the time of nomination the member holds a contractually-limited appointment, or a tenured, tenure-track, permanent teaching, teaching-track, or special appointment, or continuing appointment without annual review by the Board or a regular appointment by the Board of Trustees of the Divinity College, or that the member has been confirmed in a tenured, tenure-track, permanent teaching, teaching-track, or special appointment, or continuing appointment without annual review by the Board or a regular appointment by the Board of Trustees of the Divinity College to take effect on July 1 of the year in which the member is nominated.

13. The academic rank of a faculty candidate for election to the Senate shall be deemed to be the rank that the candidate will hold on July 1 of the year in which the candidate is nominated, provided that this rank has been approved by the Senate Committee on Appointments or by the Board of Trustees of the Divinity College at the time of nomination. If a change in rank has not been approved at the time of nomination, the academic rank of a faculty candidate for election to the Senate shall be deemed to be the rank that the candidate holds at the time of nomination.

14. In the election of the faculty members of the Senate under clause 12 (g) and 12 (h) of The McMaster University Act, each Faculty shall include in its By-laws such distribution of faculty seats on the Senate by rank or type of appointment or department or any combination of these, as it may deem appropriate.

15. The nomination and election of faculty members to the Senate under clause 12 (g) and 12 (h) of The McMaster University Act shall be on a Faculty basis. Faculty members in departments that are members of two Faculties and faculty members on joint appointments in departments that are in different Faculties may vote in the Faculty of their choice, but shall have a vote in only one Faculty.

16. The annual election of faculty members to the Senate under clause 12 (g) and 12 (h) of The McMaster University Act shall be completed by March 31, but such members shall not take office until the first day of July in the year of election.

17. One undergraduate student shall be elected by and from the undergraduate students registered in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences for a two-year term or until graduation or withdrawal from the University, whichever corresponds to the shorter term. The electorate shall include students who have completed the requirements for a bachelor’s degree, but who are proceeding toward their first professional degrees, e.g., the M.D. but not the M.Div., students who are taking additional work toward a second undergraduate degree, or continuing students, meaning...
students possessing a bachelor’s degree who are taking additional undergraduate work but not for credit toward a degree.

18. An undergraduate student to be a candidate for election shall be a full-time undergraduate student who has not been declared ineligible to continue at the University in the preceding Session; or shall be a part-time student registered for at least six units of undergraduate work.

19. A continuing student may be a candidate for election as an undergraduate member provided that such student is registered for at least six units of undergraduate work.

20. A second-degree student may be a candidate for election as an undergraduate member provided that such student is registered for at least six units of undergraduate work.

21. A student who has been elected as an undergraduate member of the Senate and who completes the requirements for a bachelor’s degree during the Session in which such student was elected may continue as a member of the Senate for a second year, provided that in the next ensuing Session such student is registered as a continuing student or a second-degree student for at least six units of undergraduate work.

22. Undergraduate students registered in joint programs under the auspices of more than one Faculty may vote in only one of those Faculties. Students registered in programs not under the auspices of any Faculty may vote in the Faculty of their choice, but shall have a vote in only one Faculty.

23. Six graduate students, each proceeding toward a Master’s or a Doctor’s degree, shall be elected for two-year terms or until graduation or withdrawal from the University, whichever occurs sooner. One graduate student shall be elected by and from the graduate students registered in each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences. Students registered in McMaster University degree programs in the McMaster Divinity College shall be eligible to vote and be candidates for election as graduate students in the Faculty of Humanities.

24. Graduate students registered in joint or collaborative programs under the auspices of more than one Faculty may vote and be candidates in only one of those Faculties. Students registered in interdisciplinary programs not under the auspices of any Faculty may vote and be candidates in the Faculty of their choice, but shall have a vote in only one Faculty.

25. Any graduate student, either full-time or part-time, is eligible to be elected.

26. Nomination of student members shall be on a Faculty basis in accord with Schedule A, each nomination to be supported by at least three names from undergraduate students in the case of nominations of undergraduate students, and three names from graduate students in the case of nominations of graduate students, and all such names shall be drawn from the electorate of the Faculty from which the nominee has been nominated. For students in joint/collaborative or interdisciplinary graduate programs, the
seconders must be registered either in the same program or in the Faculty in which the candidate intends to run for election.

27. The election of student members of the Senate under clause 12 (d) and 12 (e) of The McMaster University Act shall be conducted during the primary election period (January 15-March 31), and such elected members shall take office on the first day of the July following. In the event that there are vacant student seats on September 7, a secondary set of elections shall be conducted during September 15-October 31. The term of office of members elected during the secondary election period shall be deemed to begin on the first day of the previous July.

28. A student member of the Senate who is declared ineligible to continue at the University or who transfers to another Faculty shall relinquish his or her seat, and shall be replaced subject to the provisions of clause 29, below.

29. The election of members of the Senate under clause 12(d), 12 (e), 12 (g) and 12 (h) of The McMaster University Act shall be conducted by the Secretary of the Senate using procedures approved by the Executive Committee and contained in Schedule B and Schedule C attached hereto.

Revised: December 9, 2020
ARTICLE IV: VACANCIES IN THE SENATE

30. Whenever a vacancy in the Senate occurs, the Senate shall determine by resolution whether the vacancy is to be filled. If it is determined that the vacancy shall be filled, the following procedures shall apply. If the vacancy is that of an appointed member, the vacancy shall be filled by a new appointment. If the vacancy is that of a member elected under clause 12(g) and 12(h) of The McMaster University Act, the vacancy shall be filled through a by-election. If the vacancy is that of a member elected under clause 12(d) and 12(e) of The McMaster University Act, the vacancy shall be filled during the next election period as specified in clause 26.

31. The seat of any member who, without being granted leave of absence by the Senate, fails to attend four consecutive regular meetings of the Senate, may be declared vacant, at the discretion of the Chair of the Senate.

32. The Executive Committee of the Senate may, upon the written request of a member, grant leave of absence to such member for one non-renewable period not to exceed four consecutive months, for illness or for other cause deemed by the Senate to be appropriate. A member who is to be absent from the University or who will be unable to attend Senate meetings for a period longer than four months shall resign his or her seat before the beginning of such period, and shall be replaced in accordance with the provisions of clause 29.

Revised: December 9, 2020
ARTICLE V: ELECTION OF SENATE MEMBERS TO THE BOARD

33. The McMaster University Act includes in the membership of the Board of Governors three members to be elected to the Board by and from the members of the Senate, for three-year terms. As required, the Executive Committee of the Senate shall prepare a slate consisting of at least two names of members of the Senate for any such vacancy on the Board. These nominations shall be circulated to all members of the Senate, who may nominate additional candidates for inclusion on the slate, provided that such nominations are signed by three members of the Senate and are accompanied by a declaration of willingness to serve. The electorate shall be provided with a brief statement of each candidate’s skills and interests for service on the Board.

34. The election shall normally be carried out before the regular meeting of the Senate in June of each year. Ballots shall be sent electronically to members of the Senate. Instructions on the ballot shall indicate that votes are to be cast in accordance with the transferable vote procedure.

Revised: December 9, 2020
ARTICLE VI: THE MACE, THE UNIVERSITY SEAL, AND THE EXECUTION OF DOCUMENTS

35. There shall be a Mace of the University representing the authority of the Senate of the University, and the Mace now in use shall continue to be the Mace of the University.

36. The Mace shall be used only on an official University occasion, this being defined as one on which the Chancellor or Vice-Chancellor is present in role of office or one on which both are so present, unless otherwise authorized by the Senate Committee on University Ceremonials and Insignia. Except as provided in clause 37, the Mace shall be carried by the University Bedel or, in the absence of the Bedel, by the University Pro-Bedel.

37. The University Bedel and Pro-Bedel shall be those professors of the University with the longest and second-longest service respectively, or such other professors as shall be designated by the Senate. If neither the Bedel nor Pro-Bedel is available at a Convocation, the Mace shall be carried by the longest-serving faculty member present and available.

38. The University Registrar shall be responsible for the custody and security of the Mace, and shall keep it in place of deposit and in such charge as the Senate from time to time shall direct.

39. There shall be a University Seal and the Seal now in use shall continue to be the Seal of the University. The Seal may be impressed by duplicate instruments, one to be retained by the Senate and the other by the Board, for use in respect of documents made under their respective powers.

40. The duplicate instrument of the Seal retained by the Senate shall be kept in the custody of the University Registrar, who shall keep it in such place of deposit and in such charge as the Senate from time to time shall direct.

41. The University Seal may be affixed to any document or instrument in writing bearing the signatures of the Chancellor, or the President, or the acting President, or the Secretary of the Senate, or such other person as may be authorized by resolution of the Senate.

42. The signatures of the Chancellor, the President, and the Secretary of the Senate may be engraved, lithographed, printed, stamped or otherwise reproduced mechanically on any document or instrument in writing requiring signature by such persons or any of them, whether or not the University Seal is affixed thereto.

43. The signatures of the Vice-Presidents, Deans, the Vice-Provost and Dean of Graduate Studies, Directors and other Heads of the Faculties, Schools, Institutes, and Centres may likewise be engraved, lithographed, printed, stamped or otherwise reproduced mechanically on any document or instrument in writing requiring signature by such persons or any of them, whether or not the University Seal is affixed thereto.
thereto, and whether or not the signatures of the persons mentioned in clause 42 or any of them are affixed thereto manually or reproduced mechanically.

44. The Secretary of the Senate is responsible for the custody and proper use of any such mechanical means of reproduction, provided that, in the case of a mechanical means of reproducing any signature, such use be first authorized in writing by the signatory.

45. Any such mechanically reproduced signature, if so reproduced with the authority of the Secretary of the Senate, is deemed for all purposes to be the signature of the person concerned.

Revised: December 9, 2020
ARTICLE VII: RULES OF PROCEDURE OF THE SENATE

Day, Time and Place of Meetings

46. Regular meetings of the Senate shall be held on the second Wednesday of each month from September to April. Should the second Wednesday occur during the mid-term recess the Senate meeting will be rescheduled to a date approved by the Chair. The regular meetings of Senate for May and June shall be held on the Wednesday preceding the May and June convocation ceremonies, respectively. At the discretion of the Chair, a regular meeting of the Senate can be cancelled in the event of insufficient business.

47. A special meeting may, and on the written requisition of twelve or more members shall, within two weeks of receipt of the requisition, be called by the Chair of the Senate for the transaction of only such business as is specified in the notice of such meeting. At least 48 hours notice of any such special meeting shall be given.

48. Unless otherwise directed by the Chair of the Senate, every meeting shall begin at 3:30 p.m.; and, if after a lapse of 15 minutes from that time there is not a quorum, the Secretary of the Senate may call the roll and the Senate shall then stand adjourned until the next meeting.

49. The Senate shall not remain in session later than 6:00 p.m., except by an affirmative vote of at least two-thirds of the members present.

50. All meetings shall be held in the Council Room, Gilmour Hall, McMaster University, unless the Chair of the Senate directs that a meeting be held virtually or elsewhere in metropolitan Hamilton or its environs.

Notice of Meeting

51. Where, by any by-law, provision is made for the holding of a meeting, the notice of meeting, unless otherwise expressly provided herein, shall be in writing. Notice of meeting for a regular meeting of the Senate shall be circulated at least one week prior to such meeting. The notice of meeting is deemed to be given when it is sent by electronic mail to the member or other person to be notified at the last address of record with the Secretary of the Senate.

52. The accidental omission to give notice of a regular or special meeting to any member, or any accidental irregularity in connection with the giving of such notice, does not invalidate the proceedings at that meeting.

Chair

53. The President, or in his/her absence the Vice-Chair of the Senate, shall chair all meetings of the Senate. In the absence of both the Chair and the Vice-Chair, a Chair shall be elected by a majority of the members present.
54. The Chair may take part in a debate on any question, but before doing so shall leave the Chair and appoint some other member present to act as Chair pro tempore.

55. The Chair may vote on any question.

**Quorum**

56. At all meetings held between September and June, both months inclusive, 30 members shall constitute a quorum.

57. At any meetings held during the months of July and August, 20 members shall constitute a quorum, provided that if at any such meeting a question of general policy or general legislation arises and fewer than 30 members are present, the consideration of such question shall be postponed until the next regular meeting.

**Record of Proceedings**

58. A record of the proceedings of all meetings of the Senate shall be made by the Secretary of the Senate. Items of business dealt with by the Senate in Closed Session shall appear as appendices to the record and such appendices shall be made available only to persons entitled to be present in Closed Session unless otherwise ordered by the Senate, or by the Executive Committee in accordance with the provisions of clause 113.

**Procedural Authority**

59. The Chair of a meeting shall conduct the proceedings in conformity with the by-laws and rules of procedure enacted by the Senate and, in all cases not so provided, the following reference shall be used: M.K. Kerr and H.W. King, Procedures for Meetings and Organizations, Carswell Legal Publications, 1984. Procedures for meetings of the Senate, other than when the Senate is in Closed Session, are as set forth in Schedule D attached hereto.

**Recordings**

60. No form of recording (photographic or electronic) shall be permitted at any meeting of the Senate unless by the express authority of the Chair of the Senate, with the exception of instruments for official use by the Senate.

**Preserving Order**

61. The Chair shall preserve order and decorum at all meetings of the Senate. Any person admitted to a meeting of the Senate who, in the opinion of the Chair, misconducts himself or herself must withdraw from the meeting at the order of the Chair. In the event that such a person refuses to withdraw, the Chair has
the discretion to declare a short recess, or to adjourn the Senate, and may declare that the continuation of such recessed or adjourned meeting shall be in Closed Session.

Orders of the Day

62. The agenda for regular meeting of Senate shall employ the consent agenda format for routine approval items and for information items, as set forth in Schedule D. Except as otherwise provided herein, the following order of business shall be observed at all regular meetings for both the consent and regular agenda and no variation from this order shall be allowed except by the vote of two-thirds of the members present, which vote shall be taken without debate, subject however to the provision of clause 77:

a) receiving and disposing of the minutes of the last regular meeting and of any intervening special meetings, except the confidential appendices associated therewith;

b) business arising out of the approved minutes, except business arising from the confidential appendices;

c) enquiries;

d) reading and disposing of communications, to be disposed of as read;

e) receiving and disposing of a report from the Chair of the Graduate Council concerning the activities of that Council;

f) receiving and disposing of a report from the Chair of the Undergraduate Council concerning the activities of that Council;

g) reading and disposing of reports of Faculties and Councils;

h) reading and disposing of reports of standing and special committees and boards, to be considered in the following order:

   (i) reports submitted but not disposed of at the previous meeting;

   (ii) reports of standing committees and boards in the order in which they appear in clause 91, subject to any limitations that may be imposed by clause 79;

   (iii) reports of special committees in the order of their establishment by the Senate;

i) other unfinished business from the last meeting;

j) new business to be taken in the order of receipt of notice of motion;
k) any business on the agenda that was not presented or proceeded with when reached, to be taken in
the order announced on the agenda;

l) new business not on the agenda; and

m) business to be dealt with in Closed Session.

63. Notice of any motion to be considered at a regular meeting, other than a motion in the ordinary course of
business, or a proposal to amend the by-laws, shall be in the hands of the Secretary of the Senate at least
six working days before the meeting at which the motion is to be made, and the Secretary of the Senate
shall note the date of receipt upon the face of the notice and shall place the matter on the agenda for the
meeting at which the motion is to be made.

64. If any committee or member fails to proceed with a report or business on the agenda when it is reached,
such report or business shall be placed on the agenda for the next regular meeting at the end of the class
of business to which it belongs.

65. Any member of the University community may request an appearance before the Senate for the
presentation of a brief. The request will be considered by the Senate if the request and brief are submitted
to the Secretary of the Senate at least four working days prior to the date set for a Senate meeting.

Debate

66. Any member desiring to speak during a meeting shall rise and address the Chair.

67. A member called to order shall sit down, but may afterwards explain. The Chair shall decide the point of
order, subject to an appeal to the Senate whose decision shall be final and made without debate.

68. Each member shall speak only to the question in debate.

69. No member while speaking shall be interrupted by another member except upon a point of order or for the
purposes of an explanation, and the member so interrupting shall speak only to the point of order or to the
explanation.

70. Any member may require the question under discussion to be read at any time during the debate, but not
so as to interrupt a member who is speaking.

71. Except for the mover of a substantive motion, who shall be allowed to reply, no member shall speak more
than once to a question, unless in explanation of a material part of a speech which may have been
misunderstood, and in such case shall not introduce new matter.
72. No member shall speak more than ten minutes at one time, except by leave of a majority of the members present, which leave shall be granted or refused without debate.

73. No member shall speak to a question after it has been put by the Chair.

Voting

74. Except as provided in clause 49, 62, 78, 79, and 174, all questions that come before the Senate shall be decided by the vote of a majority of the members present. Each member present is entitled to one vote, and in the event of an equality of votes the question is deemed to be decided in the negative.

75. All members shall vote in accordance with their individual assessment of the merits of each question before the Senate and not as delegates of the constituencies by which they have been elected.

76. Questions normally shall in the first instance be decided by a show of hands. The Chair shall declare the result of every vote and the declaration of the Chair as to the result of a show of hands and an entry to that effect in the minutes of the proceedings at the meeting shall, unless a poll is demanded, be prima facie evidence of the result of the vote. The Chair or any member present may require the yeas and nays to be recorded on any question except a motion to adjourn the Senate or adjourn a debate or move into Closed Session, in which event a poll shall be taken in such manner as the Chair directs. A demand for a poll may be withdrawn at any time prior to the taking of the poll. Any member of Senate who wishes to propose that a question be decided by ballot must make such a request before any vote is taken. On receipt of such a request, Senate will determine by a show of hands of a majority of the members present whether or not a question, and any amendments thereto, shall be decided by means of a ballot.

Motions and Questions

77. The Senate may decide by a simple majority of the members present at any time and at any meeting to move into Closed Session, such vote to be taken without debate

78. Unless previous notice has been given, no motion introducing new matter, other than a matter of privilege or a motion to move into Closed Session, shall be taken into consideration at any regular meeting of the Senate, except upon the vote of two-thirds of the members present.

79. No matter that has been decided by the Senate shall be reconsidered before the first regular meeting of the following session, except upon the vote of two-thirds of the members present; a motion to reconsider may be made by any member.

80. All motions, except those to adjourn the Senate or to adjourn a debate or to move into Closed Session, shall be put in writing and seconded before being debated or put from the Chair, and when a motion has been seconded it shall be read to the Senate by the Chair before being debated.
81. When a motion has been made, seconded, and read, it shall be disposed of by the Senate, unless the mover, with the consent of the seconder, withdraws it or allows it to stand over.

82. When a question is under debate, no motion shall be received by the Chair except a motion to:

   a) adjourn the Senate;

   b) move into Closed Session;

   c) adjourn the debate;

   d) proceed to the next order of business;

   e) table the motion;

   f) put the previous question;

   g) postpone to a specified time;

   h) refer the question;

   i) amend the main motion; or

   j) postpone indefinitely.

83. A motion to adjourn the Senate or to move into Closed Session is always in order, is undebatable, and no second motion to the same effect shall be made until after some intermediate proceeding has been taken.

84. A motion to adjourn a debate is always in order, and no second motion to the same effect shall be made until after some intermediate proceeding.

85. A motion to put the previous question shall, until it is decided, preclude all amendments to the main motion. It shall be put in the following words: “that the question on the main motion be now put” and, if it be resolved in the affirmative, the original question shall be put forthwith without any amendment or debate. If it be resolved in the negative, discussion will continue on the original question, and the vote on the original question may be taken at a later time in the same meeting.

86. A motion to refer the question shall, until it is disposed of, preclude all amendments to the main motion.

Revised: December 9, 2020
ARTICLE VIII: COMMITTEES AND BOARDS

COMMITTEE OF THE WHOLE

87. When the Senate resolves to go into Committee of the Whole, the Chair of the Senate shall appoint a chair of the Committee who shall preside over its deliberations, decide points of order subject to an appeal to the Chair of the Senate, and report its proceedings to the Chair when the Senate rises from the Committee of the Whole.

88. The rules of procedure of the Senate (Article VII) shall be observed in Committee of the Whole except that:

   a) no motion is required to be seconded;

   b) no motion for the previous question or for an adjournment shall be received;

   c) in divisions the names of members shall not be recorded; and

   d) the number of times that a member may speak is not limited.

89. On a motion in Committee of the Whole to “rise and report,” the question shall be decided without debate.

90. A motion in Committee of the Whole that the Chair leave the chair, or that the Committee “rise without reporting”, shall be in order and shall take precedence over any other motion. If it is carried, the Chair of the Senate shall at once resume the Chair and proceed to the next order of business.
STANDING COMMITTEES

91. There shall be standing committees of the Senate and the duties of such committees shall be as defined herein and from time to time by these by-laws.

   a) The standing committees shall be the:

      (i) Executive Committee;
      (ii) University Planning Committee (joint with the Board of Governors);
      (iii) Committee on Appointments;
      (iv) Committee on Honorary Degrees;
      (v) Senate Board for Student Appeals;
      (vi) Committee on University Ceremonials and Insignia;
      (vii) Committee on By-laws;
      (viii) Committee on Academic Integrity;
      (ix) Tenure and Promotion Appeals Nominating Committee;
      (x) Committee on Student Affairs;
      (xi) Board-Senate Research Misconduct Hearings Panel;
      (xii) Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence; and
      (xiii) Faculty Discipline Board.

   b) The membership of all Senate Committees, and Boards, and Panels shall take effect on the first day of July following the regular June meeting of the Senate, with the exception of the Senate Board for Student Appeals, the membership of which shall take effect on the first day of September following the regular June meeting of the Senate.

92. The Senate may join with the Board in establishing one or more joint committees of the Senate and the Board.
93. The Chancellor and the President shall be *ex officio* members of every standing committee of the Senate, with the exception of the Tenure and Promotion Appeals Nominating Committee, the Board-Senate Research Misconduct Hearings Panel, the Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Violence, the Faculty Discipline Board, and the Senate Board for Student Appeals.

94. The provisions that apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996 are set out in Schedule F. For meetings that took place on or after February 16, 1996, the following shall apply:

a) Except for joint committees of Senate and the Board of Governors, each standing committee shall fix the times and places of its meetings, which shall be open to the public except:

   (i) when matters confidential to the University may be discussed;

   (ii) when matters of a personal nature concerning an individual may be discussed (unless the individual requests that such part of the meeting be open to the public);

   (iii) when the chair of the committee or board decides that an item of business shall be discussed in Closed Session;

   (iv) when at least one third of the committee or board members present at any meeting without debate request the chair of the committee or board to declare the meeting, or any part thereof, a Closed Session; or

   (v) as provided for in clause 128, and 140(d), 141(d), and 145.

   Each standing committee may otherwise determine its own procedure consistent with these by-laws.

b) A record of the proceedings of each standing committee and board shall be made by the Secretary of the Senate. Items of business dealt with in Closed Session shall appear as appendices to the record and such appendices shall be available to members, consultants and specifically invited guests of the standing committee or board, unless otherwise ordered by the committee or board.

   clause 94, sub-sections (a) and (b) shall not apply by analogy to subordinate bodies of the Senate.

   All material provided under this By-law concerning a Closed Session or an in camera session of a standing committee or board or a joint Board-Senate committee shall be treated with the same confidentiality as material dealt with in Closed Session of the Senate.

c) Normally, it is expected that members attend committee meetings in person. At the discretion of the Chair, however, a member(s) who is (are) unable to attend in person may participate in that meeting by such means as telephone or other communication facilities that permit all members to communicate
simultaneously and instantaneously. A member(s) participating in such a meeting by such means is (are) deemed to be present at the meeting. For those meetings, or portions thereof, held in Closed Session or in camera, it is expected that members participating by such means as telephone or other communication facilities will ensure that the necessary standards of confidentiality are maintained and that their participation is conducted in a setting that ensures such confidentiality.

d) At the discretion of the Chair, a committee may be asked to consider a matter outside of a committee meeting and to determine the matter by means of an electronic vote. Such matters would, in the judgment of the Chair, be time-sensitive so that delay until the next regularly scheduled meeting would have an adverse effect, or would, in the judgment of the Chair, normally require little, if any, discussion prior to voting. Matters considered in this manner shall be reported at the next regular meeting of the committee. Members with concerns who would like an item to be discussed by the committee in advance of the electronic vote must notify the Secretary without delay. The Chair will then determine an appropriate course of action and inform the committee on the disposal of the matter.

95. Vacancies that occur in a standing committee or board may be filled at any regular meeting of the Senate or at a special meeting thereof.

96. Any written communication on a subject coming properly within the cognizance of a standing committee or board or of the Graduate Council or of the Undergraduate Council shall stand referred as a matter of course to that committee or board or council, which shall report thereon at the next regular meeting of the Senate.

97. Any written communication dealing with a new graduate degree program; a major new undergraduate degree program; a new Faculty, Department, School, Institute, Centre or the like, shall stand referred as a matter of course to the University Planning Committee, which shall report thereon at the next regular meeting of the Senate and such report shall be received before the Senate proceeds to the consideration of the proposal.

98. On receipt of any such communication referred to in clause 96 and 97, the Secretary of the Senate shall forthwith, after acknowledging its receipt, submit it under the direction of the Chair of the Senate to the Chair of the appropriate standing committee or board or Graduate or Undergraduate Councils.

99. Any such communication, referred to in clause 96 and 97 that is not received in time to be considered by the appropriate standing committee or board or council before the next regular meeting of the Senate may by direction of the Chair of such committee or board or council be read at such meeting and the Senate may, if it deems fit, take the communication into immediate consideration or otherwise dispose of it.

