

AGENDA

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

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March 3, 2022

TO: Dr. David Farrar
President and Vice-Chancellor

FROM: Andrea Thyret-Kidd
University Secretary

SUBJECT: Response to an Enquiry at Senate – Proposed Policy Changes

Following the report provided to Senate at the February 2022 meeting regarding the approval of the Discrimination and Harassment Policy (DH) in 2019 (copy attached), I have engaged in further consultations with regard to the current language of the policy. As Senators will recall, a concern was raised regarding the removal of the words “exceeds the bounds of freedom of expression” from section 5. of the DH policy. The Student Code of Rights and Responsibilities (Student Code), which was also reviewed and approved in 2019, included the removal of the words “and in a manner that exceeds the bounds of freedom of expression” in section 33.c. McMaster remains committed to freedom of expression and, as clarified in the attached report, the 2019 revisions did not change the way in which either the DH or Student Code policies are implemented.

After consulting with the policy owners, I have secured agreement to re-instate the explicit references to freedom of expression, as noted above, in both policies. The DH policy is subject to a regular 3-yearly review this year, so any further changes or adjustments can be discussed as part of that process.

Attached please find a track change version of both policies, showing the wording proposed to be reinstated.

The motions for review and approval by the Senate are as follows:

That the Senate approve, for recommendation to the Board of Governors, the revisions to the Discrimination and Harassment Policy, as circulated and effective April 21, 2022.

That the Senate approve the revisions to the Code of Student Rights and Responsibilities, as circulated and effective March 9, 2022.

cc N. Kevlahan, MUFA President
 A. Al Shaibah, Associate Vice-President, Equity and Inclusion
 S. Van Koughnett, Associate Vice-President (Students & Learning) and Dean of
 Students

February 2, 2022

TO: Dr. David Farrar
Senate Chair

FROM: Andrea Thyret-Kidd
University Secretary

SUBJECT: Response to an Enquiry at Senate

The following information is in response to an enquiry raised at the Senate meeting on January 12, 2022. The enquiry was regarding approval of item 10.b., the Discrimination and Harassment Policy, at the December 11, 2019 meeting of the Senate. I have reviewed the information available for how the item was approved and consulted with the 2019 review group and relevant offices to generate this response.

Governance

The Senate meeting materials were posted one week in advance of the meeting, including the materials for the Discrimination and Harassment Policy item (10.b.). Senate meeting materials were updated before the meeting but there were no changes to this item. Senators were provided with a cover memo, a clean copy revised Discrimination and Harassment policy for approval, and the current version (2017) of the Policy on Discrimination and Harassment. A track change version of the revisions was not provided as significant formatting changes were being suggested. The cover memo provided to Senate detailed the individuals involved in the revisions and outlined the consultation process. A draft 7 version of the revisions was sent to MUFA, employee groups and select university offices for review and feedback. The final version, sent to the Senate for approval, incorporated the responses and comments received from those consultations.

The cover memo was primarily focused on the proposed changes to the Sexual Violence policy which was also being brought forward for approval, and which included a number of substantive revisions, as detailed in the memo. Although a brief note was included at the end of the memo in relation to the Discrimination and Harassment Policy, a more detailed summary of proposed revisions to that policy should have been detailed in the memo as well. Going forward, the Secretariat will ensure meeting materials include a cover memo that outlines at a high level the revisions that are being proposed. The standard practice for policy changes is to provide a track change version of the policy, however when the changes are extensive this becomes ineffective

and instead a clean copy and the current policy are provided. In such situations, the memo explaining the revisions is very important.

A track change version showing the changes between draft 7 and the final version is being prepared and will be shared with MUFA shortly.

Freedom of Expression

The enquiry at Senate was principally concerned with the removal of the words 'exceeding the bounds of freedom of expression' from this section of the policy:

This Policy expressly prohibits any discriminatory or harassing action and/or conduct, verbal or non-verbal, directed at or about one or more individuals or groups, that creates a [poisoned environment](#) which interferes with academic or work performance, in a manner that exceeds academic freedom.*

The reference to "freedom of expression" was removed from this section of the policy as it could be interpreted as imposing a duty on the University which only applies to government under the Canadian Charter of Rights & Freedoms (the "Charter"). Courts in Ontario have been clear and consistent that the Charter does not apply to universities. In contrast, the preservation of academic freedom is clearly the responsibility of universities. Since 2019, the issue of freedom of expression on campus has evolved and further references to "freedom of expression" could be considered provided that due consideration is given to university autonomy, the potential limits of freedom of expression in the context of discrimination and/or harassment and reasonable qualifiers for the university context. Such questions could receive full consideration as part of the next regular review of the policy.

For the information of Senators, the policy includes a section called McMasters Commitment, a part of which reads:

10. The University upholds a fundamental commitment to freedom of expression and association for all its members and to academic freedom for faculty. In exercising those freedoms, all its members are required to respect the rights and freedoms of others, including the right to freedom from Discrimination and Harassment.

Operationalizing the Policy

While the policy has gone through several iterations (2015 *Policy on Discrimination, Harassment, Sexual Harassment: Prevention & Response*, 2017 *Policy on Discrimination & Harassment: Prevention & Response*, and 2019 *Discrimination & Harassment Policy*) the approach for assessing complaints has remained the same throughout. The Policy prohibits discrimination and harassment, as well as any discriminatory or harassing action and/or conduct, verbal or non-verbal, directed at or

*This is a track change version of the section.

about one or more individuals or groups, that creates a poisoned environment.

Upon receipt of a complaint, it is assessed (by the respective Intake Office Director or Response Team for complex cases) to determine whether a prima facie case exists. A prima facie case is one in which it reasonably appears on first impression that, the allegations, if investigated and found to be true, would amount to discrimination or harassment.

The framework for **discrimination** is the following: differential treatment of a person (or group) based on one or more protected human rights grounds resulting in an adverse impact on the person (or group).

The framework for **harassment** is the following: 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.

The framework for a **Poisoned Environment** is the following: an environment where harassing and/or discriminatory conduct is found to be sufficiently severe, intimidating, hostile, offensive, and/or pervasive to cause significant and unreasonable interference to a person's study or work environment.

The Intake Office Director or Response Team (comprising Directors of relevant Intake Offices as well as security services and legal counsel, where necessary) carefully assesses statements of complaint to determine whether a prima facie case exists and makes recommendations (to relevant Decision-Makers) regarding whether to investigate and apply any appropriate interim measures.

Academic freedom and freedom of expression are key principles in the context of our campus learning and working environment, as highlighted by the fundamental commitment contained in Clause 10 of the policy, which is noted above. While these principles do not influence the prima facie assessment of the allegations or determine whether legal thresholds of discrimination or harassment have been met (at the complaint intake stage), they are considered carefully once there is a better understanding of the context through information gathering and finding of fact (at the investigation stage), and they may influence the remedy or sanction recommended in the event a breach of policy is found to have occurred (at the sanction and remedy stage). The practice of considering the university's human rights commitments to freedom from discrimination and harassment and fundamental commitments to academic freedom and freedom of expression is informed by existing University statements or policies and applicable legislative guidance including precedent case law. This practice has not changed with the iterative updates in the Policy.

Senators may be interested in exploring McMaster's website dedicated to [freedom of expression](#). The website gathers in one place all of McMaster's relevant policies and

statements including the annual reports submitted to and reviewed by HEQCO (Higher Education Quality Council of Ontario) as required by the province.

Current Review of the Discrimination and Harassment Policy

The [Discrimination and Harassment Policy](#) is subject to 3-yearly reviews. Given that the last review was undertaken in 2019, a review will take place in 2022 and will be initiated shortly. Senators who are interested in participating or who have comments or suggestions are encouraged to email policy@mcmaster.ca.

Cc S. Tighe, Senate Vice-Chair

Complete Policy Title:

Code of Student Rights and Responsibilities

Policy Number (if applicable):

Approved by:

Senate

Date of Most Recent Approval:

~~December 11, 2019, effective January 1, 2020~~
March 9, 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 to 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 affects 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 sanctions, including suspension or expulsion. 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 sanctions 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 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;
 - a) the parties attending the meeting (when possible);
 - c) that should they fail to attend without contacting the Student Affairs Administrator, the Administrator will proceed to gather information in their absence; and
 - d) 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 with the Respondent to determine whether the Respondent is interested in accepting the possible sanctions. This may include specific educational sanctions 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, in accordance with the Code. The student shall be provided with written notice of the finding and sanctions, 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 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 sanctions/remedies have been implemented.

Affected parties

100. Affected parties will receive information about the findings and/or any sanctions/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 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.

SANCTIONS		APPEALS
Community Advisors (i.e. Student Affairs Staff)		
<ul style="list-style-type: none"> • Oral Warning • Written Warning 	<ul style="list-style-type: none"> • Educational Outcome 	Sanctions appealable to the Residence Life Area Coordinator, who has final decision
Residence Life Area Coordinators (i.e. Student Affairs Administrators)		
All Sanctions listed above, and: <ul style="list-style-type: none"> • Restitution • Fine up to \$500.00 • Behavioural Contract • No Contact* • Room Transfer* 	<ul style="list-style-type: none"> • Guest Restrictions* • Residence Notice* <i>*As approved by the Residence Life Coordinator</i>	Violation and Sanctions appealable to the Student Affairs Adjudicator, who has final decision
Director (Student Support and Case Management Office), Case Managers		
All Sanctions listed above, and: <ul style="list-style-type: none"> • Probation • Persona Non Grata (PNG) • Eviction* 	<ul style="list-style-type: none"> • Denial of Readmission* <i>*As approved by the Director (HCS)</i>	Violation and Sanctions appealable to Director (HCS) who has final decision Eviction or Denial of Readmission appealable to the Dean of Students
Director, Housing and Conference Services		
All Sanctions listed above		Eviction or Denial of Readmission appealable to the Dean of Students 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:
- mandated counselling;
 - training or coaching; and/or
 - 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.:
- comply with the terms of a Voluntary Resolution (No Finding);
 - comply with the terms of a Resolution Agreement (with a Finding);
 - comply with the outcomes of Restorative Justice; and/or
 - 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. These procedures do not preclude the University from responding to and addressing the student's behaviour; 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 behaviour. 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. In cases where it is determined that the behaviour is in violation of the Code and is directly related to a health condition, alternate outcomes/sanctions may be utilized as part of the resolution in recognition of the mitigating factors.
113. 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 behaviour 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.
114. 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.
115. This section applies to the following:
- a) behaviour prohibited under this Code;
 - b) behaviour prohibited under any other University code of behaviour where the [Dean of Students](#) determines that the student's behaviour should be considered under this process;
 - c) behaviour giving rise to a reasonable apprehension of a risk of harm to the student or others; and/or
 - d) behaviour 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

116. 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 behaviour that has been reported to be a violation of the Code.
117. 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

118. 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. If the Dean of Students determines that it is reasonable to believe that the behaviour is likely related to a health condition, the situation will be considered if the following conditions are met:
- a) it is determined there is no imminent risk posed by the student being on campus, or that the risk has been mitigated with interim measures;

- b) the student is deemed by the Dean of Students to be fit to adequately participate in these procedures; and
 - c) the student agrees to the matter proceeding under this section of the Code.
120. 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

121. 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

122. 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.
123. 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.
124. 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.
125. 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.
126. 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.

127. 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.

INVOLUNTARY OR VOLUNTARY WITHDRAWAL

128. Voluntary or involuntary leave 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 conditions are met.
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 return after a withdrawal may be required to fulfill other specified academic and non-academic conditions. One such condition may require the student to provide corroborating evidence that the health condition has sufficiently improved or is being managed.
131. 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 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.

DECISIONS NOT RELATED TO DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE

4. 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.
5. 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.
6. 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.
7. 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](#).

8. 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.
9. The Appeal Adjudicator/Dean of Students will normally provide written confirmation to the Appellant of the receipt of the appeal **within 2 business days**.
10. 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.
11. The decision of the [Dean of Students](#) is final unless the decision imposes a sanction of suspension, expulsion or involuntary withdrawal, or involuntary withdrawal.
12. Decisions of the Dean of Students that impose a sanction of suspension, expulsion or involuntary 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

13. For sanctions that do not include suspension, 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.
14. For sanctions that include suspension, 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

132. 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.
133. 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.
134. 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.
135. 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.
136. For **All Students** the [Director \(SSCM\)](#), or the [Dean of Students](#), may enact interim measures, in writing.
137. 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.
138. 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.
139. 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

140. 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

141. 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)

142. 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.
143. **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.
144. 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.

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.

¹ This language is from the *Sexual Violence Policy* and will be revised as required to remain consistent with that Policy

Harassment means engagement in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. "Vexatious" comment or conduct is comment or conduct made without reasonable cause or excuse. 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 Assault² 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 Harassment³ 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.

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

Sexual Violence ⁴ 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.

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.

⁴ This language is from the *Sexual Violence Policy* and will be revised as required to remain consistent with that Policy

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](#)

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Associate Vice-President, Equity and
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[Equity and Inclusion Office](#)

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SECTION I: INTRODUCTION

PREAMBLE

1. All members of the University Community ("Community Members" see clause 5 below) have a right to study, work, and live in an environment that is free of Discrimination and Harassment.
2. The purpose of this Policy is to:
 - a) articulate McMaster University's commitment to Discrimination and Harassment prevention and response;
 - b) identify services and resources related to **Discrimination and Harassment** that are available to all members of the McMaster University Community ("University Community"); and
 - c) explain the complaint and reporting options, supports, and accommodations that are available to all members of the University Community who experience Discrimination and/or Harassment.

SCOPE

3. This Policy prohibits Discrimination and/or Harassment on the grounds articulated in the [Ontario Human Rights Code](#): age; ancestry, colour, race; citizenship; [ethnic origin](#); place of origin; [creed](#); [disability](#); family status; marital status (including single status); gender identity, gender expression; receipt of public assistance (in housing only); record of offences (in employment only); sex (including pregnancy and breastfeeding); and sexual orientation.
4. This Policy prohibits Harassment which is a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment may include Sexual and/or Gender-Based Harassment, Workplace Sexual Harassment, as well as Harassment on any one or more of the grounds articulated in the Human Rights Code.
5. This Policy expressly prohibits any discriminatory or harassing action and/or conduct, verbal or non-verbal, directed at or about one or more individuals or groups, that creates a [poisoned environment](#) which interferes with academic or work performance, in a manner that exceeds [the bounds of freedom of expression and](#) academic freedom.
6. The Policy applies to:
 - a) **all Members of the University Community** ("Community Members") include: students (graduate, undergraduate, and continuing education), staff, faculty, medical residents, volunteers, visitors (including visiting professors), and institutional administrators and officials representing McMaster University; and
 - b) **all University-related activities**, which are activities ([authorized](#) and [non-authorized](#)) where there is a clear nexus to the working or learning environment at the University (on and off University premises).
7. When allegations of Sexual Harassment are to be processed under the [Sexual Violence Policy](#), there may be circumstances where the allegations in a Complaint necessitate following the procedures under both this Policy and the *Sexual Violence Policy*.
8. Where a Complaint is filed that involves behaviour prohibited by this Policy, as well as behaviour more appropriately dealt with under the *Sexual Violence Policy*, the Complaint may be processed under the

Sexual Violence Policy. However, any proceedings related to the Complaint will determine if there has been a violation of the *Sexual Violence Policy*, in addition to any findings related to this Policy. The decision regarding which policy or policies are most appropriate will be made by the University.

9. Unless otherwise specified in this Policy, the Policy and its provisions apply where the University has the [jurisdiction](#) to pursue, adjudicate, or take steps to safeguard the University community.

MCMASTER'S COMMITMENT

10. The University upholds a fundamental commitment to freedom of expression and association for all its members and to academic freedom for faculty. In exercising those freedoms, all its members are required to respect the rights and freedoms of others, including the right to freedom from Discrimination and Harassment.
11. The University recognizes that supporting an environment free of Discrimination and Harassment is important for the well-being and dignity of individuals as well as for the overall climate and welfare of the University community. Accordingly, the University is committed to providing the policies, resources, and organizational structures required to support an environment free from Discrimination and Harassment.
12. As part of this commitment the University provides a range of educational and community-building activities that foster understanding of human rights issues and of the harm incurred by their violation and communicate the expectation of and support for a work, study and living environment free from Discrimination and Harassment.
13. When a University complaint process is initiated, the University is committed to providing an intake, investigation, and adjudication process that is timely and follows the principles of procedural fairness.
14. The University has a legal and ethical responsibility to address [Complaints](#) of Discrimination and Harassment, to enable accessible processes for resolution, and to provide support to all Community Members involved in such processes. The Administration may also respond when it is identified that there is [Systemic Discrimination](#) and/or Harassment that needs to be addressed.

POLICY REVIEW

15. The Policy will be reviewed annually for compliance with the *Occupational Health and Safety Act*.
16. For all other purposes, the Policy be reviewed every three years at the same time as the [Sexual Violence Policy](#).

TERMS AND DEFINITIONS

17. A full glossary of terms and definitions may be found in [Appendix A](#).
18. 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) Directors, members of the Administration, and Decision-Makers in this Policy may, where appropriate, delegate their authority;

- c) **AVP Equity and Inclusion** means the Associate Vice-President, Equity and Inclusion;
- d) **Chief Human Resources Officer** means the Assistant Vice-President & Chief Human Resources Officer;
- e) **Dean of Students** means the Associate Vice-President (Students and Learning) and Dean of Students;
- f) **Director (ELR)** means the Executive Director, Employee & Labour Relations;
- g) **Director (HRDR)** means the Director, Human Rights & Dispute Resolution Program;
- h) **Director (SVPRO)** means the Director, Sexual Violence Prevention and Response Office;
- i) **Director (SSCM)** means the Director, Student Support & Case Management Office;
- j) **Hearing Procedures** means the Hearing Procedures for the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence;
- k) **Provost** means the Provost and Vice-President (Academic);
- l) **Tenure and Promotion Policy** means the McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion; and
- m) **Security Services** means Security and Parking Services.

SECTION II: OPTIONS

OPTIONS

19. Community Members who believe there has been a violation of the Policy have a number of options available to them: **Dispute Resolution, Reporting** (under the Policy and includes filing a Complaint, and/or Voluntary Resolution), making a **Criminal Report**, or **Other External Options**.
20. Prior to pursuing one of the options below, [Community Members](#) should read [Section III: Confidentiality](#). It is important to be aware that, **depending on the circumstances and nature of the incident disclosed**, the University may be obliged to:
 - a) conduct a triage of violence risk;
 - b) initiate a University-led investigation of the incident regardless of whether or not the individual making the disclosure chooses to participate in the process; and/or
 - c) notify Hamilton Police Services of the allegation and name of the individual who is the subject of the allegation and/or contact other relevant agencies to fulfill legal obligations.
21. Community Members who have experienced unwelcome comment or conduct by another person are encouraged, although not obliged, to make it known to the other person that their behaviour is unwelcome. In situations where it is believed that addressing the other person could lead to an escalation of the comment or conduct, or to safety risks, this approach is not recommended. If the problem is not resolved, or if the Community Member feels they cannot speak directly to the other person, they should notify an appropriate [Supervisor](#) within the University of the matter.

DISPUTE RESOLUTION

22. Individuals may inform/seek assistance from their [Supervisor](#) (or person who has formal oversight of their area), or from an [Intake Office](#), to help address the situation.
23. Options for dispute resolution may include some fact-finding discussion, clarification of the issues, facilitated conversations, coaching, reconciliation, workplace restoration, settlement conferences, restoration processes, and mediation.

REPORTING

24. A Report occurs when an individual determines that they wish to pursue an official Complaint through one or more of the following avenues: a Complaint to the University under this Policy, Voluntary Resolution under this Policy, a Criminal Report through the justice system, or other reporting options external to this Policy. Reporting options are not mutually exclusive.
25. Individuals who file a Report may ultimately be required to attend/participate in a hearing, either internal to the University, or external through arbitration, or criminal court, etc.
26. Community Members may choose to contact any one of the **Intake Offices** to make a [Complaint](#) pursuant to the Policy.

Complaint

27. A Complaint is made when an individual submits an Incident Report to their Supervisor, or a written statement of [Complaint to an Intake Office](#), making an allegation of Discrimination and/or Harassment because they wish to initiate a formal University process, which may require an investigation into the allegations and finding of facts.

Voluntary Resolution

28. 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.
29. The following conditions must be present before considering if Voluntary Resolution is a viable option:
- a) the University is able to meet its responsibilities pursuant to the *Occupational Health & Safety Act*; 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.
30. A meeting between the Complainant and the Respondent will **not** be a requirement for Voluntary Resolution.
31. A Voluntary Resolution may be facilitated by an [Intake Office](#), and the methods may include fact-finding discussions, clarification of the issues, facilitated conversations, mediation, coaching, voluntary no contact agreements, reconciliation, restoration processes, workplace restoration processes.

CRIMINAL REPORT

32. A Criminal Report is made when an individual files a report of an incident with a police service or with [Security Services](#). Filing a Criminal Report with Security Services will result in a report to [Hamilton Police Service](#).

OTHER EXTERNAL OPTIONS

33. Individuals may exercise other University options external to this Policy (e.g. the grievance provisions of applicable collective agreements, or other options external to the University (e.g. through civil litigation or *Ontario Human Rights Code* provisions).

OPTIONS CHART

Complaint Intake Offices

[Human Rights & Dispute Resolution Program](#), Equity and Inclusion Office (All Community Members)

[Student Support & Case Management Office \(SSCM\)](#), Student Affairs (Students)

[Employee and Labour Relations \(ELR\)](#), Human Resources Services (Faculty and Staff members)

[Faculty of Health Sciences \(FHS\) Professionalism Office](#) (FHS Community Members)

DISPUTE RESOLUTION

Individuals may seek assistance from their Supervisor (or person who has formal oversight of their area) or from an Intake Office to help address the situation.

COMPLAINT

A Complaint can be initiated through completion of an Incident Report submitted to a Supervisor, or through submitting a written Complaint through one of the Intake Offices (listed above) making an allegation of Discrimination and/or Harassment because they wish to initiate a University process, which may require an investigation and finding of facts.

CRIMINAL REPORT

When an individual files a criminal report with a police service or with [Security Services](#). Filing a criminal report with Security Services will result in a report to Hamilton Police Services.

VOLUNTARY RESOLUTION

Attempting a resolution of a Complaint at any time *before* the completion of an Investigation.

OTHER EXTERNAL OPTIONS

Options external to the University (e.g. civil litigation or Ontario Human Rights Code provisions) or other options external to this Policy (e.g. grievance provisions of applicable collective agreements)

SECTION III: CONFIDENTIALITY

CONFIDENTIALITY (LIMITATIONS)

34. The University recognizes the importance of confidentiality both for individuals coming forward to seek Dispute Resolution, or Report an experience of Discrimination and/or Harassment, and for individuals who are the subject of a Complaint, and will take steps to protect the confidentiality of both parties to the extent permitted by its legal obligations outlined below.
35. 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, with the provisions of applicable collective agreements and, in the case of health care providers, in keeping with any professional obligations.
36. When making a Report to any University office individuals shall receive clear and transparent information about the level of, and limits to, confidentiality that apply.
37. Individuals may speak in confidence to an Intake Coordinator, subject to the provisions of this section and the limitations below. The University will share identifying information only in circumstances where it is necessary in order to administer this Policy, 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 about 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, reports of intimate partner/domestic violence or to comply with the *Occupational Health and Safety Act*, the *Workplace Safety and Insurance Act*, or with human rights legislation; and/or
 - e) to comply with the reporting requirements of regulatory bodies and/or professional licensing bodies.
38. Where there are reasonable grounds to be concerned about risk of future violence or the safety of the broader community or the public, or where the University is otherwise obligated to do so, the University may report the incident to Hamilton Police Services. In these situations:
 - a) the relevant Decision-Maker will be responsible for making the decision to disclose information to Hamilton Police Services;
 - b) the name of the Respondent, if known, will be shared; and
 - c) the name of the Complainant will not be shared without their consent, unless doing so would address a reporting obligation or mitigate a safety risk.
39. Some offices and Community Members have additional limitations to confidentiality because of their particular reporting requirements or professional obligations. For example:
 - a) those faculty and staff etc. who are regulated health care providers (such as those in the Student Wellness Centre) are required to maintain the confidentiality of patient information disclosed during a

medical interaction. These health care providers are not permitted to share information except in very limited circumstances, such as with the express permission of the patient, or if the health care provider believes that disclosure is necessary to eliminate or reduce a significant risk of serious harm to a person or group of persons, in accordance with their professional obligations; 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.
- 40. As part of the University's internal responsibility to maintain an environment free from Discrimination and Harassment, information shall be shared on a need-to-know basis.
 - 41. Procedural limits to confidentiality may also occur if the University is subject to legal proceedings that, in the opinion of the Provost or the Vice-President (Operations and Finance), require the disclosure of information.
 - 42. 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 IV: PROCEDURAL GUIDELINES

ADVISOR / SUPPORT PERSON

43. An Individual who is a party to a Complaint may be accompanied by an Advisor or Support Person, or legal counsel at any stage of any of the procedures outlined in this Policy. Any costs of any accompaniment are to be borne by the party.

TIME LIMITATIONS FOR BRINGING FORWARD A COMPLAINT

44. Individuals are encouraged to report a Complaint at the earliest opportunity but *must do so within one year* of the date on which the incident of Discrimination and/or Harassment is alleged to have occurred. If there was a series of incidents it *must* be reported within one year of the date of the last event. However, if the Response Team is satisfied there are compelling reasons and/or extenuating circumstances, or where a Complainant engages this Policy and the [Sexual Violence Policy](#) and the allegations cannot be separated from one another, Complaints may be pursued outside of this timeframe. When the Complainant is no longer a [Community Member](#), the Response Team will review the Complaint and determine whether it is within the scope of the Policy and may decide to initiate a University Investigation.

REPRISAL

45. The University prohibits reprisal or threats of reprisal against any person who, sincerely and in good faith, makes use of this Policy or participates in any process held under its jurisdiction. Any individual who is concerned that they are the subject of reprisals or threats should report their concerns to an Intake Office. Where appropriate, sanctions under the relevant policy (including this Policy, *Sexual Violence Policy*, and/or the [Code of Student Rights and Responsibilities](#)) legislation or contract, may be applied against the individual(s) responsible for the reprisal.

INTERIM MEASURES AND ONGOING SUPPORT OF ALL PARTIES

46. At any stage in the proceedings under this Policy it may be necessary to take Interim Measures in order to safeguard the environment of 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 Policy, or as an affirmation of innocence/finding of non-violation of this Policy.
47. The authority to approve Interim Measures will rest with the relevant [Decision-Maker](#) in line with the Respondent's reporting structure.
48. Interim Measures will be reviewed on an ongoing basis by the Director of the appropriate Intake Office 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.
49. Interim Measures may include, but are not limited to, the rearrangement of academic/employment responsibilities or oversight, an administrative leave of absence, the rearrangement of residence location (where possible), adjustments in University activities (e.g. attendance at guest lectures, social events), implementation of a no contact order, or implementation of a [persona non grata](#) declaration.
50. In the event an [Employee](#) is directed to take an administrative leave as an Interim Measure, the conditions of the administrative leave shall accord with the terms of any applicable collective agreement. In the absence of

an applicable collective agreement, (e.g. where the employee is faculty or The Management Group (TMG)) the leave shall be without loss of pay or benefits. It is understood that an administrative leave as an Interim measure is non-disciplinary and is designed to separate a person from a situation or another person until the matter has been resolved. During such period, the person can continue to access relevant University [Support Services](#).

51. Should an Investigation extend beyond six months, there will be a full review by the Response Team in consultation with the Decision-Maker to assess progress, considering fairness to all parties, thoroughness, timeliness, and confidentiality, and to consider any necessary next steps.

DATA GATHERING & RECORD KEEPING

52. The Equity and Inclusion Office is responsible for collecting and reporting annual anonymized, aggregate data on Consultations, Complaints, Dispute Resolution, Investigations, and all Outcomes and Sanctions, to the Senate and the Board of Governors.
53. Data for the annual report is collected and maintained by the Equity and Inclusion Office and includes data provided to that office by Employee & Labour Relations, the Student Support & Case Management Office, the Faculty of Health Sciences Professionalism Office, and Security Services. The purpose of the annual report is to inform education and training initiatives.
54. In developing the annual report, the utmost care will be taken to ensure that individuals' identities remain confidential and that data gathering does not discourage individuals who wish to disclose from coming forward.
55. All notes, materials, investigation reports, and decisions, pertaining to Complaints will be kept by the relevant Intake Office for seven years. These records may be retained longer, subject to the discretion of the appropriate Director.

SECTION V: ROLES AND RESPONSIBILITIES

SENIOR ADMINISTRATION

56. The Senior Administration has overarching responsibility for maintaining a University environment in which Discrimination and Harassment are unacceptable, for providing the resources required to support such an environment, and for ensuring the timely development and review of relevant policies through Senate and Board of Governors procedures.
57. In addition, the Senior Administration is responsible for enabling Community Members to function with the highest standards of integrity, accountability, and responsibility. Activities may include disseminating information about the University's expectations and providing education to all Community Members on issues related to Discrimination and Harassment.

ASSOCIATE VICE-PRESIDENT, EQUITY AND INCLUSION

58. The AVP Equity and Inclusion oversees the Equity and Inclusion Office, which houses the Human Rights and Dispute Resolution Program.

DIRECTOR, HUMAN RIGHTS & DISPUTE RESOLUTION

59. The Director (HRDR) is responsible for working in close partnership with individuals and offices involved in administering this Policy, as may be appropriate, including but not limited to: the Response Team, Investigators, Intake Offices, Decision-Makers, Senior Administrators, the University Secretariat, and University Counsel, to ensure the effective administration of this Policy and the *Sexual Violence Policy*.
60. The Director (HRDR) is responsible for providing guidance to Community Members who consult on requests for dispute resolution that they have received, providing information on how to support the individual and facilitate a referral, and assessing whether the limits of confidentiality apply.

EQUITY AND INCLUSION OFFICE

61. Prevention through education is a fundamental aspect of the University's commitment to addressing Discrimination and Harassment. The Equity and Inclusion Office, with the support of the Senior Administration, is responsible for coordinating the University's proactive educational and training initiatives and programs, which include:
 - a) educational initiatives for the campus community on issues related to discrimination and/or harassment; and
 - b) training initiatives for frontline campus community and student-facing service providers, and for those with particular responsibilities related to this Policy.
62. The Equity and Inclusion Office is also responsible for promoting the Health & Safety Training Program's *Violence & Harassment Prevention* training, that is coordinated by Environmental & Occupational Health Support Services, as well as other relevant training programs designed and delivered by campus partners.
63. The University Secretary, in consultation with the Equity and Inclusion Office will ensure that the members of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence receive appropriate education and training on Discrimination and Harassment.

