Senate

Wednesday, January 11, 2023 at 3:30 PM
Gilmour Hall, Council Room (Room 111)

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.

Page

8. OTHER BUSINESS

Summary of 2022 Senate Enrolment Figures

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

Relative to 2021-22, total full-time undergraduate student headcount increased by 0.2% (from 32,119 students to 32,174 students), with the largest per cent increase occurring in the Faculty of Health Sciences (5.6%; from 5,362 students to 5,662 students). Level I and Level II undergraduate enrollment tended to be lower than the corresponding enrollment in the previous year, with overall declines of 4.6% in level I and 6.4% in level II. The largest per cent decline in level I relative to 2021-22 occurred in the Faculty of Social Science (13.0%; 1,276 students to 1,110 students) and Faculty of Business (12.3%; 1,050 students to 921 students). The Faculty of Engineering and Faculty of Health Sciences had positive change in undergraduate students for each of the first four levels relative to the corresponding level in 2021-22.

Enrolment Management Update Headcounts of Level 1 students

The undergraduate student enrolment targets for 2022-23 were set higher or to the same level as those in 2021-22. The Faculty of Business enrolled above their target by 20 students and the Faculty of Engineering enrolled above their target by 168 students. Similarly, the Arts & Science Program enrolled above its target by 12 students, Midwifery was over enrolled by 8 students, and McMaster Nursing enrolled 2 students more than target. The Faculty of Health Sciences was under enrolment target by 2 students, the Faculty of Humanities was under enrolment target by 12 students, the Faculty of Science was under enrolment target by 25 students, and the Faculty of Social Sciences was under enrolment target by 82 students.

Total Graduate Headcount Enrollment by Faculty and Department, as of November 1, 2021-2022 to 2022-2023

Relative to 2021-22, total full-time graduate student headcount increased by 2.4% (from 4,330 students to 4,435 students), with the largest per cent increases occurring in the Faculty of Health Sciences (4.6%; from 1,317 students to 1,377 students) and Faculty of Science (4.7%; from 634 students to 664 students). Full-time doctoral student headcount increased by 4.8% (from 1,626 students to 1,704 students), with the largest per cent increase occurring in the Faculty of Humanities (8.3%; from 156 students to 169 students). Full-time Masters student headcount declined by 0.6% (from 2,674 students to 2,657 students), with the largest per cent decline (22.8%; 123 students to 95 students) occurring in the Faculty of Humanities. Total Part-time graduate student headcount increased by 0.8% (from 921 students to 928 students), with the largest per cent increase (14.9%; from 74 students to 85 students) occurring in the Faculty of Engineering. Part-time Masters student headcount increased by 1.1% (from 748 students to 756 students), with the largest per cent increase (16.7%; from 54 students to 63 students) occurring in the Faculty of Engineering. Co-op Masters student headcount increased by 78.3% (from 143 students to 255 students), with the largest per cent increase (306.3%; from 32 students to 130 students) occurring in the Faculty of Engineering.