100. Every standing committee and board of the Senate has the power to invite consultants to its meetings.

Revised: December 9, 2020
SPECIAL COMMITTEES AND CONSULTANTS

101. The Senate may from time to time appoint special committees with specified terms of reference. Unless otherwise specifically provided in the resolution by which a special committee is appointed, or later determined by the Senate, it is dissolved on the date of its final report to the Senate.

102. The provisions of clause 93, 94, 95, 96, 97, 98, 99 and 100 apply to every special committee unless otherwise provided in the resolution by which it is appointed.

103. The Chair of the Senate shall have power to appoint consultants to the Senate as the need may arise.
ARTICLE IX: COMPOSITION, POWERS, AND DUTIES OF STANDING COMMITTEES AND BOARDS

THE EXECUTIVE COMMITTEE

104. The Executive Committee shall consist of the following membership:

*Ex Officio Members*
- Chancellor
- President
- Provost

*Members*
- Four shall be faculty members of the Senate
- One undergraduate student member of the Senate
- One graduate student member of the Senate
- One alumni member of the Senate

Five members of the Committee shall constitute a quorum.

105. The Chair of the Committee shall be the Chair of the Senate. The Vice-Chair of the Committee shall be the Vice-Chair of the Senate.

106. The Committee shall act for the Senate between Senate meetings on matters pertaining to the affairs of the Senate, as referred to it by the President, the Senate, the Faculties, the Graduate Council or Undergraduate Council, or committees or boards, committees, boards, or panels of the Senate. Such actions shall be reported at the next regular meeting of the Senate.

107. The Committee shall consider and report to the Senate on any other matter which may from time to time be referred to it by the President, the Senate, or by any committee, or board, panel or council of the Senate.

108. The Committee shall nominate members of the Senate for election to the Board in conformity with the provisions of clause 33 and 34.

109. The Committee shall nominate the members of the standing committees of the Senate and the student members of Undergraduate Council as required, with the exception of the Executive Committee (for which, see clause 122(a)) and, where it is not otherwise expressly provided, shall nominate the chairs thereof, and the vice-chairs where appropriate, and shall report such nominations to the next regular meeting of the Senate.

110. After the report of the Executive Committee regarding nominations is submitted to the Senate, the Senate shall appoint the members of all standing committees and boards whose appointment is the duty of the Senate.
111. If a regular meeting of the Senate is not held in June, a special meeting of the Senate shall be held in June to receive and consider the report of the Executive Committee and to appoint the standing committees and boards for the next academic session.

112. The Executive Committee shall also consider requests from students and former students for the removal of transcript notations related to penalties assigned under the Academic Integrity Policy or the Code of Student Rights and Responsibilities.

113. On the advice of the Chair, the Vice-Chair and the Secretary of the Senate, the Committee shall adjudicate and decide on any requests, submitted in writing to the Secretary of the Senate, by a Senator seeking access to Closed Session Senate minutes of a meeting which took place when that individual was not a Senate member.

Revised: December 9, 2020
THE UNIVERSITY PLANNING COMMITTEE

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

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

   **Members**
   - Six faculty members, one from each Faculty, elected for staggered three-year terms
   - One Faculty Dean elected annually (by and from the six Faculty Deans)
   - One non-teaching staff member, elected for a three-year term
   - One graduate student, elected for a two-year term
   - One undergraduate student, elected for a two-year term

   **Consultants**
   - Associate Vice-President, Finance and Planning (Academic)
   - Assistant Vice-President/Chief Facilities Officer

   **Observers**
   - Dean and Vice-President (Health Sciences) or delegate
   - Vice-President (University Advancement)
   - Associate Vice-President (Students and Learning) and Dean of Students
   - Chair of Undergraduate Council
   - Deputy Provost

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

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1The University Planning Committee is a joint Board-Senate Committee and is the successor to the Board-Senate Committee on Academic Planning. It is also the successor to the Board-Senate Committee on Long-Range Planning named in *The McMaster University Act, 1976*. All references to the Board-Senate Committee on Long-Range Planning in *The McMaster University Act, 1976* shall be deemed henceforth to refer to its successor, the University Planning Committee.
The election of faculty, non-teaching staff and student members to the University Planning Committee shall be conducted by the University Secretary and shall adhere to the Board of Governors Election By-Laws.

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

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

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

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

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

(v) review and receive annually a report from the Vice-President (Research) on the major operations, institutes, and initiatives that receive significant support from the budget envelope of the Vice-President (Research), and on the anticipated impact of new funding opportunities (from federal, provincial, or private agencies or businesses) as they arise. Received plans are to be reported to the Senate and the Board of Governors for information;

(vi) receive annually from the Vice-President (University Advancement) a report on advancement efforts of the previous year and review, for recommendation to the Senate and the Board of Governors, future fund-raising priorities and their relationship to the University Plan;

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

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

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

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

**Ex Officio Members**
- President
- Provost
- Vice-President (Administration)
- Vice-President, (Operations and Finance)

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

**Consultant**
- Deputy Provost

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

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

b) The Budget Committee shall:

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

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

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

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

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

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

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

**Ex Officio Members**

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

**Student Members**

Graduate Student Representative – selected from applicants for a one-year term
Full-time Undergraduate Student Representative – selected from applicants for a one-year term
Part-time Undergraduate Student Representative – selected from applicants for a one-year term

*Student positions are renewable once.

**Consultants**

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

The University Student Fees Committee shall:  

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

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

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

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

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

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

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

Revised: April 14, 2021
THE COMMITTEE ON APPOINTMENTS

116. The Committee on Appointments shall consist of the following membership:

_Ex Officio Members_
Chancellor
President
Provost
Vice-President (Research)
Vice-Provost and Dean of Graduate Studies

_Members_
Seven elected faculty members of the Senate
One elected student member of the Senate

_Consultants_
Manager, Faculty Relations, Office of the Provost

Six members of the Committee constitute a quorum at any meeting thereof, except when decisions are being made on tenure, permanence, or promotion recommendations, at which meeting eight members of the Committee, one of whom shall be the Provost and one of whom shall be the Vice-Provost and Dean of Graduate Studies, shall constitute a quorum. In the event of an equality of votes on tenure, permanence, or promotion recommendations, the question is deemed to be decided in favour of the Faculty Tenure and Promotion Committee’s recommendation, notwithstanding the provision of clause 74.

117. The Committee shall nominate the members of the Committee for Nominating a Chancellor in conformity with the provisions of clause 9(a) and shall nominate the members of the Senate component of the Committee for Recommending a President in conformity with clause 9(b). These nominations shall be presented at a Senate meeting, together with a brief statement of each candidate’s skills and interests. No additional nominations may be made at that Senate meeting, but subsequent to the meeting, members of the Senate shall be provided with the opportunity to submit written nominations of additional candidates for inclusion on the slate, provided that such nominations are signed by three members of the Senate and are accompanied by an indication of the candidate’s willingness to serve. If necessary, an election shall be conducted by the Secretary of the Senate immediately following the end of the nomination period. A brief statement of each nominee’s skills and interests shall be provided to Senators along with the ballot. Not more than one faculty member from any one Faculty shall be elected by Senate to the Committee for Nominating a Chancellor or the Committee for Recommending a President.

118. The Committee shall have as a standing order of business the making of nominations for such ad hoc selection committees as are charged to nominate to the Senate those to be appointed to senior academic administrative offices and to the offices of Vice-President (Administration), Vice-President, (Operations and Finance) and Vice-President (University Advancement). In this context, senior academic administrative offices include those of Provost, Vice-President (Health Sciences), Dean and Vice-President (Health
The Committee shall consider and recommend to the Senate on academic appointments, terms of reference, tenure policy, promotion policy, research leave policy, and all matters related to academic appointments. In this context, academic appointments shall be taken to include appointments of Department Chairs and Directors of Schools, Programs, Research Institutes, and Centres, and appointments to named Chairs and Professorships. The Committee shall receive for information reports on the appointment of Associate Department Chairs, Associate Directors of Programs, Research Institutes and Centres, Executives in Residence, and Faculty honorific appointments. The Committee shall recommend to the Senate candidates for the titles of Distinguished University Professor and University Scholar.

The Committee shall consider recommendations for appointment to the teaching staff from Faculty or joint-Faculty Tenure and Promotion Committees and shall:

a) decide that the faculty member is to be nominated for a tenured appointment, a continuing appointment without annual review or a permanent teaching appointment and so inform the Senate; or

b) recommend to the President that the period of a tenure-track appointment, a special appointment or a teaching-track appointment be extended, and so inform the Senate; or

c) decide that no action be taken on the case; or

d) decide that a faculty member’s tenure-track appointment, special appointment or teaching-track appointment be allowed to lapse and so inform the Senate.

The Committee shall consider recommendations for promotion from Faculty or joint-Faculty Tenure and Promotion Committees and shall:

a) decide that promotion is to be granted at this time, and so inform the Senate; or

b) decide that no action is to be taken in regard to promotion.

The Committee shall nominate the membership of the Executive Committee, and shall report thereon to the regular meeting of the Senate in June of each year.

Revised: December 9, 2020
THE COMMITTEE ON HONORARY DEGREES

123. The Committee on Honorary Degrees shall consist of the following membership:

**Ex Officio Members**

- Chancellor, who shall be Chair
- President, who shall be Vice-Chair

Five other members of the Senate
One alumni member of the Senate

Four members of the Committee constitute a quorum at any meeting thereof.

124. The Committee shall make recommendations to the Senate of names of persons upon whom it is thought fitting to confer the honorary degree of Doctor of Laws, Doctor of Science, Doctor of Letters, or any other honorary degree that may be established by the Senate.

Revised: December 9, 2020
THE SENATE BOARD FOR STUDENT APPEALS

125. The Senate Board for Student Appeals shall consist of 12 members appointed by the Senate for two-year terms, of whom six shall be faculty members who are not senior academic administrative officers, four shall be undergraduate students, and two shall be graduate students. In addition, the Chair of the Board has the authority to appoint, on an ad hoc basis, faculty and students who are not members of the Senate Board for Student Appeals to serve on appeal tribunals as auxiliary Board members. For meetings of the Board which do not relate to the hearing of a specific appeal, seven members of the Board constitute a quorum.

126. The Senate Board for Student Appeals shall:

a) adjudicate all student appeals from rulings of other authorities (e.g., Faculty Reviewing Committees, Deans, Associate or Assistant Deans) on matters of academic standing other than those involving solely a substantive academic judgment, and shall, where appropriate, adjudicate appeals by students in respect of any other allegation of injustice, except in cases where another body has been named as the final decision maker; and

b) when deemed appropriate, consider and make recommendations to the Senate on policy and procedure relating to student appeals.

127. The hearing of an appeal shall be before a tribunal consisting of at least three members or auxiliary members of the Senate Board for Student Appeals, one of whom shall be a student. They shall be chosen in accordance with procedures approved by the Senate.

128. Hearings before tribunals of the Senate Board for Student Appeals shall be conducted in accordance with the procedures approved by the Senate.

Revised: December 9, 2020
THE COMMITTEE ON UNIVERSITY CEREMONIALS AND INSIGNIA

129. The Committee on University Ceremonials and Insignia shall consist of the following membership:

   Ex Officio Members
   Chancellor
   President
   University Bedel

   Members
   Six members of the Senate
   One graduate student member of the Senate
   One undergraduate student member of the Senate

   Consultants
   University Registrar
   Convocation & Curriculum Officer

   a) Five members of the Committee constitute a quorum at any meeting thereof.

130.

   a) The Committee shall be responsible for the planning and conduct of all University ceremonials, including all Convocations; and shall keep under continual review the form of and procedure at such ceremonials and all matters relating thereto.

   b) The Committee shall also be responsible for reviewing and making decisions, or recommendations to the Senate or the Board of Governors, on matters relating to heraldic practice and policy.

Revised: December 9, 2020
THE COMMITTEE ON BY-LAWS

131. The Committee on By-laws shall consist of the following membership:

   **Ex Officio Members**
   Chancellor
   President

   **Members**
   Four members appointed by the Senate, one of whom shall be a member of the Senate and one of whom shall be the Secretary of the Senate.

   Three members of the Committee constitute a quorum at any meeting thereof.

132. The Committee shall make recommendations to the Senate:

   a) for the appropriate form of any amendment to any by-law and of any new by-law, of the Senate or of a Council or of a Faculty, that the Senate has approved in principle;

   b) for any alteration of any by-law, of the Senate or of a Council or a Faculty, deemed by the Committee to be necessary as a consequence of any amendment or of any new by-law approved by the Senate or to be desirable for reasons of consistency or the like;

   c) on any matter pertaining to the by-laws of the Senate or of a Council or of a Faculty that may be referred to the Committee by the Senate, or on any such matter that the Committee may deem appropriate for the attention of the Senate.

Revised: December 9, 2020
THE COMMITTEE ON ACADEMIC INTEGRITY

133. The Committee on Academic Integrity shall consist of the following membership:

    **Ex Officio Members**
    Chancellor
    President
    Vice-Provost and Dean of Graduate Studies
    Vice-Provost (Faculty Teaching & Learning)

    **Membership**
    Four 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

    **Consultants**
    Academic Integrity Officer
    University Registrar,
    Graduate Registrar and Secretary of the School of Graduate Studies

    Five members of the Committee constitute a quorum.

134. The Committee shall, when deemed appropriate, make recommendations to the Senate on policy and procedures relating to issues of academic integrity and on measures designed to reduce instances of academic dishonesty.

135. The Committee shall review, prior to its presentation to the Senate, the annual report prepared by the Office of Academic Integrity.

*Revised: December 9, 2020*
THE TENURE AND PROMOTION APPEALS NOMINATING COMMITTEE

136.  
   a) The Tenure and Promotion Appeals Nominating Committee shall consist of six full-time tenured faculty members that:
      (i) are normally at the rank of Professor; and
      (ii) are appointed by the Senate but not necessarily drawn from the Senate with one from each of the Faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences; and none of whom, during their term on the Committee, shall be a member of a Faculty Tenure and Promotion Committee or of the Senate Committee on Appointments;
   b) Four members of the Committee constitute a quorum at any meeting thereof.
   c) The Chair shall be elected by and from the members of the Committee.

137.  
   a) When an appeal of a tenure, a continuing appointment without annual review or a permanent teaching or promotion decision has been referred to the Committee, the Committee shall nominate to the Senate the membership of an Appeal Tribunal, composed of three full-time tenured or permanent members of faculty who have not been previously involved in the decision under review and who are at arm’s length from both parties to the appeal. The tribunal in each case shall normally consist of one member from the appellant’s Faculty and two members from outside the Faculty.
   b) Each Appeal Tribunal shall normally report to the Senate within four months of its establishment.
THE COMMITTEE ON STUDENT AFFAIRS

138. The Committee on Student Affairs shall consist of the following membership:

**Ex Officio Members**
- Chancellor
- President
- Associate Vice-President (Students and Learning) and Dean of Students, who shall be Chair

**Members**
- Three faculty members, at least one of whom shall be an elected faculty member of the Senate
- Three undergraduate students, one of whom shall be a part-time student and one of whom shall be a student residing in a University residence
- One graduate student
- Of the student members, at least one shall be a member of the Senate.

Five members of the Committee constitute a quorum at any meeting thereof.

139. The Committee has the authority to approve, and report to Senate for information, minor changes to the Residence Agreement Contract on behalf of Senate and shall otherwise recommend to the Senate policies, and receive submissions, on non-academic aspects of student life, including University residences and student services, and on matters of student conduct and discipline.

This responsibility shall include:

a) developing and periodically reviewing in consultation with relevant student leadership, for recommendation to the Senate, University codes of student conduct and discipline, including for resident students;

b) approving the constitutions of student residences and any amendments thereto;

c) receiving annually a report from the Dean of Student Affairs which shall include reference to non-academic disciplinary problems on campus; and

d) establishing such sub-committees as may from time to time be deemed.

Revised: June 6, 2018
THE BOARD-SENATE RESEARCH MISCONDUCT HEARINGS PANEL

140. a) The Board-Senate Research Misconduct Hearings Panel shall consist of:

(i) 18 tenured faculty members appointed by the Senate after consultation with the Faculty Association;

(ii) three graduate students appointed by the Senate;

(iii) three undergraduate students appointed by the Senate; and

(iv) 12 full-time staff members who have been employees of the University for at least two years, appointed by the Board of Governors after consultation with the appropriate staff associations.

b) Members of the Panel shall be appointed for staggered renewable three-year terms. The Chair and one Vice-Chair of the Panel shall be appointed by Senate from among the tenured faculty members; one Vice-Chair shall be appointed by the Board of Governors from among the staff members. In addition, the Chair of the Panel 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. For meetings of the Panel that do not relate to a specific case, 15 members of the Panel constitute a quorum.

c) The Board-Senate Research Misconduct Hearings Panel shall

(i) receive all cases of alleged research misconduct referred to it and arrange the adjudication of them in accordance with the procedures outlined in the Research Integrity Policy and approved by the Senate and the Board of Governors, and

(ii) when deemed appropriate, review the policy and procedures relating to academic ethics and allegations of research misconduct and make recommendations to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Panel.

d) The hearing of any case referred to the Panel shall be conducted before a Hearings Committee, established according to the procedures outlined in the Research Integrity Policy.

e) The conduct of hearings before a Hearings Committee of the Board-Senate Research Misconduct Hearings Panel shall be in accordance with the procedures outlined in the Research Integrity Policy.

Revised: December 9, 2020
BOARD-SENATE HEARING PANEL FOR DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE

141.  

a) The Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall consist of six faculty members, three undergraduate students and three graduate students appointed by the Senate; and six staff members appointed by the Board of Governors. The Chair and one Vice-Chair shall be appointed by the Senate from among the faculty 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. Student members shall serve for staggered two-year terms and faculty and staff members for staggered three-year terms. No member shall serve for more than two consecutive terms, but on the expiration of two years after having served the second of two consecutive terms, such person may again be eligible for membership on the Hearing Panel. In addition, the Chair of the Panel 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. For meetings of the Panel that do not relate to a specific case, 10 members of the Panel constitute a quorum.

b) The Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence shall:

(i) receive all Referrals to Hearing / Formal Requests for a Hearing and arrange for their adjudication in accordance with procedures approved by the Senate and the Board of Governors, and

(ii) when deemed appropriate, review the policy and procedures relating to discrimination, harassment, and/or sexual violence and make recommendations, through the Senate Executive Committee, to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Panel.

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

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

Revised: December 14, 2016
FACULTY DISCIPLINE BOARD

142. The Faculty Discipline Board shall consist of six tenured or permanent faculty members at the rank of Professor, appointed by the Senate for staggered renewable three-year terms. For meetings of the Board that do not relate to a specific case, four members of the Board constitute a quorum.

143. The Faculty Discipline Board shall

   a) adjudicate faculty discipline cases referred by a Faculty Dean to the Provost, in accordance with the relevant procedures approved by the Senate and the Board of Governors, and

   b) when deemed appropriate, review the policy and procedures relating to the code of conduct and disciplinary procedures for faculty and make recommendations to the Senate and the Board of Governors on policy changes or new policies deemed necessary by the Faculty Discipline Board.

144. The hearing of any case referred to the Board shall be before a Discipline Tribunal, consisting of three members of the Faculty Discipline Board who do not have a conflict of interest, chosen by the Provost in accordance with procedures approved by the Senate and the Board of Governors. At least one of the three members shall be from outside the Faculty of the faculty member concerned. The Provost shall also designate which of the Board members shall serve as Chair of the Discipline Tribunal.

145. Hearings before a tribunal of the Faculty Discipline Board shall be conducted in accordance with the procedures approved by the Senate and the Board of Governors.
ARTICLE X: THE GRADUATE COUNCIL

146. There shall be a Graduate Council with the following membership:

**Ex Officio Members (with vote)**
- Chancellor
- President
- Provost
- Vice-President (Research)
- Vice-Provost and Dean of Graduate Studies
- The Dean of each Faculty offering graduate work
- The Associate Deans of Graduate Studies

**Ex Officio Members (without vote)**
- Deputy Provost
- University Librarian
- University Registrar
- Secretary of the Senate
- Associate Registrar and Graduate Secretary
- Assistant Dean (Graduate Student Life and Research Training)
- the Executive Director (Strategic Planning and Administration)

**Members**
- Three full-time faculty members from each of the Faculties of Business, Engineering, Humanities, Science, and Social Sciences and three full-time graduate faculty members from the Faculty of Health Sciences, elected by the members of the Faculty, from the Professors, Associate Professors, and Assistant Professors
- Two full-time graduate students from each Faculty offering graduate work, elected by and from the graduate students in that Faculty with the proviso that in any Faculty engaged in doctoral studies at least one of the graduate students shall be registered in a PhD program

**Observers**
- Observers (as defined in clause 2(i)) named from time to time by the Vice-Provost and Dean of Graduate Studies to attend Graduate Council’s meetings

a) One-third of the voting members shall constitute a quorum at any meeting thereof.

147. The Chair of the Graduate Council shall be the Vice-Provost and Dean of Graduate Studies or, in the absence of the Vice-Provost and Dean of Graduate Studies, an Associate Dean of Graduate Studies.

148. The Secretary of the Graduate Council shall be the Associate Registrar and Graduate Secretary.
149. The faculty members elected from each Faculty offering graduate work shall be elected in accordance with the requirements of clause 15.

150. The term of office of faculty members on the Graduate Council shall commence on the first day of July following their election, and shall be for three years, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election. Terms of office are renewable.

151. The election of faculty members of the Graduate Council shall be conducted by the Secretary of the Senate.

152. The term of office of graduate students on the Graduate Council shall commence on the first day of September annually, and shall be for two years, subject to the requirement that a vacancy occurring when six or more months remain in the term of office shall be filled by an appointment by the appropriate Faculty Dean. Terms of office are renewable.

153. The student members of the Graduate Council shall be elected by and from the graduate students in their respective Faculties, in accordance with procedures determined by their Faculties.

154. The Graduate Council may declare vacant the seat of any elected member who, without being granted leave of absence by the Council, fails to attend three consecutive regular meetings of the Council. Whenever a seat is declared vacant, the vacancy shall be filled through a by-election in the constituency which elected the person whose membership is vacant, unless the person is a graduate student, in which case the requirement stipulated in clause 152 for filling a vacancy shall apply.

155. The Graduate Council may, upon written request of a member, grant leave of absence to any member for a period not to exceed six consecutive months for illness or for other reasons deemed appropriate by the Council.

156. The powers and duties of the Graduate Council are:

   a) to make rules and regulations for governing its proceedings;

   b) to establish standing and ad hoc committees. These committees shall include, but are not limited to:

      (i) an Executive Committee, and

      (ii) a Scholarships Committee;

   c) to regulate matters concerning graduate work of concern to the University as a whole;
d) to act upon recommendations concerning graduate work from each Faculty, upon such matters as are of particular concern to each Faculty;

e) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Graduate Council, or a Dean of a Faculty offering graduate work;

f) to recommend to the Senate the names of graduate students who have completed all requirements for a degree, diploma or certificate;

g) to determine the eligibility of Departments, Units, Schools, Institutes, Centres, or the like, to offer graduate work, and to make recommendations to the Senate for the administration of graduate work in areas not clearly lying within the jurisdiction of a single Faculty;

h) to report to the Senate upon such matters as may be judged necessary by the Graduate Council or as required by the Senate;

i) subject to final approval by the President, to stipulate the conditions of award of all fellowships, scholarships, assistantships, bursaries, prizes and other awards established for graduate students, having due regard for the wishes of the donor;

j) to arrange for action upon all applications or recommendations for fellowships, scholarships, assistantships, bursaries, prizes and other awards for graduate students;

k) to meet at least twice per academic year;

l) to post the agenda and the minutes of its meetings electronically.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new graduate programs;
- closure of existing graduate programs;
- substantial revisions of admission standards;
- substantial revisions to degree, diploma and certificate requirements and/or academic regulations.

Revised: June 6, 2018
ARTICLE XI: THE UNDERGRADUATE COUNCIL

157. There shall be an Undergraduate Council with the following membership:

Ex Officio
Chancellor
President,
Provost,
Vice-Provost (Faculty Teaching & Learning),
Associate Deans (Academic) of the Faculties of Business, Engineering, Humanities, Science and Social Sciences (or their respective delegates);
Associate Dean of Health Sciences (Undergraduate Education),
Director of the Arts and Science Program
Director of the Centre for McMaster Continuing Education
University Registrar
Associate Vice-President (Students and Learning) and Dean of Students
University Librarian
Principal of McMaster Divinity College

Members
Six faculty members elected from the Professors, Associate Professors, and Assistant Professors, comprising one member from each Faculty offering undergraduate work;
The faculty member of the Senate appointed by McMaster Divinity College
Seven undergraduate students, one from each of the six Faculties offering undergraduate work, and one from the Arts and Science Program, to be appointed by the Senate on the recommendation of the Dean / Director.

Twelve members of the Council, excepting the Chancellor, the President and the Provost, shall constitute a quorum.

158. The Chair of the Undergraduate Council shall be the Vice-Provost (Faculty Teaching & Learning).

159. The Vice-Chair of the Undergraduate Council shall be elected annually by and from the members of the Undergraduate Council.

160. The Secretary of the Undergraduate Council shall be the Secretary of the Senate.

161. The faculty member elected from each Faculty offering undergraduate work shall be elected in accordance with the requirements of clause 15. These elections shall be conducted by the Secretary of the Senate.
162. The term of office of faculty members on the Undergraduate Council shall commence on the first day of July following their election, and shall be for three years, renewable once, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election.