INTAKE OFFICES

64. The Intake Offices share responsibility for assisting with Dispute Resolution, and the intake of Complaints relating to Discrimination and/or Harassment. There are four Intake Offices:
 - a) [Human Rights & Dispute Resolution Program \(HRDR\)](#), Equity and Inclusion Office (All Community Members)
 - b) [Student Support & Case Management Office \(SSCM\)](#), Student Affairs (Students)
 - c) [Employee and Labour Relations \(ELR\)](#), Human Resources Services (Faculty or Staff members)
 - d) [Faculty of Health Sciences \(FHS\) Professionalism Office](#) (FHS Community Members)
65. Intake Coordinators are responsible for ensuring the Complainant fully understands the procedures of the Policy and what may result from the decision to file a Complaint.
66. The statement of Complaint will be reviewed by the respective Intake Office Director, who may consult with the [Director \(HRDR\)](#), to determine the applicability of this Policy, the *Sexual Violence Policy*, and/or other University policies.
67. The Director of the relevant Intake Office will review any Interim Measures on an ongoing basis throughout the process to ensure they remain necessary and appropriate in the circumstances.

RESPONSE TEAM

68. The Response Team 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.
69. The Response Team will be chaired by the relevant Intake Office Director, and may include the Director (SVPRO), as a consultant, and as appropriate in the circumstances, the Directors of other relevant campus partners.
70. As necessary the relevant Intake Office Director may draw upon representatives of other key services and/or departments (e.g. Director of Housing and Conference Services, Director of the Student Wellness Centre, etc.), disclosing identities only on a need-to-know basis in order to appropriately respond to the matter.
71. When the allegations include the potential for an ongoing/further risk of violence, the relevant Intake Office Director may, on behalf of the Response Team, consult with the Director of Security Services, disclosing identities on a need-to know basis.

INVESTIGATORS

72. All Investigators, whether internal or external to the University, will have training and expertise in the area of Discrimination and Harassment, and in using an intersectional, anti-oppressive, and a trauma-informed approach to Investigation processes. Investigators will follow the mandate and scope of the investigation as determined by the University.

DECISION-MAKERS FOR INTAKE AND INVESTIGATIONS

73. The Decision-Makers are, as applicable, the:
 - a) Assistant Vice President & Chief Human Resources Officer for staff Respondents;
 - b) Associate Vice-President (Students and Learning) & Dean of Students for student Respondents;
 - c) Provost and Vice-President (Academic) for faculty Respondents; and
 - d) Executive Vice-Dean & Associate Vice-President (Academic) for faculty Respondents in the Faculty of Health Sciences.
74. More than one Decision-Maker may be involved in cases where a Respondent has more than one type of relationship with the University (such as a student who also holds a staff appointment).
75. When the Respondent is a Community Member but is not currently a student, staff, or faculty member, the investigation report will be reviewed by the Decision-Maker related to the Respondent's area of activity at the University.
76. Decision-Makers are responsible for reviewing and responding to Investigation Reports (see [Investigation Procedures](#)) and authorizing appropriate Interim Measures.
77. When the line of authority is unclear, the Provost and Vice-President (Academic) or the Vice-President (Operations and Finance), as appropriate, will determine the appropriate individual in the line of authority.
78. Should there be a conflict of interest with a Decision-Maker, the appropriate Vice-President shall assume the responsibilities of the Decision-Maker under this Policy. Similarly, if that Vice-President is in a conflict then another Vice-President or the President shall act.
79. Decision-Makers are responsible for determining whether Hamilton Police Services need to be notified and for authorizing that notification, as specified in clauses 37 - 38.

SECURITY SERVICES SPECIAL CONSTABLES

80. All Special Constables will receive training on intersectional, anti-oppressive, and trauma-informed response to Reports of Discrimination and/or Harassment.
81. When a Community Member elects to make a Criminal Report, Security Services will report the incident to Hamilton Police Services, liaise with the person and police, and refer the individual to the relevant Intake Office Director.

SUPERVISORS

82. Within the University Community it is recognized that there are various types of supervisors: [Academic Supervisors](#), [Academic Administrators](#), and [Workplace Supervisors](#). All such supervisors are responsible for:
- a) modeling acceptable standards of behavior;
 - b) supporting any employee or student who, in good faith, reports a potential violation of the Policy;
 - c) contacting one of the Intake Offices for guidance and advice to address the matter as appropriate in the circumstances, and cooperating with Intake Offices during Investigations, and/or in the implementation of Interim Measures, and/or sanctions;
 - d) completing all required training and ensuring that the people they are supervising are trained appropriately on the Policy and [RMM 300 Health and Safety Training Program](#); and
 - e) being aware of their roles and responsibilities as set out in the *Occupational Health and Safety Act* with respect to Workplace Violence and Workplace Harassment.

EMPLOYEES

83. [Employees](#) are required to complete initial and periodic refresher training in Violence and Harassment Prevention, in accordance with the [Health & Safety Training Program](#).
84. Employees have additional legal obligations when they become aware of incidents of [Workplace Harassment](#) and [Workplace Violence](#) as follows:
- a) in accordance with the *Occupational Health and Safety Act*, all employees of the University must report any incident of Workplace Harassment and/or Workplace Violence to their Supervisor or to an Intake Office. Any immediate or urgent incidents should also be reported to Security Services.
 - b) Workplace Supervisors must take every reasonable precaution to protect the safety of an employee. Supervisors are expected to consult with either the [Director \(HRDR\)](#) or [Employee and Labour Relations \(ELR\)](#) office when they become aware of an incident of Workplace Harassment and/or Workplace Violence. Any immediate or urgent incidents should be reported to Security Services.

COMMUNITY MEMBERS

85. All [Community Members](#) are responsible for contributing to and maintaining an environment that is free of Discrimination and Harassment, and for participating in education and training programs.

SECTION VI: INVESTIGATIONS

INTAKE OF COMPLAINTS

86. If an individual wishes to file a [Complaint](#) of Discrimination and/or Harassment for the University to address, they must contact an **Intake Coordinator** in one of the [Intake Offices](#) (refer to page 6).
87. Any Community Member who is the subject of an allegation under the Policy will be assisted by an Intake Office Director who will ensure that they receive support and guidance, and are in receipt of relevant information, services and supports relating to the Policy and Procedures.
88. The **Intake Coordinators** are responsible for:
- a) ensuring that Complainants are aware of the options available to them in seeking a response;
 - b) assisting Complainants in understanding what may be involved in, and what may result from, each of the options; and
 - c) assisting a Complainant who wishes to move forward with completing a **Complaint Intake Form**, which includes a description of: what happened; who was involved in the incident; when and where the incident occurred; who (if anyone) saw or heard the incident, or saw or heard something of relevance prior to or after the alleged incident(s) of Discrimination and/or Harassment.
89. Complaint Intake Forms will be reviewed by the relevant Intake Office Director, who will review and assess the Complaint on an immediate and priority basis in order to, as appropriate:
- a) confirm that it fits within the scope of the Policy;
 - b) consider requirements pursuant to the *Occupational Health and Safety Act*
 - c) conduct a triage of violence risk, and may consult with the Director of Security Services;
 - d) consider whether the matter may be resolved through Dispute Resolution and whether the parties are interested in voluntary resolution, and whether it is feasible/appropriate in the circumstances;
 - e) determine if an investigation is required, and, if so, set parameters accordingly, in consultation with the appropriate Decision-Maker (including, for example, which University office will be involved; internal or external investigator; timelines, mandate and scope for the investigation);
 - f) convene the [Response Team](#), as needed, to provide consultation;
 - g) consider and coordinate appropriate Accommodations and/or Interim Measures as they relate to all parties involved in the matter; and
 - h) as necessary, draw upon representatives of relevant services or departments in order to appropriately respond to the matter.
90. At any time during proceedings under this Policy, the Response Team, when convened, may determine it is necessary to disclose identities on a need-to know basis in order to administer the Policy.

Decision to Not Investigate

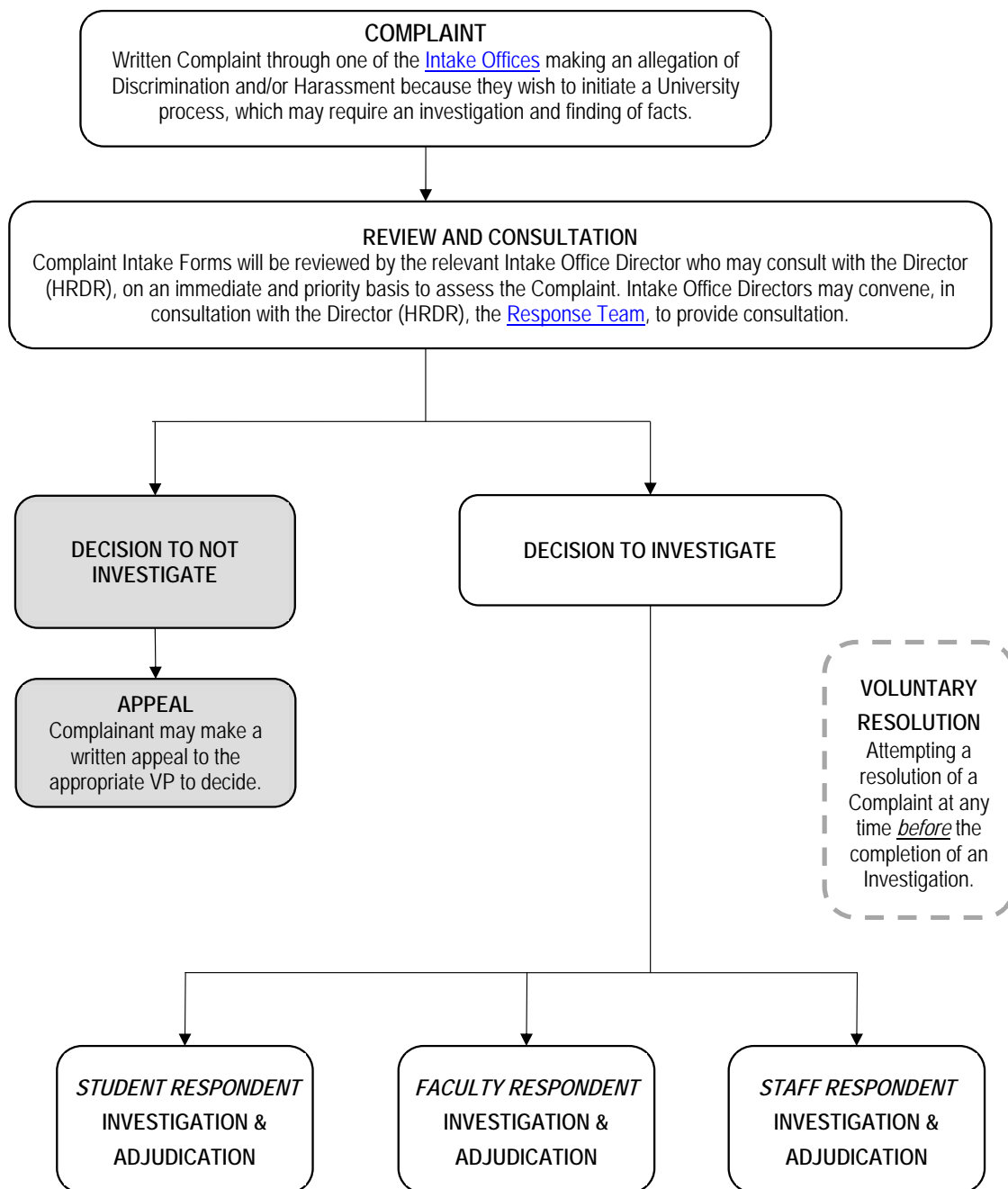
91. In some circumstances a decision may be made to not investigate. The decision will be communicated in writing, with reasons, to the Complainant by the relevant Decision-Maker. The Complainant will be informed of their right to make a written request for review of the decision to the Vice-President to whom the Decision-Maker reports.

UNIVERSITY INITIATED INVESTIGATION

92. The University may become aware of situations where a University-initiated Investigation may be warranted, including, but not limited to circumstances where:
 - a) allegations are made about the conduct of a Community Member by an individual who is not, or is no longer, a Community Member;
 - b) one or more individuals disclose experiences of Discrimination and/or Harassment involving one individual or multiple individuals within a group/organizational environment;
 - c) the University has a duty to investigate pursuant to the *Occupational Health and Safety Act*;
 - d) the power differential in the alleged incident indicates the potential for a pattern of repeated Discrimination and/or Harassment; and/or
 - e) situations reveal broader issues to be addressed, including concerns for a Poisoned Environment.
93. The Intake Office Director, in collaboration with the Director (HRDR) and other appropriate members of the Response Team, will consult with the appropriate Decision-Maker(s) to determine whether an investigation is warranted, on the basis of both the circumstances and nature of the allegations.
94. Individuals have the right not to participate as a Complainant in any University-Initiated Investigation that may occur.

INVESTIGATION PROCEDURES

95. 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.
96. The Investigator will impartially collect evidence and interview those witnesses they deem relevant in relation to the Complaint. The Investigator may request that the appropriate authority at the University adjust the scope and the manner in which the investigation will be conducted in order to ensure a thorough and fair investigation process.
97. All Community Members are expected to meet with the Investigator if requested to do so and to participate in good faith.
98. Complainants and Respondents have the option of being accompanied by a Support Person or Advisor.
99. All those who meet with an Investigator are required to keep confidential the Investigation and any information shared, to ensure the integrity of the proceedings. Failure to do so could be considered a breach of privacy and could be subject to a sanction under the relevant University policy.
100. An individual who was not previously identified as a Respondent but who, during the course of an Investigation, is identified as a potential Respondent (by the Investigator and with the approval of the University) will be notified and given an opportunity to meet with the Investigator and to respond to any allegations.
101. If during the course of the Investigation the Investigator believes the Complaint is frivolous (it does not have any serious purpose or value; is of little or no weight, worth, or importance), or is vexatious (instituted without sufficient grounds and only to cause annoyance) the Investigator shall refer the matter back to the Response Team to determine the next steps.



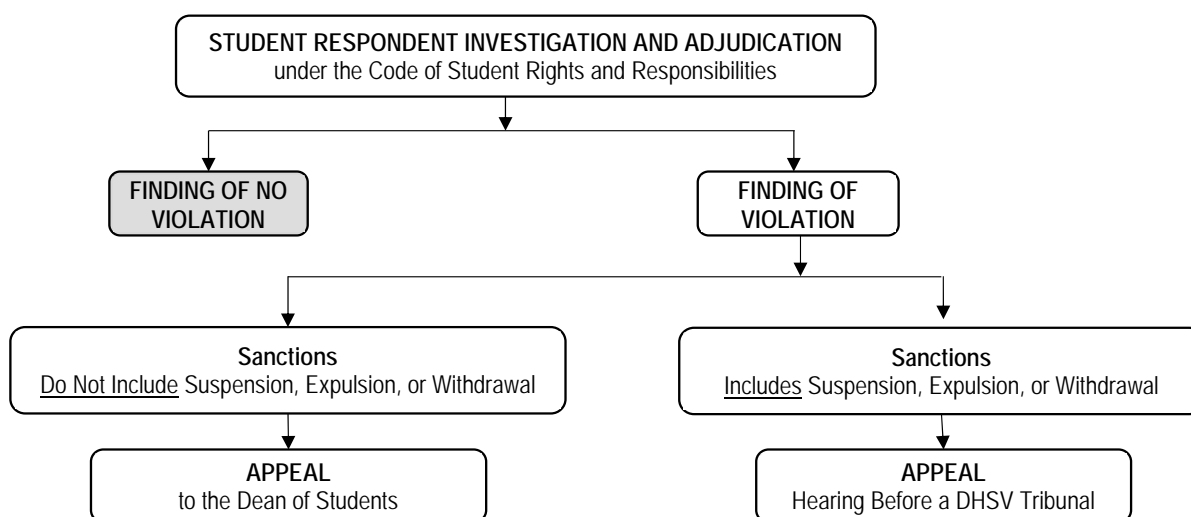
SECTION VII: ADJUDICATION AND DECISIONS

ADJUDICATION

102. Decision-Makers shall decide, on a balance of probabilities, whether the alleged Violation of the Policy has occurred.
103. Where a Respondent has more than one type of relationship with the University (such as a student who also holds a staff appointment) the relevant Decision-Makers may decide to adjudicate the matter jointly and any sanctions and remedies may be administered under one or both of the processes relevant to the Respondent's status.

STUDENT RESPONDENT

104. The Investigation Report will be provided to the Director (SCCM) or Dean of Students as appropriate, to consider and decide upon the findings and recommendations contained in the report and adjudicate the outcome.
105. Sanctions and remedies will be processed in accordance with the procedures in the [Code of Student Rights and Responsibilities](#) ("the Code").
106. In matters where the sanctions **do not include** suspension, expulsion, or withdrawal (voluntary or involuntary), the Respondent may appeal the outcome to the Dean of Students. When the Decision-Maker is the Dean of Students, the appeal will be to the Provost.
107. In matters where the sanctions **include** a suspension, expulsion, or withdrawal (voluntary or involuntary), the Respondent may appeal the decision made by the Dean of Students to the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence. (see [Hearing Procedures](#)).

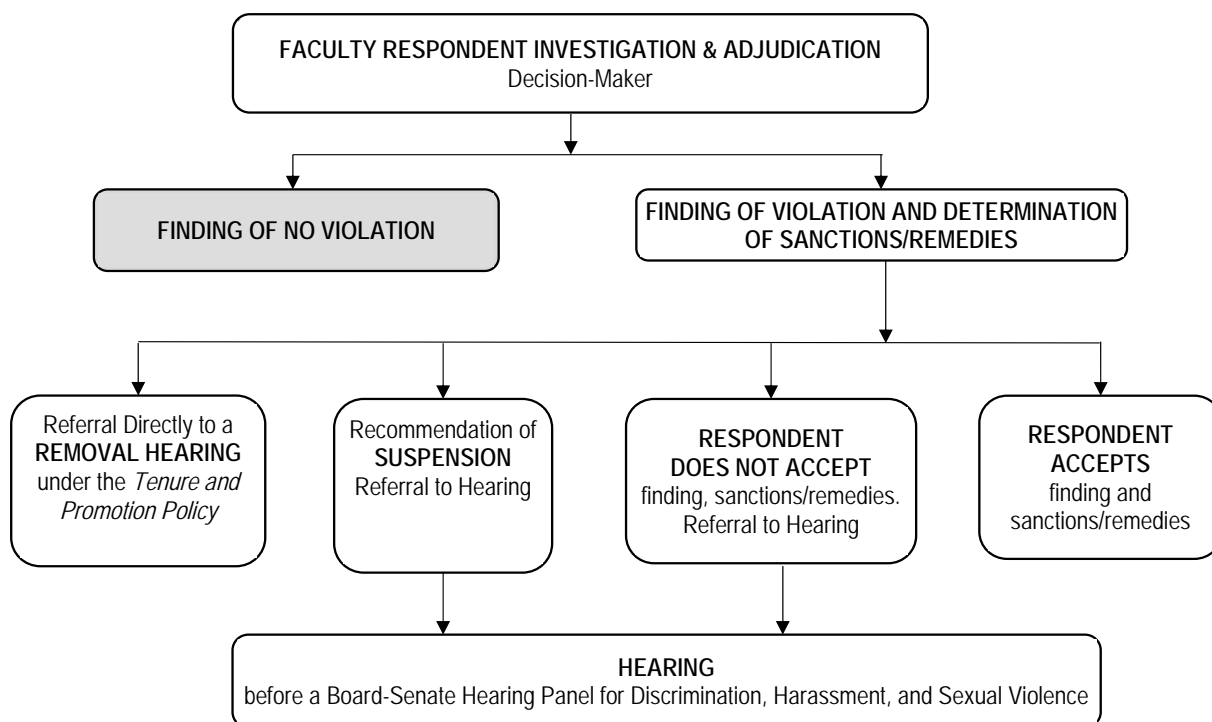


FACULTY RESPONDENT

108. The Investigation Report will be provided to the Decision-Maker (the Provost or the Executive Vice-Dean & Associate Vice-President (Academic) as appropriate) to consider the findings and recommendations contained in the report.
109. When considering the findings and recommendations, the Decision-Maker may consult with relevant offices (e.g. the Equity and Inclusion Office, Employee & Labour Relations, etc.) to ensure that outcomes are consistently applied, and are appropriate to relevant legislation, professional standards and regulations, and/or licensing bodies.
110. If the Decision-Maker makes a finding of violation of the Policy, the Decision-Maker will recommend the appropriate sanctions and/or remedies.
111. If the Respondent accepts the findings and the sanctions and/or remedies recommended by the Decision-Maker, the sanctions and/or remedies will be implemented, and the matter will be closed.

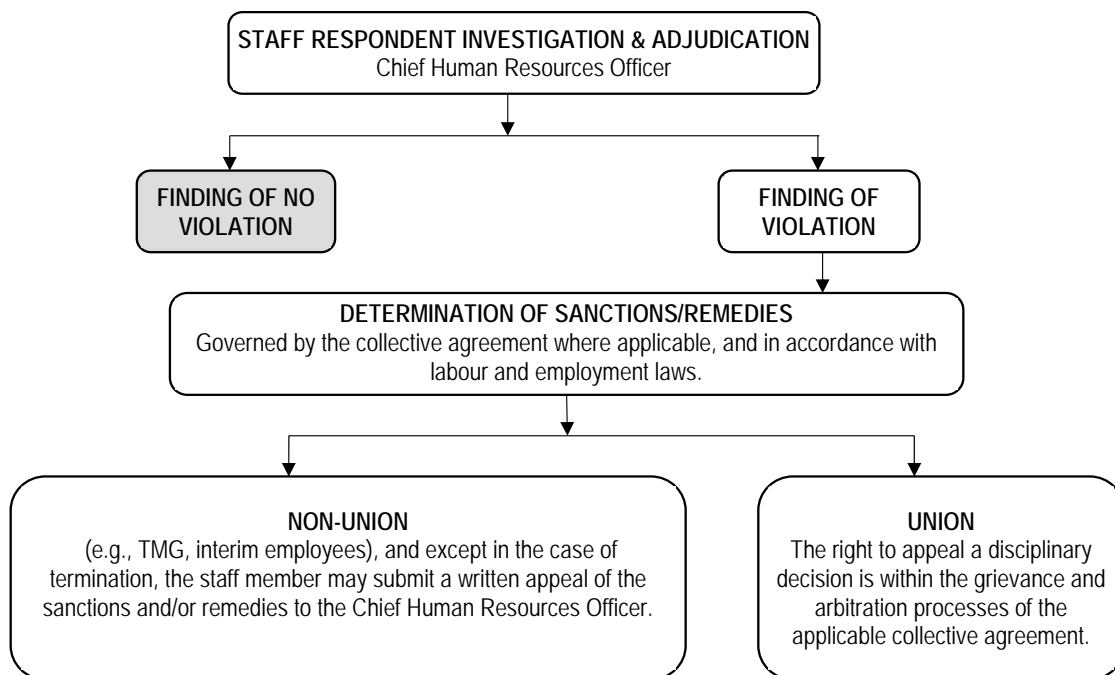
Referral to Hearing

112. If the Respondent does not accept the recommendations, or the Decision-Maker believes that suspension from the University is the appropriate sanction, the matter will be referred to a [DHSV Tribunal](#) for a hearing.
113. If it is determined by the Decision-Maker that Removal Proceedings should be initiated, the matter will be referred directly to the Procedures for Removal under the [Tenure and Promotion Policy](#).



STAFF RESPONDENT

114. The Investigation Report will be provided to the Chief Human Resources Officer to consider the findings and recommendations contained in the report.
115. If the Chief Human Resources Officer makes a finding of violation of the Policy, the matter will be referred to the [Director \(ELR\)](#) to support the [Workplace Supervisor](#) in the processes to determine appropriate remedies and/or sanctions to ensure that outcomes are consistently applied, and are appropriate to relevant legislation, professional standards and regulations, collective agreements and/or licensing bodies.
116. In the case of a staff member who is a member of a union, the right to appeal the remedies and/or sanctions is within the grievance and arbitration processes of the collective agreement, as may be applicable.
117. In the case of a staff member who is not a member of a union (e.g., members of The Management Group, interim employees), and except in the case of termination, the staff member may submit a written appeal of the remedies and/or sanctions imposed by the Workplace Supervisor to the Chief Human Resources Officer.
118. In the case where the Respondent's reporting line is through to the Chief Human Resources Officer, the appeal will be made to the Vice-President (Operations and Finance).



COMMUNITY MEMBER RESPONDENT

119. When the Respondent is a [Community Member](#) but is not currently a student, staff, or faculty member, the relevant [Decision-Maker](#) (related to the Respondent's area of activity at the University) will consider the recommendations contained in the report.
120. If the Decision-Maker makes a finding of violation of the Policy, the Decision-Maker will decide on the appropriate sanctions/remedies.

NOTIFICATION OF OUTCOME**Respondent**

121. 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;
 - c) a summary outlining the findings;
 - d) if the outcome is no finding of violation of the Policy the matter will be closed;
 - e) if the outcome is a finding of violation of the Policy, the Respondent will be informed of the process by which sanction(s) and/or remedies will be recommended or ordered (as per the relevant adjudication process related to the Respondent); and
 - f) where relevant, confirmation of any Interim Measures that will remain in place until sanctions are imposed.

Complainant

122. If the matter has been referred to a Hearing the Complainant will be informed of the referral.
123. Within the constraints of relevant legislation, the Complainant will be informed of the findings and reasons that are directly related to their complaint.
124. In all cases, information about any sanctions/remedies that have direct relevance to the Complainant will be provided to them.

Regulatory / Professional Licensing Bodies

125. Where required by a regulatory / professional licensing body, the relevant findings will be communicated to that professional licensing body.

Affected parties

126. Other affected parties will be informed about the findings and/or any sanctions/remedies that have a direct impact on them, within the constraints of relevant legislation.

SYSTEMIC AND PREVENTIVE INTERVENTIONS

127. Investigations may reveal broader systemic issues to be addressed as a future preventative measure, regardless of whether or not there has been a finding of Discrimination and/or Harassment. In such instances, appropriate intervention measures may be recommended by Decision-Makers and /or the AVP Equity and Inclusion.

SECTION VIII: SANCTIONS AND REMEDIES

SANCTIONS

128. Sanctions shall be proportional to the severity of the offence, considering any aggravating, mitigating and/or contextual factors. Previous findings of a violation of this Policy or a related violation of the [Sexual Violence Policy](#) will be taken into account when sanctions are determined, and the severity of sanctions may be greater as a result. Sanctions may be used independently or in combination for any single violation and may be varied and depending on the nature of the Respondent's relationship with the University may be administered under more than one process.
129. **Sanctions** may include, but are not limited to:
- a) written reprimand;
 - b) inclusion of the decision, or summary of the decision as appropriate to comply with confidentiality requirements, in a specified file (e.g. Tenure & Promotion Dossier) of the Respondent, for a specified period of time;
 - c) the exclusion of the Respondent from, or oversight during, one or more designated University activities or duties;
 - d) a **No Contact Order**, which may include restrictions on: registration for specific classes, other academic /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;
 - e) a **Persona Non Grata (PNG)** declaration, which is undertaken when an individual is denied the privilege of entering designated portion(s) of the University's buildings or grounds. If individuals issued a PNG 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*;
 - f) for Student Respondents, all sanctions in the [Code of Student Rights and Responsibilities](#) for findings of Discrimination and/or Harassment, including but are not limited to: behavioural contract/bond, suspension, expulsion; and for Residence students, residence probation, room transfer, denial of readmission, eviction;
 - g) for staff or faculty, **Suspension or Recommendation for Suspension**, as applicable, suspension involves relieving the Respondent of their University duties and denying them access to University facilities and services for a stated period of time and may be with or without pay and/or benefits. A recommendation for suspension of a **faculty** Respondent shall be dealt with in accordance with Section V of the [Tenure and Promotion Policy](#) and the common law where applicable; and
 - h) for staff or faculty, **Dismissal or Recommendation for Removal**, as applicable. A recommendation for removal of a **faculty** Respondent shall be dealt with in accordance with Section VI of the [Tenure and Promotion Policy](#) and the common law where applicable.

REMEDIES

130. **Remedies** may include but are not limited to:
- a) mandated counselling;
 - b) training or coaching;
 - c) [Restoration Processes](#) / [Workplace Restoration Processes](#).

APPENDIX A: DEFINITIONS

All definitions in this Policy include, but are not limited to, the definitions articulated in the [Ontario Human Rights Code](#) and described in the [Occupational Health and Safety Act](#).

Accommodations under this Policy are adjustments to individuals' academic, workplace, 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 supervisory arrangements, a change in residence location).

Advisor: A person of the individual's choice who acts in an advisory role during the complaint and investigation process (e.g. friend, family member, union representative, legal counsel), but is not a witness or potential witness in the matter. The Advisor may be present during Investigation interviews but may not participate as a representative. The Advisor may assist the individual at a Hearing before a Tribunal of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence.

Agent: Anyone hired by the University or working on behalf of the University such as an external investigator or a physician or other health care professional.

Balance of Probabilities is the test to be met to show, by the weight of the evidence presented, that all of the facts necessary to make a determination that a violation of the Policy has occurred, 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: The individual who files a Complaint alleging a violation of the Policy for the University's response.

Complaint: A Complaint is made when an individual notifies an Intake Coordinator of an allegation under the Policy or files an incident report with their Supervisor and seeks the University's response.

Confidentiality: Refers to the obligation of an individual or organization to safeguard entrusted information. The practice of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft.

Creed: includes but is not necessarily limited to religious beliefs and practices. Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life. The following characteristics are relevant when considering if a belief system is a creed under the *Human Rights Code*. A creed: is sincerely, freely and deeply held; is integrally linked to a person's identity, self-definition and fulfilment; is a particular and comprehensive, overarching system of belief that governs one's conduct and practices; addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence; has some "nexus" or connection to an organization or community that professes a shared system of belief.

Disability: Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device; a condition of mental impairment or a developmental disability; a learning disability, or a dysfunction in one or more of the processes involved in

understanding or using symbols or spoken language; and a mental health disorder/illness; or an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act.

Discrimination means an unjust or prejudicial form of unequal treatment, whether imposing extra burdens or denying benefits, based on any of the grounds articulated in the *Human Rights Code*. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people ([systemic discrimination](#)). Discrimination may take obvious forms, or it may happen in very subtle ways. Even if there are many factors affecting a decision or action, if Discrimination is one factor, then that is a violation of this Policy.¹

Dismissal: Dismissal/termination proceedings for staff Respondents shall be dealt with in accordance with the established policies and procedures and by the terms of existing contracts of employment or collective agreements and the common law where applicable.

Dispute Resolution: Engaging in discussions, as appropriate, to assist a Community Member in resolving a dispute or concern, or addressing a situation, in situations where a Report has not been made.

DHSV Tribunal: A Tribunal of the Board-Senate Hearing Panel for Discrimination, Harassment, and Sexual Violence.

Employee: Where applicable, employee is used to refer to staff (see below) and faculty (see below).

Ethnic Origin: Statistics Canada states that "ethnic origin" refers to the cultural origins of a person's ancestors. In the *Human Rights Code*, the ground of ethnic origin overlaps with a more commonly used term, "ethnicity," which refers to a shared cultural heritage or nationality. Ethnic groups might be distinguished on the basis of cultural traits such as language or shared customs around family, food, dance and music. People who share an ethnic origin, ethnicity or ancestry may or may not share the same racial identity.

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 Students Groups \(Recognition, Risk Assessment and Event Planning\)](#), drinking games in residence, house parties, etc.