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

FACULTY		2021/2022 Fall										2022/2023 Fall									
		Full Time							Part Time		Grand	Full Time							Part Time		Grand
		I	II	III	IV	V	OTHER	Total	Total	Total	Total	I	II	III	IV	V	OTHER	Total	Total	Total	Total
BUSINESS		1050	1022	914	810		11	3807	75	75	3882	921	915	1014	881	33	40	3804	83	83	3887
ENGINEER	BACHELOR OF TECHNOLOGY	299	233	464	528			1524	314	314	1838	321	271	436	580			1608	350	350	1958
	CHEMICAL ENGINEERING		76	74	86	32		268	11	11	279		66	66	100	21		253	6	6	259
	CIVIL ENGINEERING		137	124	150	29		440	11	11	451		112	131	143	18		404	8	8	412
	COMPUTING & SOFTWARE	190	352	271	307	43		1163	39	39	1202	194	425	362	262	47		1290	34	34	1324
	ELECTRICAL & COMPUTER ENGINEERING		279	211	292	39		821	45	45	866		275	276	276	38		865	23	23	888
	ENGINEERING PHYSICS		70	51	59	11		191	9	9	200		52	50	78	5		185	11	11	196
	FACULTY OF ENGINEERING	958	1				1	960	22	22	982	991	2				24	1017	11	11	1028
	IBEHS	173	149	121	103	38		584	6	6	590	144	137	124	116	94		615	4	4	619
	MATERIAL SCIENCE & ENGINEERING		57	46	38	2		143	5	5	148		32	44	47	3		126	10	10	136
	MECHANICAL ENGINEERING		163	173	171	38		545	17	17	562		160	173	203	27		563	19	19	582
ENGINEERING TOTAL		1620	1517	1535	1734	232	1	6639	479	479	7118	1650	1532	1662	1805	253	24	6926	476	476	7402
HEALTH SCIENCES	ANAESTHESIOLOGY						64	64			64						69	69			69
	BACHELOR HEALTH SCIENCES	229	281	261	225		4	1000	3	3	1003	249	244	277	199		1	970	5	5	975
	BIOCHEMISTRY & BIOMEDICAL SCI			58	59			117	2	2	119		128	172	151			451	1	1	452
	COLLABORATIVE NURSING	243	361	349	355			1308	59	59	1367	240	366	311	348			1265	75	75	1340
	FAMILY MEDICINE						215	215			215						221	221			221
	HEALTH RESEARCH METHODS, EVIDENCE AND IMPACT						3	3			3						4	4			4
	HONOURS BIOLOGY & PHARMACOLOGY (BIOPHARM)			19	3	20		42			42			16	1	17		34			34
	IBEHS		36	18	32	18		104			104		37	34	26	18		115	2	2	117
	MEDICINE						362	362			362						382	382			382
	MIDWIFERY	41	45	37	35			158	1	1	159	44	34	43	36			157			157
	MULTIPLE DEPARTMENTS						6	6			6						8	8			8
	OBSTETRICS & GYNECOLOGY						49	49			49						50	50			50
	ONCOLOGY						30	30			30						32	32			32
	PATHOLOGY & MOLECULAR MEDICINE						31	31			31						32	32			32
	PEDIATRICS						104	104			104						100	100			100
	PHYSICIAN ASSISTANT EDUCATION PROGRAM	27	23					50			50	27	23					50			50
	PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES						54	54			54						58	58			58
	RADIOLOGY						46	46			46						43	43			43
	SCHOOL OF MEDICINE	203	205	208				616			616	204	204	204				612			612
	SCHOOL OF NURSING	119	126	250	224		5	724	26	26	750	136	112	230	241		8	727	16	16	743
	SURGERY						188	188			188						183	183			183
HEALTH SCIENCES TOTAL		862	1077	1200	933	38	1161	5271	91	91	5362	900	1148	1287	1002	35	1191	5563	99	99	5662
HUMANITIES	ART	21	23	28	19			91	2	2	93	25	17	24	23			89	6	6	95
	ART HISTORY		7	5	8			20	4	4	24		7	8	2			17	3	3	20
	CLASSICS		15	12	12			39	6	6	45		16	14	13			43	4	4	47
	COMMUNICATION STUDIES AND MEDIA ARTS		117	98	73			288	10	10	298		121	116	90			327	10	10	337
	ENGLISH		79	52	55			186	22	22	208		60	65	42			167	11	11	178
	FACULTY OF HUMANITIES	536	46	7			17	606	33	33	639	551	65	6			25	647	36	36	683
	FRENCH		12	7	10			29	4	4	33		10	11	5			26	1	1	27
	GLOBAL PEACE AND SOCIAL JUSTICE		14	2	9			25	1	1	26		12	7	5			24	1	1	25
	HISTORY		53	72	29			154	23	23	177		53	51	60			164	18	18	182
	LINGUISTICS		50	47	66			163	6	6	169		60	41	47			148	13	13	161
	MEDIA ARTS		3	17	24			44	1	1	45		2	6	15			23	2	2	25
	MUSIC	14	18	12	17			61	5	5	66	13	14	16	17			60	3	3	63
	PHILOSOPHY		114	103	76			293	15	15	308		96	108	79			283	16	16	299
	THEATRE & FILM STUDIES		23	24	4			51	4	4	55		23	24	14			61	4	4	65
HUMANITIES TOTAL		571	574	486	402	0	17	2050	136	136	2186	589	556	497	412	0	25	2079	128	128	2207
SCIENCE	BIOLOGY		324	278	225	3		830	19	19	849		252	298	276	3		829	9	9	838
	CHEMISTRY AND CHEMICAL BIOLOGY		92	61	85	4		242	3	3	245		95	78	73	7		253	4	4	257
	FACULTY OF SCIENCE	1761	189	126	103	1	29	2209	112	112	2321	1506	92	24	26	2	50	1700	61	61	1761