163. The term of office for an undergraduate student member shall commence on the first day of July following the appointment of such member, and shall be for one year, renewable.

164. The powers and duties of the Undergraduate Council are:

   a) to make rules and regulations for governing its proceedings;

   b) to initiate and regulate matters concerning undergraduate work of concern to the University as a whole, in accordance with such directives and priorities as have been established by the Senate;

   c) to act upon recommendations concerning undergraduate work from the several Faculties, the Arts and Science Program, or from McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;

   d) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Undergraduate Council, an Associate Dean or Dean of a Faculty offering undergraduate work, the Director of the Arts and Science Program, or the Principal of McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;

   e) to report and to make recommendations to the Senate upon such matters as may be judged necessary by the Undergraduate Council or as required by the Senate;

   f) to stipulate the conditions of award of all fellowships, scholarships, medals, prizes and other awards established for undergraduate students, and to make such awards;

   g) to give direction to the Office of Student Financial Aid and Scholarships on policies and procedures respecting the acceptance of all fellowships, scholarships, medals, prizes and other awards for undergraduate students, and the administration thereof;

   h) to meet at least once each academic term; and

   i) to make publicly available the agenda and the minutes of its meetings.
The Undergraduate Council shall also have the power to establish committees as set forth in Schedule E. Revisions to Schedule E shall be approved by Undergraduate Council and forwarded to Senate for information.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new programs;
- closure of existing programs;
- substantial revisions of admission standards;
- substantial changes in degree, diploma and certificate requirements, and/or academic regulations.

Revised: June 6, 2018
ARTICLE XII: DUTIES OF OFFICERS OF THE SENATE

THE CHANCELLOR

165. The Chancellor shall preside at Convocation, and in the absence of the Chancellor the Vice-Chancellor shall preside.

THE VICE-CHANCELLOR

166. The Vice-Chancellor shall perform the duties of the Chancellor in the event that the Chancellor is prevented from discharging such duties owing to illness or any other cause.

THE CHAIR OF THE SENATE

167. The Chair of the Senate shall ensure that at all times its meetings are conducted and its business transacted in a manner consonant with these by-laws.

THE VICE-CHAIR OF THE SENATE

168. The Vice-Chair of the Senate shall perform the duties of the Chair of the Senate in the event that the Chair of the Senate is prevented from discharging such duties owing to illness or any other cause.

THE SECRETARY OF THE SENATE

169. The duties of the Secretary of the Senate are to take charge of the academic records and papers of the University and to keep the same properly arranged for convenient reference in such place as is directed by the Senate, and until such direction, in such place as is appointed by the President; the Secretary shall keep regular entries in a form to be approved by the President, of the names of all persons who are candidates for degrees, diplomas, or certificates of standing; the Secretary of the Senate shall conduct all necessary correspondence under the supervision of the President and keep proper records thereof; and shall attend all meetings of the Senate; and keep regular minutes of the proceedings thereat. The Secretary or delegate shall attend all meetings of standing and special committees and boards of the Senate; and keep minutes of the proceedings thereat; and shall prepare all by-laws, resolutions, reports or other papers which the Senate directs, and all copies that are required of any such documents or papers; subject to the provisions of Article VII hereof, shall prepare and countersign all official documents; and shall generally discharge such other duties as are assigned by these by-laws or by the Senate or, when the Senate is not in session, by the President.
ARTICLE XIII: OATHS OF OFFICE OF OFFICERS OF THE SENATE

170. Before entering upon the duties of the office, the Chancellor shall accept the following charge, to be administered by the Chair of the Board, at a Convocation:

“You are now to assume the function and office of Chancellor of this University, to which you have been duly appointed. You shall now swear to keep and preserve, well and faithfully, during your period of office, the statutes, liberties, customs, rights and privileges of the University, and to promote its well-being and that of its members so far as in you lies.”

171. Before entering upon the duties of the office, the President and Vice-Chancellor shall accept the following charge, to be administered by the Chair of the Board, at a Convocation:

“You are now formally to assume the functions and the office of President and Vice-Chancellor of this University, to which you have been duly appointed. You shall now swear to keep and preserve, well and faithfully, during your period of office, the statutes, liberties, customs, rights and privileges of the University, and to promote its well-being and that of its members so far as in you lies.”

172. Before entering upon the duties of the office, the Secretary of the Senate shall swear and subscribe to the following oath, to be administered by the President:

“I, A.B., do solemnly swear that I will to the best of my ability, faithfully discharge the duties of the Secretary of the Senate of McMaster University, according to law and to the by-laws of the Senate of the University, and the directions to be given to me under the authority thereof, and that I will not, directly or indirectly, publish or make known any of the proceedings, affairs or business of the University unless under the authority of the Senate or under compulsion of legal process.”
ARTICLE XIV: CONFERRING OF TITLES

173. The Senate shall confer the title Professor Emeritus / Emerita on all retiring faculty members with tenured or permanent appointment and with the rank of Professor, and may confer such other honorific titles as the Senate may from time to time declare appropriate.

The Senate reserves the right to revoke any honorific title. The Senate may consider if the holder has brought the reputation of the University into disrepute or has acted in a manner inconsistent with the criteria for the title. Any Faculty-specific honorific title which Senate has approved for conferral by the Faculty Dean may also be revoked by the Dean for similar cause.

ARTICLE XV: AMENDMENT OR SUSPENSION OF THE BY-LAWS

174. Any of the foregoing provisions respecting procedure may be suspended at any meeting of the Senate at which a quorum is present by the vote of two-thirds of the members present. A motion to this effect may be made at any time.

175. A proposal to amend these by-laws shall be considered by the Senate only at a regular meeting of the Senate, and only after notice of the proposed amendment has been given at a previous meeting of the Senate.
ARTICLE XVI: MATTERS NOT PROVIDED FOR

176. In regulating all matters not provided for in these by-laws, the practice and procedure shall be regulated by analogy thereto.

ARTICLE XVII: REPEAL OF FORMER BY-LAWS

177. Any by-laws heretofore passed insofar as the same are inconsistent with the enactments herein contained, are repealed; but such repeal does not affect anything heretofore done or any right heretofore acquired under or in pursuance of, or revive any by-law repealed by, such by-laws.

ARTICLE XVIII: DECENNIAL REVIEW OF THE BY-LAWS

178. The Senate shall make provision for decennial reviews of the by-laws, such reviews to be effected by the Senate Committee on By-laws, at the request of the Executive Committee, the next such review to be initiated no later than during the Session 2025-26.
SCHEDULE A: COMPOSITION OF THE SENATE

Ex Officio

The Chancellor
The President and Vice-Chancellor
The Provost and Vice-President (Academic)
The Vice-President (Administration), Vice-President (Operations and Finance)
The Vice-President (Health Sciences), Dean and Vice-President (Health Sciences)
The Vice-President (Research)
The Vice-President (University Advancement)
The Dean of the Faculty of Business
The Dean of the Faculty of Engineering
The Dean of the Faculty of Health Sciences
The Dean of the Faculty of Humanities
The Dean of the Faculty of Science
The Dean of the Faculty of Social Sciences
The Vice-Provost and Dean of Graduate Studies
The Director of the Centre for McMaster Continuing Education
The Principal of McMaster Divinity College
The Chair of the Undergraduate Council

Appointed by the Alumni Association of McMaster University from among the graduates:
Four members

Appointed by and from the Board of Governors:
Three members

Elected by and from the students in each Faculty:
12 members

Faculty of Business one graduate student and one undergraduate student
Faculty of Humanities one graduate student and one undergraduate student
Faculty of Social Sciences one graduate student and one undergraduate student
Faculty of Engineering one graduate student and one undergraduate student
Faculty of Science one graduate student and one undergraduate student
Faculty of Health Sciences one graduate student and one undergraduate student

Elected by and from the Teaching Staff of the University:
30 members
Faculty of Business three members
Faculty of Engineering three members
By-laws of the Senate of McMaster University

### SCHEDULE A

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<thead>
<tr>
<th>Faculty</th>
<th>Members</th>
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<tr>
<td>Faculty of Health Sciences</td>
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<td>Faculty of Humanities</td>
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<td>Faculty of Engineering</td>
<td>three</td>
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<td>Faculty of Health Sciences</td>
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<td>Faculty of Science</td>
<td>six</td>
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<tr>
<td>Faculty of Social Sciences</td>
<td>six</td>
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Appointed by and from the Teaching Staff of the Divinity College:
- One member

Observers:
- Executive Vice-Dean and Associate Vice-President (Academic), Faculty of Health Sciences
- Deputy Provost
- Associate Vice-President (Equity and Inclusion)
- Associate Vice-President (Students and Learning) and Dean of Students
- Associate Vice-President (Research)
- Associate Vice-President (Institutional Research and Analysis)
- Associate Dean of Business (Academic)
- Associate Dean of Engineering (Academic)
- Associate Dean of Humanities (Academic)
- Associate Dean of Science (Academic)
- Associate Dean of Social Sciences (Academic)
- Vice-Dean, Undergraduate Education, Faculty of Health Sciences
- Vice-Dean, Faculty of Health Sciences, Executive Director, School of Nursing
- Vice-Dean, Faculty of Health Sciences, Executive Director, School of Rehabilitation Science
- Associate Dean of Science (Academic)
- Associate Dean of Social Sciences (Academic)
- Ombudsperson
- University Registrar
- University Librarian
- Director of the Arts and Science Program
- Assistant Vice-President, Communications, Marketing & Public Affairs
- Senior Advisor to the President or designate
- Manager of Faculty Appointments and Records, Provost Office
- Academic Co-Chair, Indigenous Education Council
- One student registered in the Arts and Science Program
- President or Designatedesignate, McMaster University Faculty Association
- President or Designatedesignate, McMaster Students Union
- President or Designatedesignate, Graduate Students Association
- President or Designatedesignate, McMaster Association of Part-Time Students
SCHEDULE B: FACULTY ELECTIONS TO THE SENATE

A. ELECTION PERIOD

The annual election of faculty to the Senate shall be completed by March 31.

B. TERMS OF OFFICE

Faculty members on the Senate assigned either a one-year or a two-year term shall not have these terms counted as one of their two consecutive terms.

C. NOMINATIONS

1) As nominations are completed, the names of nominees shall be forwarded to the Secretary of the Senate, for inclusion on the ballot. Nomination papers shall bear the names of three seconders.

2) Nominees from Faculties each shall be required to sign a “Declaration of Willingness to Serve” and also provide a brief statement of interest for Senate membership, for circulation to the electorate.

D. BALLOTS

1) In any given Faculty, all candidates for Senate elections shall be listed on the ballot in alphabetical order, showing rank. Instructions on the ballot shall indicate that votes are to be cast in accordance with the single transferable vote procedure and shall indicate any distributional limitations required by the particular Faculty.

2) A list of eligible candidates shall be posted on the University Secretariat election website as soon as possible after the close of nominations.

3) Eligible voters may cast their votes via the link to the voting portal provided by the University Secretariat, such votes to be cast no later than March 31, the precise dates to be determined by the Secretary of the Senate.

E. COUNTING OF BALLOTS

1) The counting of ballots shall take place in the office of the Secretary of the Senate.

2) Two scrutineers shall be appointed by and from the Senate at the meeting of the Senate in February of each year, to be present during the counting of ballots.

F. ELECTION RESULTS

Successful candidates shall be notified electronically, by the Secretary of the Senate, and the names of successful candidates shall be posted on the University Secretariat election website.

Revised: December 9, 2020
SCHEDULE C: STUDENT ELECTIONS TO THE SENATE

A. ELECTION PERIOD

1) Senate elections for undergraduate students and graduate students shall be held annually in the following periods:

January 15 - March 31: primary election period

September 15 - October 31: secondary election period.

B. NOMINATIONS

1) Nomination forms shall be available on the University Secretariat election website and in the Office of the University Secretariat during normal business hours (i.e., from 9 a.m. to 4:30 p.m.) during the nomination period.

2) Nomination forms shall bear the signature of the nominee, supported by the names of three seconders, registered in the same Faculty as the nominee or, in the case of students in joint / collaborative or interdisciplinary graduate programs, in the same Faculty or program in which the nominee is running for election.

3) Nominees each shall be required, on the nomination form, to sign a “Declaration of Willingness to Serve.” Nominees shall also provide a brief statement of interest for Senate membership, for publication on the University Secretariat election website.

4) Nomination forms shall be delivered to the Office of the Secretary of the Senate by the end of the first week in February (October)* annually.

C. BALLOTS

1) A list of eligible candidates shall be posted on the University Secretariat election website as soon as possible after the close of nominations at least 10 days prior to the election day(s).

2) Eligible voters may cast their votes via the link to the voting portal provided by the University Secretariat, such votes to be cast no later than March 31 (October 31)*, the precise dates to be determined by the Secretary of the Senate.
D. COUNTING OF BALLOTS

1) The counting of ballots shall take place in the University Secretariat on a date to be specified (see C.2).

2) Each candidate may appoint an individual to act as his or her scrutineer. Candidates must notify the Secretary of the Senate of their scrutineers at least 24 hours prior to the beginning of voting day(s). A candidate may not be a scrutineer.

E. ELECTION RESULTS

Successful candidates shall be notified electronically, by the Secretary of the Senate, and the names of successful candidates shall be posted on the University Secretariat election website.

* The dates in parentheses refer to the secondary election period.
SCHEDULE D: PROCEDURES FOR OPEN MEETINGS OF SENATE

I LOCATION OF MEETINGS

Meetings of the Senate of McMaster University are normally held in the Council Room, Gilmour Hall.

II ARRANGEMENTS FOR MEETINGS

Seating accommodation in the Council Room is arranged to provide a spectators’ gallery. The total seating capacity in accordance with the Fire Marshall’s regulations is 183 seats. Eighty-one seats are reserved for members of the Senate and observers. The remainder of the seats constitute the spectators’ gallery.

III ADMISSION TO THE COUNCIL ROOM

Admission to the spectators’ gallery is on a first-come, first-served basis.

All unofficial recording devices (photographic or electronic) are excluded from any room in which the Senate may be holding a meeting.

IV NOTICE OF MEETING

The Senate normally meets regularly on the second Wednesday of every month during the academic year, with the exception of the months of May and June when meetings may be scheduled otherwise to approve graduand results. A list of regular Senate meeting dates will be published on the website of the University Secretariat. When it becomes necessary to hold special meetings that fall between the dates of the regular meetings, these dates will be published in a similar fashion.

V AGENDA

The agenda for Senate meetings is drawn up in conformity with the By-laws of the Senate by the Chair and Secretary of the Senate. The agenda employs the consent agenda format, whereby the Secretary indicates action and information items that are routine and/or non-controversial. In so doing, the Secretary may consult with the Chair and the relevant committee chair. Before taking the vote, the Chair allows time for any member to indicate that they wish to have an item removed from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then voted upon en bloc without discussion. The agenda is drawn up in considerable detail in order that it have meaning for persons in the spectators’ gallery. The By-laws provide for certain matters to be dealt with by the Senate in Closed Session.

The agenda which accompanies the notice of meeting will be circulated one week in advance of each Senate meeting, and will be posted on the website of the University Secretariat. Additional items of business may be added only with consent of the Senate in conformity with the By-laws.
VI AVAILABILITY OF MINUTES AND SENATE DOCUMENTS

Full Senate minutes are distributed only to Senators and Observers. When approved, the minutes of the Open Session are posted, without the appendices, on the University Secretariat website.

VII RULES OF PROCEDURE

Rules of procedure are outlined in Article VII of the Senate By-laws, which are available on the University Secretariat website.

VIII BRIEFS

Any member of the University Community may request an appearance before the Senate for the presentation of a brief. The request will be considered by Senate, if the request and brief are submitted to the Secretary of the Senate at least four working days before the date set for a Senate meeting.

Revised: December 9, 2020
SCHEDULE E: UNDERGRADUATE COUNCIL COMMITTEES

1. The committees of Undergraduate Council shall include, but shall not be limited to:
   a) the Executive Committee;
   b) the Awards Committee;
   c) the Curriculum and Admissions Committee;
   d) the Certificates and Diplomas Committee;
   e) the Quality Assurance Committee, and
   f) ad hoc committees and task forces as required.

   Except for the Executive Committee, each committee should be chaired by an elected faculty representative, an Associate Dean, or a knowledgeable faculty member of the University. These appointments shall be made by the Executive Committee. Each committee will consist of at least five members, including the Chair of Undergraduate Council. A majority of the Committee members shall be members of Undergraduate Council.

2.
   a) The Executive Committee shall consist of the Chairs of the Standing Committees of Undergraduate Council, the Chair of Undergraduate Council and the Vice-Chair of Undergraduate Council.
   b) The Chair of the Committee shall be the Chair of Undergraduate Council.
   c) The Committee shall act for Undergraduate Council between Council meetings on matters pertaining to Undergraduate Council. Such actions shall be reported for ratification at the next regular meeting of Undergraduate Council.
   d) The Committee shall nominate members to the committees of Council and, where otherwise not expressly identified, shall nominate the Chairs thereof. The Committee may invite two committee membership people whose expertise is sought, but who are not members of Undergraduate Council.

3. The Awards Committee shall be responsible for reporting to Undergraduate Council all scholarships and academic awards winners and adjudicating recommendations for scholarship and academic award winners as necessary. The Committee shall act as the guardian of standards and non-discriminatory fairness in award descriptions and nominations, develop and enforce policy regarding academic awards and adjudicate petitions regarding variances in the terms of awards.
4. The Curriculum and Admissions Committee shall co-ordinate the curriculum changes from all Faculties with a view to fairness to students, avoidance of conflicts, and equity among Faculties. It shall also ensure that any new admissions policies or the revision of existing policies are consistent with general University guidelines. Dialogue with Institutions that seek unique University admission arrangements for their own students shall also be handled by the Curriculum and Admissions Committee.

5. The Certificates and Diplomas Committee shall scrutinize proposals for new certificate and diploma programs and ensure their conformity with the Senate Policy on Diplomas and Certificates.

6. The Quality Assurance Committee is a joint committee of Undergraduate Council and Graduate Council, and shall assess cyclical program reviews and submit a report to Undergraduate Council or Graduate Council, as applicable, as set out in the Policy on Academic Program Development and Review.

Revised: May 17, 2017
SCHEDULE F: PROVISIONS THAT APPLY ONLY TO THE RECORDS OF MEETINGS OF SENATE COMMITTEES AND BOARDS THAT TOOK PLACE PRIOR TO FEBRUARY 16, 1996

The provisions set out below shall apply only to the records of meetings of Senate committees and boards that took place prior to February 16, 1996. For meetings that took place on or after February 16, 1996, the provisions of clause 94(a) and (b) shall apply.

a) Each standing committee shall fix the times and places of its meetings, which shall be in camera except as provided for in clause 129, 141, and 149(d), (h) and (l). Each committee shall report at least once a year to the Senate.

b) The record of the proceedings of each standing committee shall be available to members, consultants and specifically invited guests of the standing committee, and to members and observers of the Senate subject to the following provisos:

Senators and observers shall have access to the minutes and records of Senate’s standing committees, except for those matters

(i) in which Senate has delegated power of decision; or

(ii) that involve confidential material about individuals.

Upon receipt of a written request from a Senator or observer, an ad hoc Committee, consisting of the Chair of the Senate, the Chair of the standing committee in question, and the Secretary of the Senate, shall determine

a) whether the material requested falls under category (i) or (ii) above; and, if not,

b) in what form the material shall be made available.

This section shall not apply by analogy to subordinate bodies of the Senate.
REGULATIONS GOVERNING STUDENT ELECTIONS TO SENATE

All candidates are responsible for the conduct of their campaigns, including the actions of others who are campaigning for them. It is the responsibility of all candidates to follow the campaign rules.

Campaign Period

1. Campaigning may start after the candidate has been contacted by the University Secretariat with confirmation that their nomination has been approved.

2. All in-person campaigning must end at 11:59 p.m. the night prior to the start of the first day of voting. Candidates may, however, continue to campaign using social media platforms on election day(s).

Conduct

3. All campaign activities are subject to the Code of Student Rights and Responsibilities, University regulations, policies and by-laws, and relevant legislation.

4. Any campaigning that is slanderous or libellous is prohibited.

Social Media

5. Any use of social media must be in good taste and adhere to all codes of conduct (see #3 and #4 above).

6. Spamming of public forums and/or University e-mail distribution lists is prohibited.

7. Social media campaigning may continue on election day(s). Please see #2 above regarding in-person campaigning.

Posters

8. Candidates shall not remove, move, cover, deface, or otherwise tamper with their opponents’ campaign posters.

9. Candidates are responsible for ensuring that their posters are displayed according to each building’s poster and advertising policies.
   a) MSU Operating Policy – Promotions & Advertising
   b) McMaster University Student Centre
   c) Other campus buildings, such as the McMaster residences, have their own policies that must be followed.
Voting

10. Candidates may not approach voters requesting them to cast votes in their favour on election day(s).

11. Candidates may not provide computers or other devices to the voters for the purposes of voting.

Scrubineers

12. Candidates must notify the Secretary of the Senate of their scrutineers at least 24 hours prior to the beginning of the first voting days. A candidate may not be a scrutineer.

13. Campaign expenses will be limited to $50.00 for each candidate, in order that those students with limited finances are not placed at a disadvantage during the election campaign.

14. The Secretary of the Senate is authorized to reimburse each candidate for campaign expenses up to the amount of $50.00, upon submission of receipts for expenses by the candidate.

Infractions

15. The Secretary of the Senate reserves the right to disqualify any candidate for infraction of the regulations. They shall also:

   a) receive and investigate allegations of infractions (up to 14 days after the elections);

   b) hear appeals for a re-count, evaluate them, and arrange for a re-count if judged necessary (up to 14 days after the election);

   c) have the authority to levy fines, up to the amount claimed for campaign expenses, for infractions of campaign rules; and

   d) have the authority to declare an election invalid.

16. The Secretary of the Senate shall report to Senate on the student elections to Senate at the first regular meeting of Senate after the elections have been completed.

Revised: December 9, 2020
At its meeting on May 18, 2022, the Committee on Student Affairs received the revisions to the Code of Student Rights and Responsibilities. The revisions were approved via electronic vote on May 25, 2022.

a. Code of Student Rights and Responsibilities

It is now recommended,

that the Senate approve the revisions to the Code of Student Rights and Responsibilities effective July 1, 2022

SENATE: FOR APPROVAL
June 8, 2022
May 13, 2022

TO: Committee on Student Affairs

FROM: University Secretariat

RE: Code of Student Rights and Responsibilities

Attached please find proposed revisions to the Code of Student Rights and Responsibilities (the Code).

Revisions have been made to Section X: Behaviour Related to a Health Condition, with more notable revisions appearing in the subsection on Involuntary and Voluntary Withdrawal. New clauses have been added relating to a Request for a Review for Involuntary Withdrawal Decisions.

The intention of an Involuntary Withdrawal is to avoid imposing a sanction and to allow for student support and intervention with the hopes of addressing the behaviour in question and facilitating the student’s successful return to the University. As such, Involuntary Withdrawal is not a sanction.

Currently the Code allows for Involuntary Withdrawal decisions to be appealed under the Student Appeal Procedures, which requires a hearing before a tribunal of the Senate Board for Student Appeals (SBSA). In keeping with the intent of an Involuntary Withdrawal, the appeal to the SBSA has been removed and replaced with a Request for Review to the Office of the Provost based on procedural fairness grounds. This change allows for an expeditious review of any procedural issues, instead of the tribunal hearings process which can take anywhere from three to six months or more to complete an appeal.

Additional minor revisions have been made to the Code to change references to “sanctions” to “remedies, sanctions, and/or other outcomes” in order to be consistent throughout the Code.

Motion:
That the Student Affairs Committee approve, for recommendation to the Senate, the attached revisions to the Code of Student Rights and Responsibilities effective July 1, 2022.
Complete Policy Title: Code of Student Rights and Responsibilities

Policy Number (if applicable): DRAFT 03

Approved by: Senate

Date of Most Recent Approval: xxxxxxxx, 2022

Date of Original Approval(s):
May 18, 2016

Supersedes/Amends Policy dated:
December 11, 2019, effective January 1, 2020
December 14, 2016, effective January 1, 2017

Responsible Executive:
Associate Vice-President (Students and Learning) and Dean of Students

Policy Specific Enquiries:
Student Support & Case Management

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. The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community. The University is committed to providing educational initiatives and learning opportunities to help students conduct themselves in accordance with the Code.

2. The University recognizes the complexity of student life at a post-secondary institution and understands that students may have differing levels of experience addressing conflict, however, students will be responsible for their interactions with others. Students are expected conduct themselves responsibly, in accordance with this Code, and to be individually responsible for their actions whether acting on their own or in a group.

3. A full glossary of terms and definitions may be found in Appendix A. 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) Decision-Makers in this Code may, where appropriate, delegate their authority (this includes the Dean of Students, Case Managers, Directors, and the Provost);

   c) Athletics and Recreation means the Department of Athletics and Recreation;

   d) Case Manager means the Dispute Resolution Case Managers in Student Support & Case Management;

   e) Dean of Students means the Associate Vice-President (Students and Learning) and Dean of Students;

   f) Director (A&R) means the Director, Athletics and Recreation;

   g) Director (HCS) means the Director, Housing and Conference Services;

   h) Director (HRDR) means the Director, Human Rights & Dispute Resolution Program;

   i) Director (SVPRO) means the Director, Sexual Violence Prevention and Response Office;

   j) Director (SSCM) means the Director, Student Support & Case Management Office;

   k) Student Groups means University Recognized Student Groups;

   l) Security Services means McMaster University Security and Parking Services; and

   m) Student Affairs means the Student Affairs Office.
SCOPE

4. All McMaster students have an obligation to familiarize themselves with this Code as it applies to their particular role as a student, student-athlete, Residence Student, Student Leader and/or student group member, in order to ensure that they are aware of their Rights and Responsibilities to the University Community.