Expulsion applies to student Respondents and is the loss of all academic privileges at the University for an indefinite period.

Faculty are defined as academic teaching staff, clinical faculty, and senior academic librarians who are members of the "teaching staff". Teaching staff as defined in the McMaster University Act means the employees of the University or of a college affiliated with the University who hold the academic rank of professor, associate professor, assistant professor or lecturer.

¹ Modified Language from "A policy primer: Guide to developing human rights policies and procedures (1996; revised December 2013)" © Queen's Printer for Ontario, 2013. Reproduced with permission.

Frivolous, Vexatious Complaints: A Complaint may be considered frivolous if it does not have any serious purpose or value; is of little or no weight, worth, or importance. A Complaint may be considered vexatious if instituted without sufficient grounds and only to cause annoyance.

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.

Incident Report: An [incident report](#) is a report completed by a Community Member and signed by their Supervisor when an incident/injury occurs in their working environment while they are engaged in University-related activities.

Interim Measures: Steps that are taken in order to safeguard the environments of all individuals. Interim Measures shall not be construed as evidence of either guilt or a finding of violation of the Policy, or as an affirmation of innocence or finding that no violation of the Policy has occurred.

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): An official declaration that an individual is denied the privilege of entering designated portion(s) of the University's buildings or grounds. If individuals issued a PNG 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*.

Poisoned Environment means an environment where harassing and/or discriminatory conduct, on the basis of a person's sexuality, gender identity or gender expression, is found to be sufficiently severe, intimidating, hostile, offensive, and/or pervasive to cause significant and unreasonable interference to a person's study or work environment. A Poisoned Environment can interfere with and/or undermine work or academic performance and can cause emotional and psychological stress for some employees or students not experienced by other employees or students. As such, it results in unequal terms and conditions of employment or study and prevents or impairs full and equal enjoyment of employment or educational services, benefits, or opportunities. Although a person may not be the target of the conduct, a person may feel the effects of certain harassing or discriminatory conduct at their place of work or study.

Recommendation for Removal: A recommendation for removal of a faculty Respondent will be dealt with in accordance with Section VI of the Tenure and Promotion Policy and the common law where applicable.

Respondent: Those about whom allegations have been made in a Complaint process.

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, can be facilitated by an Intake Office.

Senior Administration: For the purposes of this Policy, Senior Administration refers to the President, Provost and Vice-President (Academic), and Vice-President (Operations and Finance).

Sexual Harassment² 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.

Staff: Employees of the University including, but not limited to: The Management Group (TMG), unionized employees, temporary employees, casual employees, non-teaching staff³, Sessional Faculty, Post-doctoral Fellows, and Teaching Assistants.

Student: A student is 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.

Supervisor: there are various types of supervisors within the University Community, which include the following:

- **Academic Supervisor** who oversees the academic work of a student, the most common example being a faculty member overseeing a graduate student's academic work;
- **Academic Administrator** is any faculty or staff member acting in their capacity as supervisor/administrator within a Faculty, Academic Department, etc., which includes, but is not limited to, Department Chairs, Deans, or other supervisors who oversee the work of a [Community Member](#) (e.g. a faculty member overseeing a Post-Doctoral fellow / technician / undergraduate or graduate student performing research in the faculty member's laboratory).
- **Workplace Supervisor** is "a person who has charge of a workplace or authority over a [Worker](#)" (*Occupational Health and Safety Act*). Supervisors are responsible for knowing the *Duties of Supervisors* under the Act.

Support: The provision of resources appropriate to the individual and the circumstances. This may include access to the Student Wellness Centre, Employee Family Assistance Program, and/or McMaster Students Union (MSU). Support resources do not include the provision of legal counsel.

Support Person: 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). The Support Person may be present during Investigation interviews but may not participate as a representative.

Suspension involves relieving a faculty or staff Respondent of their University duties and denying them access to University facilities and services for a stated period of time, which may be with or without pay and/or benefits. A recommendation for suspension of a faculty member will be dealt with in accordance with Section V of the Tenure and Promotion Policy and the common law where applicable. Suspensions of staff members will be dealt with in accordance with established policies and procedures and by the terms of existing contracts of employment or collective agreements and the common law where applicable. For a student Respondent, suspension is the loss of all academic privileges at the University for a specified period of time and/or until imposed conditions are met. The student is eligible to return after this time but may be required to fulfill specified non-academic conditions upon return.

² Source: Government of Ontario, [Ontario Human Rights Code](#) 2019

³ "non-teaching staff" means the employees of the University and of a college affiliated with the University who are not members of the teaching staff – The McMaster University Act, 1976

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

Tenure and Promotion Policy: The McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion.

Voluntary Resolution: Steps taken (e.g. arrangement of academic, work or living environment / conditions) to resolve or remedy a Complaint, with which both the Complainant and Respondent have agreed.

Workplace Harassment⁴ means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome; or workplace sexual harassment.

Workplace Restoration is the establishment or re-establishment of harmonious working relationships between individuals and within a team, group or unit.

Workplace Sexual Harassment⁵ means engaging in a course of vexatious comment or conduct against a worker in a workplace 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 where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Workplace Violence⁶ means: the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Worker: The definition of a Worker includes: a person who performs work or supplies services for monetary compensation; and a person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university or other post-secondary institution. Unpaid students, learners and trainees who are workers under the Occupational Health and Safety Act have the same duties and rights as paid workers. Placement employers have the same duties to protect the health and safety of unpaid students, learners or trainees who are workers under the Occupational Health and Safety Act as they do to protect their paid workers. The definition of "worker" does not include a volunteer who works for no monetary payment of any kind.

⁴ Occupational Health and Safety Act

⁵ Government of Canada [Restoring The Workplace Following A Harassment Complaint: A Manager's Guide](#)

⁶ Occupational Health and Safety Act

APPENDIX B: RESOURCES

Community Members who make a Complaint, or who are the subject of an allegation, are encouraged to contact any of the Intake Offices to ensure that they are in receipt of relevant information and services.

Support for the University Community

- [Human Rights & Dispute Resolution Program](#), Equity and Inclusion Office
- [Faculty of Health Sciences Professionalism Office](#)
- [Security Services](#)
- [Chaplaincy Centre](#)

Additional Support for Students

- [Student Wellness Centre](#) (personal counselling and medical services)
- [Student Support & Case Management](#) (support and guidance about the Code of Student Rights and Responsibilities)
- [Indigenous Student Services](#) (community support and resources for Indigenous students)
- [Women and Gender Equity Network, McMaster Student Union](#) (peer support and resources)
- [Graduate Students Association Health & Dental Plans](#) (health benefits include access to psychological counselling in the community)

Additional Support for Staff and Faculty

- [Union or Association](#)
- [Employee & Labour Relations](#)
- [Employee and Family Assistance Program](#) (access to professional counsellors, legal guidance and other supportive services available to staff and faculty)

Support in the Broader Community

- [Good2Talk \(24/7 phone support for students offered by professional counsellors\)](#)
- [Sexual Assault/Domestic Violence Care Centre](#)
- [Hamilton Police Services – Victim Services Branch](#)
- [John Howard Society](#) or [Elizabeth Fry Society](#) (for individuals in conflict with the law)

Guidance about a Policy and/or Procedures

- [Equity and Inclusion Office](#)
- [Employee & Labour Relations](#)
- [Student Support & Case Management](#)
- [University Secretariat](#)

Independent Resource

- [Ombuds Office](#) provides an independent, impartial, and confidential process through which students may pursue a just, fair and equitable resolution of a University related concern.

APPENDIX C: JURISDICTION

1. Complaints may be made, or Investigations initiated about any alleged violation of this Policy involving any Community Member, including members of recognized groups, teams and clubs. The Policy may extend to incidents that occur off campus where there is a clear nexus to the working and/or learning environment at the University and recognizes that social media conduct may give rise to a violation of the Policy.
2. Nothing in this Policy is meant to supersede the terms and conditions of any collective agreement, or any other contractual agreement, entered into by the University and its employee groups. In the event that the provisions of this Policy contradict any such collective or contractual agreement, the collective or contractual agreement governs, to the extent of the contradiction.
3. To the extent that this Policy affects the terms and conditions of employment of faculty of the University, it may be subject to discussion and/or approval in accordance with the University policy entitled, *The Joint Administration/Faculty Association Committee to Consider University Financial Matters and to Discuss and Negotiate Matters Related to Terms and Conditions of Employment of Faculty*, revised by the Board of Governors on October 20, 1988 (the 'Joint Administration/Faculty Association' policy).
4. Should a Complainant, with respect to the subject matter of a Complaint dealt with under this Policy and/or the [Sexual Violence Policy](#), seek redress under the [Ontario Human Rights Code](#), the [Criminal Code](#), the [Occupational Health and Safety Act](#), the provisions of an applicable collective agreement, or through civil litigation, or any other forum external to the University, the appropriate Decision-Maker, in consultation with the [Director \(HRDR\)](#), and/or relevant Intake Office Director, will determine whether proceedings under this Policy will be initiated.
5. If proceedings under this Policy and/or the *Sexual Violence Policy* have already been initiated, the appropriate Decision-Maker, in consultation with the Director (HRDR) and/or relevant Intake Office Director, will determine in the circumstances whether or not the proceedings under this Policy will:
 - a) be permanently discontinued;
 - b) be disallowed; or
 - c) be suspended until proceedings in the external or other forum are concluded, although Interim Measures may be put in place to safeguard the environments of the parties involved.
6. If a jurisdictional issue arises between the University and an affiliate, off-site entity or other third party, a senior officer of the affiliate/third party, and the University Provost or Dean and Vice-President (Health Sciences) or relevant Decision-Maker in conjunction with the University Vice-President (Operations and Finance), will attempt a resolution, which may include a joint investigation or an agreement to share the findings and/or other relevant outcomes with the other party. In the absence of any agreement to the contrary, the University will proceed with the investigation according to University policy and procedures.
7. This Policy is not intended to supersede or interfere with the criminal justice system; all persons have the right to pursue legal avenues.
8. Respondents in a Complaint procedure must be Community Members. If a person alleged to have engaged in Discrimination and/or Harassment is not currently a Community Member, the University has no jurisdiction to pursue or adjudicate the incident. However, the University reserves the right to take whatever steps it considers appropriate to safeguard the University Community.
9. As part of the University's commitment to a Discrimination and Harassment free working, studying and living environment, all external agencies, third-party service providers, and independent contractors who do business on the University and are considered agents of the University will be informed of the existence of this Policy and of the University's expectation that these external entities shall govern themselves accordingly while doing business with the University. Information to this effect will be included in all contracts.

APPENDIX D: RELATED POLICIES AND LEGISLATION

This Policy is to be read in conjunction with the following policies, statements, and collective agreements. Any question of the application of this Policy or related policies shall be determined by the Provost and Vice President (Academic) or the Vice President (Administration) as appropriate, and in conjunction with the administrator of the other policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- [Academic Accommodation of Students with Disabilities](#)
- [Academic Freedom, Statement \(SPS E1\)](#)
- [Accessibility – University Policy on](#)
- [Code of Conduct for Faculty and Procedures for Taking Disciplinary Action](#)
- [Code of Student Rights and Responsibilities](#)
- [Complaint Resolution Procedure for TMG](#)
- [Conflict of Interest Guidelines- Undergraduate Studies and Graduate Studies](#)
- [Employee & Labour Relations – Collective Agreements](#)
- [Faculty General Grievance Procedure](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Hearing Procedures for the Board-Senate Hearing Panel for Discrimination, Harassment and Sexual Violence](#)
- [Ministry of Training, Colleges and Universities Act](#)
- [Ontario Human Rights Code](#)
- [Occupational Health and Safety Act](#)
- [Personal Health Information Protection Act](#)
- [Professional Behavior Code for Graduate Learners, Health Sciences](#)
- [Professional Behavior Code for Undergraduate Learners, Health Sciences](#)
- [Senate Resolutions re Group Conflict](#)
- [Senate Mediation Procedures](#)
- [Sexual Violence Response Protocol](#)
- [Sexual Violence Policy](#)
- [Statement on Building an Inclusive Community with a Shared Purpose](#)
- [Inclusive Communications, Policy Statement and Guidelines on](#)
- [Students Groups \(Recognition, Risk Assessment and Event Planning\), Policy on](#)
- [Tenure and Promotion Policy \(McMaster University Revised Policy and Regulations with Respect to Academic appointment, Tenure and Promotion\)](#)
- [Trespass to Property Act](#)
- [Violence in the Workplace, Policy on](#)
- [Workplace Accommodation, Policy on](#)
- [Workplace & Environmental Health and Safety Policy](#)

2020-2021

Annual Report: McMaster Research Ethics Board



Dr. Violetta Ignieski
Chair, McMaster Research Ethics Board
June 30, 2021
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Executive Summary

The McMaster Research Ethics Board (MREB), in cooperation with the Hamilton Integrated Research Ethics Board (HiREB), is responsible for ensuring that research involving humans carried out by McMaster faculty, students and staff is in compliance with Canada's Tri-Council Policy Statement (TCPS): *Ethical Conduct for Research Involving Humans*. MREB reviews most human participant research outside of the Faculty of Health Sciences (FHS), with HiREB reviewing FHS research and some research from the other Faculties.

In 2020-2021, MREB, its Student Research Ethics Committees (SRECs), and the MREB Secretariat processed 379 new applications, and 230 amendments, for a total of 609 submissions. The total number of submissions is the highest number ever received by MREB, surpassing the 535 total submissions received in 2019-2020. The number of new applications was the highest on record, as were the number of amendments.

In addition, MREB's activities over 2020-2021 included: on-going systems development, the provision of educational opportunities for McMaster researchers, training and professional development opportunities for MREB members and personnel, promotional activities, and improvements to the review and administration of protocols.

June 30, 2021

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June 30, 2021

Mandate and Role of the McMaster Research Ethics Board

The McMaster Research Ethics Board (MREB), created by the President's Council in 1974, is an autonomous entity within McMaster University charged with reviewing non-FHS research to ensure the safety and well-being of human participants involved in research carried out by McMaster faculty, students, and personnel. McMaster University mandates its Research Ethics Boards (REBs) to ensure that all research investigations involving humans are in compliance with Canada's Tri-Council Policy Statement on the *Ethical Conduct for Research Involving Humans*. MREB is responsible for educating the University community on non-medical research ethics involving human participants and setting University policies with respect to non-medical research involving human participants. Board members represent a broad range of disciplines and faculties, particularly those in which research with humans takes place. Board membership includes at least one member knowledgeable in ethics, and at least one community member with no affiliation with the university. In addition, the Board has representation from the Canadian Indigenous community, a member knowledgeable in research with Aboriginal communities, and a member knowledgeable in the law. The MREB Chair, in addition to chairing the Board, is also a member of the McMaster University, Hamilton Health Sciences (HHS) and St. Joseph's Healthcare Hamilton (SJHH) Appeals Board.

How the McMaster Research Ethics Board Works

MREB's guiding principles are based on the Tri-Council Policy Statement (TCPS) on the *Ethical Conduct for Research Involving Humans*, as well as McMaster University's *Research Involving Human Participants Policy Statement*. To ensure the adequate review of research ethics protocols and the continual education of MREB members, MREB convenes face-to-face, once a month, from September to June, with a pause during the summer months unless additional meetings are required. Board membership and the establishment of quorum adhere to TCPS requirements, with MREB having the additional requirement of 40% of the membership present for a full-board review of a protocol. Minutes of meetings are recorded and approved by the REB. Discussions and minutes are kept confidential. During COVID-19 restrictions the Board has been meeting via video-conference.



Decision Making Process

Any non-FHS research involving human participants is subject to full review by MREB (with some non-FHS research reviewed by the Hamilton Integrated Research Ethics Board [HiREB] due to certain study procedures). Most ethics protocols reviewed by MREB go through a delegated review process (i.e., one or two members and the Chair or Vice-Chair). McMaster University mandates MREB, in accordance with the TCPS, to review the ethical acceptability of non-FHS research. In this regard, MREB may recommend clearance, propose modifications, reject or even terminate any planned or ongoing non-FHS research involving human participants that is conducted under the auspices or within the jurisdiction of McMaster University. MREB delegates to various Student Research Ethics Committees (SRECs) the review of most minimal risk undergraduate research and course-based research. The main MREB committee reviews faculty, staff, and graduate student research, along with higher risk undergraduate student research.

June 30, 2021

Members of the Board – as of June 2021

1. **Chair:** Violetta Igneski, Philosophy
2. **Vice-Chair:** Sue Becker, Psychology, Neuroscience & Behaviour
3. Hodon Abdi, Community Member
4. Baraa Al-Khazraji, Kinesiology
5. Kathy Ball, Mills Library Administration
6. Mike Campbell, Community Member
7. Mirna Carranza, School of Social Work
8. Jo Cenaiko, Philosophy
9. Krista D'Aoust, Community Member
10. Amr El-Kebbi, DeGroote School of Business
11. Sarah Glen, Bachelor of Health Sciences Program
12. Amy Gullage, MacPherson Institute
13. Stine Hansen, MacPherson Institute
14. Hanna Haponenko, Psychology, Neuroscience & Behaviour
15. Sadhna Jayatunge, Community Member
16. Lydia Kipiriri, Health, Aging & Society
17. Allison Leanage, Sociology
18. Krista Madsen, Kinesiology
19. Zahra Motamed, Mechanical Engineering
20. Wayde Nie, UTS/RHPCS
21. Valerie O'Brien, McMaster Indigenous Research Institute
22. David Ogborn, Communication Studies and Media Arts
23. Cheryl Quenneville, Mechanical Engineering
24. Karen Richmond, McMaster Association of Part-Time Students
25. Aaron Roberts, Philosophy
26. Mel Rutherford, Psychology, Neuroscience and Behaviour
27. Ranil Sonnadara, Special Advisor to the VP Research
28. Daina Stanley, Anthropology
29. Hongjin Sun, Psychology, Neuroscience & Behaviour
30. Mary Vaccaro, School of Social Work
31. Allison Van, SPARK – Faculty of Social Sciences
32. Rachel VanEvery, Public Health, Indigenous Representative
33. Kaitlin Wynia Baluk, Health, Aging & Society

MREB Administrative Personnel

Assistant Director, Research Ethics: Nikola Caric

Research Ethics Advisor: Lisungu Chieza

Research Ethics Officer: Karen Henderson

June 30, 2021

Chair's Message



The 2020-21 academic year has been overshadowed by the COVID-19 pandemic. Human participant research has been halted, restricted, and subject to various university and public health measures in order to ensure the safety of both researchers and participants. MREB has had to adapt and respond to the ever-changing landscape while staying steadfast in our commitment to our mission: “to ensure research involving human participants carried out under the auspices of McMaster University is of the highest quality, is conducted to protect the interests of human participants and of society and is in compliance with the Tri Council Policy Statement: Ethical Conduct for Research Involving Humans.”

The workload increased significantly this year, partly due to the necessity of developing new guidance for researchers and keeping up-to-date on the risks associated with the various platforms for conducting studies online; and partly due to the record number of submissions we received. We again broke the record we set last year for number of submissions. In order to ensure the efficient processing of ethics applications going forward, in the context of more complex research initiatives (whether this be international research or online research adapting to the changing environment), we will be proposing that an additional staff member and Chair be added to the team.

The McMaster Research Ethics Board Secretariat has continued to be an incredible support to both myself, and the Vice-Chair, Sue Becker. Nick Caric, the Assistant Director, Research Ethics, a calm presence, and a fountain of knowledge, has steered us through this tumultuous time with his expertise and sound judgment. Karen Henderson and Lisungu Chieza have adapted to this virtual reality and breakneck pace while providing guidance and support to the chairs, MREB reviewers and researchers. I count myself lucky to be working with and learning from this exceptional group of people, particularly Sue Becker, whose insight and experience I have relied on each day.

While most of our time and energy has gone into reviewing ethics applications and providing guidance to researchers in this process, we have also endeavoured to improve the system itself. This includes making changes to the application for clarity and efficiency, updating templates for relevancy and the increasing need to be sensitive to a constantly changing environment including an ever-growing list of online platforms with unique security and privacy concerns. We have obtained valuable guidance on these issues from McMaster security specialists from UTS and RHPCS. We have continued to work with the Office of the Vice-President, Research (OVPR) and the Associate Deans, Research (ADRs) in handling the approval of in-person research during the pandemic and providing guidance on handling amendments and developing the COVID-19 LOI template for both on-campus research and fieldwork. We hope to get more time in the future to focus on further developing initiatives that we were only able to begin this year, including developing a guidance document for the collection of sensitive data around race/ethnicity, gender, and sexuality, and providing the Board with new anti-racism educational opportunities.

We couldn't have accomplished everything we have without the Chairs and members of the Student Research Ethics Committees (SRECs) across campus who handle the review of course-based research and protocols for research conducted by undergraduate students. By guiding student researchers and course instructors through the ethics review and revision process, they have been a vital part of our effort to ensure that all protocols are dealt with fairly and efficiently.

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I would like to end by acknowledging with great appreciation the dedication of all members of MREB. I was reminded over this past year of the time, energy and commitment required of those who choose to serve in this capacity. Members spend countless hours reviewing protocols and grappling with sensitive and complicated ethical issues, often on extremely tight timelines. A special thanks to Kelsey Leonard, Maureen Hupfer, Cheryl Quenneville, Daina Stanley, Hodon Abdi, Krista D'Aoust, Krista Madsen, and Mel Rutherford whose terms have come to an end. We thank them for their service and wish them well in their future endeavours. My greatest debt of gratitude is owed to Sue Becker whose leadership, advice and encouragement has been indispensable to the board and to me personally. Together, as a team, I can confidently report that MREB has been faithfully and successfully carrying out our mandate of protecting participants and ensuring that the high-quality research at McMaster respects participants, protects their welfare and is concerned with justice in our community.

Operational and Policy Development Activities

Internal Meetings

- Monthly MREB meetings: The purpose of these meetings was to review protocols, deliver continuing education to MREB members, and address MREB operational matters. The annual general meeting took place in June 2021. At that meeting, the Research Ethics Officer presented the SREC reports on their annual activities, and the goals and objectives for the upcoming year were discussed.
- Monthly meetings of the Chair, Vice-Chair, and MREB Secretariat personnel: These meetings were held to address routine operational matters, set the agenda for the monthly MREB meetings, and discuss any additional issues.

Administrative Activities

- The Research Ethics Officer continues to conduct an administrative review of incoming applications in order to provide feedback to researchers regarding necessary revisions prior to ethics review (e.g. missing documents, insufficient information, etc.). This initial administrative review ensures that the MREB reviewers can focus on any ethical concerns in the application. The new online system (MacREM) has made it easier for the Research Ethics Officer to provide comments to researchers and creates a clear record of what was covered in the administrative review, which the MREB Chairs can access in order to provide feedback to the Research Ethics Officer on the appropriateness of the administrative review comments. This past year the administrative review included confirmation that in-person research had received required University approval (through the appropriate ADR) for the COVID-19 precautions.
- The Researcher Annual Report/Project Status process continued in compliance with the TCPS requirement of ongoing review. MREB personnel ensured that researchers were notified to complete their required short annual project status reports in advance of the anniversary of their initial clearance in order to remain in compliance with the Tri-Council Policy Statement, the Tri-Agency's Framework: Responsible Conduct for Research, and university policies and funding requirements. In the coming years, the MREB Secretariat will look at improving the process, ideally in partnership with faculty research administrators, in order to reduce the number of researchers failing to submit annual reports on time.
- The MREB forms on the MacREM system had an update in August 2020, as the MREB Secretariat staff make changes based on how researchers are completing the form, as well as researcher and reviewer

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feedback. Most of the changes were minor and were made to improve clarity of questions, fix formatting or broken links, or to remove questions deemed unnecessary (or combine with another question). Major changes to the main form included revisions to Section 15 (Data Security) to make it clearer for applicants to complete, and an updating of the course-based research ethics form to ensure the information required for the review was being requested clearly (the form had not been updated for several years). An update is planned for later summer or fall of 2021 for general improvement of question clarity. Planning for a more significant update of Section 15 will be undertaken to account for the new Tri-Agency Research Data Management Policy and the emphasis on data deposit and sharing.

- A Research Ethics Advisor (REA) position was created to reduce the workload on the MREB Chairs and was filled in July 2019. This past year, the MREB Chair and Vice-Chair continued to work with the REA on fine-tuning the review feedback prepared at the REA level, allowing the Chairs to reduce the amount of time spent on finalizing MREB review comments for researchers.
- The MREB Secretariat continued to inform researchers about the COVID-19 restrictions on in-person research with human participants. The MREB COVID-19 FAQ was updated as necessary and directs researchers to the Office of the VPR information on University COVID-19 approvals for research and the MREB Secretariat staff advised researchers on the process via email and phone when receiving questions about COVID-19 restrictions or an ethics application for a project that still required University COVID-19 approval.

Information Systems Development

- Refinement of the MacREM system and workflow continued in 2020-2021. There is some flexibility in both the online form and system, and the system vendor is responsive to feedback, so the MREB staff can continue to tweak MacREM in response to researcher concerns.
- The MREB Secretariat continues to work with RHPCS to keep the MREB section of the Research & Innovation website updated. The main change this past year was adding information on the MREB meeting schedule and submission deadlines and ethics review timelines. The MREB Secretariat is currently working with RHPCS to make finding MREB templates and guidelines on the Research & Innovation website easier for researchers and other users.

Policy Development and Committee Work

- During 2020-2021 the Policy Statement Concerning Institutional Support of Researchers in Maintaining Promises of Participant Confidentiality continued to move through the approval process at McMaster University, Hamilton Health Sciences, and St. Joseph's Healthcare Hamilton. Nick Caric, AD-Research Ethics, had previously worked with VP Research, Karen Mossman, along with representatives from Hamilton Health Science and St. Joseph's Healthcare Hamilton to turn the draft policy document into a joint policy between McMaster, HHS and SJHH. This was in part to satisfy the Interagency Advisory Panel on Research Ethics interpretation of Article 5.1 of the TCPS2. With the 2019 release of the 2018 revisions to TCPS2, this interpretation is now within the TCPS2 as part of the application of Article 5.1. Therefore, the three institutions should prioritize finalizing approval of the new policy.
- The MREB Chair and Vice-Chair serve on the Research Information Technology Committee, which meets monthly. The purpose of this committee is to provide strategic guidance on sustainable digital

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infrastructure (hardware, software, people) for research; to help facilitate effective coordination across the institution; and to ensure that the needs of researchers are considered in strategic decisions around IT.

- The AD-Research Ethics serves on the Research Data Management Institutional Strategy Working Group. This group's task is to develop a draft institutional RDM strategy, to be reviewed by IT Governance.
- The AD-Research Ethics serves on the LimeSurvey Advisory Committee. This committee provides guidance and feedback to the Research Information Technology Committee on strategic directions for the central instance of LimeSurvey.
- The Research Ethics Advisor will serve on one of the working groups comprising the Survey Community of Practice, which is being established by the Director, Institutional Research and Analysis. The Survey Community of Practice is comprised of McMaster members who provide a broad view on best practices for the collection, storage, and reporting of survey data.

Education and Professional Development

Educational Activities

- Numerous one-on-one ethics consultations were provided throughout the year, often on a daily basis, by MREB Secretariat personnel. These consultations were conducted by telephone, videoconferencing, and through email exchanges. The MREB Chairs, as well, met with researchers to discuss research ethics issues when required (primarily for high-risk research or unique situations that required an MREB Chair to advise).
- Provided research ethics awareness/guidance for McMaster USRA program students via email sent to the USRA contact persons. Additionally, an online research ethics education session for USRA students was provided.

Educational Presentations

- The AD-Research Ethics held orientation sessions for new MREB and SREC members, introducing them to their protocol reviewer role. MREB personnel also oriented both new and returning members on the use of the new online ethics review system.
- In-class presentations on research ethics were made in PhD, Masters and undergraduate courses in Masters of Communication Management, Social Work, Arts and Sciences, Communications and Multimedia, Health Aging and Society, Labour Studies, Entrepreneurship and Innovation Program, Global Studies, Divinity College, Kinesiology, and Psychology, Neuroscience & Behaviour. Additionally, a special session on research ethics was held for MacPherson Institute research grant recipients.

REB Capacity Building

- The original McMaster Research Ethics online tutorial had over 7000 people complete it since June 2007, here in Canada and abroad. A new LimeSurvey version was launched in Fall 2019. Other institutions and instructors from across Canada continue to assign this tutorial to their researchers and/or students.

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Promotional Initiatives

- MREB personnel staffed a virtual information table on research ethics at McMaster at the Graduate Student Resource Fair in October 2020.

Guidance Documents and Templates

- In response to the COVID-19 restrictions on research, the MREB Secretariat staff and MREB Chairs produced the [MREB COVID-19 FAQs webpage](#) to guide researchers on review requirements and common changes that may be required (e.g. switching to online interviews/focus groups, oral consent). The webpage was created in Spring of 2020 and over the past year has been revised as necessary to keep in line with the University guidance and requirements on COVID-19 approvals.
- MREB and the MREB Secretariat staff finalized two documents that will help researchers conduct research online, especially relevant during the COVID-19 research restrictions. The first is a new guide for research ethics when doing online data collection (surveys, online behavioural tasks). The second is a major revision of the information and consent template for the preamble for online surveys/data collection.
- A review of MacREM guidance documents was started in May of 2021 by the Research Ethics Officer and the summer co-op student. The MacREM guides will be revised with new language and screenshots, as necessary, to match the current iteration of the MacREM system.

Professional Development

- MREB Chair, Dr. Violetta Ignieski, led an education/discussion session at the February 2021 MREB meeting on TCPS2's guidance on researcher Conflict of Interest and how real, potential, or perceived COI can be managed when conducting a research study. There was special focus on potential undue influence during recruitment, the most common type of COI encountered in MREB ethics applications.
- MREB Chair, Dr. Violetta Ignieski, led an education/discussion session on the use of quality assurance/improvement data for research purposes and determining when an activity is QA/QI and REB review is not required (TCPS2 Art. 2.5).
- The AD-Research Ethics and the Research Ethics Officer attended the 2020 Advancing Ethical Research Conference, which was held virtually in 2020. This conference is run by the Public Responsibility in Medicine and Research organization and is the largest annual research ethics conference in North America.
- The AD-Research Ethics, Nikola Caric, took part in the Strategic Leaders Program, run by Human Resources Services and the Centre for Continuing Education.
- The MREB Chair, the AD-Research Ethics, and the Research Ethics Officer attended the Canadian Association of Research Ethics Boards (CAREB) annual conference, which was held virtually. The AD-Research Ethics attended the CAREB AGM in June via Zoom.
- New MREB members complete the Tri-Council Policy Statement Course on Research Ethics (CORE) tutorial when they join the Board.