5. All students are responsible for respecting the rights of others, contributing to an environment that is free of Discrimination, Harassment, and Sexual Violence, and for conducting themselves in a manner that contributes positively to the University and the University Community.

6. By enrolling at the University students agree to abide by the Rights, Responsibilities, and Expectations in this Code.

7. Behaviour dealt with under this Code includes any action that violates the Responsibilities of Students or negatively effects any member of the University Community, and arises:

   a) on University premises, or at a University authorized event occurring on or off University premises, or when representing the University;

   b) at a non-authorized event off University premises and where there is a clear connection to the University community. Incidents without a clear connection (nexus), but where the student(s) in question potentially pose a significant risk to community or workplace safety or where the University has reasonable grounds to be concerned with a risk of future violence, also fall within the scope;

   c) arises elsewhere in the course of activities sponsored by the University, or where the conduct is alleged to adversely affect, disrupt or interfere with another person's reasonable participation in University programs or activities;

   d) through electronic media, where there is a clear connection to the University Community; and/or

   e) occurs in the context of a relationship between the student and a third party and involves the student's standing, status or academic record at the University.

8. Residence Students are also required to abide by the additional expectations outlined in clauses 26-28.

9. Student-Athletes are also required to abide by the additional expectations outlined in clauses 29-30.

10. Student Leaders, and Student Groups (including their executives, and any member operating in their capacity as a Primary Event Organizer) are also required to abide by the expectations outlined in clauses 31-32.

11. A student host is responsible for supervising their guests’ and ensuring their guests actions are not violations of the behaviour standards outlined in this Code.
AUTHORITY AND JURISDICTION

12. The Senate of McMaster University has set out in this Code, the expectations for acceptable conduct of students and the procedures for dealing with conduct that does not meet these expectations. Senate has delegated to the Dean of Students the authority to administer this Code and impose remedies, sanctions (including suspension or expulsion) and/or other outcomes. The Dean of Students may delegate certain responsibilities to the Director (HCS), the Director (A&R), or other Student Affairs Staff.

INVolVEMENT OF CIVIL AUTHORITIES

13. The existence of this Code does not preclude any individual from proceeding under applicable laws against another individual, nor does it preclude Security Services from carrying out its responsibilities. Proceedings under this Code may be carried out prior to, simultaneously with, or following other off-campus proceedings, including civil or criminal proceedings, at the discretion of the Dean of Students.

14. In cases where the Dean of Students determines that processing an allegation under this Code might prejudice another internal or external process they may suspend these proceedings indefinitely or pause the investigation pending the outcome of these non-Code proceedings. Interim measures may be used at any point to ensure the safety of all students and the University Community. See Appendix B: Interim Measures and Ongoing Support of All Parties.
SECTION II: CONFIDENTIALITY

15. 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, where applicable in the circumstances, and in the case of health care providers, in keeping with any professional obligations.

16. The University will share identifying information only in circumstances where it is necessary in order to administer the Code, to address safety concerns, or to satisfy a legal reporting requirement. In such circumstances, the minimum amount of information needed to allow such concerns to be addressed, or to meet such requirements, will be disclosed. Such circumstances include those where:

a) an individual is at risk of harm to self;

b) an individual is at risk of harming others;

c) there are reasonable grounds to be concerned with risk of future violence or the safety of the University and/or broader community;

d) disclosure is required by law; for instance, suspected abuse of someone under the age of 16; or, to comply with legislation;

e) it is necessary to comply with the reporting requirements of regulatory bodies;

f) it is necessary to share information between the Director (SSCM), the Director (HCS), the Director (A&R), and/or other appropriate staff within their offices for the purpose of supporting the student (e.g. when behaviour that occurred within Residence may affect the student in their role as a Student-Athlete); and/or

g) there are reasonable grounds to believe that it is necessary to contact a student’s parents or other appropriate contacts.

17. Some offices and Community Members have additional limitations to confidentiality because of their particular reporting requirements or professional obligations. For example:

a) all regulated health professionals are obligated to report suspected sexual abuse of a patient by a regulated health professional to that professional’s governing body if this information is acquired during the course of their practice; and

b) Special Constables in Security Services are required to investigate reports of abuse of someone under the age of 16, and reports of intimate partner/domestic violence and to lay charges in all cases when there are reasonable grounds to believe a criminal offence has been committed, regardless of whether the target of the violence wishes to have further involvement with the legal process.
18. For matters involving allegations under the Discrimination & Harassment Policy, and/or the Sexual Violence Policy, any additional confidentiality requirements under the relevant policy will apply.

19. Procedural limits to confidentiality may also occur if the University is subject to legal proceedings that, in the opinion of the Provost and Vice-President (Academic) or the Vice-President (Administration), (in consultation with the President), require the disclosure of information.

20. The importance of preserving the confidentiality of Complaints and any related proceedings will be explained to all parties as a necessary measure to protect the integrity of the proceedings.
SECTION III: RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

21. McMaster University is a student-centered community committed to excellence, integrity, inclusiveness and teamwork. Membership in this community implies acceptance of the principle of mutual respect for the rights, responsibilities, dignity, and well-being of others, and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Student rights, and the responsibilities that accompany them, include, but are not limited to those listed below.

RIGHTS

22. All students have the right to:
   a) protection under the law and this Code;
   b) fair procedures and process under this Code;
   c) participate unhindered in their academic pursuits which includes the opportunity to participate in respectful dialogue that examines diverse views and ideas;
   d) live and work in an environment free from discrimination, harassment, intimidation, sexual violence, and violence; and
   e) have their personal privacy appropriately respected by other students.

RESPONSIBILITIES

23. All students are responsible for:
   a) acting in accordance with the law and this Code;
   b) being acquainted with the relevant related policies as they apply to all students as well as to their specific role(s) within the University;
   c) supporting an environment free from discrimination, harassment, intimidation, assault, sexual violence, and violence;
   d) treating others in a way that does not harm them physically and/or threaten or intimidate them emotionally or mentally;
   e) appropriately respecting the personal privacy of other students;
   f) consuming legal substances in a safe and responsible manner; and
   g) complying with any disciplinary measures assigned under this Code, and respecting the authority of University officials in the course of their duties.
24. For a list of behaviours that may be considered a violation of this Code, refer to Section IV: Violations.

25. The University recognizes that unusual situations may arise that are not necessarily covered by the above Rights and Responsibilities, but still raise concern for the safety or well-being of students or the University community. In such cases, the Dean of Students reserves the right to use the procedures outlined in this Code to ensure the safety and security of students and the University Community as a whole.

RESIDENCE STUDENTS: ADDITIONAL EXPECTATIONS

26. Students living in Residence are part of a unique and interconnected community on campus. As such, there are additional, contextual expectations for Residence Students, and their guests.

27. These expectations are identified and agreed upon by every Residence Student in the Residence Agreement Contract and apply to any behaviour that occurs in Residence and/or at an approved Residence event held either on or off campus and/or which occurs on the internet or through social media.

28. By requesting to live in Residence, students agree to:

   **Community Standards**
   
a) avoid creating significant nuisances for, or infringe on, a resident’s peaceful use of their room/space (e.g. excessive noise, indoor sporting activity, pranks, etc.);
   
b) take reasonable steps to prevent a problem situation from occurring or, if it occurs, to prevent it from escalating to a more serious level;
   
c) refrain from possessing prohibited items as defined by Housing and Conference Services in the Residence Agreement Contract Appendix: Prohibited Items and Alcohol Regulations;

   **Policy**
   
d) abide by University policies, procedures, or protocols (e.g. Residence Agreement/Contract, Guest/Escort Protocol, Decorating Protocol, etc.);

   **Personal and Community Safety**
   
e) refrain from actions that compromise fire safety standards (e.g. propping doors, lighting candles, smoking inside, failing to evacuate, tampering with fire safety equipment, causing a false alarm, etc.);
   
f) refrain from actions that compromise the safety of an individual(s) (e.g. tampering with building systems, fabricating or building structures, accessing restricted areas, etc.) or are considered unsafe practices by Housing and Conference Services;
g) refrain from actions that compromise the safety of the Residence community (e.g. loaning keys, fraudulently gaining entry to a building, misusing identification, etc.);

Substance Use Standards

h) abide by the Residence Agreement Contract Appendix: Prohibited Items and Alcohol Regulations and the Liquor License Act, including refraining from underage consumption/service, excessive consumption/public intoxication, open alcohol in a public space, drinking games, or alcohol practises considered unsafe by Housing and Conference Services; and

i) refrain from the possession, use, sale or being under the influence of illegal drugs (including drug traces, paraphernalia, and smell) and/or use of medication for purposes other than those for which it was prescribed.

STUDENT ATHLETES: ADDITIONAL EXPECTATIONS

29. The University recognizes that Student-Athletes participate in distinctive settings on and off campus and are part of a unique community within the University. Playing and competing for the University is a privilege, not a right. Therefore, there are additional, contextual expectations for Student-Athletes that are identified and agreed upon during their registration process. These expectations apply to any member of an athletic inter-university team, and to their behaviour at any Athletics and Recreation sanctioned event, or a team related function held either on or off campus and/or which occurs on the internet or through social media.

30. Student-Athletes are expected to:

a) represent the University and portray themselves, their team, and the University in a positive manner at all times;

b) be an ambassador for the University at all times and avoid engaging in activities likely to cause personal injury, intimidation or harassment;

c) treat everyone with courtesy and respect within the context of their sport;

d) refrain from any form of hazing, which includes, but is not limited to: any action or activity which does not contribute to the positive development of a person; which inflicts or intends to cause physical or mental harms; and which may demean, degrade or disgrace any person, regardless of location, intent or consent of participants;

e) abide by the rules and regulations of their sport, as set out by Ontario University Athletics, the Canadian Interuniversity Sport and the sport governing body;

f) refrain from the use of anabolic steroids or other illegal performance enhancing drugs and techniques (e.g. blood doping), as outlined by the Centre for Ethics in Sport;
g) avoid any negative interaction or conflict with members of opposing teams and/or officials except as they occur in the actual course of competition and which constitute the legitimate expression of the competitive spirit of their teams or team members;

h) refrain from willfully damaging the property of others which includes, but is not limited to, hotel rooms, facilities at other universities, and/or transportation vehicles; and

i) refrain from the consumption or transportation of any alcoholic beverages on team vehicles.

STUDENT LEADERS AND STUDENT GROUPS: ADDITIONAL EXPECTATIONS

31. Student Groups have a responsibility to respect the rights of others and to conduct themselves in a responsible manner that contributes positively to the University Community while on University premises and/or at events off-campus organized by the group.

32. Student Group executives and/or the primary event organizer may be held responsible for violations of this Code. All Student Leaders and Student Groups are expected to:

a) follow the expectations and risk management procedures as contained in the Policy on Student Groups (Recognition, Risk Assessment and Event Planning); and

b) comply with a directive of the Dean of Students, or their delegate.
SECTION IV: VIOLATIONS

33. Violations of this Code include, but are not limited to:

   Safety of Oneself and the Community

   a) engaging in Sexual Violence as defined in the Sexual Violence Policy and this Code;

   b) engaging in physical actions which are threatening, physically abusive and/or compromise the safety and security of any individual and/or group;

   c) engaging in verbal or non-verbal behaviour or communication toward any individual or group that may be perceived to be intimidating, degrading, harassing and/or discriminatory (that may violate the Discrimination & Harassment Policy), and in a manner that exceeds the bounds of freedom of expression;

   d) failing to comply with fire safety regulations, e.g. setting unauthorized fires, tampering with fire and emergency equipment, failing to exit a building during an alarm, etc.;

   e) possessing, storing, or using a hazardous material, explosive substance or weapon, including any item that can be reasonably perceived to be a weapon by others e.g. replica guns, air soft guns, etc.;

   Personal or University Property

   f) vandalising, stealing, or being in possession of property that is not one's own e.g. intellectual property, digital files, property of the university and personal property, etc.;

   Community Standards

   g) failing to cooperate with Security Services, or a University official who is performing their duties under this Code, e.g. including furnishing false information, etc.;

   h) assisting with or conspiring in any conduct that violates this Code;

   i) trespassing and/or fraudulently gaining, or attempting to gain entry to University property;

   j) engaging in disruptive behaviour in or out of class e.g. making excessive noise at any time of the day, causing a disturbance in class, or interrupting the daily functions of the University;

   k) sharing the private information of any individual without consent;

   l) fraud of any kind, including misusing University issued keys or identification, passwords, meal cards;

   m) publicly displaying and/or making pornography material anywhere on University campus;
n) smoking, or the use of tobacco products, in any University owned or leased building and/or vehicle, on University property, or in any vehicle while on University property, in violation of the Tobacco & Smoke Free University Policy;

o) failing to adhere to their responsibilities and expectations as identified in this Code;

p) breaching any contract under this Code that outlines specific parameters for a student’s behaviour (e.g. behavioural contract, probation) and/or failing to complete an educational outcome or sanction on time;

**Legal and Illegal Substances**

q) possessing, consuming, trafficking or being under the influence of any illegal substance;

r) possessing or consuming alcohol when under 19 years of age, or distributing alcohol to those under 19 years of age;

s) consuming or being impaired by any legal controlled substance, in a public space regardless of age.
SECTION V: ROLES AND RESPONSIBILITIES

STUDENT AFFAIRS ADMINISTRATORS

34. Student Affairs Administrators are the:
   a) Dispute Resolution Case Managers “Case Managers” in the Student Support & Case Management Office (SSCM), for all students;
   b) Support Case Manager (SSCM), Residence Life Area Coordinator, or the Manager (Residence Life), for Residence Students; and
   c) Associate Director (A&R), or the Athletic Services Coordinator for Student-Athletes.

35. Student Affairs Administrators are responsible for the:
   a) intake and preliminary assessment of allegations of Code violations;
   b) investigations and determinations of violation of the Code, when the potential remedies, sanctions and/or other outcomes are within their authority to assign;
   c) referral of Disclosures to the Sexual Violence Prevention and Response Office; and
   d) notification/referral to the appropriate Intake Office for allegations of discrimination, harassment and/or sexual violence.

CASE MANAGERS

36. The Case Managers in the Student Support and Case Management Office have additional responsibilities which include:
   a) conducting investigations of allegations of Code violations, including discrimination, harassment and/or sexual violence allegations (when they have been appointed as Investigators under the Discrimination & Harassment Policy and/or Sexual Violence Policy);
   b) making a finding of violation for minor violations (that do not include allegations of discrimination, harassment and/or Sexual Violence);
   c) referring cases directly to Adjudication when it is warranted by the severity of the alleged conduct, the potential sanctions, and/or the number of violations in the student's record;
   d) determine whether a violation of the Code has occurred and, when appropriate or where there are extenuating medical circumstances, determine whether corrective action might be taken without proceeding to Adjudication.
INVESTIGATORS

37. Investigators for the Code may include external investigators or an alternate internal investigator, as deemed appropriate by the Student Support and Case Management Office.

38. Investigators appointed under the Discrimination & Harassment Policy, and/or the Sexual Violence Policy, whether internal or external to the University, will have training and expertise in compliance with the relevant policy.

39. Investigators will follow the mandate and scope of the investigation as determined by the University.
SECTION VI: INTAKE AND INVESTIGATIONS

INTAKE THROUGH STUDENT AFFAIRS

40. Allegations from members of the University Community that a student’s behaviour may be a violation of this Code should be reported to the appropriate Student Affairs Administrator (see clause 34) who shall determine whether the alleged behaviour is within the scope of the Code.

41. Individuals may consult with Student Support and Case Management to seek guidance on the application of the Code and the appropriate Administrator and/or Office that inquiries and complaints should be directed to.

42. If the matter is determined to not be within the scope of the Code, the matter may be dismissed and/or referred to another applicable University policy, or appropriate authorities.

43. If at any stage of a process under this Code it is determined that the behaviour is related to a health condition, it may be referred to Section X for alternate procedures, when appropriate in the circumstances.

Burden and Standard of Proof

44. At each stage of decision-making the onus of establishing that there has been a violation of the Code shall be on the University authority. Decisions are made on the balance of probabilities (the evidence shows it is more likely than not that the violation of the Code occurred).

Preliminary Assessment

45. Student Affairs Administrators shall conduct a preliminary assessment to determine whether:

a) the potential sanctions, remedies, sanctions and/or other outcomes for the alleged violation are within their authority to assign, and if so, if it is also within their authority to investigate the allegation;

b) the number of violations in the student’s record warrants referral directly to Adjudication before relevant Director (SSCM, HCS, A&R);

c) the matter involves serious allegations of violations of the Code, that require referral to a Case Manager; and/or

d) the matter involves allegations of Discrimination, Harassment, and/or Sexual Violence that require a referral to the Director (SSCM), the Director (HRDR) and/or the Director (SVPRO).
REFERRAL FROM AN INTAKE OFFICE

46. Allegations of **discrimination, harassment and/or sexual violence** involving a Student Respondent will be investigated and adjudicated under this Code and may be referred to the Code from one of the Intake Offices.

   a) **Human Rights & Dispute Resolution Program, Equity and Inclusion Office** (All Community Members)
   b) **Student Support & Case Management Office (SSCM)** (Students)
   c) **Employee and Labour Relations (ELR)** (Faculty or Staff members)
   d) **Faculty of Health Sciences (FHS) Professionalism Office** (FHS Community Members)

**Response Team**

47. For allegations under the **Discrimination & Harassment Policy and/or Sexual Violence Policy**, there is a Response Team, which is activated by the relevant Intake Office Director, where a case potentially presents community risk and/or requires consultation with multiple partners for a coordinated response. The Response Team will act in compliance with the **Discrimination & Harassment Policy and/or Sexual Violence Policy**.

DECISION TO NOT INVESTIGATE

48. In some circumstances a decision may be made not to investigate allegations of **discrimination, harassment and/or sexual violence**. The decision will be communicated in writing, with reasons, to the Complainant by the Dean of Students. The Complainant will be informed of their right to make a written appeal of the decision to the Provost and Vice-President (Academic).

VOLUNTARY RESOLUTION

49. In certain circumstances, a Complainant and Respondent may be interested in attempting a resolution of a Complaint at any time before the completion of an Investigation. Voluntary Resolution is not mandatory and may not be appropriate in all Code related matters.

50. The following conditions must be present before considering if Voluntary Resolution is a viable option:

   a) the University is able to meet its legal responsibilities pursuant to relevant legislation; and

   b) the Complainant and the Respondent both agree to:

      (i) attempt to reach a resolution in good faith;

      (ii) the methods to be used to seek resolution; and

      (iii) the terms of what would constitute resolution.
51. A meeting between the Complainant and the Respondent will not be a requirement for Voluntary Resolution.

52. A Voluntary Resolution may be facilitated by the appropriate Student Affairs Office, and the methods may include fact-finding discussions, clarification of the issues, facilitated conversations, mediation, coaching, voluntary no contact agreements, reconciliation, and restoration processes.

INVESTIGATIONS

53. Investigations conducted under this Code will follow the principles of procedural fairness. Respondents have the right to know the case against them, and to produce any relevant documentation, evidence, or other information, and identify witnesses to the Investigator in response to any allegations.

54. Investigations of allegations of discrimination, harassment and/or sexual violence shall be conducted in compliance with the investigation procedures of the Discrimination & Harassment Policy and/or the Sexual Violence Policy.

55. The Student Affairs Administrator, Case Manager, and/or Investigator, will impartially collect evidence and interview witnesses in relation to the allegation. In consultation with the appropriate Director, they may adjust the scope and the manner in which the investigation will be conducted in compliance with this Code.

56. All Community Members are expected to meet with the Student Affairs Administrator, Case Manager, and/or Investigator if requested to do so. All those who attend such a meeting are expected to keep confidential the meeting and any information shared to ensure the integrity of the proceedings.

Contacting the Respondent

57. The Student Affairs Administrator shall contact the Respondent by phone and/or McMaster email to schedule a meeting. The Respondent will be informed of the following:

a) that an investigation has been initiated, the nature of the allegation, and the procedures to be followed;

b) the time and location of the meeting;

c) the parties attending the meeting (when possible);

d) that should they fail to attend without contacting the Student Affairs Administrator, the Administrator will proceed to gather information in their absence; and

e) if contacted via email, that they must reply within three (3) business days.

58. If there is no response from the Respondent within three (3) business days of the initial contact, a meeting will be assigned, and scheduled at least three (3) business days after delivery of the notification. The Respondent will be notified by phone, via McMaster email and/or by letter (e.g. delivered under their
Residence door; registered mail). These timelines may be expedited, in some cases, when the situation is deemed significant and/or when the Respondent agrees to an expedited timeline.

**Identification of Additional Respondents**

59. A student who was not previously identified as a Respondent but who, during the course of an investigation, is identified as a potential Respondent must be notified and given an opportunity for a meeting to respond to any allegations.

**Meeting with the Respondent**

60. During the meeting, the allegation shall be reviewed with the Respondent. The Respondent will be made aware of all relevant information pertaining to the matter that is available at the time of the meeting and will be given the chance to respond to the information presented, provide evidence, and identify any relevant witnesses.

61. Should new information be received from other parties and/or witnesses, the Respondent will be provided another opportunity to meet and respond to the new information.

62. The Student Affairs Administrator may seek to resolve the matter through one-on-one meetings or through a facilitated group dialogue which may include but is not limited to: mediation, restorative processes, and/or intervention on behalf of another.

63. The Student Affairs Administrator may discuss possible sanctions, remedies, sanctions and/or other outcomes with the Respondent to determine whether the Respondent is interested in accepting the possible sanctions, remedies, sanctions and/or other outcomes. This may include specific educational sanctions, remedies, sanctions and/or other outcomes that will help the Respondent, while protecting the safety and integrity of the University Community (e.g. behavioural contract, loss of privileges etc.).
SECTION VII: ADJUDICATION

64. Following the investigation, the Student Affairs Administrator shall determine whether there is sufficient evidence to support a finding that the student has been found in violation of the Code, and if so, will determine which option will be most appropriate in the circumstances:

   a) decision by the Student Affairs Administrator;

   b) referral to Adjudication before the relevant Director; or

   c) direct the case to Section X where a Respondent has established that they have medical circumstances that may have contributed to the behaviour.

65. If the Student Affairs Administrator refers the matter to Adjudication, the student will be so informed in writing.

   Student Affairs Administrator Decision

66. The Student Affairs Administrator makes a finding and imposes sanctions, remedies, sanctions and/or other outcomes, in accordance with the Code. The student shall be provided with written notice of the finding and sanctions, remedies, sanctions and/or other outcomes, and any appeal options they may have (Appendix A: Appeals).

67. If the Student Affairs Administrator concludes that there is insufficient evidence to proceed, or that there is no violation of the Code, the matter shall be closed. The student will be informed in writing.

ADJUDICATION

68. In some circumstances, for Residence Students or Student-Athletes, the matter may be referred for adjudication before the Director (A&R), or the Director (HCS), when the potential sanctions, remedies, sanctions and/or other outcomes are within their authority to assign.

69. Adjudication is normally before the Director (Student Support and Case Management Office), or the Dean of Students, as appropriate in the circumstances.

70. Students may request Peer Conduct Board Adjudication. The Peer Conduct Board will not be used in cases of Discrimination, Harassment and/or Sexual Violence, or where it is determined that the behaviour in question has resulted in significant harms to an individual and it would be inappropriate or unfair to those affected by the behaviour for information to be shared beyond the normal participants of an Adjudication Process.
**Procedural Guidelines**

71. Every reasonable effort will be made to arrange an Adjudication date **within seven (7) business days** of the decision being made to proceed to Adjudication.

72. Prior to the adjudication, either verbally or in writing, the Student Affairs Administrator will inform the Respondent that should they be absent from a scheduled Adjudication without first contacting the Student Affairs Administrator to reschedule, and demonstrating reasonable grounds, the matter may proceed in their absence.

73. The Respondent shall have the opportunity to bring a support person and bring witnesses. Respondents shall provide, as soon as possible, the names of any relevant witnesses that have agreed to testify. If new information arises the Respondent will have a chance to speak to it prior to the Adjudication.

**Parties**

74. Parties to an Adjudication shall include the [Student Affairs Administrator](#) presenting the allegation and the Respondent against whom the allegation has been made.

**Closed Hearings**

75. Hearings shall be held *in camera* (closed) unless one or both of the parties requests that the hearing, or some part of the hearing, should be held in public. In the event of such a request, representations shall be heard from all parties on 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.

**Scheduling**

76. An attempt shall be made to schedule the Adjudication hearing at a time and place convenient for all parties. However, if a party, who has been notified of an Adjudication date, is absent without contacting Student Affairs or without providing a satisfactory explanation, the Adjudication hearing may proceed in their absence.

**Similar Questions of Fact/Policy**

77. If two or more proceedings before the Peer Conduct Board (PCB) or the Adjudicator involve the same or similar questions of fact or policy, the PCB or the Adjudicator may:

   a) combine the proceedings or any part of them;

   b) hear the proceedings at the same time; or
c) hear the proceedings one immediately after the other.

**Advisor**

78. The Respondent shall have the right to have an Advisor or Support Person present at the adjudication hearing. Such individual may consult with the Respondent but shall not be allowed to speak at the Adjudication hearing.

**Evidence**

79. The Respondent is entitled to receive, prior to the adjudication meeting, detailed information regarding the allegation against them.