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Progress on Goals and Objectives from the Past Year (July 1, 2020 – June 30, 2021)

- A process for using review statistics to determine optimal MREB reviewer representation from departments was created and a document outlining ethics applications submitted by department and overall MREB reviewer needs was drafted. The MREB Chair and Vice-Chair used the document to determine where additional expertise was required to replace MREB members departing at the end of June 2021 and worked with department Chairs to recruit new MREB members. MREB should have enough members for the 2021-22 year to handle the continued increase in applications while keeping review load manageable (1-2 applications per month for reviewers).
- At this point the objective of working with the Privacy Office to create a FIPPA compliant guidance document for the use of McMaster contact information (primarily emails) in research recruitment is not proceeding. From the MREB Chair's meeting with the Privacy Office, it seems that MREB allowing researchers to contact the custodian of the contact information and requesting the custodian forward the recruitment email is satisfactory. The custodian should not turn over the contact information of students/faculty/staff unless there is an acceptable process in place that usually involves an official agreement and potentially consultation with the Privacy Office (e.g., the Registrar providing student emails for research recruitment).
- The MREB Chair and Vice-Chair started developing a guidance document for collection of sensitive data around race/ethnicity, gender, and sexuality (e.g., inclusive questions on surveys). The Chairs consulted researchers on MREB who collect this type of data and the AVP – Equity and Inclusion. The document is expected to be finalized in the 2021-2022 year.
- The MRB Chairs participated in initial meetings with MIRI to discuss capacity building on MREB (reviewers, staff, and Chairs) for review of ethical issues with respect to research with Indigenous communities and individuals. With the appointment of the new MIRI Director, Dr. Tracy Bear, the MREB Chairs plan to continue the discussion and determine steps MREB can take on this initiative.
- This past year the MREB Chair consulted resources and attended conference sessions on racism in research in preparation to lead MREB in developing guidance for researchers in this area as it relates to research ethics. The MREB Chairs met with the Equity and Inclusion Office for a consultation on building diversity on the Board.

Goals and Objectives for the Coming Year (July 1, 2021 – June 30, 2022)

- Given the increase in volume of applications and the resultant increase in requests for consultations and queries from researchers, the MREB and MREB Secretariat will explore whether increases to MREB Secretariat staffing and/or an additional MREB Vice-Chair is required. If so, a proposal will be submitted to the OVPR for consideration.
- Finalize the guidance document for collection of sensitive data around race/ethnicity, gender, and sexuality (e.g., inclusive questions on surveys).
- Connect with MIRI to re-establish discussions on ethics review of research with Indigenous communities and individuals.

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Statistical Overview of Protocols Received in 2020-2021 (July 1, 2020 – June 30, 2021)

Table 1: Number of New Applications and Amendments Received by MREB and SRECs by MREB Reporting Year

Year	MREB	SREC	Total	Amendments	Total Including Amendments
2008-09	186	78	264	60	324
2009-10	215	91	306	73	379
2010-11	216	89	305	76	381
2011-12	214	61	275	99	374
2012-13	242	106	348	102	450
2013-14	235	81	316	143	459
2014-15	267	72	339	114	453
2015-16	244	63	307	106	413
2016-17	273	59	332	123	455
2017-18	251	63	314	153	467
2018-19	259	32	291	156	447
2019-20	298	49	347	188	535
2020-21	323	56	379	230	609

*Total full applications include standard, course-based, external and conditional release of funds.

June 30, 2021

Table 2: Number of New Applications Received by MREB and SRECs by Month

Month	MREB	SREC	Total
Jul-20	28	2	30
Aug-20	32	3	35
Sept-20	22	1	23
Oct-20	20	7	27
Nov-20	23	8	31
Dec-20	20	10	30
Jan-21	27	8	35
Feb-21	27	3	30
Mar-21	28	4	32
Apr-21	29	4	33
May-21	37	4	41
Jun-21	30	2	32
Total	323	56	379

***New applications include standard, course-based, external and conditional release of funds.**

June 30, 2021

Table 3: Application Types Submitted in the MacREM System by Month

Month	Standard	Amend	PoR	FIO	Con	Course	Ext	Reportable	Total
Jul-20	25	18	1	15	4	0	1	1	65
Aug-20	26	24	4	10	7	0	2	0	73
Sept-20	17	16	0	15	3	1	2	1	55
Oct-20	18	19	7	13	3	3	3	0	66
Nov-20	26	16	1	21	2	0	3	3	72
Dec-20	24	16	1	12	3	3	0	3	62
Jan-21	25	24	2	14	5	4	1	1	76
Feb-21	24	21	1	19	3	0	3	0	71
Mar-21	26	20	2	25	4	0	2	3	82
Apr-21	22	21	5	15	9	0	2	0	74
May-21	31	16	4	15	5	0	5	0	76
Jun-21	22	19	5	21	5	0	5	2	79
Total	286	230	33	195	53	11	29	14	851

Standard: New standard MREB application

Amend: Amendment form to an approved application

POR: Program of research – individual study form

FIO: For information only form

Con: Conditional release of funds application

Course: Course-based research application

Ext: Application for a project with external REB clearance

Reportable: Reportable event form (adverse event, protocol deviation, data breach, complaint)

June 30, 2021

Table 4: Number of New Applications Received by MREB and SRECs by Faculty/School

Faculty	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Administration	17	11	20	11	1	1
Arts & Science	11	11	9	3	4	2
Business	24	37	31	24	39	48
Divinity College	3	4	5	2	4	6
Engineering	3	14	13	15	21	20
External	5	6	4	10	5	11
Health Sciences	0	1	1	1	6	7
Humanities	45	40	37	37	57	66
MacPherson					3	5
Science	59	70	58	62	88	94
Social Science	77	78	73	94	119	119
Total	244	272	251	259	347	379

*New applications include standard, course-based, external and conditional release of funds. The faculty (or other source) designation is based on the affiliation of the Principal Investigator (or the Faculty Supervisor in the case of student research). The inclusion of data on the SRECs starts with 2019-2020, previous years in the table are for MREB only.

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Table 5: Number of New Applications Received by MREB and SRECs by Level of Project

Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Faculty	115	133	119	99	121	172
Post-Doc	6	6	6	22	41	35
PhD	36	39	35	54	57	88
Grad Course				6	16	12
D. Min.	1	0	2	0	2	3
MRP	18	23	20	22	26	27
Masters Thesis	36	42	34	48	40	39
Undergraduate	20	20	21	45	87	96
Administration	11	8	12	11	13	15
Other	1	2	2	6	12	4
ISSOTL					1	0
Capstone					2	5
MacPherson-SPP					5	1
Total	244	273	251	313	423	497

*New applications include standard, course-based, external and conditional release of funds. The data for 2018-2019 and forward include all the checkboxes for Level of Project selected (in the new MacREM form), which is why the total numbers are greater than previous old system numbers (which only counted one level of project from a drop-down list). For example, a project that indicates both Faculty and PhD thesis for level of project is counted for both categories. The inclusion of data on the SRECs starts with 2019-2020, previous years in the table are for MREB only (as seen by the large number in the undergraduate category for 2019-2020).



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**REPORT TO SENATE
from
GRADUATE COUNCIL**

For Approval

I. Faculty of Humanities (attachment)

At its meeting on February 22nd, Graduate Council approved, for recommendation to Senate, the elimination of the thesis option of the English M.A.

It is now recommended,

that Senate approve the revision, for inclusion in the 2022-2023 *Graduate Calendar*, as recommended by the Faculty of Humanities and set out in the attached.

For Information

II. Faculty of Humanities

At the same meeting Graduate Council also approved the following changes:

- a change to course requirements to include an additional required course for the M.A. in English;
- a change to the M.A. in Communication and New Media replacing the requirement for one core course with an additional elective instead;
- a change to the calendar copy for the Ph.D. in Communication, New Media and Cultural Studies revising timelines and changing the role of a departmental committee as it related to the long proposal;
- a change to the calendar copy for the Ph.D. in French to update the number of pages required for a thesis proposal;
- a change to the program requirements for the Ph.D. in Philosophy related to coursework area/breadth requirements for students, to better reflect the value of interdisciplinary expertise.

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



SCHOOL OF GRADUATE STUDIES

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

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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

DEPARTMENT		English & Cultural Studies		
NAME OF PROGRAM and PLAN		English Master's Program		
DEGREE	ENGLCRMA			
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)				
Is this change a result of an IQAP review? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
CREATION OF NEW MILESTONE <input type="checkbox"/>				
CHANGE IN ADMISSION REQUIREMENTS		<input type="checkbox"/>	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE	<input type="checkbox"/>
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		<input checked="" type="checkbox"/>	CHANGE IN COURSE REQUIREMENTS	<input checked="" type="checkbox"/>
OTHER CHANGES		<input type="checkbox"/>	EXPLAIN: Elimination of the MA thesis option; addition of a required core course.	

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Program Options (from the graduate calendar)

A candidate for the M.A. in English has two program options: (1) course work only, or (2) course work and a thesis. Candidates enrolled in the first option will complete seven one-term graduate courses or their equivalent, three courses in each of the fall and winter terms and one course in the summer term, with grades of at least B- in each. Candidates enrolled in the second option will take four one-term graduate courses or their equivalent over the fall and winter terms, with grades of at least B- in each, write a satisfactory thesis of between 18,750 and 25,000 words (75-100 pages), and successfully defend the thesis in an oral examination, which will normally take place in August or early September.

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

We propose to eliminate the MA thesis option. On average only 1 student per year has enrolled in this option over the last three years, and they find it difficult to complete the thesis without a cohort to draw on for peer support. Over the last 5 years, several students have been unable to complete the thesis in the one-year timeframe, leading to re-enrollment for an extra semester or more.

We also propose the adoption of a new 3-unit, required core course which will run across the Winter and Spring/Summer terms (Part I in Winter, Part II in Spring/Summer). The new core course will require completion of an independent research or creative project in Spring/Summer, and will be assessed pass/fail by the course instructor.

RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

Responds to IQAP recommendation that we streamline the English MA and create more opportunities for the cohort to come together (hence the new core course). Will also allow us to eliminate the need to offer 2 graduate seminars in spring/summer term, which are increasingly difficult to staff.

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

September 2022

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

The public-facing Humanities focus of the core course responds to changes happening in the discipline of English/Literary Studies more broadly.

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):

Program Options

A candidate for the M.A. in English will complete seven one-term graduate courses or their equivalent, three courses in each of the fall and winter terms and one required core course that extends across the winter and spring/summer terms, with grades of at least B- in each. The core course requires students to complete an independent project in the spring/summer, which will be assessed on a pass/fail basis by the course instructor.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Amber Dean Email: deanamb@mcmaster.ca Extension: Date submitted: Nov. 8, 2021

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

SGS/2013

REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I Establishment of Certificates & Diploma Programs

At its March 1, 2022 meeting, the Undergraduate Council approved one new concurrent certificate. Further details are included within the circulated material.

a. Concurrent Certificate in Critical Curatorial Studies (CCS)

It is now recommended,

that Senate approve the establishment of the Concurrent Certificate in Critical Curatorial Studies (CCS), as set out in the attached.

II Revisions to Existing Certificates & Diploma Programs

At the same meeting, the Undergraduate Council approved revisions to existing certificates and diploma programs.

- a. Revisions to the Business Administration Program (BUS)**
- b. Revisions to the Concurrent Certificate for Applied Ethics and Policy (CAEP)**
- c. Revisions to the Concurrent Certificate in Leadership & Cross-Cultural Literacy**
- d. Revisions to the Concurrent Certificate in Professional French**
- e. Revisions to the Concurrent Certificate in Business Technology Management**

It is now recommended,

that Senate approve revisions to the *Business Administration Program*, as set out in the attached

It is now recommended,

that Senate approve revisions to the Concurrent Certificates in *Applied Ethics and Policy (CAEP)*, in *Leadership & Cross-Cultural Literacy*, in *Professional French*, and in *Business Technology Management*, as set out in the attached.

III Curriculum Revisions for Inclusion in the 2022-2023 Undergraduate Calendar

At the same meeting on March 1, 2022, Undergraduate Council approved, for recommendation to Senate, major curriculum revisions from the **Faculty of Health Sciences**, for inclusion in the 2022-2023 Undergraduate Calendar. Further details of this report are contained within the circulated materials.

It is now recommended,

that Senate approve curriculum revisions to change the *Health, Engineering Science and Entrepreneurship (HESE) Specialization* and *Health, Engineering Science and Entrepreneurship (HESE) Specialization Co-Op*, from five-year programs to four-year programs, effective September 2022, for inclusion in the 2022-2023 Undergraduate Calendar, and as set out in the attached.

It is now recommended,

that Senate approve revisions to admissions requirements for applicants currently or previously registered in a Canadian or US Medical School in the Undergraduate MD Program, for inclusion in the 2022-2023 Undergraduate Calendar, and as set out in the attached.

It is now recommended,

that Senate approve revisions to the updated Admission Procedures and Requirements to the Midwifery Education Program, and as set out in the attached.

It is now recommended,

that Senate approve the Black Equity Stream (BES) for the Undergraduate Medical Education Program, for inclusion in the 2022-2023 Undergraduate Calendar, and as set out in the attached.

FOR INFORMATION

IV Sessional Dates for the 2022-2023 Academic Year

At the meeting held on March 1, 2022, Undergraduate Council approved the Sessional Dates for the 2022-2023 Academic Year. The University will observe the National Day for Truth and Reconciliation on September 30th, and no classes will occur on this day.

V Terms of Award

At the same meeting, the Undergraduate Council received for approval: a) three new awards, b) three proposed new bursaries c) three changes to award terms and d) one award removal.

a) New Awards

The Enbridge BlackNorth Diversity Entrance Scholarship
The Allan Fang and Alanna Jin Academic Grant
The Wei-Kao Lu Scholarship in Iron and Steelmaking

b) Proposed New Bursaries

The Michael and Lora Beattie Bursary
The ElKott Family Bursary
The Daniel F. Phelan Bursary

c) Changes to Award Terms

The Excellence in Midwifery Student Leadership Scholarship
The Graham Todd Memorial Entrance Scholarship
The Frederick G. Black and Gwendolyn J. Atkinson MD Bursary

d) Award Removal

The Olga Cwiek and Bill Wilkerson Bursary

VI Curriculum Revisions for Inclusion in the 2022 – 2023 Undergraduate Calendar.

At the same meeting, the Undergraduate Council reviewed for approval, minor curriculum changes and addenda from the following Faculties:

- a) Faculty of Business
- b) Faculty of Engineering
- c) Faculty of Health Sciences
- d) Faculty of Humanities

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

**Senate: FOR APPROVAL/INFORMATION
March 9, 2022**

Proposal for Concurrent Certificate in Critical Curatorial Studies (CCCS)

School of the Arts McMaster
Stephanie Springgay, Director
springgs@mcmaster.ca

McMaster Museum of Art
Carol Podedworny, Director and Chief Curator
podedwo@mcmaster.ca

Art Gallery of Hamilton
Tobi Bruce, Director, Exhibitions and Collections & Senior Curator
Tobi@artgalleryofhamilton.com

Rationale

The proposed concurrent certificate in curatorial studies responds to a number of issues, namely i) student demand, ii) the growth and sustainability of collaborations between the School of the Arts (SOTA), the Faculty of Humanities, and the Hamilton Arts sector, iii) pathways to future employment, and iv) the pending establishment of a curator in residence in SOTA.

SOTA currently offers two experiential courses that include field work in the McMaster Museum of Art and the Art Gallery of Hamilton. SOTA has strong ties with Centre 3 and the Hamilton Artist Inc where our 4th year students are included in an annual juried exhibition. Students have expressed strong interest in such experiential courses as a means to expand their art knowledge as well as deep expertise in arts administration. The proposed certificate, to be taught with input from these Hamilton arts spaces will further foster and strengthen McMaster's ties to the arts community, while simultaneously connecting students through hands-on problem-based learning to those working in the arts. The potential for career pathways is important for students and the proposed certificate will provide them with fieldwork experiences and connections. Additionally, SOTA is in the process of developing a curator-in-residence program which will bring an early career curator to work collaboratively through the certificate program with students and faculty in realizing a community-based exhibition.

As the SOTA pivots to its new iArts program that centers interdisciplinarity grounded in equity, anti-oppression and decolonization this is an important moment to develop a certificate with the Art Museum, Art Gallery and Arts sector at a time when the arts are forging unique contributions to social justice education. The proposed certificate will offer iArts students along with those in other disciplines (eg. Classics, History, English and Cultural studies, Gender & Social Justice) an opportunity to pursue a specific focus on critical curatorial practices in the arts, and leading scholarship and practices in de-centering, un-learning, and de-colonization arts institutions and spaces. The certificate is the next step in accomplishing these aims.

The proposed certificate would see one of the existing SOTA museum courses revised and redesigned with a focus on critical analysis and practices related to anti-oppression and decolonization and the role of cultural institutions in fostering settler and Indigenous relations. A mandatory capstone course would offer a distinctive opportunity to work directly in and with the arts institutions and to realize curatorial programs. The additional six units would be composed from a list of existing iArts and Humanities courses.

Brief Description

The Certificate in Curatorial Studies aims to broaden students' understandings of and provide training and mentoring in critical approaches to contemporary curatorial studies in the arts through a partnership with the School of the Arts, the McMaster Museum of Art, and the Art Gallery of Hamilton. The certificate will leverage the scale and strength of the Hamilton arts community to offer experiential, practical, and strategic learning initiatives. The certificate fills a critical need for students to learn about and gain professional knowledge for the pursuit of graduate studies, professional programs, and employment opportunities in the fields of in museum and gallery curating, museum education, and community and cultural arts administration. A key objective of the certificate is to help students develop skills and deeper understandings and knowledge of anti-oppressive, decoloniality, and transformative frameworks through course work including a final capstone course that includes experiential learning in the field.

Centering transformative and re-distributive justice, the certificate in curatorial studies will consider the unmaking and remaking of art institutions and critically examine the role of curators in the future of art institutions.

The certificate in Curatorial Studies is designed for students across a range of disciplines in Humanities including but not limited to: iArts, Gender & Social Justice, Global Peace and Social Justice, English & Cultural Studies, History, Classics, Communications Studies, Media Arts, and Philosophy.

PLOs and Objectives:

1. Introduce students to the history of modern museums as a jumping off point for critical analysis.
2. Familiarize students with the function and role of curators in galleries, museums, artist-run-centres and community arts organizations.
3. Prepare students for the future of curatorial work through critical analysis of the shifting role of curators within arts institutions.
4. Foster opportunities for student engagement with the Hamilton arts sector.
5. Apply and demonstrate critical understandings of curatorial practices through experiential learning opportunities
6. Analyze anti-racism and decoloniality in relation to institutional practices.

Certificate Overview and New Course Offerings

The certificate is 15 units. One of the first-year iARTS Perspectives courses is required. A 3-unit introductory course in level 2 will be required. A 6-unit capstone course in level 4 will be required. 3 units will be selected from an interdisciplinary list.

IARTS 2CP3 - Introduction to Critical Curatorial Perspectives

3 unit(s)

An introduction to the theory, practice, and ethics of curating in galleries, museums, artist run centres and community arts organizations. Emphasis will be on anti-racist, decoloniality, and anti-oppressive practices, ethics, and contexts. Students will learn specialized knowledge, resources, and methodologies and examine professional and academic responsibilities within curatorial work. Some foundational scholarship on the history of modern museums will be introduced to ground the critical analysis and applications.

Prerequisite(s): One of IARTS 1PA3 or 1PB3
3 hour lecture. Cap 50

IARTS 4CS6 A/B - Capstone Course in Critical Curatorial Studies
6 unit(s)

This course focuses in greater detail on curatorial practices and the shifting role of the curator within today's art institutions. Students will delve into the work of selected artists, curators, and art institutions with an emphasis on the conceptual and philosophical underpinnings of their projects. The experiential component will lead to a professionally curated exhibition and/or community-based curatorial project supported by SOTA faculty and the McMaster Museum of Art and the Art Gallery of Hamilton.

This course is intended for students completing the Concurrent Certificate in Critical Curatorial Studies.

Prerequisite(s): IARTS 2CP3 and registration in level III or above
First offered in 2023/2024

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses.

Requirements

15 units total

3 units

IARTS 1PA3 Perspectives A: Arts in Society; Social Constructions of Class, Race and Gender
IARTS 1PB3 Perspectives B: Arts in Society; Technology and the Environment

3 units

IARTS 2CP3 - Introduction to Critical Curatorial Perspectives

3 units

From

- Any Level II or above course in Art, Art History or Theatre & Film, or
- IARTS 1HA3 Introduction to Histories of the Arts
- IARTS 1PA3 Perspectives A: Arts in Society; Social Constructions of Class, Race and Gender (*if not previously taken*)
- IARTS 1PB3 Perspectives B: Arts in Society; Technology and the Environment (*if not previously taken*)
- ENGLISH 2KA3 - Indigenous Futurisms and Wonderworks
- ENGLISH 2M03 - Concepts of Culture
- ENGLISH 2P03 - Modernity, Postmodernity, Visuality
- ENGLISH 2Z03 - Nature, Literature, Culture: Introduction to the Environmental Humanities
- ENGLISH 3GG3 - Theories of Decolonization and Resistance
- GENDRST 1A03 - Gender, Race, Culture, Power

- GENDRST 1AA3 - Women Transforming the World
- GENDRST 3BB3 - Gender and Visual Culture
- GENDRST 3RR3 - 'Crippling' Performance: Deaf, Mad and Disabled Performance in Canada
- HISTORY 2PP3 - Making History
- HISTORY 2V03 - Re-Making History
- MEDIAART 1A03 - Media Arts
- PHILOS 2H03 - Aesthetics

6 units

IARTS 4CS6 A/B - Capstone Course in Critical Curatorial Studies



Certificate & Diploma Committee - Course Cancellation

for hours

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration (BUS)
Name of Representative:	Michael Andich
Nature of Submission:	Course Cancellation/Removal
Effective Date:	02/05/2022
Submission Date:	15/02/2022
Course Details (complete all fields):	
Course Title: BUS 816 Operational Management Techniques	
Course Description: Study operations management, including forecasting, capacity planning, inventory control, project management, transportation cost analysis, equality control and problem-solving techniques	
Course Title: PUB 111 Building Social Media Relationships	
Course Description: Explore the theoretical aspects and practical applications of social media tools, including blogs, wikis and social media websites (i.e., Facebook and YouTube) to engage new audiences and build relationships.	
Course Title: PUB 113 Social Media Research & Techniques	
Course Description: Apply social media knowledge to public relations practice by conducting research, campaigns and engaging communities. Study current business cases to explore best practices.	
<p>Rationale for Cancellation:</p> <p>All three courses have experienced consistently low enrolments dating back up to 5 years. BUS 816 was last offered in the Fall 2018 and has not scheduled again.</p> <p>Both PUB 111 and 113 are the only remaining courses from the closed Public Relations program and are showing datedness in terms of their focus (on public relations), content (wikis, Facebook), examples used, etc.</p>	

Certificate & Diploma Committee - Course Cancellation

Course Unit Value: 3 units

Insert Faculty Statement of Support.

Attach the Faculty's letter of support (either Associate Dean, or the Faculty advisor) to this form.
All documentation must be included in one file.

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration (BUS)
Name of Representative:	Michael Andich
Nature of Submission:	New courses
Effective Date:	02/05/2022
Submission Date:	15/02/2022
New Course Details (complete all fields):	
Course Title: Foundations of Intercultural Competency	
<p>Course Description:</p> <p>This course is designed to establish a foundation of how intercultural competency is defined, and its importance in the development of inclusive, creative, and effective organizations. By exploring informing concepts and terminology associated with culture, unconscious bias, and systemic barriers, students will discover how they impact and influence personal and professional communities. The course will enable students to develop their capacity for self-reflection through building awareness and understanding of cultural norms and values and how these are reflected in their interactions with people within the workplace, organizations, and society in general.</p> <p>Note: This course already exists as part of Continuing Education's Certificate of Professional Learning in Intercultural Competency. The course code is ICL 101.</p>	
Course Title: Managing the Workforce of the Future	
<p>Course Description:</p> <p>For students who aspire to a management role, this course will prepare them for the radically different world of work brought upon as a result of many social, cultural, generational, and technological changes as well as those related to the post-pandemic world. Whether it's the challenge of leading a multi-generational and distributed/ remote workforce, adapting to constantly changing technologies or responding to economic, financial, political, social or environmental shifts, the manager of the future will have to have the knowledge and skills to be</p>	

Certificate & Diploma Committee - New Course Approval

nimble, adaptable and responsive. A cross-disciplinary approach will pull in the latest thinking from Management, HR, Marketing, Finance, Technology and other sectors and will highlight notable trends across business such as the digitally-enabled organization, humanizing the workplace, sustainability, employee engagement/retention, learning agility and others current and emerging trends.

Course Title: **Making Decisions, Managing Risk**

Course Description:

One of the great challenges in business today is the need to make informed decisions while simultaneously mitigating the risks inherent in responding quickly to changing conditions and driving growth in increasingly competitive markets, whether locally or globally. This course addresses risk management beyond the traditional, narrow insurance focus. Risk is inherent in every decision we make, so understanding why and how we perceive risk is critical. Furthermore, putting the risk in context, recognizing the cognitive biases we have, recognizing the barriers that hinder progress and understanding the financial and other implications can make the decision-making process more objective, fact-based and less mysterious. Students will explore a number of methods and techniques such as critical thinking, risk/benefit analysis, and heuristics to inform their decision-making, bolster their confidence and increase their effectiveness as managers or leaders.

Course Delivery: Outline the format of the course (i.e. in-class, online, blended)

All three courses may be delivered as in-person, virtual classroom, and online formats or as a combination (blended, hybrid). All courses will include instructor lectures, presentations, group discussions, and practical application activities.

Method of Evaluation: Describe the evaluation methods for the course, and provide a percentage breakdown (if applicable).

Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, 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 Unit Value: 3 units

List Course Pre-requisites (if applicable): n/a

Cross-listed courses (if applicable): n/a

Certificate & Diploma Committee - New Course Approval

Rationale: (outline the rationale for the course addition)

All three new courses are in response to a July 2020 **Business Administration Program Review** which recommended the replacement of dated or poor performing elective courses in favour of more topical courses. Many suggestions were made to refresh the mix of electives offered in the program, and these courses were found to be of broad appeal to a wide range of business students regardless of the focus of their studies, career trajectory, or future plans. All three of the proposed new courses address issues that appear 'in the news' almost daily and will continue to be salient for the foreseeable future given the effects of COVID on the world, the pace of change in the business world, the impact of disruptive technology, generational shifts in the workforce, climate change and other issues facing the modern manager.

Continuing Education Academic Program Submission – For Approval

Department & Program Information	
Program Name:	Business Administration with a Concentration in Data Analytics
Academic Credential:	Diploma
Name of Representative:	Michael Andich
Effective Date:	2022-09-01
Date of Submission:	2022-02-15
Academic Merit:	
Program Overview:	<p>The Business Administration Diploma with a Concentration in Data Analytics will provide students with a solid foundational knowledge plus practical management insights and skills for the burgeoning field of Data Analytics.</p> <p>Data has been called the ‘new capital’ by consulting giant Accenture-and deemed more critical to the future success of organizations than almost any other factor - resulting in a greater than 30% average growth rate for data-enabled businesses.</p> <p>The 3 Data Analytics courses in this concentration will train students to collect, analyze, interpret and share data which will equip them to design, plan, present, report and deliver data-driven solutions. The third course in the concentration focuses on AI largely on a conceptual basis.</p> <p>Importantly, it is recommended that students with no or limited experience with statistics complete a course focused on statistics for data analysis before starting the concentration.</p> <p>To supplement the theory, skills and tools common to the discipline, current technologies and practices such as Business Intelligence and Data Visualization and emerging ones like Artificial Intelligence will be explored to ensure that program content is thorough and relevant.</p> <p>Students will complete 5 core courses from the Business Administration program and 3 courses from the Data Analytics program.</p>
Learning Objectives:	Upon completion of the program, students will: Business Administration (Core courses):

	<ul style="list-style-type: none"> • Demonstrate awareness of organizational structure and the interconnections between the functions of accounting, marketing and communication • Understand the skills, attitudes and behaviours required to work with people and develop personal management skills • Use effective business communication • Recognize the impact of current political and economic environments on business • Contribute to the research, analysis and evaluation of information within an organization • Propose creative and critical solutions that align with business <p>Data Analytics (Concentration courses):</p> <ul style="list-style-type: none"> • Collect, analyze, interpret, and share data • Identify relationships in data • Demonstrate fundamental skills for using information visualization techniques and tools • Define the principles and potential uses of artificial intelligence in various industries • Employ data models in business intelligence and data analysis case studies <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to standard professional roles within the health and wellness industry • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills
Meeting Learning Objectives:	The program will use a series of courses to achieve the stated program objectives. Individual course objectives are 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:	<p>The program will not require an application for admission. The following statement for recommended program requirements will be posted to MCE's website:</p> <p>In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education 2) Be comfortable using word processing software, spreadsheets, and web browsing tools 3) 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
Program Pre-requisites (if applicable):	<p>Students should have fundamental statistical knowledge either through education or work experience before enrolling in DAT 103 and DAT 104. It is recommended that students with no, or limited, experience with statistics, complete DAT 101 Statistics for Data Analysis before registering in DAT 103 and/or DAT 104.</p> <p>Students will be required to have the necessary computer, software programs and access to the internet to complete all courses.</p>
Program Completion Requirements:	To qualify for a Diploma in Business Administration with a Concentration in Data Analytics, students must complete 8 courses, 24 units, of study.
Program Delivery Format:	Program courses will be delivered in an in-person, virtual classroom or online format, or combination. All courses will include instructor lectures, presentations, group discussions, and practical application activities.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, 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 <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , 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:	<p>As per the current policies for the Business Administration diploma, students may transfer up to two courses (6 units) to the program. Approved course transfers are based on the following requirements:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> a final grade of “C-” or better to be eligible <p>Students who completed MCE’s business administration diploma (general or other concentrations) may not apply those courses to this diploma program. These students will be directed to enrol in the Data Analytics Certificate or Certificate of Professional Learning programs. Students who completed MCE’s business administration certificate program may apply the five core courses to this diploma and proceed to complete the Data Analytics concentration courses.</p>
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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 Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.

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 course 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

Course Name	Required/Elective	Unit Value	Term
BUS 825 Business Foundations	Required	3.0	Fall 2022

Business Administration Foundations explores the functional areas of management including finance, human resources, marketing, operations and general management. It provides context for students to understand the themes of change, international business, ethics and social responsibility, small business growth, information and communication technology, and quality to understand contemporary Canadian business practices and processes.

BUS 850 Business Communications	Required	3.0	Fall 2022
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Course Description: Canada’s business environment requires that business people communicate effectively, persuasively and ethically in written, verbal and interpersonal communications. During this course, students will learn how to plan, write and review a variety of business communications vehicles from presentations to letters to informational reports and business proposals. Using a combination of teaching methods – lectures, discussion, small group, in-class writing and editing projects, and in-class tutorials, this course will help develop participants’ critical thinking and

analysis, research, writing, editing and presentation skills. Special emphasis will be placed on developing appropriate business language skills (spelling, grammar, punctuation, voice and tone).			
BUS 860 Foundations of Business Finance	Required	3.0	Fall 2022
Course Description: An understanding of financial literacy is essential to anyone who is tasked with reviewing or analyzing financial data to make business decisions. This practical course covers the basic concepts and applications in financial accounting, managerial accounting and managerial finance, and it is geared toward people whose primary responsibility is managerial in nature (non-financial). The interpretation of financial information rather than the steps to generate it will guide the students' learning.			
MKT 819 Introduction to Marketing	Required	3.0	Fall 2022
Course Description: Marketing impacts every aspect of our lives. Where we shop, how we eat, what we drive and even where we live, can be influenced by marketing. Introduction to Marketing is a survey course that introduces learners to the basic concepts of marketing, viewed within a corporate framework. During the course, we study the modern marketplace and discuss the impact of the environmental factors that shape marketing and influence the type of products that companies market. Topics include the development of new products, identifying market segments and targeting consumer groups, pricing strategies, brand equity, distribution channel and promotional activities.			
HRM 821 Organizational Behaviour	Required	3.0	Fall 2022
Course Description: This course provides an overview of human behaviour in the workplace and its influence on organizational effectiveness. Topics include personality, perception, motivation, decision-making, team dynamics, communication, organizational politics, conflict, leadership, organizational design, and change.			
DAT 101 Statistics for Data Analysis	Elective	3.0	Fall 2022
This course introduces descriptive statistics, basic inferential statistics, linear regression, and probability concepts and calculations. Practical application activities in the course focus on how statistical methods are used in the analysis of data. Common statistical and programming tools will be introduced and employed in order to demonstrate how significant and insightful information is collected, used, and applied to problem-solving processes. This course is designed for individuals with no, or limited, study in Statistics.			
DAT 103 Business Intelligence & Data Analytics	Required	3.0	Fall 2022
Course description: Learn to apply data analytics skills to the area of business intelligence (BI). Focus is placed on the components of the business intelligence project lifecycle such as project planning, BI tool selection, data modeling, ETL design, BI application design and deployment and reporting. This course is designed for individuals interested in BI practices and analysis without a detailed focus on statistical analysis and computer programming. Pre-requisite: Completion of DAT 101 Statistics for Data Analysis for students with no, or limited, experience with statistics.			
DAT 104 Data Analysis and Visualization	Required	3.0	Fall 2022
Course description: This course will examine the exploration of data to discover meaningful information to solve problems. The course will present the analytics life cycle in the context of			

planning to solve a business problem. Emphasis will be placed on framing the problem, proposing an analytics solution, communicating with stakeholders, and establishing an analytics-focused project plan. Common data visualization tools and techniques will be explored and used as students learn best practices for the presentation and communication of analytical solutions and insights.

Pre-requisite: Completion of DAT 101 Statistics for Data Analysis for students with no, or limited, experience with statistics.

DAT 105 Artificial Intelligence (AI) for Business: An Introduction	Required	3.0	Fall 2022
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Course description: This course presents the principles of artificial intelligence (AI) through an exploration of its history, capabilities, technologies, framework, and its future. AI applications in various industries will be reviewed through some case examples. Current trends in AI will be discussed and students will be encouraged to consider the potential of AI to solve complex problems. This course will help students to understand the implications of AI for business strategy, as well as the economic and societal issues it raises.

DATE: February-3-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business

RE: Proposal for Business Administration Program Revisions and Creation of Business Administration with a Concentration in Data Analytics Program for McMaster Continuing Education (MCE)

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

- course removals from Business Administration Diploma
- new course additions to Business Administration Diploma, and
- new program proposal for Business Administration with a Concentration in Data Analytics.

I have determined that these proposed actions meet all criteria set out by Undergraduate Council in its guidelines for Certificates and Diplomas and am pleased to endorse this submission with the support of the DeGroote School of Business.

At my request, this program proposal was reviewed by Dr. Manish Verma. He concluded that the objectives of the proposed program revisions and new program are viable. The new courses for the Business Administration program will continue to fulfil the stated objectives of the current program. The new data analytics concentration aligns with MCE's current business administration programming, and this program will meet Undergraduate Council's criteria for the designation of "Diploma".

The DeGroote School of Business is pleased to support these quality programs offered by MCE to meet the needs of people seeking employment and skill development within the business sector. We support these programs as the academic affiliate, providing both initial submission review and overview of ongoing curriculum issues. Additionally, we have provided MCE with guidelines for their students wishing to use advanced standing rules upon entry to our degree programs with credit from completion of these programs.

Sincerely,



Susan McCracken | Associate Dean (Academic), PhD, FCPA, FCA
Professor in Accounting
DeGroote School of Business | McMaster University
1280 Main Street West, Hamilton Ontario L8S 4M4
905.525.9140 ext. 23993 | smccrac@mcmaster.ca

REVISION TO EXISTING CONCURRENT CERTIFICATES:

1. Concurrent Certificate for Applied Ethics and Policy (CAEP)

Concurrent Certificate for Applied Ethics and Policy (CAEP)

Department of Philosophy

University Hall, Room 310, ext. 24275

<http://philos.humanities.mcmaster.ca/>

The Certificate for Applied Ethics and Policy (CAEP) is designed to prepare undergraduate students from Health Sciences, Engineering, Business, Humanities, Science, and Social Sciences to work together on teams to identify and resolve the ethical, institutional, and policy challenges posed by novel technologies that are highly promising but also potentially disruptive. The Certificate will recognize students for having gained skills in ethics and critical reasoning, the development of policy recommendations, working within multi-disciplinary teams, and engaging with relevant stakeholders.

Certificate Requirements

Any student in an undergraduate program at McMaster may declare the certificate at the time of graduation and upon satisfaction of each of the following requirements:

1. The student must be accepted by the Certificate for Applied Ethics and Policy Committee (the CAEP Selection Committee). The CAEP Selection Committee will consider supplemental applications soon after the end of Winter term of each academic year, but only from students who are enrolled in an undergraduate program at McMaster University and who have completed **one of PHILOS 2D03 or 2Y03 and either (or both) PHILOS 2S03 or PHILOS 2G03**. The CAEP Selection Committee's selections will be made on the basis of the student's cumulative grades and answers to the supplemental application questions.
2. The student must complete 15 units in accordance with the following requirements.
3. Students who entered CAEP prior to Fall 2022 may continue to proceed with requirements as listed in the year of their entry into the certificate. Students are advised to consult the **2021/2022 Undergraduate Calendar** for these earlier requirements.

Notes

1. Students accepted and enrolled in the Justice, Political Philosophy, and Law Honours BA Program are not eligible to apply for the Certificate.
2. Any student seeking a Philosophy Honours BA may satisfy no more than 2 courses (6 units) of the Philosophy Honours BA Program requirements with courses that the student has also designated as counting toward the satisfaction of the Certificate's requirements.
3. Students who declare the certificate are precluded from declaring a philosophy minor.
4. Transfer credits will not be accepted in lieu of PHILOS 4V03. Students accepted into the certificate program are free to request transfer credit in lieu of any other certificate course requirement. The student may submit such a request to the Selection Committee (via philadm@mcmaster.ca) at any time.
5. Note that selection by the selection committee is distinct from the successful declaration of the certificate, and a student's selection does not imply that the candidate has satisfied all certificate requirements. It is the student's responsibility to make sure that at the time of graduation, all requirements of the certificate as enumerated above have been fulfilled.
6. Integrated Business and Humanities students may substitute IBH 2BD3 for PHILOS 2D03.

Requirements

15 units total

3 units

from

- PHILOS 2D03 - Bioethics
- PHILOS 2Y03 - Ethics

3 units

From

- PHILOS 2D03 – Bioethics *(If not previously completed)*
- PHILOS 2YY3 – Ethics *(If not previously completed)*
- PHILOS 2G03 - Social and Political Issues
- PHILOS 2S03 - History of Political Philosophy
- PHILOS 2N03 - Business Ethics
- PHILOS 2TT3 - Ethical Issues in Communication

3 units
from

- ~~PHILOS 2N03 – Business Ethics~~
- ~~PHILOS 2TT3 – Ethical Issues in Communication~~
- PHILOS 3C03 - Advanced Bioethics
- PHILOS 3CC3 - Advanced Ethics
- PHILOS 3GH3 - Global Health Ethics

3 units
from

- PHILOS 3I03 - Philosophy and Feminism
- PHILOS 3L03 - Environmental Philosophy
- PHILOS 3N03 - Political Philosophy
- PHILOS 3Q03 - Philosophy of Law
- PHILOS 3T03 – Philosophy and Race

3 units

- PHILOS 4V03 - Multidisciplinary Workshop in Applied Ethics and Policy

Rationale: Reduction of admission course requirements to one of 2D03 or 2YY3 to decrease barriers to admission. Addition of course PHILOS 3T03 - Philosophy and Race to the list of options, to include material on issues of ethics and race as they relate to structural injustice. Restructuring of requirement lists to streamline and simplify certificate requirements.

2. Concurrent Certificate in Leadership & Cross-Cultural Literacy

Concurrent Certificate in Leadership, Equity & Social Change & Cross-Cultural Literacy

Faculty of Humanities

Chester New Hall, Room 107

<http://www.humanities.mcmaster.ca>

humanities@mcmaster.ca | leader@mcmaster.ca

The Certificate fills a critical need for undergraduate students to learn about and develop professional skills that are highly desirable for the pursuit of graduate studies, professional programs, and employment opportunities, following undergraduate studies. A key objective of the course sequence is to help students develop leadership skills within a rigorous academic framework that balances both theory and practice.

This Certificate provides students with interdisciplinary and experiential learning opportunities that enhance their leadership capabilities through foundational skills development, specialized training, and community service. This includes a rigorous academic framework that balances both theory and practice, and a curriculum that challenges students to think critically about their place in the world and how they can affect change around them. Students also develop professional skills that are highly desirable for the pursuit of graduate studies, professional programs, and gainful employment.

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses.

Notes

1. Courses that are not listed below, such as relevant topics offered through INSPIRE, may be considered for eligibility toward the Concurrent Certificate in Leadership, Equity & Social Change. Students wishing to suggest an alternate course for use toward the 'Diversity, Equity and Social Change' course list requirement, or 'Leadership in Action' requirement, are invited to contact Dr. Alpha Abebe (abebea@mcmaster.ca).
2. Eligible Wilson Leadership Scholars may replace HUMAN 4LC3 - Major Leadership Project Capstone: Theory and Practice with HUMAN 4WL3 A/B - Wilson Leadership Scholar Capstone toward this certificate requirement.
3. Students must be aware that some courses in the Course List have their own disciplinary prerequisite, and it is the responsibility of students completing this certificate to meet other Faculties', departments' and programs' requirements. In addition, some courses in the Course List may be restricted to students from the associated program and may not be open to students from other programs; these courses will be listed as restricted.
4. Students who previously began studies under the **Concurrent Certificate in Leadership & Cross-Cultural Literacy** requirements may continue to complete under this certificate's requirements and should consult the 2020-2021 Undergraduate Calendar for certificate requirements.

Diversity, Equity and Social Change Course List

AADS 3BA3 – Topics in Black, African and African Diaspora Studies
 AADS 3CD3 – Topics in the Black Caribbean and its Diasporas
 ANTHROP 1AB3 - Race, Religion and Social Justice
 ANTHROP 3HH3 - Globalization, Social Justice and Human Rights
 ART 3EA3 - Social Practice and Community-Engaged Art
 CMST 3RR3 - Race, Religion and Media
 CMST 3DJ3 - Digital Justice
 CMST 3PM3 - Public Memory, Media, and African Diaspora Studies
 ENGLISH 1CS3 - Studying Culture: A Critical Introduction
 ENGLISH 1H03 - Words in Place
 ENGLISH 3GG3 - Theories of Decolonization and Resistance
 ENVSOCTY 1HA3 - Society, Culture and Environment
 ENVSOCTY 2TS3 - Society and Space
 GENDRST 1A03 - Gender, Race, Culture, Power
 GENDRST 1AA3 - Women Transforming the World
 GENDRST 2AA3 - Introduction to Feminist Thought
 HISTORY 1EE3 - The Historical Roots of Contemporary Issues
 HISTORY 3CG3 - Canadians in a Global Age: 1914 to the Present
 HISTORY 3N03 - Poverty, Privilege and Protest in Canadian History
 HISTORY 3WW3 - Women in Canada and the US from 1920
 HISTORY 3XX3 - Human Rights in History
 HTHSCI 1RR3 - Introduction to the Social Determinants of Health
 HTHSCI 2T03 - Sex, Gender, & Health
 HTHSCI 3RH3 - Racism and Health
 HUMAN 3CL3 – Community Leadership at McMaster
 HUMAN 4CM3 - Cross-cultural Mentoring and Coaching Practicum
 IARTS 1PA3 - Arts in Society: Social Constructions of Race and Gender
 INDIGST 1A03 - Introduction to Indigenous Studies
 INDIGST 1AA3 - Introduction to Contemporary Indigenous Studies
 INDIGST 1B03 - Reconciling What? Indigenous Relations in Canada
 INDIGST 2G03 - Indigenous Perspectives on Peace and Conflict
 INDIGST 3K03 - Indigenous Human Rights
 INDIGST 3N03 - Indigenous Women: Land, Rights, and Politics
 INTENG 2A03 A/B S - International Engagement at Home

LABRST 2G03 - Labour and Globalization
 LABRST 2J03 - Work and Racism
 LABRST 3E03 - Gender, Sexuality and Work
 LINGUIST 2S03 - Language and Society
 LINGUIST 3DS3 - ASL & Deaf Studies
 MUSIC 2A03 - Music of the World's Cultures
 MUSIC 2CU3 - Music and Culture
 PEACJUST 1A03 - Peace, Justice, Human Rights
 PEACJUST 1VM3 - Voices at Mac: Understanding our World
 PEACJUST 2A03 - Conflict Transformation: Theory and Practice
 PEACJUST 2B03 - Human Rights and Social Justice
 PEACJUST 2C03 - Peace, Justice, and Popular Culture
 PEACJUST 2CS3 - Decolonization and Activism: Creating Social Change
 PEACJUST 2XX3 - Social and Structural Determinants of Health
 PEACJUST 3B03 - Peace-Building and Health Initiatives
 PEACJUST 3C03 - Researching Global Peace and Social Justice
 PEACJUST 3GG3 - Theories of Decolonization and Resistance
 PHILOS 2D03 - Bioethics
 PHILOS 2G03 - Social and Political Issues
 PHILOS 2N03 - Business Ethics
 PHILOS 2TT3 - Ethical Issues in Communication
 PHILOS 2YY3 - Ethics
 PHILOS 3CC3 - Advanced Ethics
 PHILOS 3GH3 - Global Health Ethics
 PHILOS 3I03 - Philosophy and Feminism
 PHILOS 3T03 - Philosophy and Race
 POLSCI 1AB3 - Politics and Power in a Globalizing World
 POLSCI 3G03 - Ethnicity and Multiculturalism: Theory and Practice
 POLSCI 3GC3 - Politics of a Dying Planet
 POLSCI 3K03 - Migration and Citizenship: Canadian, Comparative and Global Perspectives
 POLSCI 3KA3 - Indigenous Human Rights
 POLSCI 3RF3 - The Charter of Rights and Freedoms
 POLSCI 3V03 - Gender and Politics
 SCAR 2RD3 - Religion and Diversity
 SOCPSY 2E03 - Psychology of Intergroup Relations
 SOCPSY 3B03 - Understanding Lived Experiences
 SOCSCI 3EL3 - Leadership for Social Innovation
 SOCWORK 3I03 - Social Work and Indigenous Peoples
 SOCWORK 3O03 - Social Work and Sexualities
 SOCWORK 3S03 - Social Work, Disability and Dis/Ableism
 SOCWORK 3T03 - Poverty and Homelessness
 SOCWORK 4C03 - Critical Perspectives on Race, Racialization, Racism and Colonialism in Canadian Society
 SOCWORK 4J03 - Social Change: Social Movements and Advocacy
 SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
 SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW
 SOCIOL 2DD3 - Immigration and the Canadian Mosaic
 SOCIOL 2EE3 - Introduction to Indigenous-Settler Relations in Canada
 SOCIOL 2FF3 - The Sociology of 'Race' and Ethnicity
 SOCIOL 2HH3 - Sociology of Gender
 SOCIOL 2JJ3 - Race, Class, Gender, and Sexuality
 SOCIOL 2R03 - Perspectives on Social Inequality
 SOCIOL 2RR3 - Case Studies of Social Inequality
 SOCIOL 3U03 - Sociology of Sexualities

SOCIOL 3VV3 - The Indian Act: A Social Problem
 SOCIOL 3Z03 - Ethnic Relations
 SUSTAIN 2IS3 - Intersectionality and Sustainable Development
 SUSTAIN 2S03 - Evaluating Problems & Sustainable Solutions
 SUSTAIN 2SS3 - Advocating for Sustainability
 SUSTAIN 3S03 - Implementing Sustainable Change

Requirements

15 units total

3 units

from

Ethics Requirement

- PHILOS 2D03 – Bioethics
- PHILOS 2N03 – Business Ethics
- PHILOS 2TT3 – Ethical Issues in Communication
- PHILOS 2YY3 – Ethics

12-3 units

from

Core Leadership & Cross-Cultural Literacy Requirement

- HUMAN 3CM3 – Leadership: Cross-Cultural Mentoring Lab
- HUMAN 3LM3 - Foundations of Ethical Leadership
- HUMAN 4CM3 – Cross-cultural Mentoring and Coaching Practicum
- HUMAN 4LC3 – Leadership Capstone: Theory and Practice
- HUMAN 4RM3 – Boundaries and Bridges: Relationship Skills for Effective Leaders

6 units

from

Diversity, Equity & Social Change Requirement

- Diversity, Equity & Social Change course list (see Notes 1 and 3)

6 units

from

Leadership in Action Requirement

- HUMAN 3CM3 – Leadership: Cross-Cultural Mentoring Lab
- HUMAN 4LC3 – Major Leadership Capstone Project: Theory and Practice (see Notes 1 and 2)
- HUMAN 4RM3 – Boundaries and Bridges: Relationship Skills for Effective Leaders

Rationale: We are now at a point with the leadership curriculum where we have gathered important insights about its strengths, gaps and opportunities for growth. These insights emerged from student and instructor feedback, information from academic advisors, student enrollment numbers, and administrative discussions. The wider socio, political and economic landscape has also changed dramatically over the last several years; this has important implications for the kinds of learning spaces and experiences that students are seeking, as well as the kinds of skills and credentials that are valued by employers and graduate programs. These societal changes include zeitgeist-shifting social movements, the overall footprint of COVID-19, economic insecurity, and the move to virtual teaching and learning. This presents an opportune time to reimagine the leadership curriculum to ensure what we are offering is responsive and relevant to students and the world students are entering into after their studies. Proposed changes will seek to address: expanding experiential learning opportunities; embedding equity and critical studies into the curriculum; refining the focus, titles and/or descriptions of existing courses.

3. Concurrent Certificate in Professional French

Concurrent Certificate in Professional French

Department of French

Togo Salmon Hall, Room 532, ext. 24470

<http://french.humanities.mcmaster.ca/>

The concurrent Certificate in Professional French provides students with substantial vocabulary from such fields as business, law, medicine, journalism and the hospitality industry. Through a focus on the study of sample cases, the certificate will help prepare students for possible real-life situations which they could encounter in their careers.

Notes

1. No more than 6 units of the Certificate may be completed using non-McMaster courses.
2. Students majoring in any French program who also wish to complete the certificate must complete take the certificate requirements FRENCH 2I03 and FRENCH 3II3 as elective credit. These courses must then be taken outside of in addition to the French (Honours B.A., Combined Honours B.A. or B.A.) degree requirements.
3. Students uncertain as to whether language course prerequisites best reflect their linguistic ability are encouraged to consult the French department for a placement test.
4. Students interested in further study may wish to review requirements for the Minor in French, however, should note that they would be unable to declare both the Concurrent Certificate in Professional French and the Minor in French.

Admission

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses in French.

Requirements

18 units

- FRENCH 1A06 A/B - Introduction to French Studies: Advanced Level
or
- FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level
- FRENCH 2B03 - French Language Practice I
- FRENCH 2BB3 - French Language Practice II
- FRENCH 2I03 - Professional French I
- FRENCH 3II3 - Professional French II

Alternate Pathway to Certificate

Those students who begin their French Studies at McMaster with FRENCH 2B03 may still complete the concurrent Certificate in Professional French, through fulfilment of the following alternate pathway.

Requirements

15 units total

12 units

- FRENCH 2B03 - French Language Practice I
- FRENCH 2BB3 - French Language Practice II
- FRENCH 2I03 - Professional French I
- FRENCH 3II3 - Professional French II

3 units

- Level II or III French, excluding:
 - FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level
 - FRENCH 2Z06 A/B - Beginner's Intensive French II

Rationale: The Department intends to allow students to count 2I03 and 3II3 toward degree requirements. Initially designed for the Concurrent Certificate in Professional French, students in French degree programs may only count these courses as electives. We are eliminating this exclusion, while also clarifying the extent to which these courses could be used toward both credentials.

REVISIONS TO EXISTING CERTIFICATES

Concurrent Certificates **Certificate in Business Technology Management (BTM)**

Note

1. SFWRTECH 3IT3 and SFWRTECH 3PR3 are anti-requisites.
2. Many of the SFWRTECH courses are graded on a pass/fail basis. This may impact a student's eligibility for the Deans' Honour List as a minimum of 24 units of graded work is required for consideration.

Admission

Enrolment in an Honours Bachelor of Commerce (B.Com.) program is required for admission to the certificate.

Requirements

27 units total

21 units

- COMMERCE 3KA3 - System Analysis and Design
- COMMERCE 3KD3 - Database Design Management and Applications
- COMMERCE 3KE3 - Management of Enterprise Data Analytics
- COMMERCE 4KF3 - Project Management
- COMMERCE 4KG3 - Data Mining For Business Analytics
- COMMERCE 4KH3 - Strategies for Electronic and Mobile Business
- COMMERCE 4KI3 - Business Process Management

6 units

from

- SFWRTECH 3CS3 - Computer Security
- SFWRTECH 3IT3 - Fundamentals of Networking
- SFWRTECH 3PR3 - Procedural and Object Oriented Programming Concepts
- SFWRTECH 3RQ3 - Software Requirements and Specification
- SFWRTECH 4SD3

Rationale: The Software Engineering Technology Dept. has changed the grading basis for many of their courses, including those included in this certificate. The courses will now be assessed on a pass/fail basis. This may have implications for student eligibility for the Deans' Honour List and we are adding a note to inform students.

FACULTY OF HEALTH SCIENCES

UNDERGRADUATE CALENDAR REVISIONS

FOR THE 2022-2023 CALENDAR

Wednesday March 2, 2022

HSEC approved January 12, 2022

REPORT TO SENATE

FACULTY OF HEALTH SCIENCES SUMMARY OF CURRICULUM CHANGES FOR 2022-2023 <https://macdrive.mcmaster.ca/f/0fc595a0ceb04e3d85fa/>

NEW PROGRAMS

NONE

PROGRAM CLOSURES

NONE

MAJOR REVISIONS

BACHELOR OF HEALTH SCIENCES (HONOURS) PROGRAM Health, Engineering Science and Entrepreneurship (HESE) Specialization; Health, Engineering Science and Entrepreneurship (HESE) Specialization Co-Op (B.H.Sc.(Honours))

2022-23 Four year degree HESE Proposal

We propose to change the five year HESE program within IBEHS from a five year to a four year degree. We are also proposing two minor changes to the existing five year program that students are enrolled in. This 14-page document contains the following sections:

1. Proposed program changes with rationales to convert HESE to a four year program
2. Proposed calendar changes for students who are currently in the HESE program
3. Course deletions
4. New courses
5. Change to course title
6. Clean calendar copy for proposed four year program

Proposed program changes with rationales to convert HESE to a four year program

OVERARCHING RATIONALE: *To convert the five year HESE program to a four year degree in order to be more desirable by incoming students and reflective of the directions taken by the first HESE cohort who have gone on to medical school and graduate programs at reputable institutions before completing the five year degree. The HESE program currently consist of 166 units across 5 years. The proposed changes will reduce the program to 129-130 units across 4 years.*

Admission to Level II IBEHS Programs

Admission to either the B.H.Sc. (Honours) Health, Engineering Science and Entrepreneurship (HESE) specialization or the B.Eng.BME Biomedical Engineering (BME) specialization requires successful completion of all non-elective Level I IBEHS courses with a minimum Grade Point Average (GPA) of 4.0.

All students who successfully complete the first year of the program will have a space in one of the two degree options. As enrolment is limited in each of the two degree options (HESE or BME), where there is more demand than spaces, competition will be based on first-year academic achievement.

Note: BME is a five-year program, while HESE is a four-year program (effective September 2022).

Entry into the five-year Honours Bachelor of Health Sciences (B.H.Sc. (Honours)), Health, Engineering Science & Entrepreneurship (HESE) program is last available in September 2022.

Effective September 2023, Level I students interested in the B.H.Sc. (Honours) HESE program will apply for the four-year program.

Students who enrolled in the five-year B.H.Sc. (Honours) HESE program prior to September 2022 and are not scheduled to graduate in June 2022, are given the choice to remain in the five-year program or transfer into the four-year B.H.Sc. (Honours) HESE program."

Students seeking admission to the BME specialization will be admitted to one of eight Level II Engineering programs (Chemical, Civil, Electrical, Engineering Physics, Materials, Mechanical, Mechatronics, or Software). Admission to a Level II Engineering program is guaranteed for all students who meet the general progress requirements. All engineering programs have limited enrolment; should there be more applicants than the limiting number in any program, admission to that program will be based on GPA.

Students who do not meet the requirements to proceed to Level II in May will have a *Pending* flag put on their allocation. The *Pending* flag will be removed in August if the student completes the requirements over the summer.

Notes

1. As well as completing the academic requirements as specified in this Calendar, students in a Co-op program must complete IBEHS 1EE0. IBEHS 2EC0 will be added to the academic record for each 4 month work term.
2. Students enrolled in the Integrated Biomedical Engineering & Health Sciences (IBEHS) program may take up to eight units of research project or independent study courses. A full listing can be found on the IBEHS website.
3. Students enrolled in a B.Eng.BME program wishing to enrol in a research project or independent study course must have a faculty member supervisor or co-supervisor from the Faculty of Engineering.
4. Students planning to take IBEHS 4QZ3 should note that IBEHS 4C03 is a prerequisite.

Requirements (effective September 2022)

Level II: 30 Units

21 units

- CHEM 1AA3 - Introductory Chemistry II
- HTHSCI 2E03 - Inquiry II: Biochemistry
- HTHSCI 2F03 - Human Physiology and Anatomy I
- HTHSCI 2FF3 - Human Physiology and Anatomy II
- IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering

- MATH 2Z03 - Engineering Mathematics III
- MATH 2ZZ3 - Engineering Mathematics IV

6 units

- ~~IBEHS 2E06 A/B - Health, Engineering Science and Entrepreneurship I: Human-Centred Design~~
- IBEHS 2E03 Human-Centred Design
- IBEHS 2EE3 From Idea to Innovation

RATIONALE 1: Feedback suggested that IBEHS 2E06 would be better as a 3 unit course. We propose that 2E06 – Human Centred Design be replaced with 2E03. Converting a 6 unit course to a 3 unit course will additionally provide flexibility to HESE students that would allow them to pursue a co-op position midway through the academic year.

RATIONALE 2a: Feedback suggested that students desired some exposure to business concepts early on, therefore, we propose to split IBHES 3EE6 into two 3 unit courses and introduce the first 3-unit course in level II. We propose that 3EE6 – From Idea to Enterprise be split into 2EE3 – From Idea to Innovation and 3E03 – Fundamentals of Business Strategy.

1 course

- ~~IBEHS 2R00 A/B - Current Research Initiatives I~~

RATIONALE 3a: 2R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.

3 units

- Electives

Summary of unit changes in level II: Removal of 3 units from IBEHS 2E06 (and moving 3 units from level III into level II as IBEHS 2EE3).

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology 1
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

69 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy
- ~~IBEHS 3EE6 A/B - Health, Engineering Science and Entrepreneurship II: From Idea to Enterprise~~

RATIONALE 2b: This change is connected to the rationale for 2a. Feedback suggested that students desired some exposure to business concepts early on, therefore, we propose to split

IBHES 3EE6 into two 3 unit courses and introduce the first 3-unit course in level II. We propose that 3EE6 – From Idea to Enterprise be split into 2EE3 – From Idea to Innovation and 3E03 – Fundamentals of Business Strategy. The second 3-unit course, 3E03- Fundamentals of Business Strategy is being offered in level III.

3 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging

RATIONALE 4a: *In order to condense the five year program into four years, we are giving students the choice of some of the level IV IBEHS core courses. Rather than taking all six IBEHS core courses: 4A03, 4B03, 4C03, 4D03, 4F04, 4QZ3, they will be required to take three courses from that list in levels III and IV. This level III list is truncated to 4A03, 4B03, 4C03 and 4D03 as they will have met the prerequisites for these courses, but not for 4F04 and 4QZ3 which will appear on the list of options in level IV.*

2 courses-1 course

- IBEHS 1HS0 - Health Screening and Clinical Safety Training
- ~~IBEHS 3R00 A/B – Current Research Initiatives II~~

Rationale 3b: *3R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.*

6 units

- Electives

Summary of unit changes in level III: Splitting 3EE6 into two three unit courses: 2EE3 and 3E03 (2E03 was placed in level II), and 3 units from 4A03, 4B03, 4C03 or 4D03 were moved here from level IV.

Level IV: 32 Units 31-32 Units

17 units

6 – 7 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- ~~IBEHS 4P04 – Health Solutions Design Projects IV: Economics and Project Management~~
- IBEHS 4QZ3 - Modelling of Biological Systems

RATIONALE 4b: *This change is the follow-up from rationale 4a in level III. In order to condense the five year program into four years, we are giving students the choice from some of the level IV IBEHS core courses. Rather than taking all six IBEHS core courses: 4A03, 4B03, 4C03, 4D03, 4F04, 4QZ3, they will be required to take three courses from that list in levels III*

and IV. Students will have already taken one of 4A03, 4B03, 4C03 and 4D03 in level III, and will now have the option of taking two more courses from the full list in level IV.

12-units

19 units

- ~~HTHSCI 3E03 – Inquiry III: Advanced Inquiry in Health Sciences~~
- ~~IBEHS 4C03 – Statistical Methods in Biomedical Engineering~~
- IBEHS 4EE6 A/B – Health, Engineering Science and Entrepreneurship III: Innovators in Scrubs
- IBEHS 4E09 A/B - Health, Engineering Science and Entrepreneurship Thesis
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

RATIONALE 5: HTH SCI 3E03 was removed in order to maintain a balance of required HTH SCI and IBEHS courses throughout the program.

RATIONALE 4c: 4C03 was moved to the list of IBEHS level IV courses that student have the option of choosing from in rationale 4a and 4b.

RATIONALE 6: 4P04 is still a required course, and so it was struck out above and reappears here in the calendar copy.

Rationale 7a: The 15 unit thesis is removed and replaced with a 9 unit thesis in level IV.

1-course

- ~~IBEHS 4R00 A/B – Current Research Initiatives III~~

RATIONALE 3c: 4R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.

3-units

6 units

- Electives

Level V: 36 Units

3-units

- ~~IBEHS 4QZ3 – Modelling of Biological Systems~~

21-units

- ~~IBEHS 5E15 A/B – Health, Engineering Science and Entrepreneurship Thesis~~
- ~~IBEHS 5R06 A/B – Current Research Initiatives IV~~

RATIONALE 3d: 5R06 is removed as part of the conversion to a four year program.