80. Parties have the right to present evidence, including written statements, in support of their case, prior to and at the hearing, and to see any written evidence presented at the hearing.

81. The Decision-Maker may admit as evidence any oral testimony and any document, written statement or other thing, relevant to the subject matter of the proceeding.

82. The Decision-Maker may require the production of written or documentary evidence by the parties or by other sources.

83. The Decision-Maker must not hear evidence or receive representations regarding the substance of the case outside of the hearing.

**Witnesses**

84. Parties have the right to call, question and cross-examine witnesses. Parties are responsible for producing their own witnesses and paying for any costs associated with their appearance.

85. Parties may submit witness statements as evidence. In the event that a party wishes to cross-examine a witness on their statement, the adjudication may be adjourned to permit the witness to appear. Alternatively, the Parties may consent to contacting the witness by telephone, provided that all Parties and Decision-Maker can hear one another throughout the cross-examination of the witness.

86. The Decision-Maker may limit testimony and the questioning of witnesses to those matters it considers relevant to the disposition of the case.

87. The witnesses will stay in the adjudication meeting only while they are testifying and responding to questions.

**University Representative**

88. For the purposes of the Adjudication Hearing, the person responsible for presenting the case shall be referred to as the University Representative. The University Representative may include the Student Affairs Administrators, the Case Managers, and Investigators.
Order of Adjudication Hearing

89. The order of the Adjudication hearing shall be as follows:

a) the University Representative shall present the findings of their investigation and shall call any witnesses. The Respondent and the Decision-Maker shall be permitted to question each witness at the end of their testimony. The University Representative shall be permitted to clarify any new points arising from such questioning;

b) the Respondent shall present their evidence and shall call any witnesses. The University Representative and the Decision-Maker shall be permitted to question each witness at the end of their testimony. The Respondent shall be permitted to clarify any new points arising from such questioning;

c) the University Representative may respond to any evidence presented by the Respondent in (b) above;

d) the parties will be permitted an opportunity to summarize their respective cases. The summary should address both the substance of the alleged violation and the appropriate sanction in the event that the allegation is determined to be valid; and

e) the Decision-Maker may alter the order described above in the interests of fairness to any or all parties.

Adjournment

90. The Decision-Maker may grant an adjournment at any time during the adjudication hearing to ensure a fair hearing.

Appropriate Procedures

91. Where any procedural matter is not dealt with specifically in this Code, the Decision-Maker may, after hearing submissions from the parties and considering the principles of fairness, establish an appropriate procedure.

92. Any procedural requirement contained in this Code may be waived with the consent of the Decision-Maker, and all the Parties to the Hearing so long as basic procedural fairness is maintained.
SECTION VIII: DECISIONS

93. A decision takes effect immediately and filing an appeal will not stay the implementation of any sanction imposed.

94. It is the responsibility of the Adjudicator to ensure the implementation of the sanction.

95. Respondents will receive a written decision from the relevant Decision-Maker, that will include:
   a) the decision with respect to a Finding or No Finding of Violation of the Policy;
   b) reasons for the decision; and
   c) a summary outlining the findings.

96. If the outcome is no finding of violation of the Code the matter will be closed.

97. If the outcome is a finding of violation of the Code, the Respondent will be informed of the sanction(s) and/or remedies that have been ordered, and will be informed of their appeal rights (Appendix A: Appeals).

98. Notification shall normally occur within ten (10) business days of an adjudication/hearing.

Professional Licensing Bodies

99. Where required by a professional licensing body, the relevant findings will be communicated to that professional licensing body, after any sanctions, remedies, sanctions and/or other outcomes/remedies have been implemented.

Affected parties

100. Affected parties will receive information about the findings and/or any sanctions, remedies, sanctions and/or other outcomes/remedies that have a direct impact on them, within the constraints of relevant legislation.

Complainants

101. Within the constraints of relevant legislation, the Complainant will be informed of the findings, and will be provided a brief summary of the decision and reasons that are directly related to their complaint.

102. In all cases, information about any sanctions, remedies, sanctions and/or other outcomes/remedies that have a direct impact on the Complainant will be provided to them.

APPEALS
103. If the Respondent wishes to appeal the decision they may follow the Appeal procedures outlined in Appendix A: Appeals.
SECTION IX: SANCTIONS AND REMEDIES

SANCTIONS

104. Sanctions may be used independently or in combination for any single offence and shall be proportional to the severity of the offence. In the event that previous findings exist, the severity of sanctions may be greater.

105. Whenever appropriate, sanctions will be assigned with an emphasis on education and restorative practices; however, in certain circumstances, punitive sanctions may be assigned.

106. Sanctions include, but are not limited to:

a) **oral warning**: an oral warning is notification given to a student;

b) **written warning**: a notice given to a student indicating the date, time, and nature of the violation. Such behaviour must stop and repeat offences may result in more severe sanctions;

c) **educational sanctions**: completion of specific educational or developmental activities as deemed appropriate. These may include, but are not limited to, service to the University or greater community, participation in educational seminars, written assignments, and written or oral apologies;

d) **restitution**: requirement that restitution to be made to another individual or the University for any loss or damage to personal or University property;

e) **behavioural contract**: a set of behavioural expectations, terms, and conditions. Any breach of this contract constitutes a violation offence and may result in more serious sanctions, including suspension or expulsion from the University;

f) **no contact order**: the student is required to have no direct or indirect contact (including but not limited to in-person, phone, email, text, social media, through a third party, etc.) with a specific individual or group as outlined in a behavioural contract;

g) **behavioural bond**: the student is required to provide a sum of money up to a maximum of $500.00 for a specific period of time [maximum one (1) academic year] and sign and abide by a contract. If, at the end of that time, the student has not breached the contract, the money will be returned. If they do breach the contract, any money collected will be used by Student Affairs for educational purposes and more severe sanctions may be imposed;

h) **fines up to $500.00**: fines may be applied for the following purposes:

   (i) violations related to fire and fire safety, including smoking or tobacco use in violation of the Tobacco & Smoke Free University Policy;
(ii) some examples of fines for first time violations include:

- $50.00 - Late Move out of Residence (per day)
- $60.00 - Setting off Fire Alarms/Failure to exit the building during a fire alarm
- $100.00 - Tampering with Fire Safety equipment

i) **loss of privileges**: loss of specified privileges for a designated time period. The lost privileges may include, but are not limited to, parking privileges, unrestricted access to the library, access to athletic facilities, and extra-curricular activities;

j) **persona non grata (PNG)**: *persona non grata* is the designation given to an individual who is denied the privilege of entering specific parts of the University. If PNG individuals are found or seen in the area they are denied, then they will be subject to a charge by Security Services under the *Trespass to Property Act*;

k) **suspension (academic)**: 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. The suspension is noted on the student's transcript (see Appendix D for further details); and

l) **expulsion**: loss of all academic privileges at the University for an indefinite period. The expulsion is noted on the student's transcript (see Appendix D for further details).

**Athletics Specific**

107. In addition to the above sanctions, the following sanctions are only applicable to Student Athletes:

a) **athletic financial awards**: financial awards offered through Athletics and Recreation may be rescinded for a period of time or permanently;

b) **community service (competitive teams)**: community service by the individual or team;

c) **removal of funding (competitive teams)**: removal of funding for the team; and/or

d) **suspension (competitive teams)**: suspension of the individual or team for one or more competitions or an entire season.
Residence Specific

108. In addition to the above sanctions, the following sanctions are only applicable to students living in Residence:

   a) **guest restrictions**: restriction of a student’s right to host guests in Residence for a specified period of time;

   b) **Residence notice**: notification that any kind of further offence will result in a formal process and may result in eviction. The notice may include a loss of privileges (e.g. access to space, attendance at Residence programs, etc.). This status is in place for the balance of the academic year in which it is assigned;

   c) **Residence probation**: a formal notice informing the student that any kind of further offence will result in eviction. The Adjudicator normally writes the letter citing the reason(s), the terms, and the length of time it will be in place. The length and terms of the probation will be determined based on the circumstances;

   d) **room transfer**: a student may be transferred to another hall when their behaviour is disruptive to their hall but does not warrant eviction from the Residence system. A room transfer under these circumstances is normally accompanied by a declaration that the Student is *persona non grata* in their original hall and an automatic probationary status for the remainder of the academic year;

   e) **denial of readmission**: denial of readmission to Residence or participation in the lotteries to return to Residence are outcomes levied in serious cases at the discretion of the Director (HCS). This will be communicated in writing to the Student, indicating the reason(s) and the period of time for which it will be in effect; and

   f) **eviction**: a student who is evicted from Residence must leave Residence within a time period determined by Housing and Conference Services. The time period will be commensurate with the seriousness of the offence, normally 24 hours, and reflect Housing and Conference Services’ assessment of the risk to persons and property within the hall if the student were to remain. Students evicted from Residence will not be eligible for readmission to Residence. Eviction from Residence is always accompanied by a declaration that the student is *persona non grata* (PNG) in all University Residences. Eviction does not affect nor will it appear on the student’s academic record. The student will receive a letter outlining the reason(s) for the eviction as well as any terms and conditions related to their removal from Residence. A copy of this letter will be forwarded to Security Services.
Roles, Sanctions, and Appeal Rights specific to Residence Students

109. The following chart illustrates the specific roles, sanctions, and appeal rights applicable to Residence Students.

<table>
<thead>
<tr>
<th>SANCTIONS</th>
<th>APPEALS</th>
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<tbody>
<tr>
<td><strong>Community Advisors (i.e. Student Affairs Staff)</strong></td>
<td>Sanctions appealable to the Residence Life Area Coordinator, who has final decision</td>
</tr>
<tr>
<td>• Oral Warning</td>
<td>• Educational Outcome</td>
</tr>
<tr>
<td>• Written Warning</td>
<td></td>
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<tr>
<td><strong>Residence Life Area Coordinators (i.e. Student Affairs Administrators)</strong></td>
<td></td>
</tr>
<tr>
<td>All Sanctions listed above, and:</td>
<td>Violation and Sanctions appealable to the Student Affairs Adjudicator, who has final decision</td>
</tr>
<tr>
<td>• Restitution</td>
<td></td>
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<tr>
<td>• Fine up to $500.00</td>
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<tr>
<td>• Behavioural Contract</td>
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<tr>
<td>• No Contact*</td>
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<td>• Room Transfer*</td>
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<td>• Guest Restrictions*</td>
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<td>• Residence Notice*</td>
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<tr>
<td>* As approved by the Residence Life Coordinator</td>
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<tr>
<td><strong>Director (Student Support and Case Management Office), Case Managers</strong></td>
<td></td>
</tr>
<tr>
<td>All Sanctions listed above, and:</td>
<td></td>
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<tr>
<td>• Probation</td>
<td>Violation and Sanctions appealable to Director (HCS) who has final decision</td>
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<tr>
<td>• Persona Non Grata (PNG)</td>
<td></td>
</tr>
<tr>
<td>• Eviction*</td>
<td>Eviction or Denial of Readmission appealable to the Dean of Students</td>
</tr>
<tr>
<td>* As approved by the Director (HCS)</td>
<td></td>
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<tr>
<td><strong>Director, Housing and Conference Services</strong></td>
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<tr>
<td>All Sanctions listed above</td>
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<tr>
<td></td>
<td>Eviction or Denial of Readmission appealable to the Dean of Students</td>
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<tr>
<td></td>
<td>Appeals of PNG status reconsideration from residence(s) can be submitted after one year from time of issue</td>
</tr>
</tbody>
</table>
REMEDIES

110. Remedies may be applied in addition to sanctions or may be a process by which appropriate sanctions are applied. Remedies may include but are not limited to:

   a) mandated counselling;
   b) training or coaching; and/or
   c) Restoration processes.

FAILURE TO COMPLY

111. Failure or refusal to comply/participate in any of the following, may result in an initiation of the Code procedures to determine sanctions for non-compliance:

   a) comply with the terms of a Voluntary Resolution (No Finding);
   b) comply with the terms of a Resolution Agreement (with a Finding);
   c) comply with the outcomes of Restorative Justice; and/or
   d) participate in or complete outcomes and or sanctions.
SECTION X: BEHAVIOUR RELATED TO A HEALTH CONDITION

112. An alternative process is appropriate when there is reason to believe that behavior may be related to a health condition (including a physical or mental disability, as defined by the Ontario Human Rights Code). These procedures do not preclude the University from responding to and addressing the student's behavior; but rather, outline an alternate approach with distinct procedures to support the student as well as to further understand how the health condition may have contributed to the behavior. The intention of this approach is to enhance the understanding of the contributing factors that may have caused the behavior and to ensure access to supports and treatment, with the hope of reducing the likelihood of further behavior.

113. In cases where it is determined that the behavior is in violation of the Code and there are reasonable grounds to believe the behavior is directly related to a health condition, alternate outcomes, remedies, and/or sanctions may be utilized as part of the resolution in recognition of the mitigating factors.

114. Where a Student Affairs Administrator who has referred a situation to this section has identified that there may be reason to believe that a student's behavior is related to a Health Condition (including a physical or mental disability, as defined by the Ontario Human Rights Code), the Student Affairs Administrator will review the option to proceed under this section with the student.

115. The student will be given an opportunity to review and respond to a document outlining the concerns raised, including the options available to proceed under this Code.

114.116. This section applies to the following:
   a) behavior prohibited under this Code;
   b) behavior prohibited under any other University code of behaviour or policy where the Dean of Students determines that the student's behavior should be considered under this process;
   c) behavior giving rise to a reasonable apprehension of a risk of harm to the student or others;
   d) behavior that increasingly disrupts the University's learning environment, and/or
   e) behavior that suggests a student is unable to function in a University setting, even with accommodation(s), if required, and/or the University's reasonable assistance.

Information Gathering Meeting

115. In non-imminent matters, Student Affairs reserves the right to meet with the student (if a meeting has not taken place already) in order to provide an overview of the Inquiry process and to inform the student of the behavior that has been reported to be a violation of the Code.
118.116. If a meeting is not feasible, other forms of communication with the student will be utilized to ensure that the student has an opportunity to respond to the allegations, and to understand the procedures and explore the options available to the student.

**Determination to Enact Procedures for a Student with a Health Condition**

117. Based on the information available the Dean of Students shall review the information that has been gathered and determine if there are reasonable grounds to believe that the behavior is likely related to a health condition.

119.118. If the Dean of Students determines there are reasonable grounds that it is reasonable to believe that the behavior is likely related to a health condition, they will determine the appropriate next steps and situation will consider whether or not: be considered if the following conditions are met:

a) it has been determined there is no imminent risk posed by the student being on campus, or that the risk has been mitigated with interim measures; and

b) the student is deemed by the Dean of Students to be fit to adequately participate in these procedures.

; and

the student agrees to the matter proceeding under this section of the Code.

120.119. If the Dean of Students determines that there are no reasonable grounds to believe that the behavior is related to a Health Condition, the case will be redirected back to the appropriate process. This determination does not preclude the student from raising their health condition as a consideration in the determination of any subsequent outcome/sanction.

**Response to a Student with a Health Condition as it Pertains to the Code**

121.120. When enacting these procedures, the following will be considered:

a) where a student’s behavior is determined to be primarily related to a health condition, the University will make every reasonable effort to enable the student to continue their studies;

b) for students with a disability (as outlined by the Ontario Human Rights Code), the University shall ensure that the student is appropriately accommodated; and

c) in determining an appropriate response to a student’s behavior, the Dean of Students may review any previous, relevant, decisions under this Code or any other behavioural Code.

**Review Meeting**

122.121. If it is determined that it is appropriate to proceed under this section, a review meeting will be scheduled. The Review Meeting will include the student and may include; healthcare professionals or other experts as
The purpose of the Review Meeting is to review all relevant information and consider whether there are reasonable grounds to believe that the behavior in question is primarily related to a disability under the Human Rights Code and/or whether a health condition may be a mitigating factor related to the situation/behaviour. Consultations with appropriate professionals, supporting documentation and/or additional information provided by the student may further assist in this determination.

In addition, the review meeting may be used to:

a) more fully understand the contributing factors that caused the behaviour;

b) create a plan to support the student with the intent of making every reasonable effort to enable the student to continue their studies; and/or

c) ensure that necessary steps have been taken to appropriately accommodate the student through the process.

The student does not have to provide supporting medical documentation. However, the student may be requested to submit, in confidence, additional relevant documentation (e.g., a letter from the student’s health provider establishing that the behavior is related to a health condition). The absence of sufficient supporting documentation may affect the Dean of Students’ ability to conclude that the behaviour in question is primarily related to a health condition.

If there are sufficient grounds to believe that the behaviour may be related to a health condition, the Dean of Students may, at their discretion, consult with appropriate professionals and/or offices (e.g. Student Accessibility Services, Independent Medical Evaluation (IME)). The purpose of such consultations will be to identify whether it is reasonable to conclude that the health condition is contributing to the behaviour, including a determination of the health condition as a mitigating factor or a primary cause of the behavior.

In responding to the student’s behaviour, the Dean of Students will consider the following:

a) the effect of the behaviour on the campus community;

b) any previous and/or concurrent violations of the Code;

c) the possibility of allowing the student to continue their studies; and

d) any accommodations or supports that could be put in place to assist the student, e.g. a behavior contract, wellness agreement, a mental health assessment by a regulated health professional, restriction to parts of campus, no-contact agreements, reduced course load, modified privileges, or, a voluntary or involuntary leave on compassionate grounds.
128. Voluntary or involuntary Involuntary Withdrawal occurs when a student agrees or is required to temporarily discontinue studies at the University for either a specified time and/or until imposed certain conditions are met. Voluntary and Involuntary Withdrawals are not considered to be sanctions and therefore the withdrawal will not be noted on the student’s transcript.

129. Once the withdrawal period has expired and/or the conditions have been met, the student is not required to re-apply for admission unless the Faculty can establish, to the satisfaction of the Dean of Students, that it is reasonable to do so as a result of the lapse of time. The withdrawal will not be noted on their transcript.

130. Students who seek to return after a withdrawal may be required to fulfill other specified academic and/or non-academic conditions. One such condition, which may include:

- requiring the student to provide corroborating evidence that the health condition has sufficiently improved or is being managed and that they are prepared to meet community standards at the University; and/or

- requiring a mandatory evaluation by a specified mental health professional and/or other appropriate professional (e.g. an Independent Medical Evaluation).

131. Prior to a mandatory evaluation the student will be required to sign a written authorization for the exchange of any relevant information between those conducting the evaluation and the University. The Dean of Students (or delegate) will receive a copy of the evaluation report.

132. The written request shall be submitted to the Office of the Provost and Vice-President (Academic).

133. The Provost, or designate, shall review the Involuntary Withdrawal decision and information related to that decision.

134. The Provost, or designate, shall respond to the request for review within 20 business days of its submission. This Review decision is final and is not appealable. If the student wishes to appeal the decision they may follow the Appeal procedures outlined in Appendix A: Appeals.
APPENDIX A: APPEALS

1. The decision from a lower level stays in effect unless and until it is overturned on an appeal by the Respondent. This means that submitting an appeal will not prevent the decision/sanctions/remedies being appealed from being carried out.

2. A Respondent who has been evicted must leave Residence before they are permitted to commence an appeal. If the appeal is successful, the Respondent will be considered for readmission to Residence in the first available space deemed appropriate for that Respondent by the Director (HCS).

3. Appeals for findings of violations of the Code that relate to the Discrimination & Harassment Policy and/or the Sexual Violence Policy shall be adjudicated as per clauses 13 and 14 below.

4. Involuntary Withdrawal decisions are not appealable (see Involuntary Withdrawal Decisions – Request for a Review).

DECISIONS NOT RELATED TO DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE

5. Appeals by a Respondent are to be filed in letter format and are to be submitted to Student Affairs within 15 business days of receipt of the decision. The appeal must contain:
   a) a copy of the decision;
   b) a full statement of the grounds for the appeal;
   c) the outcome sought; and
   d) any relevant supporting documentation.

6. Grounds for an appeal may include but are not limited to:
   a) the evidence did not warrant the finding;
   b) the procedures in this Code were not properly followed;
   c) new evidence was found which could not reasonably have been presented earlier; and/or
   d) the sanction was not appropriate for the behaviour which occurred.

7. Parties to the appeal shall include the Appellant who shall be the student against whom a finding has been made (i.e. the Respondent during the Adjudication process), and the Respondent who shall be the University authority whose decision is being appealed.
8. Appeals shall be heard as follows:
   a) decisions of the Student Affairs Administrator may be appealed to the appropriate Adjudicator:
      (i) Case Manager decision appealed to the Director (SSCM);
      (ii) Information on Residence specific appeals can be found in Appendix G (Roles, Sanctions, and Appeal Rights specific to Residence Students);
      (iii) Associate Director (A&R) appealed to the Director (A&R);
   b) decisions of the Adjudicator may be appealed to the Dean of Students.

9. The Appeal Adjudicator/Dean of Students may, after reviewing the case:
   a) uphold the findings and/or sanctions;
   b) reverse the finding and/or sanctions; and/or
   c) modify the sanctions.

10. The Appeal Adjudicator/Dean of Students will normally provide written confirmation to the Appellant of the receipt of the appeal within 2 business days.

11. The Adjudicator will normally have 15 business days to conduct their investigation, which may include meeting with the parties, and shall then inform the Appellant in writing of their decision with reasons and any further right to appeal.

12. The decision of the Dean of Students is final unless the decision imposes a sanction of suspension, and/or expulsion, or involuntary withdrawal.

13. Decisions of the Dean of Students that impose a sanction of suspension and/or, expulsion, or withdrawal (for violations that do not involve Sexual Violence) may be appealed to the Senate Board for Student Appeals within three weeks of receipt of the decision. Refer to the Student Appeal Procedures.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE RELATED DECISIONS

14. For sanctions that do not include suspension or, expulsion, or withdrawal, the decision made by a Student Affairs Administrator may be appealed to the Dean of Students. When the Decision-Maker is the Dean of Students, the appeal will be to the Provost.

15. For sanctions that include suspension, or expulsion, or withdrawal, the Decision made by Dean of Students may be appealed to the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence within three weeks of receipt of the decision. (see Hearing Procedures).
APPENDIX B: INTERIM MEASURES AND ONGOING SUPPORT OF ALL PARTIES

1. At any stage in this Code it may be necessary to take interim measures in order to safeguard the environment of Complainants, Respondents, and/or Community Members who are involved or may be affected. Interim measures shall not be construed as evidence of either guilt or a finding of violation of this Code, or as an affirmation of innocence/finding of non-violation of this Code.

2. Interim measures will be reviewed on an ongoing basis throughout the process to ensure the measures remain necessary and appropriate in the circumstances. Interim measures are temporary and do not extend beyond the final resolution of a complaint.

3. Interim measures include, but are not limited to:
   a) the rearrangement of academic/employment responsibilities or oversight;
   b) the rearrangement of residence location (where possible);
   c) adjustments in University activities (e.g. attendance at guest lectures, social events);
   d) implementation of a No Contact Order; and/or
   e) implementation of a Persona Non Grata designation.

4. When interim measures are in place, the person may continue to access relevant University support services, in compliance with the conditions of the interim measures.

5. For All Students the Director (SSCM), or the Dean of Students, may enact interim measures, in writing.

6. For Student-Athletes, the Director (A&R) may enact interim measures, in writing; this could include but is not limited to suspension from games, practices, athletics facilities or athletic related events and/or functions.

7. For a Student Group event or activity, the Dean of Students may implement interim measures, in writing, including suspending the operations, and/or any planned events or functions, of a group until the situation is resolved.

8. For Residence Students the Director (HCS) may enact any combination of the following measures, in writing;
   a) assign a Persona Non Grata (PNG) status, Guest Restrictions or a No Contact contract;
   b) negotiate a Letter of Understanding with the Student, that outlines a plan for access to Residence while the process is ongoing;
c) transfer the Student to another Residence building. The Student will be deemed to be PNG from their original Residence building and any other Residence buildings as identified by the Director (HCS) until after the case has been heard. Every effort will be made to have the case adjudicated as expeditiously as possible;

d) provide alternate accommodation off campus; or

e) issue a suspension from Residence, citing a specific timeline and plan for the student to leave and return to Residence.

Health Condition

9. In circumstances where there is a risk of harm to the student and/or community and the behaviour is believed to be linked to a Health Condition, or the student is not able to participate fully in the process, the Dean of Students may implement an interim leave of absence on compassionate grounds, until the student is able to demonstrate that they are able to fully engage in the process. If there are safety concerns, the onus will be on the student to provide assurance (e.g. medical assessment and/or documentation provided by a regulated health professional) to confirm they are ready to participate in the academic and social life of the University.

For Complaints of Discrimination, Harassment and/or Sexual Violence

10. The Response Team will consider and coordinate appropriate interim measures under the Discrimination & Harassment Policy and/or the Sexual Violence Policy, as they relate to all parties involved in the matter.

Exceptional Circumstances (Interim Suspension)

11. In exceptional circumstances, e.g. where the health and safety of the student or members of the University Community are compromised or at risk, the Provost may implement Interim Suspension, in writing, including altering or suspending the right of a student to be present on campus or to attend classes for an interim period before the case is resolved.

12. Within seventy-two (72) hours following the imposition of an interim suspension, the student shall be informed in writing of the reasons for the suspension. The student shall also be afforded the opportunity to respond to the allegations being made against them. Following that opportunity to respond, the Provost will then reassess the decision to suspend, and either revoke or continue it.

13. The alleged violation that led to the interim suspension shall be investigated and heard in accordance with the procedures contained within this Code. An assessment to determine a student’s readiness to return to studies may be required in some cases.
APPENDIX C: PEER CONDUCT BOARD

PEER CONDUCT BOARD MEMBERSHIP

1. The Peer Conduct Board is made up of undergraduate and graduate students in good academic standing. Members are normally selected annually by a selection process to be determined each year by the Director (SSCM). The process shall include advertising the positions in appropriate student publications.

2. Each Peer Conduct Board member shall be appointed for a renewable one-year term. Members shall receive appropriate training to discharge their responsibilities.

PEER CONDUCT BOARD PANEL SELECTION

3. The Hearing of a case referred to the Peer Conduct Board shall be before a panel of a minimum of three members (the Panel). The Panel shall choose one member as the Chair (the Chair), who shall be responsible for the conduct of the deliberation portion of the hearing and for ensuring that a decision is made in a timely fashion.

4. In cases where the Respondent is an undergraduate student, every reasonable effort will be made for the Peer Conduct Board hearing, to consist of at least two undergraduate students.

5. In cases where the Respondent is a graduate student, every reasonable effort will be made for the Peer Conduct Board hearing, to consist of at least two graduate students.

6. No one shall serve on a Panel who has any direct interest or prior involvement in the case under consideration. Both the Respondent and the Panel member who feels there is a conflict are expected to express this to the Director (SSCM), prior to the beginning of the hearing.

PEER CONDUCT BOARD VOTING PROCEDURES

7. The Panel shall attempt to work on a consensus basis, failing which a majority vote will govern.

8. If the Panel has determined that a violation of the Code has occurred, before making a final decision on sanctions, the Panel shall consult with the Adjudicator regarding whether the Panel’s proposed sanctions are consistent with the sanctions imposed in similar cases.
APPENDIX D: RECORDS, TRANSCRIPTS, REGISTRATION, AND NOTATIONS

RECORDS

1. Student Affairs shall maintain a confidential record of any finding of violation and related sanctions. These records include the documents and notes of the Administrator, Adjudicator and Dean of Students. The record shall be retained for five years after last use. The records involving transcript notations for suspensions and expulsions shall be retained permanently, or until the student’s petition to delete the transcript notation has been granted by Senate (the record shall be destroyed when the transcript notation is deleted). At the Dean of Student’s discretion, and after written notice to the student, a record may be retained longer than five years. Such notice shall cite the reasons for this decision and the extended retention date.

2. The purpose of this record, which shall be kept separate from any other of the student's records, is to determine whether there has been a previous offence, before a sanction is levied. Records may be taken into consideration should a student seek a position of responsibility within Student Affairs only. Students will be asked to consent to a records check when applying for a position (e.g. when a student applies to be a Community Advisor, Welcome Week Representative etc.).

3. In the event that the case is dismissed or overturned on appeal, all records of the proceeding shall be removed from the student’s file.

4. Decisions of the Adjudicator and the Dean of Students, including a commentary on the type of misconduct occurring in a particular year and the sanctions applied, shall be reported in anonymized form, annually to Senate. No individuals will be identified in such a report. The University does not release confidential records regarding violations of the Code.

5. All records of Voluntary Resolution agreements for matters involving Sexual Violence will be retained by the Equity and Inclusion Office in compliance with the Office’s records retention schedule. The record is not a finding of Sexual Violence and shall not be reported as a violation of the Sexual Violence Policy or this Code.

6. Data gathering and record keeping for matters involving Sexual Violence will adhere to the requirements set out in the Sexual Violence Policy.

RESIDENCE SPECIFIC RECORDS

7. Housing and Conference Services shall maintain a record of each finding against a resident until the end of the current academic year. When probation, eviction, persona non grata (PNG), or denial of readmission outcomes are issued, these records will be retained by Student Affairs for a period of five years from the end of the academic year in which the decision was made.
8. Residence specific findings against the Student does not result in a notation on the Student’s academic transcript. All residence records may be taken into consideration in the event that a Student seeks a position of responsibility with Housing and Conference Services.

STUDENT’S STATUS - TRANSCRIPTS, REGISTRATION, AND NOTATIONS

9. While under investigation for an alleged violation of the Code a student may be permitted to withdraw formally from the University. However, this will not prevent the continuation of the process under this Code.

10. When an allegation of a Code violation 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 in violation of the Code and the conviction results in a transcript notation, the recipients of any transcripts will be so informed by the Registrar.

11. In the case of suspension the notation will read: “Suspended for Student Code of Conduct Violation by the Senate for ___ months (Date).” A student may petition Senate to remove the transcript notation after the minimum time specified by the Dean of Students or Senate Board for Student Appeals, as the case may be, when the suspension was imposed has elapsed.

12. In the case of expulsion the notation will read: “Expelled by the Senate for Student Code of Conduct Violation.” If the Senate at some later date reinstates the student, this will be followed by the notation: “Reinstated by the Senate (Date).” Such a notation may be removed from a student’s transcript on petition to Senate, but not before five (5) years after the penalty commences.
APPENDIX E: GLOSSARY OF TERMS

**Accommodations** are adjustments to individuals' academic or residence arrangements made to support them and/or enhance their safety (e.g. a change in assignment deadlines or tutorial group, a change in residence location).

**Advisor:** A person of the individual's choice who acts in an advisory role during the investigation and adjudication process (e.g. friend, family member, legal counsel). The Advisor may be present during investigation interviews and adjudication hearings. At the adjudication hearing the Advisor may consult with the student but shall not be allowed to speak.

**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 Code have a greater likelihood of being true than not.

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

**Complainant** is an individual identifying a violation of the Code for the University's response.

**Consent**¹, in the context of sexual activity, is defined as the voluntary agreement of an individual to engage in the sexual activity in question. The law also says that there is **NO CONSENT** where:

- the agreement is expressed by the words or conduct of a person other than the individual;
- the individual is incapable of consenting to the activity;
- the Respondent induces the individual to engage in the activity by abusing a position of trust, power or authority;
- the individual expresses, by words or conduct, a lack of agreement to engage in the activity;
- the individual, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity;
- the individual may be bodily harmed or is threatened with bodily harm; or
- the individual is under the age of consent.

¹ This language is from the *Sexual Violence Policy* and will be revised as required to remain consistent with that Policy.
Event (Authorized): Authorized events are University scheduled or University approved activities, occurring on or off University premises, e.g. public lectures, performances, placements (co-op or clinical), athletic events, work or study-related conferences/training sessions, etc. These events can include work or study-related travel. Events that are approved under the Policy on Students Groups (Recognition, Risk Assessment and Event Planning) are also authorized events.

Event (Non-authorized): Non-authorized events are events that are not scheduled or approved by the University and may occur on or off University premises e.g. group trips that have not been approved under the Policy on Student Groups (Recognition, Risk Assessment and Event Planning), drinking games in residence, house parties, etc.

Guest means a person who is visiting a student on campus.

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. Harassment includes Sexual and/or Gender-Based Harassment and Workplace Sexual Harassment.

Interim Measures are steps that are taken where the health and safety of the student or members of the University Community are compromised or at risk, and/or in order to safeguard the environments of individuals alleging violations of the Code and of individuals whose conduct is being questioned. Interim measures shall not be construed as evidence of either guilt or a finding of violation of the Code, or as an affirmation of innocence or finding that no violation of the Code has occurred.

No Contact Order includes restrictions on: registration for specific classes, other academic or non-academic activities, or attendance at specific meetings or events; direct or indirect contact (including but not limited to in person, by phone, email, text, social media, through a third party etc.) with a specific individual or group of individuals.

Persona Non Grata (PNG) is a designation, which is given to an individual who is denied the privilege of entering designated portion(s) of the University's buildings or grounds. If PNG individuals are found or seen in the area they are denied, they will be subject to a charge by Security Services under the Trespass to Property Act.

Peer Conduct Board Hearing means the adjudication process carried out by the Peer Conduct Board.

Primary Event Organizer means the individual who is leading the planning and implementation of an Event under the Policy on Student Groups (Recognition, Risk Assessment and Event Planning).

Respondent is the individual about whom allegations have been made. For the purpose of Appendix A: Appeals, the Respondent is the University authority whose decision is being appealed.
Restoration Processes: Processes focusing on restoring the losses suffered by Complainants, holding Respondents accountable for the harm they have caused, and building peace within communities. Restoration Processes are premised on the voluntary and cooperative participation of all parties in the resolution process. This process, which may not be appropriate or viable in all cases.

Sexual Assault is an assault committed in circumstances of a sexual nature such that the sexual integrity of an individual is violated, and it includes, but is not limited to, any unwanted, non-consensual, sexual activity, such as unwanted kissing, fondling, sexual grabbing, and/or intercourse/rape.

Sexual Harassment means engaging in a course of vexatious comment or conduct against an individual because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or making a sexual solicitation or advance to an individual where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the individual and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Sexual Violence means any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without a person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

Student means any individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains education records.

Student Affairs Administrator means an individual appointed by the Dean of Students with authority to hear allegations of misconduct under the Code. Student Affairs Administrators include, but are not limited to: Case Managers, Residence Life Area Coordinators, the Residence Life Coordinator, the Associate Director of Athletics and Recreation, and the Athletic Services Coordinator.

Student Affairs Adjudicators are those in the position to adjudicate Administrative Formal Resolution Meetings and facilitate Peer Conduct Board Formal Resolution Meetings. They may also hear appeals of decisions made by Student Affairs Administrators. In most cases, this will be the Manager of Student Conduct and Community Standards.

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2 This language is from the Sexual Violence Policy and will be revised as required to remain consistent with that Policy
3 This language is from the Sexual Violence Policy and will be revised as required to remain consistent with that Policy
4 This language is from the Sexual Violence Policy and will be revised as required to remain consistent with that Policy
**Student Affairs Staff** are those responsible for reporting violations, and collecting information at the time the situation takes place. This includes, but is not limited to, Community Advisors, Inter-University Athletic Coaches, etc.

**Student-Athlete** is defined as a student who has been selected to be a member of a varsity team or extramural competitive program. Students who belong to extramural competitive programs which do not have a selection process will be considered to be Student-Athletes once they have registered for the program.

**Student Host** means a person who has a Guest on campus.

**Student Leader** is defined as an executive member of a University Recognized Student Group or any member of such a group operating in their capacity as a Primary Event Organizer.

**Support Person** is a person of the individual’s choice who acts in a supportive role but is not an active participant in the process (e.g. friend, Elder, parent, religious advisor).

**University Premises** means buildings and lands owned, leased, operated, controlled or supervised by the University and includes places or facilities used for the provision of the University’s courses, programs or services or for University approved or sponsored events or activities.

**University Recognized Student Group** includes organizations and student groups that have been recognized under the *McMaster University Policy on the Recognition of Student Groups*.

**Voluntary Resolution** are steps that are taken (e.g. arrangement of academic, work or living environment / conditions) to which both the Complainant and Respondent have agreed to.
APPENDIX F: RELATED POLICIES AND LEGISLATION

This Code is to be read in conjunction with the following policies, statements, and collective agreements. Normally the policies listed below act independently of one another. However, they may intersect with the application of other University policies or procedures regarding the same matter. Any question of the application of this Code or related policies shall be determined by the Associate Vice-President (Students and Learning) and Dean of Students, in consultation 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):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on
- Academic Accommodation of Students with Disabilities
- Academic Integrity Policy
- Alcohol Policy
- Conflict of Interest Guidelines- Undergraduate Studies and Graduate Studies
- Discrimination and Harassment Policy
- Employee/Labour Relations – Collective Agreements (students acting in their role as Teaching Assistants are acting as University employees and should refer to their collective agreement.)
- First Year Experience (Orientation and Transition) for Undergraduate Students, Policy on the
- Fraternities, Sororities and Honor Societies, Policy on
- Freedom of Information and Protection of Privacy Act
- Group Conflict and Senate Mediation Procedures
- Ontario Human Rights Code
- Personal Health Information Protection Act
- Professional Behavior Code for Graduate Learners, Health Sciences
- Professional Behavior Code for Undergraduate Learners, Health Sciences
- Sexual Violence Policy
- Statement on Building an Inclusive Community with a Shared Purpose
- Statement and Guidelines on Inclusive Communications
- Students Groups (Recognition, Risk Assessment and Event Planning), Policy on
- University Technology Services (UTS) – Policies and Procedures
- Violence in the Workplace, Policy on
Complete Policy Title:
Code of Student Rights and Responsibilities

Policy Number (if applicable):
DRAFT 03

Approved by:
Senate

Date of Most Recent Approval:
xxxxxxx, 2022

Date of Original Approval(s):
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December 11, 2019, effective January 1, 2020
December 14, 2016, effective January 1, 2017

Responsible Executive:
Associate Vice-President (Students and Learning) and Dean of Students

Policy Specific Enquiries:
Student Support & Case Management

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. The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community. The University is committed to providing educational initiatives and learning opportunities to help students conduct themselves in accordance with the Code.

2. The University recognizes the complexity of student life at a post-secondary institution and understands that students may have differing levels of experience addressing conflict, however, students will be responsible for their interactions with others. Students are expected conduct themselves responsibly, in accordance with this Code, and to be individually responsible for their actions whether acting on their own or in a group.

3. A full glossary of terms and definitions may be found in Appendix A. 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) Decision-Makers in this Code may, where appropriate, delegate their authority (this includes the Dean of Students, Case Managers, Directors, and the Provost);
   c) Athletics and Recreation means the Department of Athletics and Recreation;
   d) Case Manager means the Dispute Resolution Case Managers in Student Support & Case Management;
   e) Dean of Students means the Associate Vice-President (Students and Learning) and Dean of Students;
   f) Director (A&R) means the Director, Athletics and Recreation;
   g) Director (HCS) means the Director, Housing and Conference Services;
   h) Director (HRDR) means the Director, Human Rights & Dispute Resolution Program;
   i) Director (SVPRO) means the Director, Sexual Violence Prevention and Response Office;
   j) Director (SSCM) means the Director, Student Support & Case Management Office;
   k) Student Groups means University Recognized Student Groups;
   l) Security Services means McMaster University Security and Parking Services; and
   m) Student Affairs means the Student Affairs Office.
SCOPE

4. All McMaster students have an obligation to familiarize themselves with this Code as it applies to their particular role as a student, student-athlete, Residence Student, Student Leader and/or student group member, in order to ensure that they are aware of their Rights and Responsibilities to the University Community.

5. All students are responsible for respecting the rights of others, contributing to an environment that is free of Discrimination, Harassment, and Sexual Violence, and for conducting themselves in a manner that contributes positively to the University and the University Community.

6. By enrolling at the University students agree to abide by the Rights, Responsibilities, and Expectations in this Code.

7. Behaviour dealt with under this Code includes any action that violates the Responsibilities of Students or negatively effects any member of the University Community, and arises:

   a) on University premises, or at a University authorized event occurring on or off University premises, or when representing the University;

   b) at a non-authorized event off University premises and where there is a clear connection to the University community. Incidents without a clear connection (nexus), but where the student(s) in question potentially pose a significant risk to community or workplace safety or where the University has reasonable grounds to be concerned with a risk of future violence, also fall within the scope;

   c) arises elsewhere in the course of activities sponsored by the University, or where the conduct is alleged to adversely affect, disrupt or interfere with another person’s reasonable participation in University programs or activities;

   d) through electronic media, where there is a clear connection to the University Community; and/or

   e) occurs in the context of a relationship between the student and a third party and involves the student’s standing, status or academic record at the University.

8. Residence Students are also required to abide by the additional expectations outlined in clauses 26-28.

9. Student-Athletes are also required to abide by the additional expectations outlined in clauses 29-30.

10. Student Leaders, and Student Groups (including their executives, and any member operating in their capacity as a Primary Event Organizer) are also required to abide by the expectations outlined in clauses 31-32.

11. A student host is responsible for supervising their guests’ and ensuring their guests actions are not violations of the behaviour standards outlined in this Code.
AUTHORITY AND JURISDICTION

12. The Senate of McMaster University has set out in this Code, the expectations for acceptable conduct of students and the procedures for dealing with conduct that does not meet these expectations. Senate has delegated to the Dean of Students the authority to administer this Code and impose remedies, sanctions (including suspension or expulsion) and/or other outcomes. The Dean of Students may delegate certain responsibilities to the Director (HCS), the Director (A&R), or other Student Affairs Staff.

IN Volvement OF CIVIL AUTHORITIES

13. The existence of this Code does not preclude any individual from proceeding under applicable laws against another individual, nor does it preclude Security Services from carrying out its responsibilities. Proceedings under this Code may be carried out prior to, simultaneously with, or following other off-campus proceedings, including civil or criminal proceedings, at the discretion of the Dean of Students.

14. In cases where the Dean of Students determines that processing an allegation under this Code might prejudice another internal or external process they may suspend these proceedings indefinitely or pause the investigation pending the outcome of these non-Code proceedings. Interim measures may be used at any point to ensure the safety of all students and the University Community. See Appendix B: Interim Measures and Ongoing Support of All Parties.
15. 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*, where applicable in the circumstances, and in the case of health care providers, in keeping with any professional obligations.

16. The University will share identifying information only in circumstances where it is necessary in order to administer the Code, to address safety concerns, or to satisfy a legal reporting requirement. In such circumstances, the minimum amount of information needed to allow such concerns to be addressed, or to meet such requirements, will be disclosed. Such circumstances include those where:

   a) an individual is at risk of harm to self;

   b) an individual is at risk of harming others;

   c) there are reasonable grounds to be concerned with risk of future violence or the safety of the University and/or broader community;

   d) disclosure is required by law; for instance, suspected abuse of someone under the age of 16; or, to comply with legislation;

   e) it is necessary to comply with the reporting requirements of regulatory bodies;

   f) it is necessary to share information between the Director (SSCM), the Director (HCS), the Director (A&R), and/or other appropriate staff within their offices for the purpose of supporting the student (e.g. when behaviour that occurred within Residence may affect the student in their role as a Student-Athlete); and/or

   g) there are reasonable grounds to believe that it is necessary to contact a student’s parents or other appropriate contacts.

17. Some offices and Community Members have additional limitations to confidentiality because of their particular reporting requirements or professional obligations. For example:

   a) all regulated health professionals are obligated to report suspected sexual abuse of a patient by a regulated health professional to that professional’s governing body if this information is acquired during the course of their practice; and

   b) Special Constables in Security Services are required to investigate reports of abuse of someone under the age of 16, and reports of intimate partner/domestic violence and to lay charges in all cases when there are reasonable grounds to believe a criminal offence has been committed, regardless of whether the target of the violence wishes to have further involvement with the legal process.
18. For matters involving allegations under the *Discrimination & Harassment Policy*, and/or the *Sexual Violence Policy*, any additional confidentiality requirements under the relevant policy will apply.

19. Procedural limits to confidentiality may also occur if the University is subject to legal proceedings that, in the opinion of the Provost and Vice-President (Academic) or the Vice-President (Administration), (in consultation with the President), require the disclosure of information.

20. The importance of preserving the confidentiality of Complaints and any related proceedings will be explained to all parties as a necessary measure to protect the integrity of the proceedings.
SECTION III: RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

21. McMaster University is a student-centered community committed to excellence, integrity, inclusiveness and teamwork. Membership in this community implies acceptance of the principle of mutual respect for the rights, responsibilities, dignity, and well-being of others, and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Student rights, and the responsibilities that accompany them, include, but are not limited to those listed below.

RIGHTS

22. All students have the right to:
   a) protection under the law and this Code;
   b) fair procedures and process under this Code;
   c) participate unhindered in their academic pursuits which includes the opportunity to participate in respectful dialogue that examines diverse views and ideas;
   d) live and work in an environment free from discrimination, harassment, intimidation, sexual violence, and violence; and
   e) have their personal privacy appropriately respected by other students.

RESPONSIBILITIES

23. All students are responsible for:
   a) acting in accordance with the law and this Code;
   b) being acquainted with the relevant related policies as they apply to all students as well as to their specific role(s) within the University;
   c) supporting an environment free from discrimination, harassment, intimidation, assault, sexual violence, and violence;
   d) treating others in a way that does not harm them physically and/or threaten or intimidate them emotionally or mentally;
   e) appropriately respecting the personal privacy of other students;
   f) consuming legal substances in a safe and responsible manner; and
   g) complying with any disciplinary measures assigned under this Code, and respecting the authority of University officials in the course of their duties.
24. For a list of behaviours that may be considered a violation of this Code, refer to Section IV: Violations.

25. The University recognizes that unusual situations may arise that are not necessarily covered by the above Rights and Responsibilities, but still raise concern for the safety or well-being of students or the University community. In such cases, the Dean of Students reserves the right to use the procedures outlined in this Code to ensure the safety and security of students and the University Community as a whole.

RESIDENCE STUDENTS: ADDITIONAL EXPECTATIONS

26. Students living in Residence are part of a unique and interconnected community on campus. As such, there are additional, contextual expectations for Residence Students, and their guests.

27. These expectations are identified and agreed upon by every Residence Student in the Residence Agreement Contract and apply to any behaviour that occurs in Residence and/or at an approved Residence event held either on or off campus and/or which occurs on the internet or through social media.

28. By requesting to live in Residence, students agree to:

   Community Standards
   a) avoid creating significant nuisances for, or infringe on, a resident’s peaceful use of their room/space (e.g. excessive noise, indoor sporting activity, pranks, etc.);
   b) take reasonable steps to prevent a problem situation from occurring or, if it occurs, to prevent it from escalating to a more serious level;
   c) refrain from possessing prohibited items as defined by Housing and Conference Services in the Residence Agreement Contract Appendix: Prohibited Items and Alcohol Regulations;

   Policy
   d) abide by University policies, procedures, or protocols (e.g. Residence Agreement/Contract, Guest/Escort Protocol, Decorating Protocol, etc.);

   Personal and Community Safety
   e) refrain from actions that compromise fire safety standards (e.g. propping doors, lighting candles, smoking inside, failing to evacuate, tampering with fire safety equipment, causing a false alarm, etc.);
   f) refrain from actions that compromise the safety of an individual(s) (e.g. tampering with building systems, fabricating or building structures, accessing restricted areas, etc.) or are considered unsafe practices by Housing and Conference Services;
g) refrain from actions that compromise the safety of the Residence community (e.g. loaning keys, fraudulently gaining entry to a building, misusing identification, etc.);

**Substance Use Standards**

h) abide by the *Residence Agreement Contract Appendix: Prohibited Items and Alcohol Regulations* and the *Liquor License Act*, including refraining from underage consumption/service, excessive consumption/public intoxication, open alcohol in a public space, drinking games, or alcohol practises considered unsafe by Housing and Conference Services; and

i) refrain from the possession, use, sale or being under the influence of illegal drugs (including drug traces, paraphernalia, and smell) and/or use of medication for purposes other than those for which it was prescribed.

**STUDENT ATHLETES: ADDITIONAL EXPECTATIONS**

29. The University recognizes that Student-Athletes participate in distinctive settings on and off campus and are part of a unique community within the University. Playing and competing for the University is a privilege, not a right. Therefore, there are additional, contextual expectations for Student-Athletes that are identified and agreed upon during their registration process. These expectations apply to any member of an athletic inter-university team, and to their behaviour at any Athletics and Recreation sanctioned event, or a team related function held either on or off campus and/or which occurs on the internet or through social media.

30. Student-Athletes are expected to:

   a) represent the University and portray themselves, their team, and the University in a positive manner at all times;

   b) be an ambassador for the University at all times and avoid engaging in activities likely to cause personal injury, intimidation or harassment;

   c) treat everyone with courtesy and respect within the context of their sport;

   d) refrain from any form of hazing, which includes, but is not limited to: any action or activity which does not contribute to the positive development of a person; which inflicts or intends to cause physical or mental harms; and which may demean, degrade or disgrace any person, regardless of location, intent or consent of participants;

   e) abide by the rules and regulations of their sport, as set out by Ontario University Athletics, the Canadian Interuniversity Sport and the sport governing body;

   f) refrain from the use of anabolic steroids or other illegal performance enhancing drugs and techniques (e.g. blood doping), as outlined by the Centre for Ethics in Sport;
g) avoid any negative interaction or conflict with members of opposing teams and/or officials except as they occur in the actual course of competition and which constitute the legitimate expression of the competitive spirit of their teams or team members;

h) refrain from willfully damaging the property of others which includes, but is not limited to, hotel rooms, facilities at other universities, and/or transportation vehicles; and

i) refrain from the consumption or transportation of any alcoholic beverages on team vehicles.

STUDENT LEADERS AND STUDENT GROUPS: ADDITIONAL EXPECTATIONS

31. Student Groups have a responsibility to respect the rights of others and to conduct themselves in a responsible manner that contributes positively to the University Community while on University premises and/or at events off-campus organized by the group.