RATIONALE 7b: The 15 unit thesis is removed and replaced with a 9 unit thesis in level IV.

12-units

- ~~Electives~~

Summary of unit changes in levels IV and V: Removal of 3 units HTHSCI 3E03, removal of 9-10 units from core IBEHS courses (4A03, 4B03, 4C03, 4D03, 4F04 or 4QZ3 – and 3 of these units were moved to level III), removal of IBEHS 5R06, removal of 6 units from the thesis course (IBEHS 5E15 replaced with 4E09), and removal of 9 units of electives. Total net units removed in levels IV and V = 33-34 units (as 3 units of 4A, 4B, 4C, 4D, 4F or 4QZ were moved to level III).

Overall summary of unit changes across the entire program: 3 units were removed from level II, along with 33-34 units from levels IV and V. In total, 36-37 units were removed from a total unit count of 166 units. Thus, approximately 20% of the program was removed in order to convert HESE to a four year program. This falls below the 30% mark which would constitute a major change.

**Proposed calendar changes for students who are currently in the HESE program:
Health, Engineering Science and Entrepreneurship (HESE) Specialization; Health,
Engineering Science and Entrepreneurship (HESE) Specialization Co-Op
(B.H.Sc.(Honours))**

Admission to Level II IBEHS Programs

Admission to either the B.H.Sc. (Honours) Health, Engineering Science and Entrepreneurship (HESE) specialization or the B.Eng.BME Biomedical Engineering (BME) specialization requires successful completion of all non-elective Level I IBEHS courses with a minimum Grade Point Average (GPA) of 4.0.

All students who successfully complete the first year of the program will have a space in one of the two degree options. As enrolment is limited in each of the two degree options (HESE or BME), where there is more demand than spaces, competition will be based on first-year academic achievement.

Note: BME is a five-year program, while HESE is a four-year program (effective September 2022).

Entry into the five-year Honours Bachelor of Health Sciences (B.H.Sc. (Honours)), Health, Engineering Science & Entrepreneurship (HESE) program is last available in September 2022.

Effective September 2023, Level I students interested in the B.H.Sc. (Honours) HESE program will apply for the four-year program.

Students who enrolled in the five-year B.H.Sc. (Honours) HESE program prior to September 2022 and are not scheduled to graduate in June 2022, are given the choice to remain in the five-year program or transfer into the four-year B.H.Sc. (Honours) HESE program."

Students seeking admission to the BME specialization will be admitted to one of eight Level II Engineering programs (Chemical, Civil, Electrical, Engineering Physics, Materials, Mechanical, Mechatronics, or Software). Admission to a Level II Engineering program is guaranteed for all students who meet the general progress requirements. All engineering programs have limited enrolment; should there be more applicants than the limiting number in any program, admission to that program will be based on GPA.

Students who do not meet the requirements to proceed to Level II in May will have a *Pending* flag put on their allocation. The *Pending* flag will be removed in August if the student completes the requirements over the summer.

Notes

1. As well as completing the academic requirements as specified in this Calendar, students in a Co-op program must complete IBEHS 1EE0. IBEHS 2EC0 will be added to the academic record for each 4 month work term.
2. Students enrolled in the Integrated Biomedical Engineering & Health Sciences (IBEHS) program may take up to eight units of research project or independent study courses. A full listing can be found on the IBEHS website.
3. Students enrolled in a B.Eng.BME program wishing to enrol in a research project or independent study course must have a faculty member supervisor or co-supervisor from the Faculty of Engineering.
4. Students planning to take IBEHS 4QZ3 should note that IBEHS 4C03 is a prerequisite.

Requirements (for students who entered the program prior to September 2022)

Level II: 30 Units

21 units

- ~~CHEM 1AA3 - Introductory Chemistry II~~
- ~~HTHSCI 2E03 - Inquiry II: Biochemistry~~
- ~~HTHSCI 2F03 - Human Physiology and Anatomy I~~
- ~~HTHSCI 2FF3 - Human Physiology and Anatomy II~~
- ~~IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering~~
- ~~MATH 2Z03 - Engineering Mathematics III~~
- ~~MATH 2ZZ3 - Engineering Mathematics IV~~

6 units

- ~~IBEHS 2E06 A/B - Health, Engineering Science and Entrepreneurship I: Human Centred Design~~

1 course

- ~~IBEHS 2R00 A/B - Current Research Initiatives I~~

3 units

- ~~Electives~~

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology 1
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

69 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy
- ~~IBEHS 3EE6 A/B - Health, Engineering Science and Entrepreneurship II: From Idea to Enterprise~~

3 units

- From level III/IV HTH SCI, Engineering, Commerce

2 courses

- IBEHS 1HS0 - Health Screening and Clinical Safety Training
- ~~IBEHS 3R00 A/B – Current Research Initiatives II~~

6 units

- electives

Level IV: 32 Units**17 units**

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4D03 - Introduction to Medical Imaging
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

12 units

- HTHSCI 3E03 - Inquiry III: Advanced Inquiry in Health Sciences
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4EE6 A/B – ~~Health, Engineering Science and Entrepreneurship III:~~ Innovators in Scrubs

1 course

- ~~IBEHS 4R00 A/B – Current Research Initiatives III~~

3 units

- electives

Level V: 3630 Units**3 units**

- IBEHS 4QZ3 - Modelling of Biological Systems

21 units

- IBEHS 5E15 A/B - Health, Engineering Science and Entrepreneurship Thesis
- ~~IBEHS 5R06 A/B – Current Research Initiatives IV~~

12 units

- Electives

RATIONALE: Changes for students who entered the program prior to September 2022: IBEHS 3E03 will replace IBEHS 3EE6 to address some inherent overlap between IBEHS 2E06 and IBEHS 3EE6. IBEHS 5R06 is a longitudinal course that students begin in level II, but do not formally register for until level V. IBEHS 5R06 is being cancelled as the pandemic has made it impossible to continue to offer this course as it was originally intended with students attending departmental seminars in person. Currently, level V has 36 units, therefore, removal of these 6 units maintains 30 units for the final year of the program, consistent with most university programs. The 'ghost' courses associated with 5R06 (2R00, 3R00, 4R00) were therefore removed. We will keep 5R06 on the books to grandfather out any students who wish to see it through.

New courses**IBEHS 2E03 – Human-Centred Design**

The course will explore the concepts of human-centred design, foresight, and systems design as central to discovering and defining health problems. Students will develop capabilities in creative confidence and collaboration through group projects using a design thinking process.

PREREQUISITE(S): IBEHS 1P10 A/B and registration in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): HTH SCI 4ID3, IBEHS 2E06

REQUIRED COMPONENTS:

Lectures – 36 hours

ENROLMENT CAPACITY:50

RATIONALE: As a result of converting the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization from a five year to a four year degree, we propose to condense IBEHS 2E06 into this 3-unit offering. This new 3-unit course will augment aspects of engineering design introduced in IBEHS 1P10, and prepare students for IBEHS 4EE6 – Innovators in Scrubs. It will also give HESE students flexibility to pursue a co-op position in the middle of the academic year, by removing the full-year 6-unit course which prevents this flexibility.

IBEHS 2EE3 - From Idea to Innovation

This course introduces the entrepreneurial process with a focus on how to start new health technology and life sciences companies. Through lectures, guest speakers and interactive tutorials, this course will help students assess the commercial potential of an idea and learn how to create a viable business offering. The course leads students through problem identification, solution determination, and establishing product and market fit.

PREREQUISITE(S): IBEHS 1P10 A/B and registration in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): IBEHS 3EE6, 4E06

REQUIRED COMPONENTS:

Lectures – 26 hours

Tutorials – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: This content is currently delivered in the first half of IBEHS 3EE6 – From idea to enterprise. We would like to introduce business concepts earlier on in the program, and therefore propose to split 3EE6 into two 3 unit courses: 2EE3 (to be delivered in level II) and 3E03 (to be delivered in level III). In addition, this will offer Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students the flexibility to take a co-op placement during the school year, as this was never an option due to full-year 6 unit courses in levels II and III.

IBEHS 3E03 – Fundamentals of Business Strategy

This course exposes students to the key business management skills and strategies needed to start a successful enterprise in Canada. Topics covered include: Start-up Financing, Marketing, Forecasting, Intellectual Property and Budgeting.

PREREQUISITE(S): IBEHS 2EE3
ANTIREQUISITE(S): IBEHS 4E06, 3EE6
REQUIRED COMPONENTS:
Lectures – 26 hours
Tutorials – 13 hours
ENROLMENT CAPACITY:50

RATIONALE: *This content is currently delivered in the second half of IBEHS 3EE6 – From idea to Enterprise. We would like to introduce business concepts earlier on in the program, and therefore propose to split 3EE6 into two 3 unit courses: 2EE3 (to be delivered in level II) and 3E03 (to be delivered in level III). In addition, this will offer Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students the flexibility to take a co-op placement during the school year, as this was never an option due to full-year 6 unit courses in levels II and III.*

IBEHS 3EE3 – Project Management

This course introduces the fundamentals of project management. Through the use of modern project management tools and strategies, students will learn how to plan, develop and execute on a project effectively. The course covers project planning and selection strategies, project-based organizational culture, time and cost estimates, risk management, measurement and evaluation, agile project management and proper project closure.

PREREQUISITE(S): IBEHS 3E03
ANTIREQUISITE(S):
REQUIRED COMPONENTS:
Lectures – 26 hours
Tutorials – 13 hours
ENROLMENT CAPACITY:50

RATIONALE: *We propose this as an elective course for the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students. While there is some treatment of Project Management in IBEHS 4P04 as required for accreditation for the Biomedical Engineering degree students, we feel that our HESE students may benefit from this full three-unit course as an elective to give them an edge in their future studies in IBEHS 4EE6 – Innovators in Scrubs and in their future career. This course will also augment our IBEHS elective offerings, giving students more options in their specified field of study, entrepreneurship. Students who take IBEHS 3EE3 as an elective prior to enrolling in IBEHS 4P04 will be able to serve as leaders and peer mentors when they begin to work in their 4P04 project groups, modelling and reinforcing concepts learned in 3EE3.*

IBEHS 4E09 – Health, Engineering Science and Entrepreneurship Thesis

This course provides an opportunity for students to integrate and apply learning from the previous three years of the program. Projects and proposals from Health and Entrepreneurship courses will achieve maturity and will be examined by faculty members and members of the business, engineering and health communities outside the university. The final focus will be on quality entrepreneurship with the potential for high impact.

PREREQUISITE(S): Registration in Level IV of the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): IBEHS 5E15

REQUIRED COMPONENTS:

Lectures – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: As a result of converting the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization from a five year to a four year degree, we propose to condense IBEHS 5E15 into this 9-unit thesis offering. The scope of the thesis and time spent working on the thesis will be appropriately reduced to be commensurate with the number of units. A 9-unit thesis is more common for students completing a research thesis in the sciences and health sciences.

Course Revisions

IBEHS 4EE6 A/B – ~~Health, Engineering Science and Entrepreneurship III: Innovators in Scrubs~~

6 unit(s)

This course will integrate design thinking, health engineering and business concepts and apply them to the process of innovating health technologies. Students will work in teams to identify and design solutions for unmet clinical needs based on exposure to real-world healthcare environments and clinical stakeholders. Emphasis will be placed on user-centred design and further development of teamwork and communication skills, adaptability and creativity.

One lecture (three hours), lab/placement (four hours); both terms

Prerequisite(s): [IBEHS 1HS0](#); and [IBEHS 3EE6 A/B](#) or IBEHS 4E06 A/B; and registration in Level IV in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

Antirequisite(s): HTHSCI 4IS3, IBEHS 3E06 A/B

RATIONALE: Streamlining the course title.

Course deletions

IBEHS 2E06

IBEHS 3EE6

Clean calendar copy for proposed four year program

This is the clean copy in grey highlight that would be inserted in the undergraduate calendar:

Requirements (effective September 2022)

Level II: 30 Units

21 units

- CHEM 1AA3 - Introductory Chemistry II
- HTHSCI 2E03 - Inquiry II: Biochemistry
- HTHSCI 2F03 - Human Physiology and Anatomy I
- HTHSCI 2FF3 - Human Physiology and Anatomy II

- IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering
- MATH 2Z03 - Engineering Mathematics III
- MATH 2ZZ3 - Engineering Mathematics IV

6 units

- IBEHS 2E03 Human-Centred Design
- IBEHS 2EE3 From Idea to Innovation

3 units

- Electives

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology I
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

6 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy

3 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging

1 course

- IBEHS 1HS0 - Health Screening and Clinical Safety Training

6 units

- Electives

Level IV: 31-32 Units

6 – 7 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imagng
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- IBEHS 4QZ3 - Modelling of Biological Systems

19 units

- IBEHS 4EE6 A/B – Innovators in Scrubs
- IBEHS 4E09 A/B - Health, Engineering Science and Entrepreneurship Thesis
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

6 units

- Electives



BACHELOR OF HEALTH SCIENCES MIDWIFERY PROGRAM

Facilitated Black Admission Process (FBAP)

We offer a facilitated admissions stream for applicants who self-identify as Black referred to as the Facilitated Black Admission Process (FBAP). Applicants wishing to apply through this admission stream must opt-in to this process when they complete the Supplementary Application Online Survey in addition to McMaster University and program specific application requirements. To be considered, the applicant must first apply through the [Ontario Universities Application Centre \(OUAC\)](#) by February 1st and then complete the Supplementary Application Online Survey that will be sent by email to all applicants in early February. To support Black applicants who opt-in to the FBAP, the McMaster Midwifery Education Program offers the following additional admission support:

1. FBAP applicants who are invited to the Multiple Mini Interviews (MMI) are given the opportunity to attend an online information session where the Program representatives answer questions about the profession and provide details about the program, as well as next steps in the admission process.
2. FBAP applicants who are invited to the MMI are also offered an individual panel interview conducted by members of the Equity Admissions Review (EAR) team. The EAR team consists of educators, senior students, clients, and midwives, all of whom are racialized.
3. The last component of the FBAP application is the completion of the Multiple Mini Interviews. This will be completed at the same time as all other applicants.

RATIONALE: The FBAP process for midwifery was approved earlier in the year by the Senate. It was after the 2020-21 calendar edits were due and we didn't get an opportunity to include it in our calendar until now.



UNDERGRADUATE MEDICAL PROGRAM

Black-Equity Stream (BES)

As a part of McMaster's Michael G. DeGroote School of Medicine's commitment to equity in medical school admissions, we are introducing a Black-Equity Stream for the 2022/23 application cycle. This process is intended to provide equitable access to Black Canadians and aligns with the McMaster MD Program's commitment to the principles of equity, diversity, inclusion and social justice in all that we do, and McMaster University's statement on Building

an Inclusive Community with a Shared Purpose <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

All applicants applying through BESt are required to complete the Ontario Medical School Application Service (OMSAS) application by the specified deadline, where they will self-identify to indicate their interest. A supplementary application which will accompany their application, consisting of a personal essay from the applicant to describe their interest in applying through the BESt, is also required. Applicants must meet the same minimum academic criteria for admission as set out for the general pool of candidates.

RATIONALE: *to provide information about the new process for Black applicants*

Applicants Currently or Previously Registered in a Canadian or US Medical School

Typically, the Michael G. DeGroote School of Medicine, McMaster University, does not admit students registered (currently or previously) in medical school in Canada or the United States. Should an applicant wish to pursue admission in this case, the Admissions Committee will require a letter outlining the extenuating circumstances guiding the application to McMaster. The letter should clearly address why the move to a new and different medical school is necessary, compelling, and unable to be addressed at the current/previous medical school.

The Admissions Committee reserves the right to investigate and confirm the claims made in the letter. This may include contacting the current or previously attended medical school.

RATIONALE: *This formalizes a process which has been in place, unofficially, for many years, allowing applicants to understand the requirement up front.*

REPORT TO SENATE
FROM THE
UNIVERSITY PLANNING COMMITTEE
Open Session (Regular Agenda)

1. Proposal for the Creation of an Indigenous Studies Department

At its meeting of February 9, 2022, the University Planning Committee approved the creation of an Indigenous Studies Department.

The University Planning Committee now recommends,

that Senate approve the creation of an Indigenous Studies Department in the Faculty of Social Sciences.

2. Report from Undergraduate Council

At its meeting of February 9, 2022, the University Planning Committee approved the report from Undergraduate Council.

The report was presented to Senate on February 9, 2022 through Undergraduate Council and is being reported for information.

SENATE: FOR APPROVAL/ INFORMATION
February 9, 2022



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To: University Planning Committee

A handwritten signature in blue ink, appearing to read "Jeremiah Hurley".

From: Jeremiah Hurley, Dean, Faculty of Social Sciences

Date: January 31, 2022

Re: Creation of an Indigenous Studies Department

Below please find a proposal for the creation of an Indigenous Studies Department in the Faculty of Social Sciences. The Faculty of Social Sciences currently hosts the Indigenous Studies Program, which offers BA and Hon BA degrees in Indigenous Studies. The Indigenous Studies Program is staffed by Indigenous faculty who hold full-time appointments in home departments in the Faculty of Social Sciences and Humanities, with teaching obligation to the Indigenous Studies Program. The proposal was prepared and submitted to me by members of the Indigenous Studies Program, as represented by the Acting Director, Dr. Adrienne Xavier. As the proposal describes well, the creation of an Indigenous Studies Department, which would be home to the Indigenous Studies Program and a planned new graduate program, is the culmination of decades of work building Indigenous Studies at McMaster. The department is a critical element of McMaster's response to the Truth and Reconciliation Commission and represents an effort both to create a more visible Indigenous presence on campus and to provide greater scope for Indigenous self-determination within the McMaster community. Further, this is one component of the recently launched University-wide Indigenous Strategic plan and responds to a specific recommendation from a recent IQAP assessment of the Indigenous Studies Program.

The proposal was developed through considerable consultation with relevant parties and enjoys the strong support of the Provost and the President. The Dean of Humanities has been consulted as it has developed, and the proposal was presented for comment to the Faculty of Social Sciences Dean's Advisory Committee and the Joint Indigenous Administration Consultation Group, both of which enthusiastically endorse the proposal. Finally, it was formally approved by the Faculty of Social Sciences Faculty Council.

I, along with Adrienne Xavier, Acting Director of the Indigenous Studies Program, look forward to discussing this exciting initiative with you.

**Proposal for the Creation of an
The Indigenous Studies Department
January 2022
Submitted to Jeremiah Hurley, Dean, Faculty of Social Sciences**

The format for this proposal is in accordance with the format for the Process of Approval for New Programs or Major Changes to Existing Programs of the New and Revised Undergraduate Programs Policy Approved by the McMaster University Senate December 2020, adapted for the creation of a new department rather than an educational program. The headings listed in the above policy are used below (adapted to reflect a creation of a department instead of a new program).

1. Consultations: Broad consultation among faculty members in the development of a draft proposal.

This proposal is the result of faculty discussions and work done by a working group comprised of junior, mid- and senior career level Indigenous faculty, including a mix of new and long-standing McMaster faculty affiliated with the Indigenous Studies Program (ISP). Our ISP Administrator was also a member of this working group. Consultation was also taken up by the Indigenous Education Council (IEC) and was integral to the 2019-2021 Indigenous Education Strategy. At each stage, there was support from faculty, staff, students, and administration with the goal to create a Department of Indigenous Studies (that, as part of its activities, would be the departmental home for the ISP).

2. A meeting involving those proposing the change

There have been meetings with the ISP Faculty, the associated Deans, the IEC and conversation has been initiated with the new Director of the McMaster Indigenous Research Institute (MIRI). Input has also been offered by FSS Dean's Advisory Committee (comprising Chairs and Directors in the Faculty of Social Sciences) and the Joint Indigenous Administrative Consultation Group. Historical documents were referenced to inform current discussions.

3. Consultation with the affected parties

As noted above, stakeholders and interested parties have been consulted.

4. Approval and/or consultation by the following bodies (proposed dates):

Completed:

FSS Dean's Advisory Committee: January 20, 2022

Joint Indigenous-Administrative Consultation Group (JIACG): January 20, 2022

Faculty Council of Faculty of Social Sciences: January 27, 2022

Proposed:

UPC: February 9, 2022

Senate: March 9, 2022

Board of Governors April 28, 2022

Appendix A: Rationale for structural change. Attached.

Appendix A

Rationale for structural change

From: Adrienne Lickers Xavier, Acting Director, Indigenous Studies Program (ISP), on behalf of the ISP

To: Jeremiah Hurley, Dean, Faculty of Social Sciences

Date: January 31, 2022

Re: Proposal: Creation of Indigenous Studies Department

This memo provides the background and context for the creation of an Indigenous Studies Department in the Faculty of Social Sciences, which is a natural next step in the growth of the Indigenous Studies Program (ISP) and related activities at McMaster. This Department would be home to the ISP and a planned new graduate program in Indigenous Studies. The following pages describe the origin and expansion of the ISP since it began. This is a proposal on behalf of the ISP. As the Acting Director, let me share the story of this program and its successes and accomplishments. The history is evident and our transition to a department is now more timely than ever.

Evolution of Indigenous Studies at McMaster

Indigenous Studies is a multidisciplinary field of study, drawing on diverse Indigenous thought, theories and methodologies both locally and globally. The field draws upon Indigenous cultures, traditions, languages and philosophy to consider Indigenous knowledge in critical and transformational ways. Indigenous Studies deploys Indigenous-centred thinking and analysis to contextualize the historical, social, political and cultural aspects of Indigenous societies in Canada and globally. This is true of the 'discipline' of Indigenous Studies across Canada.

McMaster's first experience in this area began with the first Drumbeat conference, held at McMaster University in 1989. The event was organized by Indigenous students. The three-day event, co-hosted by the Six Nations Confederacy, marked the beginning of new possibilities for Six Nations and McMaster to increase the presence of Haudenosaunee people on campus. At the time, Dr. Dawn Martin-Hill, then an undergraduate student, requested support to develop courses and to address the needs of Indigenous students at McMaster. Then-President Dr. Peter George, Dr. Harvey Feit, (Professor Emeritus of Anthropology) and Chief Harvey Longboat of the Six Nations Confederacy responded to the call. This resulted in the development of the President's Committee on Native Students. Shortly after, the McMaster First Nations Students Association (MFNSA) was established, with founding President, Marriotte McGregor. In 1992, McMaster University's Indigenous Studies Program was established offering a 3-yr BA degree. That BA program transitioned to a four-year Honours degree program in Fall 2015. Since its inception, the Indigenous Studies Program (ISP) has integrated community-based expertise as an elemental function of its structure. Throughout this development of Indigenous Studies at McMaster, McMaster University has heeded Chief Harvey Longboat's call to support "the Confederacy and raise visibility in both the community and the university which will help all of us"; this has been the ISP's guiding compass for the past two decades.

In supporting Chief Longboat's vision the Indigenous Studies Program has initiated the

development and accreditation of numerous courses focused on supporting and teaching language, culture, and history with an emphasis on Haudenosaunee people. The program is a focal point for McMaster's enhanced commitment to, and support of, Indigenous students. During this time, Indigenous Studies has grown as a discipline, garnering interest from Indigenous and non-Indigenous students alike. Our program continues to maintain strong community relationships to Six Nations as a commitment to honour our inception as a program. We have since diversified our program in terms of course offerings, enrolment, and faculty complement over the last decade. Our curriculum continues to expand with our faculty's successful research programs and expertise, along with Indigenous knowledge experts in our local communities. Our existing areas of strength include: health and well-being, literary and cultural studies, Indigenous ontologies and epistemologies; history; gender studies; policy and governance; Indigenous histories; Indigenous languages; material knowledge production, Indigenous theory and methodologies, Indigenous ways of knowing, and traditional ecological knowledge.

The Indigenous Studies Program is entering its 30th year at McMaster, making us one of the longest-standing Indigenous Studies programs in Canada. During this time McMaster's Indigenous Studies Program has grown in substantial ways. Beginning with zero faculty in 1992, when Indigenous graduate students were the first ever instructors, we have grown to seven cross-appointed full-time faculty. Our four most recent tenure track faculty were hired in the last year. Three started July of 2021 and the current Acting Director will be taking up a tenure track appointment in July 2022.

Growth & Innovation

The core vision of Indigenous Studies is to support the formation of Indigenous Studies as a standalone discipline staffed by scholars that study and engage with Indigenous knowledge systems and societies from within, in ways that promote the resurgence of these systems including their philosophies, epistemologies, identities, political governance, land-based practices, cultures, and languages. It continues to be critical for programs to engage with and expand upon this approach to Indigenous Studies while prioritizing locally focused content and partnerships and continuing to work in collaboration with local Indigenous communities and organizations in mutually beneficial relationships.

We transitioned from a three-year general Bachelors degree program to a four year honours degree-granting program in 2015. Since that time, the Program has experienced substantial growth in our level one introductory courses and our level II courses that are mandatory for either a Minor, Honours or double Honours pathways (see Table 1 below). For our Fall introductory course, INDIGST 1A03, between 2015/16 and 2020/21 enrolment increased from 93 to 243 students (162%). For its winter term counterpart, INDIGST 1AA3, between 2015/16 and 2020/21 enrolment increased from 105 to 193 students (84%). The growth has continued into the Winter 2022 offering with 261 students enrolled. Enrolment in our Level II courses required for entry into the ISP has also increased. For 2M03, between 2016/17 and 2020/21 enrolment increased from 7 to 26 students (188%); over this same period enrolment in 2MM3 increased from 6 to 25 (310%). Enrolments in Levels II through IV elective courses continue to increase as more students enrol in the introductory level courses and required Level II courses. The total increase in enrolment in ISP courses from 2015/16 to 2021/22 was 85%.

In addition to growing interest among McMaster students, enrolment continues to grow through

recent program innovations such as our *ONCAT 2+2 Pathway: Indigenous Studies Programs Partnership to Ladder to Wilfrid Laurier University and McMaster University's Indigenous Studies Bachelor Degree Programs*. The Indigenous Studies Program has partnered with the Indigenous Studies Program at Wilfrid Laurier University, and the General Arts & Science programs at Mohawk College and Lambton College, to develop a 2+2 pathway from the college to university. This project is funded by the Ontario Council on Articulation and Transfer (ONCAT). The overall goal of this pathway project is to develop an innovative, collaborative path that allows Lambton and Mohawk (in partnership with Six Nations Polytechnic) graduates to complete Certificate and Diploma level programs with a focus on Indigenous Studies that will ladder to an Honours Indigenous Studies degree (or a Combined Honours in Indigenous Studies and Another Subject BA) at McMaster University (or Social and Environmental Justice and Indigenous Studies degree programs at Wilfrid Laurier University). Opportunities to engage additional partner institutions, including Conestoga College, are being explored.

This partnership will engage both local Indigenous peoples and non-Indigenous peoples as it creates pathways through curriculum development and prospective student participation. It will enhance student mobility, expand transfer opportunities, and create a seamless pathway that reduces mobility barriers for Indigenous students in the Sarnia-Lambton and Hamilton areas. Our institutional MOUs with Mohawk and Lambton grant full credit for two years of college study to achieve a laddered entry into year three of the Indigenous Studies Program at McMaster. This innovative academic program will see a structured pathway for more accessible learning opportunities for Indigenous Studies students as well as an increase in enrolment into our Program. This pathway comes into effect for college-level learners in Fall 2022.

The recent 2019 IQAP review of ISP highlighted two factors with respect to the complement of ISP faculty at McMaster. First, growing program and course enrolments call for an expanded faculty complement: “The full-time faculty complement warrants enhancement in order to ensure that students doing an honours thesis receive proper support”. The recent growth in the complement of ISP-affiliated faculty at least partially addresses this first concern. Second, the review highlighted a tension, especially with respect to tenure and promotion, created by a structure in which Indigenous faculty must be appointed in a traditional Social Science or Humanities disciplinary departments. The IQAP reviewers noted: “There is a need to build greater recognition on the part of the ISP faculty members’ home departments the breadth and types of activities that constitute Indigenous scholarship, more specifically that it is not limited to academic publications”, and “Tenure and promotion criteria need to be made more flexible in order that the kinds of vital research in which ISP faculty engage are recognized”. Even when such Indigenous scholarship is recognized, however, Indigenous Studies faculty are still expected to publish in more traditional disciplinary outlets associated with their tenure homes, which can divert from their work developing Indigenous Studies as a distinct discipline. This can produce challenging conditions for Indigenous faculty. The creation of an Indigenous Studies Department would respond directly to these two crucial considerations for Indigenous Studies scholars by expanding the faculty teaching-commitments to the ISP and enabling Indigenous Studies faculty to shape the metrics by which research activities are measured for tenure and promotion, CPM, etc. The long-standing evolution and growth of the Indigenous Studies Program (ISP) at McMaster, dating back over 30 years, indicates the ongoing presence, dedication, and growing need for departmental status. There are multiple points of support for this from: the ISP faculty over the years, the committed and ongoing relationship of the Haudenosaunee confederacy and Six Nations community (MOU’s), the 2019 IQAP review; and the Indigenous Education Council’s Indigenous Education Strategy (2021).

Current Context

In addition to this McMaster-specific history, events in the external environment also support creation of an Indigenous Studies department. Recommendation 62(ii) of the 2015 TRC Calls to Action calls on [Government] to “Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into the classrooms.” The lack of such funding notwithstanding, McMaster has the opportunity to provide Indigenous scholars a safe and supported space to use Indigenous knowledge and teaching methods in our classrooms. 2021 has seen the announcement of thousands of unmarked burials at Residential Schools and there is a growing awareness of the need on a national and global scale to provide Truthful education around Indigenous Issues. McMaster has been at the forefront of institutions providing space and support for Indigenous Education. The 2021 Indigenous Education Council’s (IEC) Strategic directions recommended the transition of ISP to Department status. This priority in the IEC Strategy is a key sign of the desire for self-determination in relation to the ongoing reconciliation efforts at McMaster.

Department status will afford many opportunities within the university to advance Indigenous education and research. As previously noted, current faculty hold appointments in various departments and Indigenous scholars do not have their own tenure and promotion process. Department status would allow for a more specific and relevant process for Indigenous Studies scholars. Incorporating Indigenous ways of knowing and pedagogy will enhance the ability to expand our current program and build a thriving graduate program, another priority articulated in the 2021 Indigenous Strategy. Department status will enable ISP to enhance existing relationships and be equal partners across departments and Faculties. These linkages will give support and strength to Indigenous education and research for both faculty and students. The support and collaboration of departments and programs such as the Indigenous Health Learning Lodge, Midwifery program and others create opportunities to strengthen Indigenous learning across the university. The ability to cross-list classes and work with other programs and departments allow us to increase our social and pedagogical experiences. Department status will also allow an ISD to signify its network of collaborators through, as appropriate, associate appointments. This will in turn assist to grow the relationship with Indigenous community. McMaster’s investment in an Indigenous Studies department will enhance ISP and help keep McMaster at the forefront of Indigenous education locally and as a discipline on the national stage. This is the time to ensure that we at McMaster work together to build Indigenous leadership in Canada.