32. Student Group executives and/or the primary event organizer may be held responsible for violations of this Code. All Student Leaders and Student Groups are expected to:

a) follow the expectations and risk management procedures as contained in the Policy on Student Groups (Recognition, Risk Assessment and Event Planning); and

b) comply with a directive of the Dean of Students, or their delegate.
SECTION IV: VIOLATIONS

33. Violations of this Code include, but are not limited to:

   **Safety of Oneself and the Community**

   a) engaging in [Sexual Violence](#) as defined in the [Sexual Violence Policy](#) and this Code;

   b) engaging in physical actions which are threatening, physically abusive and/or compromise the safety and security of any individual and/or group;

   c) engaging in verbal or non-verbal behaviour or communication toward any individual or group that may be perceived to be intimidating, degrading, harassing and/or discriminatory (that may violate the [Discrimination & Harassment Policy](#)), and in a manner that exceeds the bounds of freedom of expression;

   d) failing to comply with fire safety regulations, e.g. setting unauthorized fires, tampering with fire and emergency equipment, failing to exit a building during an alarm, etc.;

   e) possessing, storing, or using a hazardous material, explosive substance or weapon, including any item that can be reasonably perceived to be a weapon by others e.g. replica guns, air soft guns, etc.;

   **Personal or University Property**

   f) vandalising, stealing, or being in possession of property that is not one's own e.g. intellectual property, digital files, property of the university and personal property, etc.;

   **Community Standards**

   g) failing to cooperate with Security Services, or a University official who is performing their duties under this Code, e.g. including furnishing false information, etc.;

   h) assisting with or conspiring in any conduct that violates this Code;

   i) trespassing and/or fraudulently gaining, or attempting to gain entry to University property;

   j) engaging in disruptive behaviour in or out of class e.g. making excessive noise at any time of the day, causing a disturbance in class, or interrupting the daily functions of the University;

   k) sharing the private information of any individual without consent;

   l) fraud of any kind, including misusing University issued keys or identification, passwords, meal cards;

   m) publicly displaying and/or making pornography material anywhere on University campus;
CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

SECTION IV: VIOLATIONS

n) smoking, or the use of tobacco products, in any University owned or leased building and/or vehicle, on University property, or in any vehicle while on University property, in violation of the Tobacco & Smoke Free University Policy;

o) failing to adhere to their responsibilities and expectations as identified in this Code;

p) breaching any contract under this Code that outlines specific parameters for a student's behaviour (e.g. behavioural contract, probation) and/or failing to complete an educational outcome or sanction on time;

Legal and Illegal Substances

q) possessing, consuming, trafficking or being under the influence of any illegal substance;

r) possessing or consuming alcohol when under 19 years of age, or distributing alcohol to those under 19 years of age;

s) consuming or being impaired by any legal controlled substance, in a public space regardless of age.
SECTION V: ROLES AND RESPONSIBILITIES

STUDENT AFFAIRS ADMINISTRATORS

34. Student Affairs Administrators are the:
   
   a) Dispute Resolution Case Managers “Case Managers” in the Student Support & Case Management Office (SSCM), for all students;
   
   b) Support Case Manager (SSCM), Residence Life Area Coordinator, or the Manager (Residence Life), for Residence Students; and
   
   c) Associate Director (A&R), or the Athletic Services Coordinator for Student-Athletes.

35. Student Affairs Administrators are responsible for the:
   
   a) intake and preliminary assessment of allegations of Code violations;
   
   b) investigations and determinations of violation of the Code, when the potential remedies, sanctions and/or other outcomes are within their authority to assign;
   
   c) referral of Disclosures to the Sexual Violence Prevention and Response Office; and
   
   d) notification/referral to the appropriate Intake Office for allegations of discrimination, harassment and/or sexual violence.

CASE MANAGERS

36. The Case Managers in the Student Support and Case Management Office have additional responsibilities which include:
   
   a) conducting investigations of allegations of Code violations, including discrimination, harassment and/or sexual violence allegations (when they have been appointed as Investigators under the Discrimination & Harassment Policy and/or Sexual Violence Policy)
   
   b) making a finding of violation for minor violations (that do not include allegations of discrimination, harassment and/or Sexual Violence);
   
   c) referring cases directly to Adjudication when it is warranted by the severity of the alleged conduct, the potential sanctions, and/or the number of violations in the student’s record;
   
   d) determine whether a violation of the Code has occurred and, when appropriate or where there are extenuating medical circumstances, determine whether corrective action might be taken without proceeding to Adjudication.
INVESTIGATORS

37. Investigators for the Code may include external investigators or an alternate internal investigator, as deemed appropriate by the Student Support and Case Management Office.

38. Investigators appointed under the Discrimination & Harassment Policy, and/or the Sexual Violence Policy, whether internal or external to the University, will have training and expertise in compliance with the relevant policy.

39. Investigators will follow the mandate and scope of the investigation as determined by the University.
SECTION VI: INTAKE AND INVESTIGATIONS

INTAKE THROUGH STUDENT AFFAIRS

40. Allegations from members of the University Community that a student’s behaviour may be a violation of this Code should be reported to the appropriate Student Affairs Administrator (see clause 34) who shall determine whether the alleged behaviour is within the scope of the Code.

41. Individuals may consult with Student Support and Case Management to seek guidance on the application of the Code and the appropriate Administrator and/or Office that inquiries and complaints should be directed to.

42. If the matter is determined to not be within the scope of the Code, the matter may be dismissed and/or referred to another applicable University policy, or appropriate authorities.

43. If at any stage of a process under this Code it is determined that the behaviour is related to a health condition, it may be referred to Section X for alternate procedures, when appropriate in the circumstances.

Burden and Standard of Proof

44. At each stage of decision-making the onus of establishing that there has been a violation of the Code shall be on the University authority. Decisions are made on the balance of probabilities (the evidence shows it is more likely than not that the violation of the Code occurred).

Preliminary Assessment

45. Student Affairs Administrators shall conduct a preliminary assessment to determine whether:

   a) the potential remedies, sanctions and/or other outcomes for the alleged violation are within their authority to assign, and if so, if it is also within their authority to investigate the allegation;

   b) the number of violations in the student’s record warrants referral directly to Adjudication before relevant Director (SSCM, HCS, A&R);

   c) the matter involves serious allegations of violations of the Code, that require referral to a Case Manager; and/or

   d) the matter involves allegations of Discrimination, Harassment, and/or Sexual Violence that require a referral to the Director (SSCM), the Director (HRDR) and/or the Director (SVPRO).
REFERRAL FROM AN INTAKE OFFICE

46. Allegations of discrimination, harassment and/or sexual violence involving a Student Respondent will be investigated and adjudicated under this Code and may be referred to the Code from one of the Intake Offices.

   a) Human Rights & Dispute Resolution Program, Equity and Inclusion Office (All Community Members)
   b) Student Support & Case Management Office (SSCM) (Students)
   c) Employee and Labour Relations (ELR) (Faculty or Staff members)
   d) Faculty of Health Sciences (FHS) Professionalism Office (FHS Community Members)

Response Team

47. For allegations under the Discrimination & Harassment Policy and/or Sexual Violence Policy, there is a Response Team, which is activated by the relevant Intake Office Director, where a case potentially presents community risk and/or requires consultation with multiple partners for a coordinated response. The Response Team will act in compliance with the Discrimination & Harassment Policy and/or Sexual Violence Policy.

DECISION TO NOT INVESTIGATE

48. In some circumstances a decision may be made not to investigate allegations of discrimination, harassment and/or sexual violence. The decision will be communicated in writing, with reasons, to the Complainant by the Dean of Students. The Complainant will be informed of their right to make a written appeal of the decision to the Provost and Vice-President (Academic).

VOLUNTARY RESOLUTION

49. In certain circumstances, a Complainant and Respondent may be interested in attempting a resolution of a Complaint at any time before the completion of an Investigation. Voluntary Resolution is not mandatory and may not be appropriate in all Code related matters.

50. The following conditions must be present before considering if Voluntary Resolution is a viable option:

   a) the University is able to meet its legal responsibilities pursuant to relevant legislation; and
   b) the Complainant and the Respondent both agree to:
      (i) attempt to reach a resolution in good faith;
      (ii) the methods to be used to seek resolution; and
      (iii) the terms of what would constitute resolution.
51. A meeting between the Complainant and the Respondent will **not** be a requirement for Voluntary Resolution.

52. A Voluntary Resolution may be facilitated by the appropriate Student Affairs Office, and the methods may include fact-finding discussions, clarification of the issues, facilitated conversations, mediation, coaching, voluntary no contact agreements, reconciliation, and restoration processes.

**INVESTIGATIONS**

53. Investigations conducted under this Code will follow the principles of procedural fairness. Respondents have the right to know the case against them, and to produce any relevant documentation, evidence, or other information, and identify witnesses to the Investigator in response to any allegations.

54. Investigations of allegations of discrimination, harassment and/or sexual violence shall be conducted in compliance with the investigation procedures of the [Discrimination & Harassment Policy](#) and/or the [Sexual Violence Policy](#).

55. The Student Affairs Administrator, Case Manager, and/or Investigator, will impartially collect evidence and interview witnesses in relation to the allegation. In consultation with the appropriate Director, they may adjust the scope and the manner in which the investigation will be conducted in compliance with this Code.

56. All Community Members are expected to meet with the Student Affairs Administrator, Case Manager, and/or Investigator if requested to do so. All those who attend such a meeting are expected to keep confidential the meeting and any information shared to ensure the integrity of the proceedings.

**Contacting the Respondent**

57. The Student Affairs Administrator shall contact the Respondent by phone and/or McMaster email to schedule a meeting. The Respondent will be informed of the following:

   a) that an investigation has been initiated, the nature of the allegation, and the procedures to be followed;

   b) the time and location of the meeting;

   c) the parties attending the meeting (when possible);

   d) that should they fail to attend without contacting the Student Affairs Administrator, the Administrator will proceed to gather information in their absence; and

   e) if contacted via email, that they must reply **within three (3) business days**.

58. If there is no response from the Respondent **within three (3) business days** of the initial contact, a meeting will be assigned, and scheduled **at least three (3) business days** after delivery of the notification. The Respondent will be notified by phone, via McMaster email and/or letter (e.g. delivered under their...
Residence door; registered mail). These timelines may be expedited, in some cases, when the situation is deemed significant and/or when the Respondent agrees to an expedited timeline.

**Identification of Additional Respondents**

59. A student who was not previously identified as a Respondent but who, during the course of an investigation, is identified as a potential Respondent must be notified and given an opportunity for a meeting to respond to any allegations.

**Meeting with the Respondent**

60. During the meeting, the allegation shall be reviewed with the Respondent. The Respondent will be made aware of all relevant information pertaining to the matter that is available at the time of the meeting and will be given the chance to respond to the information presented, provide evidence, and identify any relevant witnesses.

61. Should new information be received from other parties and/or witnesses, the Respondent will be provided another opportunity to meet and respond to the new information.

62. The Student Affairs Administrator may seek to resolve the matter through one-on-one meetings or through a facilitated group dialogue which may include but is not limited to: mediation, restorative processes, and/or intervention on behalf of another.

63. The Student Affairs Administrator may discuss possible remedies, sanctions and/or other outcomes with the Respondent to determine whether the Respondent is interested in accepting the possible remedies, sanctions and/or other outcomes. This may include specific educational remedies, sanctions and/or other outcomes that will help the Respondent, while protecting the safety and integrity of the University Community (e.g. behavioural contract, loss of privileges etc.).
SECTION VII: ADJUDICATION

64. Following the investigation, the Student Affairs Administrator shall determine whether there is sufficient evidence to support a finding that the student has been found in violation of the Code, and if so, will determine which option will be most appropriate in the circumstances:

   a) decision by the Student Affairs Administrator;

   b) referral to Adjudication before the relevant Director; or

   c) direct the case to Section X where a Respondent has established that they have medical circumstances that may have contributed to the behaviour.

65. If the Student Affairs Administrator refers the matter to Adjudication, the student will be so informed in writing.

Student Affairs Administrator Decision

66. The Student Affairs Administrator makes a finding and imposes remedies, sanctions and/or other outcomes, in accordance with the Code. The student shall be provided with written notice of the finding and remedies, sanctions and/or other outcomes, and any appeal options they may have (Appendix A: Appeals)

67. If the Student Affairs Administrator concludes that there is insufficient evidence to proceed, or that there is no violation of the Code, the matter shall be closed. The student will be informed in writing.

ADJUDICATION

68. In some circumstances, for Residence Students or Student-Athletes, the matter may be referred for adjudication before the Director (A&R), or the Director (HCS), when the potential remedies, sanctions and/or other outcomes are within their authority to assign.

69. Adjudication is normally before the Director (Student Support and Case Management Office), or the Dean of Students, as appropriate in the circumstances.

70. Students may request Peer Conduct Board Adjudication. The Peer Conduct Board will not be used in cases of Discrimination, Harassment and/or Sexual Violence, or where it is determined that the behaviour in question has resulted in significant harms to an individual and it would be inappropriate or unfair to those affected by the behaviour for information to be shared beyond the normal participants of an Adjudication Process.
Procedural Guidelines

71. Every reasonable effort will be made to arrange an Adjudication date within seven (7) business days of the decision being made to proceed to Adjudication.

72. Prior to the adjudication, either verbally or in writing, the Student Affairs Administrator will inform the Respondent that should they be absent from a scheduled Adjudication without first contacting the Student Affairs Administrator to reschedule, and demonstrating reasonable grounds, the matter may proceed in their absence.

73. The Respondent shall have the opportunity to bring a support person and bring witnesses. Respondents shall provide, as soon as possible, the names of any relevant witnesses that have agreed to testify. If new information arises the Respondent will have a chance to speak to it prior to the Adjudication.

Parties

74. Parties to an Adjudication shall include the Student Affairs Administrator presenting the allegation and the Respondent against whom the allegation has been made.

Closed Hearings

75. Hearings shall be held in camera (closed) unless one or both of the parties requests that the hearing, or some part of the hearing, should be held in public. In the event of such a request, representations shall be heard from all parties on 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.

Scheduling

76. An attempt shall be made to schedule the Adjudication hearing at a time and place convenient for all parties. However, if a party, who has been notified of an Adjudication date, is absent without contacting Student Affairs or without providing a satisfactory explanation, the Adjudication hearing may proceed in their absence.

Similar Questions of Fact/Policy

77. If two or more proceedings before the Peer Conduct Board (PCB) or the Adjudicator involve the same or similar questions of fact or policy, the PCB or the Adjudicator may:

   a) combine the proceedings or any part of them;

   b) hear the proceedings at the same time; or
c) hear the proceedings one immediately after the other.

**Advisor**

78. The Respondent shall have the right to have an Advisor or Support Person present at the adjudication hearing. Such individual may consult with the Respondent but shall not be allowed to speak at the Adjudication hearing.

**Evidence**

79. The Respondent is entitled to receive, prior to the adjudication meeting, detailed information regarding the allegation against them.

80. Parties have the right to present evidence, including written statements, in support of their case, prior to and at the hearing, and to see any written evidence presented at the hearing.

81. The Decision-Maker may admit as evidence any oral testimony and any document, written statement or other thing, relevant to the subject matter of the proceeding.

82. The Decision-Maker may require the production of written or documentary evidence by the parties or by other sources.

83. The Decision-Maker must not hear evidence or receive representations regarding the substance of the case outside of the hearing.

**Witnesses**

84. Parties have the right to call, question and cross-examine witnesses. Parties are responsible for producing their own witnesses and paying for any costs associated with their appearance.

85. Parties may submit witness statements as evidence. In the event that a party wishes to cross-examine a witness on their statement, the adjudication may be adjourned to permit the witness to appear. Alternatively, the Parties may consent to contacting the witness by telephone, provided that all Parties and Decision-Maker can hear one another throughout the cross-examination of the witness.

86. The Decision-Maker may limit testimony and the questioning of witnesses to those matters it considers relevant to the disposition of the case.

87. The witnesses will stay in the adjudication meeting only while they are testifying and responding to questions.

**University Representative**

88. For the purposes of the Adjudication Hearing, the person responsible for presenting the case shall be referred to as the University Representative. The University Representative may include the Student Affairs Administrators, the Case Managers, and Investigators.
Order of Adjudication Hearing

89. The order of the Adjudication hearing shall be as follows:

a) the University Representative shall present the findings of their investigation and shall call any witnesses. The Respondent and the Decision-Maker shall be permitted to question each witness at the end of their testimony. The University Representative shall be permitted to clarify any new points arising from such questioning;

b) the Respondent shall present their evidence and shall call any witnesses. The University Representative and the Decision-Maker shall be permitted to question each witness at the end of their testimony. The Respondent shall be permitted to clarify any new points arising from such questioning;

c) the University Representative may respond to any evidence presented by the Respondent in (b) above;

d) the parties will be permitted an opportunity to summarize their respective cases. The summary should address both the substance of the alleged violation and the appropriate sanction in the event that the allegation is determined to be valid; and

e) the Decision-Maker may alter the order described above in the interests of fairness to any or all parties.

Adjournment

90. The Decision-Maker may grant an adjournment at any time during the adjudication hearing to ensure a fair hearing.

Appropriate Procedures

91. Where any procedural matter is not dealt with specifically in this Code, the Decision-Maker may, after hearing submissions from the parties and considering the principles of fairness, establish an appropriate procedure.

92. Any procedural requirement contained in this Code may be waived with the consent of the Decision-Maker, and all the Parties to the Hearing so long as basic procedural fairness is maintained.
SECTION VIII: DECISIONS

93. A decision takes effect immediately and filing an appeal will not stay the implementation of any sanction imposed.

94. It is the responsibility of the Adjudicator to ensure the implementation of the sanction.

**Respondent**

95. Respondents will receive a written decision from the relevant Decision-Maker, that will include:
   a) the decision with respect to a Finding or No Finding of Violation of the Policy;
   b) reasons for the decision; and
   c) a summary outlining the findings.

96. If the outcome is no finding of violation of the Code the matter will be closed.

97. If the outcome is a finding of violation of the Code, the Respondent will be informed of the sanction(s) and/or remedies that have been ordered, and will be informed of their appeal rights (Appendix A: Appeals).

98. Notification shall normally occur within ten (10) business days of an adjudication/hearing.

**Professional Licensing Bodies**

99. Where required by a professional licensing body, the relevant findings will be communicated to that professional licensing body, after any remedies, sanctions and/or other outcomes have been implemented.

**Affected parties**

100. Affected parties will receive information about the findings and/or any remedies, sanctions and/or other outcomes that have a direct impact on them, within the constraints of relevant legislation.

**Complainants**

101. Within the constraints of relevant legislation, the Complainant will be informed of the findings, and will be provided a brief summary of the decision and reasons that are directly related to their complaint.

102. In all cases, information about any remedies, sanctions and/or other outcomes that have a direct impact on the Complainant will be provided to them.

**APPEALS**

103. If the Respondent wishes to appeal the decision they may follow the Appeal procedures outlined in Appendix A: Appeals.
SECTION IX: SANCTIONS AND REMEDIES

SANCTIONS

104. Sanctions may be used independently or in combination for any single offence and shall be proportional to the severity of the offence. In the event that previous findings exist, the severity of sanctions may be greater.

105. Whenever appropriate, sanctions will be assigned with an emphasis on education and restorative practices; however, in certain circumstances, punitive sanctions may be assigned.

106. Sanctions include, but are not limited to:

a) oral warning: an oral warning is notification given to a student;

b) written warning: a notice given to a student indicating the date, time, and nature of the violation. Such behaviour must stop and repeat offences may result in more severe sanctions;

c) educational sanctions: completion of specific educational or developmental activities as deemed appropriate. These may include, but are not limited to, service to the University or greater community, participation in educational seminars, written assignments, and written or oral apologies;

d) restitution: requirement that restitution to be made to another individual or the University for any loss or damage to personal or University property;

e) behavioural contract: a set of behavioural expectations, terms, and conditions. Any breach of this contract constitutes a violation offence and may result in more serious sanctions, including suspension or expulsion from the University;

f) no contact order: the student is required to have no direct or indirect contact (including but not limited to in-person, phone, email, text, social media, through a third party, etc.) with a specific individual or group as outlined in a behavioural contract;

g) behavioural bond: the student is required to provide a sum of money up to a maximum of $500.00 for a specific period of time [maximum one (1) academic year] and sign and abide by a contract. If, at the end of that time, the student has not breached the contract, the money will be returned. If they do breach the contract, any money collected will be used by Student Affairs for educational purposes and more severe sanctions may be imposed;

h) fines up to $500.00: fines may be applied for the following purposes:

   (i) violations related to fire and fire safety, including smoking or tobacco use in violation of the Tobacco & Smoke Free University Policy;
(ii) some examples of fines for first time violations include:

- $50.00 - Late Move out of Residence (per day)
- $60.00 - Setting off Fire Alarms/Failure to exit the building during a fire alarm
- $100.00 - Tampering with Fire Safety equipment

i) **loss of privileges**: loss of specified privileges for a designated time period. The lost privileges may include, but are not limited to, parking privileges, unrestricted access to the library, access to athletic facilities, and extra-curricular activities;

j) **persona non grata (PNG)**: *persona non grata* is the designation given to an individual who is denied the privilege of entering specific parts of the University. If PNG individuals are found or seen in the area they are denied, then they will be subject to a charge by Security Services under the *Trespass to Property Act*;

k) **suspension (academic)**: 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. The suspension is noted on the student's transcript (see Appendix D for further details); and

l) **expulsion**: loss of all academic privileges at the University for an indefinite period. The expulsion is noted on the student's transcript (see Appendix D for further details).

**Athletics Specific**

107. In addition to the above sanctions, the following sanctions are only applicable to Student Athletes:

a) **athletic financial awards**: financial awards offered through Athletics and Recreation may be rescinded for a period of time or permanently;

b) **community service (competitive teams)**: community service by the individual or team;

c) **removal of funding (competitive teams)**: removal of funding for the team; and/or

d) **suspension (competitive teams)**: suspension of the individual or team for one or more competitions or an entire season.
Residence Specific

108. In addition to the above sanctions, the following sanctions are only applicable to students living in Residence:

a) guest restrictions: restriction of a student’s right to host guests in Residence for a specified period of time;

b) Residence notice: notification that any kind of further offence will result in a formal process and may result in eviction. The notice may include a loss of privileges (e.g. access to space, attendance at Residence programs, etc.). This status is in place for the balance of the academic year in which it is assigned;

c) Residence probation: a formal notice informing the student that any kind of further offence will result in eviction. The Adjudicator normally writes the letter citing the reason(s), the terms, and the length of time it will be in place. The length and terms of the probation will be determined based on the circumstances;

d) room transfer: a student may be transferred to another hall when their behaviour is disruptive to their hall but does not warrant eviction from the Residence system. A room transfer under these circumstances is normally accompanied by a declaration that the Student is persona non grata in their original hall and an automatic probationary status for the remainder of the academic year;

e) denial of readmission: denial of readmission to Residence or participation in the lotteries to return to Residence are outcomes levied in serious cases at the discretion of the Director (HCS). This will be communicated in writing to the Student, indicating the reason(s) and the period of time for which it will be in effect; and

f) eviction: a student who is evicted from Residence must leave Residence within a time period determined by Housing and Conference Services. The time period will be commensurate with the seriousness of the offence, normally 24 hours, and reflect Housing and Conference Services’ assessment of the risk to persons and property within the hall if the student were to remain. Students evicted from Residence will not be eligible for readmission to Residence. Eviction from Residence is always accompanied by a declaration that the student is persona non grata (PNG) in all University Residences. Eviction does not affect nor will it appear on the student’s academic record. The student will receive a letter outlining the reason(s) for the eviction as well as any terms and conditions related to their removal from Residence. A copy of this letter will be forwarded to Security Services.
## Roles, Sanctions, and Appeal Rights specific to Residence Students

109. The following chart illustrates the specific roles, sanctions, and appeal rights applicable to Residence Students.

<table>
<thead>
<tr>
<th>Community Advisors (i.e. Student Affairs Staff)</th>
<th>SANCTIONS</th>
<th>APPEALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oral Warning</td>
<td>• Educational Outcome</td>
<td>Sanctions appealable to the Residence Life Area Coordinator, who has final decision</td>
</tr>
<tr>
<td>• Written Warning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residence Life Area Coordinators (i.e. Student Affairs Administrators)</th>
<th>SANCTIONS</th>
<th>APPEALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sanctions listed above, and:</td>
<td>• Restitution</td>
<td>Violation and Sanctions appealable to the Student Affairs Adjudicator, who has final decision</td>
</tr>
<tr>
<td>• Fine up to $500.00</td>
<td>• Guest Restrictions*</td>
<td></td>
</tr>
<tr>
<td>• Behavioural Contract</td>
<td>• Residence Notice*</td>
<td></td>
</tr>
<tr>
<td>• No Contact*</td>
<td>• As approved by the Residence Life Coordinator</td>
<td></td>
</tr>
<tr>
<td>• Room Transfer*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director (Student Support and Case Management Office), Case Managers</th>
<th>SANCTIONS</th>
<th>APPEALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sanctions listed above, and:</td>
<td>• Denial of Readmission*</td>
<td>Violation and Sanctions appealable to Director (HCS) who has final decision</td>
</tr>
<tr>
<td>• Probation</td>
<td>• As approved by the Director (HCS)</td>
<td></td>
</tr>
<tr>
<td>• Persona Non Grata (PNG)</td>
<td></td>
<td>Eviction or Denial of Readmission appealable to the Dean of Students</td>
</tr>
<tr>
<td>• Eviction*</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director, Housing and Conference Services</th>
<th>SANCTIONS</th>
<th>APPEALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sanctions listed above</td>
<td></td>
<td>Eviction or Denial of Readmission appealable to the Dean of Students</td>
</tr>
</tbody>
</table>

Appeals of PNG status reconsideration from residence(s) can be submitted after one year from time of issue.
REMEDIES

110. Remedies may be applied in addition to sanctions or may be a process by which appropriate sanctions are applied. Remedies may include but are not limited to:

a) mandated counselling;

b) training or coaching; and/or

c) Restoration processes.