We know from the past and current students that Indigenous learners desire curricula that is relevant to their experience and that they can ground themselves in while transitioning into a post-secondary environment. As well, students are aware that having community knowledge around contemporary issues, tradition, politics and governance, health, gender, and other Indigenous issues will translate into a skill set that will make them well suited for careers in areas such as: Education, Law, Politics, Governance, Social Services, Advocacy, graduate work, and research. Supporting the Indigenous Studies Department is also supporting Indigenous students as there is a greater network of allies on campus (through awareness), and because the curriculum is relevant to their needs, desires, and goals for education. The department adds the opportunity for activities, relationships and experiences both within the department itself as well as with other departments across the university; meaning more opportunity for students.

Resources

Space: The ISP current is not adequate given the current growth of both students and faculty and that fact that we share space with Indigenous Student Services. No faculty currently have a full-time office in the ISP space; all faculty have an office in their 'home' department. An Indigenous Studies Department will create further demands for space. Faculty desire an office within such a department, we plan to create a graduate program, and undergraduate enrolment continues to increase. We are currently in discussions with the Dean of the Faculty of Social Sciences regarding options to ensure adequate space for a department.

Staffing: We currently have one staff member, the program administrative coordinator. Operating a department will require at least one department administrator and at least one program assistant. We are currently in discussions with the Dean of the Faculty of Social Sciences and the Provost regarding these staffing needs.

Financial: Creation of a department will create new financial requirements. The Dean of the Faculty of Social Sciences, the Dean of Humanities, and the Provost in discussion regarding strategies to ensure the long-run financial sustainability of the department and to share costs appropriate across units.

Table 1: ISP Student Enrolments, 2015-16 to 2021-22

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Course Enrolment							
Level 1	241	356	463	354	400	457	420
Level 2	74	116	139	168	162	162	205
Level 3	99	111	134	136	151	147	128
Level 4	9	12	33	37	28	37	32
Total Course Enrolment	423	595	769	695	741	803	785
Program Enrolment (FTE)		17.30	19.66	23.51	27.53	28.00	

REPORT TO THE UNIVERSITY PLANNING COMMITTEE
from the
UNDERGRADUATE COUNCIL

a. Establishment of Certificate and Diploma Programs

At its January 25, 2022 meeting, the Undergraduate Council received, for approval, the Committee of Continuing Education's plan to establish the Full-Stack Development Program. Details of the program are contained within the circulated report.

- a. Full-Stack Development Diploma.**
- b. Certificate of Professional Learning in User Experience and User Interface (UX/UI) Design.**
- c. Certificate of Professional Learning in Front-End Development.**
- d. Certificate of Professional Learning in Back-End Development.**

It is now recommended,

that the University Planning Committee approve the establishment of the Full-Stack Development Diploma, as set out in the attached.

It is now recommended,

that the University Planning Committee approve the establishment of the Certificate of Professional Learning in User Experience and User Interface (UX/UI) Design, the Certificate of Professional Learning in Front-End Development, and the Certificate of Professional Learning in Back-End Development, as set out in the attached.

b. Establishment of New Programs

i. Combined Honours Program, Arts & Science and Sustainable Chemistry

At the same meeting, the Undergraduate Council reviewed and approved a proposal to establish the *Combined Honours Program, Arts & Science and Sustainable Chemistry* program. Details of the proposed programs are contained in the circulated report.

It is now recommended,

that the University Planning Committee approve the establishment of the *Combined Honours Program, Arts & Science and Sustainable Chemistry* for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Undergraduate Council, as set out in the attached.

ii. Honours Bachelor of Science in Biology – Physiology Core, Molecular Biology and Genetics Core, and the Honours Bachelor of Science in Integrated Science with a Concentration in Sustainable Chemistry Program.

At the same meeting, the Undergraduate Council reviewed and approved a proposal to establish the *Honours Bachelor of Science in Biology – Physiology Core, Honours Bachelor of Science in Molecular Biology and Genetics Core, and the Honours Bachelor of Science in Integrated Science with a Concentration in Sustainable Chemistry* program. Details of the proposed programs are contained in the circulated report.

It is now recommended,

that the University Planning Committee approve the establishment of the *Honours Bachelor of Science in Biology – Physiology Core, the Honours Bachelor of Science in Molecular Biology and Genetics Core, and the Honours Bachelor of Science in Integrated Science with a Concentration in Sustainable Chemistry* programs for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Undergraduate Council, as set out in the attached.

c. Move of Programs between Faculties

iii. Move of the Honours Biochemistry, Honours Biochemistry- Biomedical Research Specialization, Honours Biochemistry-Biomedical Research Specialization Co-op programs from the Faculty of Science to the Faculty of Health Sciences.

At the same meeting, the Undergraduate Council reviewed and approved a proposal to move the *Honours Biochemistry, Honours Biochemistry- Biomedical Research Specialization, Honours Biochemistry-Biomedical Research Specialization Co-op* programs from the Faculty of Science to the Faculty of Health Sciences. Details of the proposed programs are contained in the circulated report.

It is now recommended,

that University Planning Committee approve the move of the *Honours Biochemistry, Honours Biochemistry- Biomedical Research Specialization, Honours Biochemistry-Biomedical Research Specialization Co-op* programs from the Faculty of Science to the Faculty of Health Sciences, and the change in degree designation for the programs from *Honours B.Sc. to Honours B.H.Sc.*, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Undergraduate Council, as set out in the attached.

**University Planning Committee: FOR APPROVAL
February 9, 2022**

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Full-Stack Development
Academic Credential:	Diploma
Name of Representative:	Nathan Cheney, Program Manager
Effective Date:	2022-02-01
Date of Submission:	2022-01-11
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	The proposed <i>Full-Stack Development</i> program is designed to prepare students with skills and knowledge to become full-stack developers for websites and online content. This program will provide training across three disciplines in the web design and development: UX/UI Design, Front-End Development and Back-End Development. Students will leave the program with a strong knowledge of the web development language JavaScript, HTML, design best practices and working as part of a development team. This program will highlight the core competencies and skillsets that every full-stack development professional needs in today’s workforce.
Learning Objectives:	<p>Upon completion of this program, the students will demonstrate the skills in competencies in the following areas:</p> <p>UX/UI Design:</p> <ol style="list-style-type: none"> 1. Use the design thinking process to better support clients and users 2. Follow the design process to problem solve and develop new products/designs. 3. Work in major design programs like Adobe Creative Suite. 4. Work as part of a design team. 5. Develop mockups/storyboards for design problems 6. Demonstrate a basic understanding of HTML/CSS to work with developers throughout the design process.

	<p>7. Apply accessibility and WCAG guidelines for design.</p> <p>Front-End Development:</p> <ol style="list-style-type: none"> 1. Use HTML to develop the front-end of websites. 2. Develop proficiency in JavaScript coding. 3. Apply JavaScript frameworks. 4. Work as part of a development team. 5. Use source control software when developing websites. 6. Identify the role and tasks of a front-end developer as part of the design process. 7. Explain what an API is and how it is incorporated into website design. <p>Back-End Development:</p> <ol style="list-style-type: none"> 1. Demonstrate how a server interacts with a database. 2. Develop expertise in JavaScript coding. 3. Demonstrate how to use API software. 4. Critically analyze the future of full-stack development through the lens of AWS and Shopify. 5. Demonstrate how to run queries from a back-end database. 6. Identify the role and tasks of a back-end developer as part of the website development process. 7. Understand what an API is and how it is incorporated into website design. 8. Apply web development principles to build functioning back-end code. <p>The following additional objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • 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:	<p>All course learning outcomes in the program 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.</p>

Program Admission Requirements and Pre-requisites	<p>In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1. 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 2. English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable IBT score of 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years 3. Students are recommended to have some background in web design and development but it is not required.
Program Completion Requirements:	Students who complete all nine courses (27 units) will be granted a Diploma in Full-Stack Development.
Program Delivery Format:	Courses will be delivered online. The online delivery formats will include instructor lectures and/or presentations, group discussions, and individual and/or small group practical application activities. Each course will contain 39 hours of content delivered over 12 weeks.
Student Evaluations (Grading Process):	Student evaluation will be based on application activities, individual or group projects, tests/quizzes, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives.
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 <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , 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.
Program Advanced Standing:	Three transfer credits (3 units) will be accepted into this program, with no more than one transfer credit in each content area (UX/UI Design, Front-End Development, Back-End Development). Students will need to have obtained a minimum grade of C+ in each course transferred. The courses must have

	been taken at a recognized post-secondary institution in the last 5 years.		
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).			
<i>Lorraine Carter, Director, McMaster Continuing Education</i>			
Statement of Administrative Responsibilities:			
Statement of Faculty Alignment:			
The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.			
Continuing Education program responsibilities:			
<ul style="list-style-type: none">• 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 course are taught according to program requirements and standards• Marketing and Promotions			
The Faculty of Humanities 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:			
Course Name	Required/Elective	Unit Value	Term
Design Thinking	Required	3 units	Fall 2022
Course Description:			
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 mindset and model in today's global and mobile world and why it is quickly becoming an industry-accepted toolset.			
UX/UI Applications	Required	3 units	Winter 2023
Course Description:			
This application-based course enables students to work with design programs and applications to develop prototypes and mockups for different design challenges. With a focus on modern design tools, students will explore when to use specific programs and how programs can help solve design problems. They will also practice using the tools on real design problems. An introduction to HTML/CSS will prepare students to work within a development team.			

The Design Team	Required	3 units	Winter 2023
<p>Course Description:</p> <p>This creative, critical thinking and problem-solving course challenges students to solve industry-related case studies as part of a design team. UX/UI designers consistently need to work as part of a larger team during the design process, product integration, usability and functionality. Students will navigate interpersonal challenges through team building and leadership activities while focussing on solving design issues and problems for the client and user.</p>			
Website Development	Required	3 units	Fall 2022
<p>Course Description:</p> <p>This course teaches the principles of designing a website to ensure the information is displayed in a relevant and user-friendly format. Focus is placed on the role of the front-end developer in the design process and on skill development with the tools of web development, such as HTML 5, Cascading Style Sheets (CSS) and JavaScript. Students will begin coding simple websites, learn the technical language and develop their skills related to front-end website development.</p>			
HTML and CSS	Required	3 units	Winter 2023
<p>Course Description:</p> <p>In this course, there is an in-depth focus on required knowledge and skills in HTML and CSS so that students will feel comfortable in their website development work. Students will learn and apply industry-recognized techniques to make a visually appealing, functional, and interactive website.</p>			
Javascript and Frameworks	Required	3 units	Winter 2023 or Spring 2023
<p>Course Description:</p> <p>The use of JavaScript and associated frameworks is the basis of this course so that students become proficient in the programming language. Students will develop a mobile-first design, add interactivity to a website, and make their websites functional for future use by adding key features to their pages, including e-commerce applications.</p>			
Back-End Development	Required	3 units	Fall 2022
<p>Course Description:</p> <p>In this course, students will learn about the purpose of back-end development and how servers, databases and the code that makes them drive web applications. Students will be given opportunities to apply their knowledge through case study scenarios which will enable development of their knowledge of the complex structure of a website. Students will also examine current development systems like Amazon Web Services and e-commerce sites to better understand how their systems align with the future of website development.</p>			
Interactivity and Databases	Required	3 units	Winter 2023
<p>Course Description:</p>			

In this course, students will learn about the structure of database systems within a website and how their code will impact the interactivity with that database system. Students will learn how to set up and configure a database, how information is queried from the database, how systems work with the front-end of a website, the difference in database capability and the structured query language (SQL).

Advanced Javascript through Node.JS	Required	3 units	Spring 2023
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Course Description:
Students will deepen their understanding of the JavaScript system and apply their knowledge through developing the back-end of a website using Node.JS. During this course, students will learn to develop their application programming interfaces (APIs), Lambda, and apply their knowledge by developing foundational code that will allow users to take action on any website.



Dr. David Harris Smith
Associate Professor in Communication Studies & Media Arts
McMaster University
1280 Main Street West, Hamilton, ON, L8S 4L8
905-525-9140, ext. 23248 | Mobile (416) 274-2102

December 17, 2021

RE: Evaluation of the Full-Stack Development Program Proposals for McMaster Continuing Education including Certificates of Professional Learning and Diploma

TO: Dr. Sean Corner, Associate Dean, Faculty of Humanities

At your request, I have reviewed the academic submission documents for the Certificates of Professional Learning in User Experience/User Interface Design, Front-End Development and Back-End Development to be offered through McMaster Continuing Education. I have examined the structure of each submission and the proposed course descriptions. My finding is that each course meets the standards necessary to be an academic course with 3.0 units of advanced credit value.

Based on my examination of the content as well as the teaching and testing methods proposed for each course, my assessment is that the intellectual rigour of the courses is comparable to that found in undergraduate degree courses. The academic submission documents also indicate that the courses will be taught by qualified individuals (possessing a Master's degree or equivalency), as defined by the Undergraduate Council's Certificate and Diploma requirements. The students taking the courses will meet the minimum requirements set out in the Senate's Certificates and Diplomas Policy (2020) for Undergraduate Council.

I also support the option that, if a student successfully completes the three Certificates of Professional Learning, the student is eligible for a Diploma in Full-Stack Development.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Harris Smith'.

Dr. David Harris Smith
Associate Professor in the Department of Communication Studies & Multimedia
Faculty of Humanities

Cc: Lorraine Carter, Director, McMaster Continuing Education
Dan Piedra, Assistant Director
Nathan Cheney, Program Manager

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	User Experience and User Interface (UX/UI) Design
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathan Cheney, Program Manager
Effective Date:	2022-02-01
Date of Submission:	2022-01-11
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	The proposed <i>User Experience/User Interface Design Program (UX/UI)</i> is designed to prepare students with skills and knowledge to become designers of online content as identified by industry professionals and employers. This program will provide specialized training in design, highlighting the core competencies and skill sets that design professionals need in the digital workforce. The curriculum will cover the following competency areas and software training: design thinking and the iterative process (empathize, define, ideate, prototype and test); Adobe Creative Suite and other industry-recognized tools and technologies; developing mockups, frames and wireframes; an introduction to HTML/CSS and working as part of a design team on experiential projects.
Learning Objectives:	<ol style="list-style-type: none"> 1. Use the design thinking process to better support clients and users 2. Follow the design process to problem solve and develop new products/designs. 3. Work in major design programs like Adobe Creative Suite. 4. Work as part of a design team. 5. Develop mockups/storyboards for design problems 6. Demonstrate a basic understanding of HTML/CSS to work with developers throughout the design process. 7. Apply accessibility and WCAG guidelines for design. <p>The following additional objectives will be threaded within each course:</p>

	<ul style="list-style-type: none"> • Demonstration of an 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:	All course learning outcomes in the program 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 and Pre-requisites	<p>In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1. Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by McMaster Continuing Education 2. 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 3. Some experience in web design and development is recommended but not required.
Program Completion Requirements:	Students who complete all three UX/UI Design courses (9 units) will be granted a Certificate of Professional Learning in UX/UI Design.
Program Delivery Format:	Courses will be delivered online. The online delivery formats will include instructor lectures and/or presentations, group discussions, and individual and/or small group practical application activities. Each course will have 39 hours of content delivered over 12 weeks.
Student Evaluations (Grading Process):	Student evaluation will be based on application activities, individual or group projects, tests/quizzes, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving the overall learning objectives.
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 <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , 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.		
Program Advanced Standing:	One transfer credit (3 units) will be accepted into this program. Students will need to have obtained a minimum grade of C+ in each course transferred. The courses must have been taken at a recognized post-secondary institution in the last 5 years.		
Statement of Financial Viability:			
<p>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).</p> <p><i>Lorraine Carter, Director, McMaster Continuing Education</i></p>			
Statement of Administrative Responsibilities:			
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.</p> <p>Continuing Education program responsibilities:</p> <ul style="list-style-type: none">• 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 <p>The Faculty of Humanities 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.</p>			
Listing of Courses:			
Course Name	Required/Elective	Unit Value	Term
Design Thinking	Required	3 units	Fall 2022
<p>Course Description:</p> <p>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 mindset and model in today's global and mobile world and why it is quickly becoming an industry-accepted toolset.</p>			

UX/UI Applications	Required	3 units	Winter 2023
<p>Course Description:</p> <p>This application-based course enables students to work with design programs and applications to develop prototypes and mockups for different design challenges. With a focus on modern design tools, students will explore when to use specific programs and how programs can help solve design problems. They will also practice using the tools on real design problems. An introduction to HTML/CSS will prepare students to work within a development team.</p>			
The Design Team	Required	3 units	Winter 2023
<p>Course Description:</p> <p>This creative, critical thinking and problem-solving course challenges students to solve industry-related case studies as part of a design team. UX/UI designers consistently need to work as part of a larger team during the design process, product integration, usability and functionality. Students will navigate interpersonal challenges through team building and leadership activities while focussing on solving design issues and problems for the client and user.</p>			

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Front-End Development
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathan Cheney, Program Manager
Effective Date:	2022-02-01
Date of Submission:	2022-01-11
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	The proposed <i>Front-End Development</i> program is designed to prepare students with skills and knowledge to become front-end developers of online content as identified by industry professionals and employers. This program will provide specialized training in HTML and JavaScript, highlighting the core competencies and skillsets that front-end developers need in today’s workforce. The curriculum will cover the following competency areas and software training: HTML, CSS, JavaScript and frameworks, source control (GIT) and an understanding of web services.
Learning Objectives:	<ol style="list-style-type: none">1. Use HTML to develop the front-end of websites.2. Develop proficiency in JavaScript coding.3. Apply JavaScript frameworks.4. Work as part of a development team.5. Use source control software when developing websites.6. Identify the role and tasks of a front-end developer as part of the design process.7. Explain what an API is and how it is incorporated into website design. <p>The following additional objectives will be threaded within each course:</p> <ul style="list-style-type: none">• 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:	All course learning outcomes in the program 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 and Pre-requisites	<p>In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1. 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 2. English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable IBT score of 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years 3. Some experience in HTML and JavaScript is recommended but not required. 4. Completion of the UX/UI Design program is recommended, but not required.
Program Completion Requirements:	Students who complete all three Front-End Development courses (9 units) will be granted a Certificate of Professional Learning in Front-End Development.
Program Delivery Format:	Courses will be delivered online. The online delivery formats will include instructor lectures and/or presentations, group discussions, and individual and/or small group practical application activities. Each course will contain 39 hours of content delivered over 12 weeks.
Student Evaluations (Grading Process):	Student evaluation will be based on application activities, individual or group projects, tests/quizzes, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving the overall learning objectives.
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 <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and</i>

	<i>Diplomas</i> , 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.		
Program Advanced Standing:	One transfer credit (3 units) will be accepted into this program. Students will need to have obtained a minimum grade of C+ in each course transferred. The courses must have been taken at a recognized post-secondary institution in the last 5 years.		
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).			
<i>Lorraine Carter, Director, McMaster Continuing Education</i>			
Statement of Administrative Responsibilities:			
Statement of Faculty Alignment: The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education. Continuing Education program responsibilities: <ul style="list-style-type: none">• 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 Faculty of Humanities 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:			
Course Name	Required/Elective	Unit Value	Term
Website Development	Required	3 units	Fall 2022
Course Description: This course teaches the principles of designing a website to ensure the information is displayed in a relevant and user-friendly format. Focus is placed on the role of the front-end developer in the design process and on skill development with the tools of web development, such as HTML 5, Cascading Style Sheets (CSS) and JavaScript. Students will begin coding simple websites, learn the technical language and develop their skills related to front-end website development.			
HTML and CSS	Required	3 units	Winter 2023

Course Description:

In this course, there is an in-depth focus on required knowledge and skills in HTML and CSS so that students will feel comfortable in their website development work. Students will learn and apply industry-recognized techniques to make a visually appealing, functional, and interactive website.

Javascript and Frameworks

Required

3 units

Winter 2023 or
Spring 2023

Course Description:

The use of JavaScript and associated frameworks is the basis of this course so that students become proficient in the programming language. Students will develop a mobile-first design, add interactivity to a website, and make their websites functional for future use by adding key features to their pages, including e-commerce applications.

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Back-End Development
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Nathan Cheney, Program Manager
Effective Date:	2022-02-01
Date of Submission:	2022-01-11
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	The proposed <i>Back-End Development</i> program is designed to prepare students with skills and knowledge to become back-end developers and full-stack developers for websites and online content. This program will provide more specialized training in the web development language JavaScript and an understanding of web databases and their relationship to websites, servers and API technology. This course will highlight the core competencies and skillsets that every back-end and full-stack development professional needs in today’s workforce.
Learning Objectives:	<ol style="list-style-type: none"> 1. Demonstrate how a server interacts with a database. 2. Develop expertise in JavaScript coding. 3. Demonstrate how to use API software. 4. Critically analyze the future of full-stack development through the lens of AWS and Shopify. 5. Demonstrate how to run queries from a back-end database. 6. Identify the role and tasks of a back-end developer as part of the website development process. 7. Understand what an API is and how it is incorporated into website design. 8. Apply web development principles to build functioning back-end code. <p>The following additional objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstration of awareness of ethical practices and professional standards applicable to a field of employment and/or academic study.

	<ul style="list-style-type: none"> 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:	All course learning outcomes in the program 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 and Pre-requisites	<p>In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 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 English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable IBT score of 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years Completion of the Front-End Development Certificate of Professional Learning or equivalent is required. Students are recommended to have completed the UX/UI Design Certificate of Professional Learning before the start of the program, but it is not required.
Program Completion Requirements:	Students who complete all three Back-End Development courses (9 units) will be granted a Certificate of Professional Learning in Back-End Development.
Program Delivery Format:	Courses will be delivered online. The online delivery formats will include instructor lectures and/or presentations, group discussions, and individual and/or small group practical application activities. Each course will contain 39 hours of content delivered over 12 weeks.
Student Evaluations (Grading Process):	Student evaluation will be based on application activities, individual or group projects, tests/quizzes, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives.
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 <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , 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.		
Program Advanced Standing:	One transfer credit (3 units) will be accepted into this program. Students will need to have obtained a minimum grade of C+ in each course transferred. The courses must have been taken at a recognized post-secondary institution in the last 5 years.		
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). <i>Lorraine Carter, Director, McMaster Continuing Education</i>			
Statement of Administrative Responsibilities:			
Statement of Faculty Alignment: The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education. Continuing Education program responsibilities: <ul style="list-style-type: none">• 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 course are taught according to program requirements and standards• Marketing and Promotions The Faculty of Humanities 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:			
Course Name	Required/Elective	Unit Value	Term
Back-End Development	Required	3 units	Fall 2022
Course Description: In this course, students will learn about the purpose of back-end development and how servers, databases and the code that makes them drive web applications. Students will be given opportunities to apply their knowledge through case study scenarios which will enable development of their knowledge of the complex structure of a website. Students will			

also examine current development systems like Amazon Web Services and e-commerce sites to better understand how their systems align with the future of website development.

Interactivity and Databases	Required	3 units	Winter 2023
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Course Description:

In this course, students will learn about the structure of database systems within a website and how their code will impact the interactivity with that database system. Students will learn how to set up and configure a database, how information is queried from the database, how systems work with the front-end of a website, the difference in database capability and the structured query language (SQL).

Advanced Javascript through Node.JS	Required	3 units	Spring 2023
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Course Description:

Students will deepen their understanding of the JavaScript system and apply their knowledge through developing the back-end of a website using Node.JS. During this course, students will learn to develop their application programming interfaces (APIs), Lambda, and apply their knowledge by developing foundational code that will allow users to take action on any website.

ARTS & SCIENCE PROGRAM

UNDERGRADUATE CURRICULUM REPORT TO

UNDERGRADUATE COUNCIL

FOR THE 2022-2023

UNDERGRADUATE CALENDAR

17 November 2021

REPORT TO SENATE

ARTS & SCIENCE PROGRAM SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2022-2023

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the November 2021 Arts & Science Program Report to Undergraduate Council for changes to the 2022-2023 Undergraduate Calendar, found at <https://artsci.mcmaster.ca/app/uploads/2021/11/2022-23-Arts-Science-Undergraduate-Curriculum-Report-FINAL-17-Nov.-2021.pdf>.

NEW PROGRAMS:

COMBINED HONOURS PROGRAM, ARTS & SCIENCE AND SUSTAINABLE CHEMISTRY

Rationale: This new combined honours option, developed jointly with the Department of Chemistry and Chemical Biology (Faculty of Science), has been added to the list of Arts & Science combined honours programs. It aligns with the Dept. of Chemistry and Chemical Biology's introduction of a combined honours program in Sustainable Chemistry.

Honours Arts & Science and Sustainable Chemistry

ADMISSION

Completion of Arts & Science I with a grade point average of at least 6.0 and an average of at least 6.0 in CHEM 1A03, 1AA3.

NOTES:

1. See additional notes in the Undergraduate Calendar, Faculty of Science, Department of Chemistry and Chemical Biology.
2. Nine units from the following list are required: ARTSSCI 3A06, 3B03, 3BB3, 3RL3/3S03. Students who choose to take ARTSSCI 3RL3 or 3S03 may only use one of those courses towards satisfying 3 units of the requirement. Students are encouraged, however, to take additional units from this list as an elective.
3. Six units of Upper-Level Inquiry beyond Level I are required. Additional units of Upper-Level Inquiry may be included as an elective with the permission of the Director. Upper-Level Inquiry courses are: ARTSSCI 3CL3, 3CU3, 3EH3, 3GJ3, 3TR3, 4CB3, 4CD3, 4CF3, 4CI3, 4CP3, 4CT3, 4DS3, 4EP3, 4HS3, 4ST3, 4VC3.
4. Students are recommended to take CHEM 2SC3 in Level II when possible.
5. Students considering postgraduate studies in Chemistry should note that 18 units of Level IV Chemistry or related subjects are required for consideration for admission at McMaster and most graduate schools in Canada. Such students are recommended to take CHEM 4G12 for their thesis.
6. Students who select CHEM 4G12 will take six units of Electives; students who select ARTSSCI 4A06, 4C06, or CHEM 4RP6 will take twelve units of Electives.

COURSE LIST 1

CHEM 2A03, 2II3, 2LB3, 2OD3, 2OG3, 2P03, 3AA3, 3EP3 A/B S, 3I03, 3II3, 3LA3, 3OA3, 3PA3, 3PC3, 3RC3, 3RP3, 4AA3, 4D03, 4IA3, 4IB3, 4IC3, 4II3, 4OA3, 4OB3, 4PB3, 4Q03, 4RP6 A/B S, 4W03; CHEMBIO 3BM3, 3OA3, 3OB3, 3P03, 4A03, 4OA3, 4OB3, 4Q03

COURSE LIST 2

BIOLOGY 3EI3, 3ET3; EARTHSC 2GG3, 3CC3, 4CC3; ENVIRSC 2B03, 2C03, 2Q03, 2WW3, 3O03, 4EA3, 4N03; ENVSOCTY 2EI3, 3EC3, 3EE3, 3ER3, 4HH3; HTHSCI 4MS3; LIFESCI 2X03; POLSCI 3GC3; SUSTAIN 2S03, 3S03

REQUIREMENTS

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

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

6 units CHEM 1A03, 1AA3

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

9 units from ARTSSCI 3A06, 3B03, 3BB3, one of 3RL3/3S03 (see *Note 2*)

6 units Upper-Level Inquiry (see *Note 3*)

3 units CHEM 2SC3 (see *Note 4*)

3 units CHEM 2Q03

12 units from CHEM 2A03, 2II3, 2LB3, 2OD3, 2OG3, 2P03

3 units from CHEM 3SC3, CHEM 4SC3

6-12 units: one of ARTSSCI 4A06, 4C06, CHEM 4RP6, or 4G12 (see *Note 5 and Note 6*)

9 units from Course List 1

3 units from Course List 2

6 units from Course List 1 or Course List 2

6-12 units Electives (see *Note 5 and Note 6*)

PROGRAM CLOSURES:

N/A

MAJOR REVISIONS:

N/A



SCIENCE

Undergraduate Curriculum Report to
Undergraduate Council, for the 2022-2023
Undergraduate Calendar

Approved by the General Faculty of
the Faculty of Science on November
19, 2021

November 19, 2021

FACULTY OF SCIENCE REPORT TO SENATE

SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2022-2023

Following, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November 19, 2021, Report of the Academic Planning and Policy Committee for changes to the 2022-2023 Undergraduate Calendar, found at:

<https://macdrive.mcmaster.ca/f/f8c97562ba16468bb250/>

1.0 NEW PROGRAMS

1.1 Honours Biology - Physiology Core (B.Sc.)

Admission Note

One of PHYSICS 1A03 or 1C03 is required for admission. Completion of PHYSICS 1AA3 or 1CC3 is also recommended.

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:

6 units

from the following courses, where an average of at least 6.0 (between the courses) is required

- BIOLOGY 1A03 - Cellular and Molecular Biology
- BIOLOGY 1M03 - Biodiversity, Evolution and Humanity

6 units

- CHEM 1A03 - Introductory Chemistry I
- CHEM 1AA3 - Introductory Chemistry II

3 units

from

- MATH 1A03 - Calculus for Science I
- MATH 1LS3 - Calculus for the Life Sciences I

3 units

from

- PHYSICS 1A03 - Introductory Physics
- PHYSICS 1C03 - Physics for the Chemical and Physical Sciences

6 units

from

- the Science I Course List

Program Notes

1. The Honours Biology – Physiology Core program allows students to choose Biology courses that reflect their own Physiology-related interest. Students are encouraged to discuss their course selections with a Biology academic program advisor.
2. It is recommended that students take both PSYCH 1X03 and 1XX3 if they are interested in upper level Psychology courses.
3. Completion of BIOLOGY 2A03 is required by the end of Level II.
4. Completion of STATS 2B03 is required by the end of Level III.

Physiology Course List

- BIOCHEM 2EE3 – Metabolism and Physiological Chemistry
- BIOCHEM 4M03 - Cellular and Integrated Metabolism
- BIOCHEM 4N03 - Molecular Membrane Biology
- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 3AA3 - Fundamental Concepts of Pharmacology
- BIOLOGY 3B03 - Plant Physiology
- BIOLOGY 3EP3 A/B S - Applied Biology Placement
- BIOLOGY 3IR3 A/B S - Independent Research Project
- BIOLOGY 3MM3 - Invertebrate Form and Function
- BIOLOGY 3S03 - An Introduction to Bioinformatics
- BIOLOGY 3XL3 - Comparative Vertebrate Anatomy & Physiology
- BIOLOGY 3ZZ3 – Topics in Physiology
- BIOLOGY 4C12 A/B S - Senior Thesis
- BIOLOGY 4F06 A/B S - Senior Project
- BIOLOGY 4T03 - Molecular and Cellular Neuroscience
- BIOLOGY 4X03 - Environmental Physiology
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- KINESIOL 2C03 - Neuromuscular Exercise Physiology
- KINESIOL 2CC3 - Cardiorespiratory and Metabolic Exercise Physiology
- KINESIOL 4C03 - Integrative Physiology of Human Performance
- LIFESCI 3AA3 - Human Pathophysiology
- MOLBIOL 3M03 - Fundamental Concepts of Development
- NEUROSCI 3J03 - Visual Neuroscience
- NEUROSCI 3SN3 - Neural Circuits
- PSYCH 2E03 - Sensory Processes
- PSYCH 3A03 - Audition
- PSYCH 3FA3 - Neuroscience of Learning and Memory

Experiential Learning Course List

- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 3B03 - Plant Physiology
- BIOLOGY 3E13- Ecological Indicators
- BIOLOGY 3EP3 - Applied Biology Placement
- BIOLOGY 3FF3- Evolution
- BIOLOGY 3IR3 - Independent Research Project
- BIOLOGY 3R03- Field Biology I
- BIOLOGY 3U03 - Animal Physiology – Homeostasis
- BIOLOGY 4A03- Advanced Topics in Ecology
- BIOLOGY 4C12 A/B S -Senior Thesis
- BIOLOGY 4F06- A/B S Senior Project
- BIOLOGY 4I03- Senior Project
- BIOLOGY 4J03- Field Biology II
- BIOLOGY 4PP3- Environmental Microbiology and Biotechnology
- MOLBIOL 3A03 - Current Topics in Molecular Biology and Genetics
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3I03 - Independent Research Project
- MOLBIOL 3V03 - Techniques in Molecular Genetics
- MOLBIOL 3Y03 – Plant Responses to the environment
- MOLBIOL 4BB3- Plant Metabolism and Molecular Biology
- MOLBIOL 4G12 A/B S- Senior Thesis

Requirements

120 units total (Levels I to IV), of which no more than 48 units may be Level I

Level I: 30 Units

30 units

(See *Admission* above.)

Levels II-IV: 90 Units

12 units

- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2B03 - Cell Biology
- BIOLOGY 2C03 - Genetics
- BIOLOGY 2F03 - Fundamental and Applied Ecology
(See *Program Note 3* above.)

6 units

- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OB3 - Organic Chemistry II

3 units

- STATS 2B03 - Statistical Methods for Science
(See *Program Note 4* above.)

3 units

- BIOCHEM 3G03 - Proteins and Nucleic Acids

9 units

- BIOLOGY 3P03 - Cell Physiology
- BIOLOGY 3U03 - Animal Physiology - Homeostasis
- BIOLOGY 3UU3 - Animal Physiology - Regulatory Systems

3 units

from

- the Experiential Learning Course List

3 units

from

- Level IV Biology or Molecular Biology courses

24 units

from

- the *Physiology Course List*

27 units

- Electives

Justification 1.1: Introduction of a new core program version of the Honours Biology – Physiology Research Specialization program. This new program option in Physiology will provide flexibility for students who still want to focus their studies in Physiology but have no interest in pursuing applied research or lab intensive experiences. This model is functionally equivalent to the Honours Biology Research Specialization and Honours Biology Core programs.

This new Honours Physiology program will initially be capped at 50 seats to ensure it is manageable given our current course offerings and their associated enrolment caps. Students in this program will be required to complete a minimum three units of experiential learning from a new experiential course list which will be added to all Biology core programs.

1.2 Honours Molecular Biology and Genetics Core (B.Sc.)

Admission Note

One of PHYSICS 1A03 or 1C03 is required for admission. Completion of PHYSICS 1AA3 or 1CC3 by the end of Level II is also recommended.

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:

6 units

from the following courses, where an average of at least 6.0 (between the courses) is required

- BIOLOGY 1A03 - Cellular and Molecular Biology
- BIOLOGY 1M03 - Biodiversity, Evolution and Humanity

6 units

- CHEM 1A03 - Introductory Chemistry I
- CHEM 1AA3 - Introductory Chemistry II

3 units

from

- MATH 1A03 - Calculus For Science I
- MATH 1LS3 - Calculus for the Life Sciences I

3 units

from

- PHYSICS 1A03 - Introductory Physics
- PHYSICS 1C03 - Physics for the Chemical and Physical Sciences
(See *Admission Note* above.)

6 units

from

- the Science I Course List (See *Admission Note* above.)

Program Notes

1. The Honours Molecular Biology and Genetics Core program allows students to choose Biology courses that reflect their own Molecular Biology-related interest. Students are encouraged to discuss their course selections with a Biology academic program advisor.
2. BIOLOGY 2B03, 2EE3 and MOLBIOL 2C03 must be completed in Level II.
3. Six units of BIOLOGY 2A03, 2D03, 2F03, 3FF3 are required. However, completion of at least nine units is recommended.
4. Completion of STATS 2B03 is required for admission to the Honours Molecular Biology and Genetics Research Specialization (Co-op) program and therefore, students intending to apply for the Co-op option must complete STATS 2B03 in Level II.
5. Students interested in microbiology and biotechnology and especially those considering postgraduate studies in this area should take the following courses: BIOLOGY 4PP3, MOLBIOL 4P03.

Molecular Biology and Genetics Course List I

- MOLBIOL 3A03 - Current Topics in Molecular Biology and Genetics
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3I03 A/B S - Independent Research Project
- MOLBIOL 3M03 - Fundamental Concepts of Development
- MOLBIOL 3Y03 - Plant Responses to the Environment
- MOLBIOL 4BB3 - Plant Metabolism and Molecular Biology
- MOLBIOL 4DD3 - Molecular Evolution
- MOLBIOL 4ED3 - Evolutionary Developmental Biology
- MOLBIOL 4H03 - Molecular Biology of Cancer
- MOLBIOL 4K03 - Research Advances in Biology of Aging
- MOLBIOL 4P03 - Medical Microbiology
- MOLBIOL 4RR3 - Human Genetics

Molecular Biology and Genetics Course List II

- BIOCHEM 2B03 - Nucleic Acid Structure and Function
- BIOCHEM 2BB3 - Protein Structure and Enzyme Function
- BIOCHEM 2EE3 - Metabolism and Physiological Chemistry
- BIOCHEM 3G03 - Proteins and Nucleic Acids
- BIOCHEM 4E03 - Gene Regulation in Stem Cells and Development
- BIOLOGY 2A03 - Integrative Physiology of Animals
- BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
- BIOLOGY 2F03 - Fundamental and Applied Ecology
- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 3FF3 - Evolution
- BIOLOGY 3PG3 - Population Genetics
- BIOLOGY 4EE3 - Human Diversity and Human Nature
- BIOLOGY 4PP3 - Environmental Microbiology and Biotechnology
- BIOPHYS 2A03 - Biophysics of the Cell and Living Organisms
- BIOPHYS 3G03 - Modelling Life
- CHEMBIO 2A03 - Introduction to Bio-Analytical Chemistry
- CHEMBIO 2P03 - Physical Chemistry Tools for Chemical Biology
- CHEMENG 3BK3 - Bio-Reaction Engineering
- CHEMENG 3BM3 - Bioseparations Engineering
- HTHSCI 3I03 - Introductory Immunology
- HTHSCI 3K03 - Introductory Virology
- HTHSCI 4I13 - Advanced Concepts in Immunology

Experiential Course List

- BIOLOGY 2L03 - Experimental Design in Biology
- BIOLOGY 3B03 - Plant Physiology
- BIOLOGY 3EI3- Ecological Indicators
- BIOLOGY 3EP3 - Applied Biology Placement
- BIOLOGY 3FF3- Evolution
- BIOLOGY 3IR3 - Independent Research Project
- BIOLOGY 3R03- Field Biology I
- BIOLOGY 3U03 - Animal Physiology – Homeostasis
- BIOLOGY 4A03- Advanced Topics in Ecology
- BIOLOGY 4C12 A/B-Senior Thesis
- BIOLOGY 4F06 A/B-Senior Project
- BIOLOGY 4I03- Senior Project
- BIOLOGY 4J03- Field Biology II
- BIOLOGY 4PP3- Environmental Microbiology and Biotechnology
- MOLBIOL 3A03 - Current Topics in Molecular Biology and Genetics
- MOLBIOL 3D03 - Experimental Approaches in Cell Biology
- MOLBIOL 3I03 - Independent Research Project
- MOLBIOL 3V03 - Techniques in Molecular Genetics
- MOLBIOL 3Y03 – Plant Responses to the environment
- MOLBIOL 4BB3 - Plant Metabolism and Molecular Biology
- MOLBIOL 4G12 A/B S - Senior Thesis

Requirements

120 units total (Levels I to IV), of which no more than 48 units may be Level I

Level I: 30 Units

30 units

(See *Admission* above.)

Levels II-IV: 90 Units

6 units

- CHEM 2OA3 - Organic Chemistry I
 - CHEM 2OB3 - Organic Chemistry II
- 3 units
- STATS 2B03 - Statistical Methods for Science
(See *Program Note 4* above.)
- 6 units
from
- BIOLOGY 2A03 - Integrative Physiology of Animals
 - BIOLOGY 2D03 - Plant Biodiversity and Biotechnology
 - BIOLOGY 2F03 - Fundamental and Applied Ecology
 - BIOLOGY 3FF3 - Evolution
(See *Program Note 3* above.)
- 21 units
- BIOLOGY 2B03 - Cell Biology
 - BIOLOGY 2EE3 - Introduction to Microbiology and Biotechnology
 - BIOLOGY 3S03 - An Introduction to Bioinformatics
 - MOLBIOL 2C03 - Genetics
 - MOLBIOL 3B03 - Advanced Cell Biology
 - MOLBIOL 3I13 - Molecular Genetics of Eukaryotes
 - MOLBIOL 3O03 - Microbial Genetics
(See *Program Note 2* above.)
- 3 units
from
- the Experiential Course List
- 9 units
from
- the *Molecular Biology and Genetics Course List I*, which must include at least three units of Level IV
- 12 units
from
- the *Molecular Biology and Genetics Course List I or II*
- 30 units
- Electives (See *Program Note 3* above.)

Justification 1.2: Introduction of a new core program version of the Honours Molecular Biology and Genetics Research Specialization program. This new program option in Molecular Biology and Genetics will provide flexibility for students who still want to focus their studies in Molecular Biology and Genetics but have no interest in pursuing applied research or lab intensive experiences. This model is functionally equivalent to the Honours Biology Research Specialization and Honours Biology Core programs.

2.0 PROGRAM CLOSURES

- **Honours B.Sc. in Biochemistry, Honours B.Sc. in Biochemistry – Biomedical Research Specialization, Honours B.Sc. in Biochemistry – Biomedical Research Specialization Co-op**

Memo from Dr. Maureen MacDonald, Dean of Science, and Dr. Susan Denburg, Executive Vice-Dean and Associate Vice-President, Academic, Faculty of Health Sciences will be sent as soon as possible.

February 3, 2022

TO: Dr. Kimberley Dej, Acting Vice-Provost (Faculty), Chair, Undergraduate Council
FROM: Dr. Maureen MacDonald, Dean, Faculty of Science
Dr. Susan Denburg, Executive Vice-Dean and Associate Vice-President
Academic, Faculty of Health Sciences

SUBJECT: Program Closures of Honours Biochemistry, Honours Biochemistry –
Biomedical Research Specialization, Honours Biochemistry – Biomedical
Research Specialization Co-op (B.Sc.)

The Faculties of Science and Health Sciences are jointly requesting that the Honours Biochemistry, Honours Biochemistry – Biomedical Research Specialization, and, Honours Biochemistry – Biomedical Research Specialization Co-op programs be moved from the Faculty of Science to the Faculty of Health Sciences and that the degree designation be changed to an Honours B.H.Sc. To facilitate this move the Department of Biochemistry and Biomedical Sciences will close the Honours Biochemistry (B.Sc.), Honours Biochemistry – Biomedical Research Specialization (B.Sc.), and, Honours Biochemistry – Biomedical Research Specialization Co-op (B.Sc.) programs, effective, September 2022.

Incoming Level 1 students (Fall 2022), interested in applying to the program in Level 2 (entry Fall 2023), will be directed to the Faculty of Health Sciences section of the 2022-23 Calendar for admission and program requirements.

Students currently enrolled in a Level 1 program, or Levels 2, 3 and 4 (co-op only) of the Biochemistry programs will be given the option of remaining in the Faculty of Science and completing the Hons. B.Sc. degree or transferring to Health Sciences to pursue the Hons. B.H.Sc degree.

Students in their final year, who have met all program requirements, will graduate with the Hons. B.Sc. degree at the Faculty of Science 2022 Spring (or Fall) Convocation.

The Faculty of Science agrees that Science Career and Co-operative Education (SCCE) will administer the co-op component of the program.

This agreement is contingent on the signing of an MOA that establishes the relevant recoveries that would be transferred to the Faculty of Science.

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Maureen MacDonald, PhD



Susan Denburg, PhD

cc. Office of the Associate Dean (Academic), Faculty of Science
Rob Whyte, Vice Dean, Education, Faculty of Health Sciences



SCIENCE

Undergraduate Curriculum Addendum to
Undergraduate Council, for the 2022-2023
Undergraduate Calendar

January 3, 2022

FACULTY OF SCIENCE REPORT TO SENATE

SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2022-2023

Following, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November 19, 2021, Report of the Academic Planning and Policy Committee for changes to the 2022-2023 Undergraduate Calendar, found at:

<https://macdrive.mcmaster.ca/f/f8c97562ba16468bb250/>

1.0 NEW PROGRAMS

N/A

2.0 PROGRAM CLOSURES

N/A

3.0 MAJOR REVISIONS:

3.1 Honours Biochemistry – Biomedical Research Specialization Co-op (B.Sc.)

Entry at Level III last available September 2022.

Effective September 2022, all Honours Biochemistry programs will be administered by the Faculty of Health Sciences. Students interested in applying to this program should see the Honours Biochemistry (B.H.Sc.) in the Faculty of Health Sciences section of the Calendar.

Students who enrolled prior to September 2022 are given the choice to remain in Honours Biochemistry – Biomedical Research Specialization Co-op (B.Sc.) or transfer into Honours Biochemistry – Biomedical Research Specialization Co-op (B.H.Sc.). Such students will graduate at a Faculty of Science convocation.

Admission

Enrolment in this program is limited and possession of the published minimum requirements does not guarantee admission. Selection is based on academic achievement and an interview but requires, as a minimum, submission of the on-line application by the stated deadline and completion of Level II Honours Biochemistry with a Grade Point Average of at least 5.0 and completion of the following courses:

12 units

- BIOCHEM 2B03 - Nucleic Acid Structure and Function
- BIOCHEM 2BB3 - Protein Structure and Enzyme Function
- BIOCHEM 2L06 A/B - Inquiry in Biochemical Techniques

3 units

- BIOLOGY 2C03 - Genetics

3 units

from

- the *Biochemistry Course List* (See *Program Note 6* below.)

6 units

- CHEM 2OA3 - Organic Chemistry I
- CHEM 2OB3 - Organic Chemistry II

REPORT TO THE SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session (Regular)

On February 14, 2022, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

1. Terms of Reference

a. Establishment of Associate Dean, Research and Associate Dean, Graduate Studies

It is now recommended,

that Senate approve the establishment of the Associate Dean, Research and the Associate Dean, Graduate Studies, in the Faculty of Social Sciences, as circulated.

b. Revised Terms of Reference, Vice Dean, Research

It is now recommended,

that Senate approve the proposed revisions to the Vice Dean, Research Terms of Reference, as circulated.


SENATE: FOR APPROVAL
March 9, 2022



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Faculty of
Social Sciences

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To: Senate Committee on Appointments 

From: Jeremiah Hurley, Dean, Faculty of Social Sciences

Date: January 31, 2022

Re: Proposal to position of Associate Dean, Graduate Studies and Research into two positions, Associate Dean, Research and Associate Dean, Graduate Studies

In recent years, the Faculties of Business, Humanities and Social Sciences have each had a single position, entitled Associate Dean, Graduate Studies and Research to oversee the graduate studies portfolios in their respective faculties. In contrast, the Faculties of Engineering and Science have each had two separate positions, Associate Dean Research and an Associate Dean Graduate Studies, and the Faculty of Health Sciences has had a Vice-Dean, Research and a Vice Dean, Graduate Studies. The rationale for these different structures across Faculties was differences in the scale of research activities and graduate programs across the Faculties and the associated differences in the sizes and complexity of the portfolios, with consequent workload implications for their respective associate deans.

Over time, the scope of responsibilities and workload for Associate Deans with respect to both research and graduate education have expanded. In the case of research, for instance, the VPR Karen Mossman has activated a previously underutilized University Research Council comprising the ADRs, which now meets regularly, is taking on increasing responsibilities, and supports the design and implementation multiple research initiatives at McMaster, such as the initiative on research platforms, renewed approaches and policies for research centres and institutes. These and other initiatives all require involvement of the ADRs. The research councils have created new or reactivated existing research programs (e.g., CFREF, CERCS, NFREF). With respect to graduate responsibilities, the School of Graduate Studies has (appropriately) devolved certain activities to the faculties, the Province's implementation of the graduate enrolment and funding corridor has created new demands for the role, and more generally the evolving context of graduate education requires greater cross-program coordination by the Associate Dean. During this same period the Faculty of Social Sciences has expanded its research activities with enhanced research support to investigators applying of external funding, new research centres and institutes, new research platforms, and more cross-faculty collaboration, all of which increase demands on the Associate Dean. Similarly, the Faculty of Social Sciences has created new graduate programs and new types of graduate programs (e.g., professional master's degrees) that increase demands on the Associate Dean. The full set of

responsibilities across the two portfolios now exceeds what is reasonable to expect a single person to manage. This stretches our current ADGS/R such that the Faculty of Social Sciences is less able to engage effectively on initiatives related to research and graduate studies than are the Associate Deans in Faculties with separate AD positions who are able to focus on their single areas of responsibility.

In light of this, I propose to split the current combined position and create two Associate Dean positions in the Faculty of Social Sciences— Associate Dean, Research and Associate Dean, Graduate Studies—to match the structure in Engineering, Health Sciences, and Science. The change would take effect July 1, 2022 to coincide with the end of the current term for the Associate Dean Graduate Studies and Research. Attached please find proposed terms of reference for the two positions.

In proposing this change, I have consulted with the Vice President Research and the Vice-Provost Graduate Studies, both of whom support this change, as does the Provost and Vice-President Academic. The change is also supported by the Dean's Advisory Council of the Faculty of Social Sciences and was approved at the January 27, 2022 meeting of the Faculty Council of the Faculty of Social Sciences.

Terms of Reference, Associate Dean of Graduate Studies (Social Sciences)

January 2022

The Associate Dean of Graduate Studies (Social Sciences) has the primary responsibility within the Faculty of Social Sciences for furthering McMaster's goals regarding graduate education and research training, and provides leadership and coordination of all activities related to those goals. The Associate Dean is normally appointed to a five-year term with the possibility of reappointment for a second term.

The Associate Dean reports to both the Vice-Provost and Dean of Graduate Studies and the Dean of the Faculty of Social Sciences. The Associate Dean works in a coordinated way with the Associate Deans of the Faculty of Social Sciences and the other Associate Deans of Graduate Studies to ensure that both Faculty-specific and University-wide goals are addressed.

Responsibilities include, but are not limited to:

- a. Working closely with the Vice-Provost and Dean of Graduate Studies and with the Dean of the Faculty of Social Sciences to assist with development, maintenance, and improvement of graduate programs in the Faculty of Social Sciences.
- b. Maintaining ongoing liaisons with the Associate Dean (Research), Faculty of Social Sciences and the Associate Dean (Academic), Faculty of Social Sciences and the Associate Deans of Graduate Studies (Health Social Sciences, Engineering, Business, Humanities and Social Sciences) for matters relating to these areas as they affect graduate programs and research training.
- c. Providing input into and strategic planning for matters of graduate recruitment, admissions, and enrolment, development of new disciplinary and interdisciplinary programs, and student recruitment and retention.
- d. Overseeing quality assurance for new and on-going graduate programs within the Faculty of Social Sciences and facilitating internal and external reviews of graduate programs.
- e. Serving as a member on or Chair of University-wide and Faculty-specific committees (including Chairing the Committee on Graduate Curriculum, Policy, Admissions and Study in the Faculty of Social Sciences, Co-Chairing the Scholarships Committee of the Graduate Council, Chairing, when so delegated by the Dean of the Faculty of Social Sciences, membership in the Graduate Council and Graduate Council Executive, and membership in the Faculty of Social Sciences Faculty Council).
- f. Interviewing candidates for tenured and tenure-track positions when requested,

assessing the candidates' suitability for a faculty position at McMaster University, particularly regarding graduate supervision.

- g. Overseeing the review and ranking of scholarship applications and chairing scholarship committees.
- h. Performing functions specified in such documents as the Research Integrity Policy, including investigating allegations of research misconduct and, if found, represent the University's position at a Hearing.
- i. Serving from time-to-time on bargaining teams in the University's negotiations (e.g., regarding the Teaching Assistant (TA) or Postdoctoral Fellow (PDF) collective agreements).
- j. Examining and proposing revisions to policies, procedures, and regulations to improve the operation of graduate programs and graduate student success.
- k. Encouraging and facilitating innovation in graduate education and research training within the Faculty of Social Sciences, and in conjunction with other Faculties in interdisciplinary programs.
- l. Working to enhance the quality of life and sense of community amongst the diverse group of graduate students and research trainees within the Faculty of Social Sciences and encourage their involvement in interdisciplinary activities.
- m. The evaluation of contracts involving graduate students (through the McMaster Industry Liaison Office (MILO)) and ensuring that such contracts do not breach the academic requirements of the University and the ability of the student to benefit from their own work.
- n. Discharging such duties as may be assigned by the Vice-Provost and Dean of Graduate Studies from time to time, including serving as Acting Dean in the Vice-Provost and Dean's absence.
- o. Meet with graduate program chairs and administrators on a regular basis to provide updates on decisions at Graduate Council, changes to operating procedures, and to solicit feedback on matters related to graduate studies and graduate students.
- p. Communicate best practices in graduate supervision and provide oversight and resolutions for graduate supervision issues, when necessary.

- q. Work with appropriate University, Faculty, and departmental personnel to advance EDI goals with respect to graduate education.
- r. The ideal candidate for this position will be an accomplished researcher, an excellent graduate mentor, and faculty member within the Faculty of Social Sciences. The candidate should have extensive experience in graduate education and research training, a strong understanding of and commitment to the role of graduate education in Social Sciences, demonstrated success in networking and collaboration, and excellent interpersonal and communication skills.

Associate Dean, Research (Social Sciences)

January 2021

Terms of Reference

- a. Lead in defining, promoting, implementing, sustaining, and evaluating research activity in the Faculty of Social Sciences that is consistent with strategic priorities of the Faculty and University.
- b. Lead in the identification, promotion, and coordination of major research opportunities and initiatives with sponsored research programs from government, public, and private sectors.
- c. Work in conjunction with Faculty and University advancement offices and public relations to raise profile of research in the Faculty of Social Sciences within the University and externally and work to bring the results of research to the attention of media and other important audiences.
- d. Develop research policies and priorities and recommend these to the Dean.
- e. Manage the Faculty Research Support Program and develop strategies to enhance research funding and success from major provincial, national and international granting agencies, non-profit organizations, and private sectors, and supervise staff of the research support program.
- f. Lead in identification, coordination, and promotion of research partnerships internally, within the University, and externally.
- g. Lead the design and implementation of research support infrastructure in the Faculty.
- h. Liaison with the Office of the Vice President, Research, the Office of Research Services, and the McMaster Industry Liaison Office (MILO) on research-related activities.
- i. Maintain liaison between graduate and research programs to ensure coherence.
- j. Inform strategic recruitment of Faculty and graduate students
- k. Coordinate the activities of Research Chairs and Research Centres, Institutes, Groups, and Platforms in the Faculty to promote research strengths and priorities and to support interdisciplinary research, in consultation with the Office of the Vice-President Research as appropriate.
- l. Assist in coordinating periodic reviews of research Centres, Institutes, and Platforms in the Faculty.

- m. Manage Associate Dean's discretionary funds in support of research.
- n. Work with appropriate University, Faculty, and departmental personnel to advance EDI goals with respect to research.
- o. Chair, as requested by the Dean, review committees and other Faculty committees from time to time, as needed.
- p. Discharge other such duties as may from time to time be assigned by the Dean.

Membership on Faculty Standing Committees and Ad Hoc Committees:

Faculty Council

Deans' Advisory Committee

Ad Hoc committees on strategic planning/advisory groups in research, education, and other areas important for the Faculty

Accountability:

Reports to Dean, Faculty of Social Sciences



February 7, 2022

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

Re: Approval of Updated Terms of Reference – Vice Dean, Research.

On behalf of the Faculty of Health Sciences Executive Committee, I am requesting approval of the updated terms of reference for the position of Vice Dean, Research.

These terms of reference were last updated in 2006 (attached) and an update was needed to accurately reflect the responsibilities of this position. The Faculty received input from the Vice President, Research, the Faculty Executive Committee, and other interested parties on these changes.

Thank you for considering this request. 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

Encl.

POB/rc

Vice Dean, Research, Faculty of Health Sciences

The Vice Dean, Research is responsible for guiding the research mission of the Faculty and for other responsibilities delegated by the Dean and Vice-President to facilitate the conduct of research and operational functions of the Faculty. As a senior leader within the Faculty of Health Sciences, the Vice Dean, Research assists the Dean and Vice-President and other Faculty leaders in the creation and implementation of initiatives that further the EDIIR goals of the Faculty.

Reporting Relationships:

The Vice Dean, Research reports directly to the Dean and Vice-President of the Faculty of Health Sciences, and indirectly to the Vice-President, Research, McMaster University.

Duties and Responsibilities:

Research

1. Work with the Associate Dean, Indigenous Health and the Associate Dean, Equity & Inclusion to advance indigenous health research and champion principles of equity, diversity, and inclusion in research across the Faculty.
2. Work with the departments and schools within FHS with our hospital partners to encourage and stimulate research activity including basic, clinical and education research, as well as knowledge translation, social innovation, and commercialization.
3. In conjunction with the Vice-Dean, Faculty Health Sciences/Associate Dean of Graduate Studies (Health Sciences), build and maintain linkages between graduate and research programs and promote the development of research opportunities for students and other trainees in a variety of subject areas.
4. Work with the Vice President Research and the ADRs of the other Faculties to stimulate interdisciplinary scientific collaboration; inform university-wide research policies and to advise the VPR regarding dissemination of research funds.
5. Provide leadership in the initiation of new research ventures and in the development of new ways of funding research activities, equipment, and personnel.
6. Advise Department Chairs on potential faculty recruits with respect to their research capabilities.
7. Participate in decisions regarding funding and long-term salary support for investigators, allocation of research overhead, CRC Chairs, and federal and provincial research infrastructure competitions.
8. Interface with Directors of Joint Hospital/University Research Institutes to promote research and set research priorities.
9. Through effective collaborations, ensure congruence among the educational, research and health service programs of the Faculty.
10. Foster relationships with federal, provincial, and charitable funding agencies and influence the science and administrative policies of provincial, national, and international government granting agencies.
11. Generate new revenue through research collaborations and commercialization activities.
12. In collaboration with the Vice Presidents of Research in our partner hospitals, create and maintain a city-wide strategic plan for biomedical, clinical, health services and policy, educational, and population health research to inform future investments.

Operational Management

1. Consult with partners within the University, the community and partner hospitals and advise the Dean on issues that will guide those responsible for operationalizing the Faculty mission related to research.
2. Oversee the activities of the Assistant Dean, Research FHS; Health Research Services (HRS) through the Director, Research Services; Central Animal Facilities through its Director; and others responsible for FHS research facilities.
3. Manage the Vice Dean, Research's fund, and other discretionary funds in support of research.
4. Establish and maintain linkages across the University, with industry and act as a key interface between the University and research networks.

Specific Areas of Responsibility

1. Ensure that all research facilities affiliated with FHS are managed appropriately, including developing and allocating wet and dry lab research space.
2. Oversee Human Research Ethics Review.
3. Provide recommendations to the Dean and Vice President regarding candidates for internally allocated awards and convene sub-committees of HRS to make recommendations for recipients of special awards.
4. Develop research policies and priorities and recommend these to the Dean and Faculty Executive Council.
5. Allocate funds for new scientific equipment to existing faculty researchers.
6. Ensure that established research programs and non-program research activities undergo periodic review.
7. Serve as a member of FHS, University, and external committees as requested and/or required. These include:
 - University Research Infrastructure Oversight Board
 - FHS Faculty Executive Council
 - FHS Nominations and Awards Committee
 - Selection Committees for FHS Leadership positions
 - MDSM Council

Conditions of Employment:

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

TERMS OF REFERENCE

VICE DEAN, RESEARCH

FACULTY OF HEALTH SCIENCES

The Vice Dean, Research reports directly to the Dean and Vice-President of the Faculty of Health Sciences, and indirectly to the Vice-President, Research, McMaster University. The incumbent is responsible for guiding the research mission of the Faculty and for other responsibilities delegated by the Dean and Vice-President to facilitate the conduct of research and operational functions of the Faculty.

Research

1. Encourage and stimulate research activity among all sectors of the Faculty of Health Sciences including departments, schools and affiliated clinical institutions; promote development of research opportunities for students and other trainees in a variety of subject areas.
2. To encourage and stimulate scientific collaboration between FHS Researchers and their peers in other Faculties at McMaster University.
3. Provide leadership in the initiation of new research ventures and in the development of new ways of funding research activities, equipment and personnel.
4. Advise on potential faculty recruits particularly with respect to their research capabilities.
5. Participate in decisions regarding bridge-financing and long-term salary support (career investigator awards, tenure-track positions) for investigators, allocation of research overhead, CRC Chairs, and federal and provincial research infrastructure competitions.
6. Along with the Vice Dean of the Faculty Graduate Programs, maintain liaison between graduate and research programs.
7. Interface with Directors of Joint Hospital/University Research Institutes within the Faculty of Health Sciences and its affiliated clinical institutions to promote research and set research priorities.
8. Through effective collaborations, ensure congruence among the educational, research and health service programs of the Faculty.
9. Influence the science and administrative policies of provincial, national and international voluntary government granting agencies.
10. Foster relationships with federal, provincial and charitable funding agencies
11. Generate new revenue through collaborations in research.
12. In collaboration with hospital VP's Research, to formulate a city-wide strategic plan for biomedical research to inform future investments.

Operational Management

1. Consult with partners within the University, the community and the hospitals and advise the Dean on issues that will guide those responsible for operationalizing the Faculty mission in the above areas.
2. Oversee the activities of Health Research Services through the Administrator, Research Services, the activities of the Central Animal Facilities through its Director and others responsible for central facilities.
3. Manage the Vice Dean, Research's fund and other discretionary funds in support of research.
4. Establish and maintain linkages with other faculties within McMaster University and with industry and act as a key interface between the University and research networks.

Specific Areas of Responsibility

1. Develop and allocate wet and dry lab research space within the Faculty of Health Sciences.
2. Manage central research facilities including animal quarters, level 3 laboratories, genobiotic facility, and electron microscopy.
3. Oversee Human and Animal Research Ethics Review.
4. Recommend winners of internally allocated awards and convene sub-committees of CSD to make recommendations for recipients of special awards.
5. Develop research policies and priorities and recommend these to the Dean and Faculty Executive.
6. Allocate funds for new scientific equipment to existing faculty researchers.
7. Ensure that established research programs and non-program research activities undergo periodic review.
8. Membership on committees as required.

Approved Executive Committee of the Faculty of Health Sciences February 22, 2006
Title update July 1, 2018