FAILURE TO COMPLY

111. Failure or refusal to comply/participate in any of the following, may result in an initiation of the Code procedures to determine sanctions for non-compliance:

a) comply with the terms of a Voluntary Resolution (No Finding);

b) comply with the terms of a Resolution Agreement (with a Finding);

c) comply with the outcomes of Restorative Justice; and/or

d) participate in or complete outcomes and or sanctions.
112. An alternative process is appropriate when there is reason to believe that behavior may be related to a health condition (including a physical or mental disability, as defined by the Ontario Human Rights Code). These procedures do not preclude the University from responding to and addressing the student’s behavior; but rather, outline an alternate approach with distinct procedures to support the student as well as to further understand how the health condition may have contributed to the behavior. The intention of this approach is to ensure access to supports and treatment, with the hope of reducing the likelihood of further behavior.

113. In cases where it is determined that the behavior is in violation of the Code and there are reasonable grounds to believe the behavior is related to a health condition, alternate outcomes, remedies, and/or sanctions may be utilized as part of the resolution in recognition of the mitigating factors.

114. This section applies to the following:
   a) behavior prohibited under this Code;
   b) behavior prohibited under any other University code of behavior or policy where the Dean of Students determines that the student’s behavior should be considered under this process;
   c) behavior giving rise to a reasonable apprehension of a risk of harm to the student or others;
   d) behavior that increasingly disrupts the University’s learning environment; and/or
   e) behavior that suggests a student is unable to function in a University setting, even with accommodation(s), if required, and/or the University’s reasonable assistance.

Information Gathering Meeting

115. In non-imminent matters, Student Affairs reserves the right to meet with the student (if a meeting has not taken place already) in order to provide an overview of the Inquiry process and to inform the student of the behavior that has been reported to be a violation of the Code.

116. If a meeting is not feasible, other forms of communication with the student will be utilized to ensure that the student has an opportunity to respond to the allegations, and to understand the procedures and explore the options available to the student.

Determination to Enact Procedures for a Student with a Health Condition

117. Based on the information available the Dean of Students shall review the information that has been gathered and determine if there are reasonable grounds to believe that the behavior is likely related to a health condition.
118. If the Dean of Students determines there are reasonable grounds to believe that the behaviour is likely related to a health condition, they will determine the appropriate next steps and will consider whether or not:

   a) it has been determined there is no imminent risk posed by the student being on campus, or that the risk has been mitigated with interim measures; and

   b) the student is deemed by the Dean of Students to be fit to adequately participate in these procedures.

119. If the Dean of Students determines that there are no reasonable grounds to believe that the behaviour is related to a Health Condition, the case will be redirected back to the appropriate process. This determination does not preclude the student from raising their health condition as a consideration in the determination of any subsequent outcome/sanction.

**Response to a Student with a Health Condition as it Pertains to the Code**

120. When enacting these procedures, the following will be considered:

   a) where a student’s behaviour is determined to be primarily related to a health condition, the University will make every reasonable effort to enable the student to continue their studies;

   b) for students with a disability (as outlined by the Ontario Human Rights Code), the University shall ensure that the student is appropriately accommodated; and

   c) in determining an appropriate response to a student’s behavior, the Dean of Students may review any previous, relevant, decisions under this Code or any other behavioural Code.

**Review Meeting**

121. If it is determined that it is appropriate to proceed under this section, a review meeting will be scheduled. The Review Meeting will include the student and may include healthcare professionals or other experts as deemed appropriate. The student may bring a support person. If the student does not bring a support person, the University may appoint a support person if it determines that the student is in need of assistance.

122. The purpose of the Review Meeting is to review all relevant information and consider whether there are reasonable grounds to believe that the behavior in question is primarily related to a disability under the Human Rights Code and/or whether a health condition may be a mitigating factor related to the situation/behaviour. Consultations with appropriate professionals, supporting documentation and/or additional information provided by the student may further assist in this determination.

123. In addition, the review meeting may be used to:

   a) more fully understand the contributing factors that caused the behaviour;
b) create a plan to support the student with the intent of making every reasonable effort to enable the 
student to continue their studies; and/or 

c) ensure that necessary steps have been taken to appropriately accommodate the student through the 
process.

124. The student does not have to provide supporting medical documentation. However, the student may be 
requested to submit, in confidence, additional relevant documentation (e.g., a letter from the student’s 
health provider establishing that the behavior is related to a health condition). The absence of sufficient 
supporting documentation may affect the Dean of Students’ ability to conclude that the behaviour in 
question is primarily related to a health condition.

125. If there are sufficient grounds to believe that the behaviour may be related to a health condition, the Dean of 
Students may, at their discretion, consult with appropriate professionals and/or offices (e.g. Student 
Accessibility Services, Independent Medical Evaluation (IME)). The purpose of such consultations will be to 
identify whether it is reasonable to conclude that the health condition is contributing to the behaviour, 
including a determination of the health condition as a mitigating factor or a primary cause of the behavior.

126. In responding to the student’s behaviour, the Dean of Students will consider the following:

a) the effect of the behaviour on the campus community; 

b) any previous and/or concurrent violations of the Code; 

c) the possibility of allowing the student to continue their studies; and 

d) any accommodations or supports that could be put in place to assist the student, e.g. a behavior 
contract, wellness agreement, a mental health assessment by a regulated health professional, 
restriction to parts of campus, no-contact agreements, reduced course load, modified privileges, or, a 
voluntary or involuntary leave on compassionate grounds.
IN Voluntary or Voluntary Withdrawal

127. Voluntary or Involuntary Withdrawal occurs when a student agrees or is required to temporarily discontinue studies at the University for either a specified time and/or until certain conditions are met. Voluntary and Involuntary Withdrawals are not considered to be sanctions and therefore the withdrawal will not be noted on the student’s transcript.

128. Once the withdrawal period has expired and/or the conditions have been met, the student is not required to re-apply for admission unless the Faculty can establish, to the satisfaction of the Dean of Students, that it is reasonable to do so as a result of the lapse of time.

129. Students who seek to return after a withdrawal may be required to fulfill other specified academic and/or non-academic conditions, which may include:

- requiring the student to provide corroborating evidence that the health condition has sufficiently improved or is being managed and that they are prepared to meet community standards at the University; and/or

- requiring a mandatory evaluation by a specified mental health professional and/or other appropriate professional (e.g. an Independent Medical Evaluation).

130. Prior to a mandatory evaluation the student will be required to sign a written authorization for the exchange of any relevant information between those conducting the evaluation and the University. The Dean of Students (or delegate) will receive a copy of the evaluation report.

Involuntary Withdrawal Decisions – Request for a Review

131. Students who have been Involuntarily Withdrawn may, within 15 business days, make a written request for a review of the Involuntary Withdrawal decision. The request shall be limited to procedural grounds, specifically that there was a violation of procedural fairness.

132. The request for review must be made in writing and must describe in detail the purported violation of procedural fairness by the Dean of Students.

133. The written request shall be submitted to the Office of the Provost and Vice-President (Academic).

134. The Provost, or designee, shall review the Involuntary Withdrawal decision and information related to that decision.

135. The Provost, or designee, shall respond to the request for review within 20 business days of its submission. This Review decision is final and is not appealable.
APPENDIX A: APPEALS

1. The decision from a lower-level stays in effect unless and until it is overturned on an appeal. This means that submitting an appeal will not prevent the decision/sanctions/remedies being appealed from being carried out.

2. A Respondent who has been evicted must leave Residence before they are permitted to commence an appeal. If the appeal is successful, the Respondent will be considered for readmission to Residence in the first available space deemed appropriate for that Respondent by the Director (HCS).

3. Appeals for findings of violations of the Code that relate to the Discrimination & Harassment Policy and/or the Sexual Violence Policy shall be adjudicated as per clauses 13 and 14 below.

4. Involuntary Withdrawal decisions are not appealable (see Involuntary Withdrawal Decisions – Request for a Review).

DECISIONS NOT RELATED TO DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE

5. Appeals by a Respondent are to be filed in letter format and are to be submitted to Student Affairs within 15 business days of receipt of the decision. The appeal must contain:
   a) a copy of the decision;
   b) a full statement of the grounds for the appeal;
   c) the outcome sought; and
   d) any relevant supporting documentation.

6. Grounds for an appeal may include but are not limited to:
   a) the evidence did not warrant the finding;
   b) the procedures in this Code were not properly followed;
   c) new evidence was found which could not reasonably have been presented earlier; and/or
   d) the sanction was not appropriate for the behaviour which occurred.

7. Parties to the appeal shall include the Appellant who shall be the student against whom a finding has been made (i.e. the Respondent during the Adjudication process), and the Respondent who shall be the University authority whose decision is being appealed.
8. Appeals shall be heard as follows:
   a) decisions of the Student Affairs Administrator may be appealed to the appropriate Adjudicator:
      (i) Case Manager decision appealed to the Director (SSCM);
      (ii) Information on Residence specific appeals can be found in Appendix G (Roles, Sanctions, and Appeal Rights specific to Residence Students);
      (iii) Associate Director (A&R) appealed to the Director (A&R);
   b) decisions of the Adjudicator may be appealed to the Dean of Students.

9. The Appeal Adjudicator/Dean of Students may, after reviewing the case:
   a) uphold the findings and/or sanctions;
   b) reverse the finding and/or sanctions; and/or
   c) modify the sanctions.

10. The Appeal Adjudicator/Dean of Students will normally provide written confirmation to the Appellant of the receipt of the appeal within 2 business days.

11. The Adjudicator will normally have 15 business days to conduct their investigation, which may include meeting with the parties, and shall then inform the Appellant in writing of their decision with reasons and any further right to appeal.

12. The decision of the Dean of Students is final unless the decision imposes a sanction of suspension, and/or expulsion.

13. Decisions of the Dean of Students that impose a sanction of suspension and/or, expulsion (for violations that do not involve Sexual Violence) may be appealed to the Senate Board for Student Appeals within three weeks of receipt of the decision. Refer to the Student Appeal Procedures.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE RELATED DECISIONS

14. For sanctions that do not include suspension or expulsion, the decision made by a Student Affairs Administrator may be appealed to the Dean of Students. When the Decision-Maker is the Dean of Students, the appeal will be to the Provost.

15. For sanctions that include suspension, or expulsion the Decision made by Dean of Students may be appealed to the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence within three weeks of receipt of the decision. (see Hearing Procedures).
APPENDIX B: INTERIM MEASURES AND ONGOING SUPPORT OF ALL PARTIES

1. At any stage in this Code it may be necessary to take interim measures in order to safeguard the environment of Complainants, Respondents, and/or Community Members who are involved or may be affected. Interim measures shall not be construed as evidence of either guilt or a finding of violation of this Code, or as an affirmation of innocence/findings of non-violation of this Code.

2. Interim measures will be reviewed on an ongoing basis throughout the process to ensure the measures remain necessary and appropriate in the circumstances. Interim measures are temporary and do not extend beyond the final resolution of a complaint.

3. Interim measures include, but are not limited to:
   a) the rearrangement of academic/employment responsibilities or oversight;
   b) the rearrangement of residence location (where possible);
   c) adjustments in University activities (e.g. attendance at guest lectures, social events);
   d) implementation of a No Contact Order; and/or
   e) implementation of a Persona Non Grata designation.

4. When interim measures are in place, the person may continue to access relevant University support services, in compliance with the conditions of the interim measures.

5. For All Students the Director (SSCM), or the Dean of Students, may enact interim measures, in writing.

6. For Student-Athletes, the Director (A&R) may enact interim measures, in writing; this could include but is not limited to suspension from games, practices, athletics facilities or athletic related events and/or functions.

7. For a Student Group event or activity, the Dean of Students may implement interim measures, in writing, including suspending the operations, and/or any planned events or functions, of a group until the situation is resolved.

8. For Residence Students the Director (HCS) may enact any combination of the following measures, in writing;
   a) assign a Persona Non Grata (PNG) status, Guest Restrictions or a No Contact contract;
   b) negotiate a Letter of Understanding with the Student, that outlines a plan for access to Residence while the process is ongoing;
c) transfer the Student to another Residence building. The Student will be deemed to be PNG from their original Residence building and any other Residence buildings as identified by the Director (HCS) until after the case has been heard. Every effort will be made to have the case adjudicated as expeditiously as possible;

d) provide alternate accommodation off campus; or

e) issue a suspension from Residence, citing a specific timeline and plan for the student to leave and return to Residence.

Health Condition

9. In circumstances where there is a risk of harm to the student and/or community and the behaviour is believed to be linked to a Health Condition, or the student is not able to participate fully in the process, the Dean of Students may implement an interim leave of absence on compassionate grounds, until the student is able to demonstrate that they are able to fully engage in the process. If there are safety concerns, the onus will be on the student to provide assurance (e.g. medical assessment and/or documentation provided by a regulated health professional) to confirm they are ready to participate in the academic and social life of the University.

For Complaints of Discrimination, Harassment and/or Sexual Violence

10. The Response Team will consider and coordinate appropriate interim measures under the Discrimination & Harassment Policy and/or the Sexual Violence Policy, as they relate to all parties involved in the matter.

Exceptional Circumstances (Interim Suspension)

11. In exceptional circumstances, e.g. where the health and safety of the student or members of the University Community are compromised or at risk, the Provost may implement Interim Suspension, in writing, including altering or suspending the right of a student to be present on campus or to attend classes for an interim period before the case is resolved.

12. Within seventy-two (72) hours following the imposition of an interim suspension, the student shall be informed in writing of the reasons for the suspension. The student shall also be afforded the opportunity to respond to the allegations being made against them. Following that opportunity to respond, the Provost will then reassess the decision to suspend, and either revoke or continue it.

13. The alleged violation that led to the interim suspension shall be investigated and heard in accordance with the procedures contained within this Code. An assessment to determine a student’s readiness to return to studies may be required in some cases.
APPENDIX C: PEER CONDUCT BOARD

PEER CONDUCT BOARD MEMBERSHIP

1. The Peer Conduct Board is made up of undergraduate and graduate students in good academic standing. Members are normally selected annually by a selection process to be determined each year by the Director (SSCM). The process shall include advertising the positions in appropriate student publications.

2. Each Peer Conduct Board member shall be appointed for a renewable one-year term. Members shall receive appropriate training to discharge their responsibilities.

PEER CONDUCT BOARD PANEL SELECTION

3. The Hearing of a case referred to the Peer Conduct Board shall be before a panel of a minimum of three members (the Panel). The Panel shall choose one member as the Chair (the Chair), who shall be responsible for the conduct of the deliberation portion of the hearing and for ensuring that a decision is made in a timely fashion.

4. In cases where the Respondent is an undergraduate student, every reasonable effort will be made for the Peer Conduct Board hearing, to consist of at least two undergraduate students.

5. In cases where the Respondent is a graduate student, every reasonable effort will be made for the Peer Conduct Board hearing, to consist of at least two graduate students.

6. No one shall serve on a Panel who has any direct interest or prior involvement in the case under consideration. Both the Respondent and the Panel member who feels there is a conflict are expected to express this to the Director (SSCM), prior to the beginning of the hearing.

PEER CONDUCT BOARD VOTING PROCEDURES

7. The Panel shall attempt to work on a consensus basis, failing which a majority vote will govern.

8. If the Panel has determined that a violation of the Code has occurred, before making a final decision on sanctions, the Panel shall consult with the Adjudicator regarding whether the Panel’s proposed sanctions are consistent with the sanctions imposed in similar cases.
APPENDIX D: RECORDS, TRANSCRIPTS, REGISTRATION, AND NOTATIONS

RECORDS

1. Student Affairs shall maintain a confidential record of any finding of violation and related sanctions. These records include the documents and notes of the Administrator, Adjudicator and Dean of Students. The record shall be retained for five years after last use. The records involving transcript notations for suspensions and expulsions shall be retained permanently, or until the student’s petition to delete the transcript notation has been granted by Senate (the record shall be destroyed when the transcript notation is deleted). At the Dean of Student’s discretion, and after written notice to the student, a record may be retained longer than five years. Such notice shall cite the reasons for this decision and the extended retention date.

2. The purpose of this record, which shall be kept separate from any other of the student’s records, is to determine whether there has been a previous offence, before a sanction is levied. Records may be taken into consideration should a student seek a position of responsibility within Student Affairs only. Students will be asked to consent to a records check when applying for a position (e.g. when a student applies to be a Community Advisor, Welcome Week Representative etc.).

3. In the event that the case is dismissed or overturned on appeal, all records of the proceeding shall be removed from the student’s file.

4. Decisions of the Adjudicator and the Dean of Students, including a commentary on the type of misconduct occurring in a particular year and the sanctions applied, shall be reported in anonymized form, annually to Senate. No individuals will be identified in such a report. The University does not release confidential records regarding violations of the Code.

5. All records of Voluntary Resolution agreements for matters involving Sexual Violence will be retained by the Equity and Inclusion Office in compliance with the Office’s records retention schedule. The record is not a finding of Sexual Violence and shall not be reported as a violation of the Sexual Violence Policy or this Code.

6. Data gathering and record keeping for matters involving Sexual Violence will adhere to the requirements set out in the Sexual Violence Policy.

RESIDENCE SPECIFIC RECORDS

7. Housing and Conference Services shall maintain a record of each finding against a resident until the end of the current academic year. When probation, eviction, persona non grata (PNG), or denial of readmission outcomes are issued, these records will be retained by Student Affairs for a period of five years from the end of the academic year in which the decision was made.
8. Residence specific findings against the Student does not result in a notation on the Student’s academic transcript. All residence records may be taken into consideration in the event that a Student seeks a position of responsibility with Housing and Conference Services.

STUDENT’S STATUS - TRANSCRIPTS, REGISTRATION, AND NOTATIONS

9. While under investigation for an alleged violation of the Code a student may be permitted to withdraw formally from the University. However, this will not prevent the continuation of the process under this Code.

10. When an allegation of a Code violation 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 in violation of the Code and the conviction results in a transcript notation, the recipients of any transcripts will be so informed by the Registrar.

11. In the case of suspension the notation will read: “Suspended for Student Code of Conduct Violation by the Senate for ___ months (Date).” A student may petition Senate to remove the transcript notation after the minimum time specified by the Dean of Students or Senate Board for Student Appeals, as the case may be, when the suspension was imposed has elapsed.

12. In the case of expulsion the notation will read: “Expelled by the Senate for Student Code of Conduct Violation.” If the Senate at some later date reinstates the student, this will be followed by the notation: “Reinstated by the Senate (Date).” Such a notation may be removed from a student’s transcript on petition to Senate, but not before five (5) years after the penalty commences.
APPENDIX E: GLOSSARY OF TERMS

**Accommodations** are adjustments to individuals’ academic or residence arrangements made to support them and/or enhance their safety (e.g. a change in assignment deadlines or tutorial group, a change in residence location).

**Advisor**: A person of the individual’s choice who acts in an advisory role during the investigation and adjudication process (e.g. friend, family member, legal counsel). The Advisor may be present during investigation interviews and adjudication hearings. At the adjudication hearing the Advisor may consult with the student but shall not be allowed to speak.

**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 Code have a greater likelihood of being true than not.

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

**Complainant** is an individual identifying a violation of the Code for the University’s response.

**Consent**¹, in the context of sexual activity, is defined as the voluntary agreement of an individual to engage in the sexual activity in question. The law also says that there is **NO CONSENT** where:

- the agreement is expressed by the words or conduct of a person other than the individual;
- the individual is incapable of consenting to the activity;
- the Respondent induces the individual to engage in the activity by abusing a position of trust, power or authority;
- the individual expresses, by words or conduct, a lack of agreement to engage in the activity;
- the individual, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity;
- the individual may be bodily harmed or is threatened with bodily harm; or
- the individual is under the age of consent.

¹ This language is from the *Sexual Violence Policy* and will be revised as required to remain consistent with that Policy.
Event (Authorized): Authorized events are University scheduled or University approved activities, occurring on or off University premises, e.g. public lectures, performances, placements (co-op or clinical), athletic events, work or study-related conferences/training sessions, etc. These events can include work or study-related travel. Events that are approved under the Policy on Students Groups (Recognition, Risk Assessment and Event Planning) are also authorized events.

Event (Non-authorized): Non-authorized events are events that are not scheduled or approved by the University and may occur on or off University premises e.g. group trips that have not been approved under the Policy on Student Groups (Recognition, Risk Assessment and Event Planning), drinking games in residence, house parties, etc.

Guest means a person who is visiting a student on campus.

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. Harassment includes Sexual and/or Gender-Based Harassment and Workplace Sexual Harassment.

Interim Measures are steps that are taken where the health and safety of the student or members of the University Community are compromised or at risk, and/or in order to safeguard the environments of individuals alleging violations of the Code and of individuals whose conduct is being questioned. Interim measures shall not be construed as evidence of either guilt or a finding of violation of the Code, or as an affirmation of innocence or finding that no violation of the Code has occurred.

No Contact Order includes restrictions on: registration for specific classes, other academic or non-academic activities, or attendance at specific meetings or events; direct or indirect contact (including but not limited to in person, by phone, email, text, social media, through a third party etc.) with a specific individual or group of individuals.

Persona Non Grata (PNG) is a designation, which is given to an individual who is denied the privilege of entering designated portion(s) of the University’s buildings or grounds. If PNG individuals are found or seen in the area they are denied, they will be subject to a charge by Security Services under the Trespass to Property Act.

Peer Conduct Board Hearing means the adjudication process carried out by the Peer Conduct Board.

Primary Event Organizer means the individual who is leading the planning and implementation of an Event under the Policy on Student Groups (Recognition, Risk Assessment and Event Planning).

Respondent is the individual about whom allegations have been made. For the purpose of Appendix A: Appeals, the Respondent is the University authority whose decision is being appealed.
Restoration Processes: Processes focusing on restoring the losses suffered by Complainants, holding Respondents accountable for the harm they have caused, and building peace within communities. Restoration Processes are premised on the voluntary and cooperative participation of all parties in the resolution process. This process, which may not be appropriate or viable in all cases.

Sexual Assault is an assault committed in circumstances of a sexual nature such that the sexual integrity of an individual is violated, and it includes, but is not limited to, any unwanted, non-consensual, sexual activity, such as unwanted kissing, fondling, sexual grabbing, and/or intercourse/rape.

Sexual Harassment means engaging in a course of vexatious comment or conduct against an individual because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or making a sexual solicitation or advance to an individual where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the individual and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Sexual Violence means any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without a person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

Student means any individual recorded by the University Registrar as enrolled in an educational course of study recognised by the Senate and for whom the University maintains education records.

Student Affairs Administrator means an individual appointed by the Dean of Students with authority to hear allegations of misconduct under the Code. Student Affairs Administrators include, but are not limited to: Case Managers, Residence Life Area Coordinators, the Residence Life Coordinator, the Associate Director of Athletics and Recreation, and the Athletic Services Coordinator.

Student Affairs Adjudicators are those in the position to adjudicate Administrative Formal Resolution Meetings and facilitate Peer Conduct Board Formal Resolution Meetings. They may also hear appeals of decisions made by Student Affairs Administrators. In most cases, this will be the Manager of Student Conduct and Community Standards.

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2 This language is from the Sexual Violence Policy and will be revised as required to remain consistent with that Policy
3 This language is from the Sexual Violence Policy and will be revised as required to remain consistent with that Policy
4 This language is from the Sexual Violence Policy and will be revised as required to remain consistent with that Policy
Student Affairs Staff are those responsible for reporting violations, and collecting information at the time the situation takes place. This includes, but is not limited to, Community Advisors, Inter-University Athletic Coaches, etc.

Student-Athlete is defined as a student who has been selected to be a member of a varsity team or extramural competitive program. Students who belong to extramural competitive programs which do not have a selection process will be considered to be Student-Athletes once they have registered for the program.

Student Host means a person who has a Guest on campus.

Student Leader is defined as an executive member of a University Recognized Student Group or any member of such a group operating in their capacity as a Primary Event Organizer.

Support Person is a person of the individual’s choice who acts in a supportive role but is not an active participant in the process (e.g. friend, Elder, parent, religious advisor).

University Premises means buildings and lands owned, leased, operated, controlled or supervised by the University and includes places or facilities used for the provision of the University’s courses, programs or services or for University approved or sponsored events or activities.

University Recognized Student Group includes organizations and student groups that have been recognized under the McMaster University Policy on the Recognition of Student Groups.

Voluntary Resolution are steps that are taken (e.g. arrangement of academic, work or living environment / conditions) to which both the Complainant and Respondent have agreed to.
APPENDIX F: RELATED POLICIES AND LEGISLATION

This Code is to be read in conjunction with the following policies, statements, and collective agreements. Normally the policies listed below act independently of one another. However, they may intersect with the application of other University policies or procedures regarding the same matter. Any question of the application of this Code or related policies shall be determined by the Associate Vice-President (Students and Learning) and Dean of Students, in consultation 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):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on
- Academic Accommodation of Students with Disabilities
- Academic Integrity Policy
- Alcohol Policy
- Conflict of Interest Guidelines- Undergraduate Studies and Graduate Studies
- Discrimination and Harassment Policy
- Employee/Labour Relations – Collective Agreements (students acting in their role as Teaching Assistants are acting as University employees and should refer to their collective agreement.)
- First Year Experience (Orientation and Transition) for Undergraduate Students, Policy on the
- Fraternities, Sororities and Honor Societies, Policy on
- Freedom of Information and Protection of Privacy Act
- Group Conflict and Senate Mediation Procedures
- Ontario Human Rights Code
- Personal Health Information Protection Act
- Professional Behavior Code for Graduate Learners, Health Sciences
- Professional Behavior Code for Undergraduate Learners, Health Sciences
- Sexual Violence Policy
- Statement on Building an Inclusive Community with a Shared Purpose
- Statement and Guidelines on Inclusive Communications
- Students Groups (Recognition, Risk Assessment and Event Planning), Policy on
- University Technology Services (UTS) – Policies and Procedures
- Violence in the Workplace, Policy on