Faculty	Department																				
	GEOGRAPHY & EARTH SCIENCES		52	64	66	2		184	6	6	**190**		61	67	66	6		200	9	9	**209**
	HONOURS BIOLOGY & PHARMACOLOGY (BIOPHARM)			1				1			**1**										
	KINESIOLOGY	187	253	200	237			877	5	5	**882**	262	183	234	204			883	10	10	**893**
	MATHEMATICS AND STATISTICS		377	323	237	8		945	37	37	**982**		318	326	301	11		956	35	35	**991**
	PHYSICS & ASTRONOMY		43	57	45	2		147	6	6	**153**		48	43	57	1		149	8	8	**157**
	PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		268	265	238			771	11	11	**782**		257	282	275			814	27	27	**841**
	SCHOOL OF INTERDISCIPLINARY SCIENCE	165	820	645	542	2		2174	45	45	**2219**	190	709	752	630	4		2285	34	34	**2319**
SCIENCE TOTAL		2113	2418	2020	1778	22	29	8380	244	244	**8624**	1958	2015	2104	1908	34	50	8069	197	197	**8266**
SOCIAL SCIENCES	ANTHROPOLOGY		56	47	45			148	15	15	**163**		35	41	34			110	7	7	**117**
	ECONOMICS	196	196	180	99			671	28	28	**699**	182	225	174	118			699	23	23	**722**
	FACULTY OF SOCIAL SCIENCES	1021	94	14			16	1145	71	71	**1216**	881	67	14			37	999	47	47	**1046**
	GEOGRAPHY & EARTH SCIENCES		1	5	17			23	4	4	**27**			2				2	1	1	**3**
	HEALTH, AGING AND SOCIETY	59	111	98	71			339	12	12	**351**	47	101	99	87			334	20	20	**354**
	INDIGENOUS STUDIES PROGRAM		7	9	12			28	4	4	**32**		5	6	8			19	6	6	**25**
	LABOUR STUDIES		26	22	23			71	5	5	**76**		12	21	11			44	6	6	**50**
	POLITICAL SCIENCE		203	201	154			558	38	38	**596**		204	190	171			565	29	29	**594**
	PSYCHOLOGY NEUROSCIENCE & BEHAVIOUR		121	99	36			256	17	17	**273**		107	92	48			247	26	26	**273**
	RELIGIOUS STUDIES		5	6	4			15	4	4	**19**		8	5	2			15	2	2	**17**
	SCHOOL OF EARTH, ENVIRONMENT AND SOCIETY		43	42	11			96	2	2	**98**		45	50	28			123	6	6	**129**
	SCHOOL OF SOCIAL WORK		55	60	39			154	36	36	**190**		62	60	41			163	26	26	**189**
	SOCIAL PSYCHOLOGY		118	108	107			333	11	11	**344**		116	108	110			334	16	16	**350**
	SOCIOLOGY		144	152	90			386	61	61	**447**		149	125	97			371	70	70	**441**
SOCIAL SCIENCES TOTAL		1276	1180	1043	708	0	16	4223	308	308	**4531**	1110	1136	987	755	0	37	4025	285	285	**4310**
ARTS & SCIENCE		66	84	57	71			278	10	10	**288**	85	63	82	57		3	290	3	3	**293**
DIVINITY		18	4	2			7	31	97	97	**128**	17	6				13	36	111	111	**147**
GRAND TOTAL		7576	7876	7257	6436	292	1242	30679	1440	1440	**32119**	7230	7371	7633	6820	355	1383	30792	1382	1382	**32174**

Note 1: Undergraduate Headcount enrolment includes Fall as reported to MCU on each year.
Note 2: Headcount Total excludes students on Co-op work term.
Note 3: Faculty of Engineering Other includes: Continuing Student-Engineering, Exchange Student (Incoming)-EN, LOP (Incoming)-EN, LOP/Visiting (Incoming)-EN, Transition Student-Engineering.
Note 4: Effective Summer 2015, McMaster's definition of a part time student chagned from 12 units to 9 units per four month term.

Enrolment Management Update
Headcounts of Level 1 students

FACULTY\PROGRAM			2021 Total Target	2021 101 Full-Time	2021 101 Part-Time	2021 101 Total	2021 105 Full-Time	2021 105 Part-Time	2021 105 Total	2021 Grand Total	2021 RET Full-Time	2021 RET Part-Time	2021 RET Total	2021 Grand Total - Target	2022 Total Target	2022 101 Full-Time	2022 101 Part-Time	2022 101 Total	2022 105 Full-Time	2022 105 Part-Time	2022 105 Total	2022 Grand Total	2022 RET Full-Time	2022 RET Part-Time	2022 RET Total	2022 Grand Total - Target
ARTS & SCIENCE PROGRAM	Arts & Science 1	ASCIENCE1	62	54		54	7		7	61	4		4	-1	72	69		69	15		15	84	1		1	12
	Transition Student-Arts&Sci	TRANSAS									1		1	0												0
	Total		62	54		54	7		7	61	5		5	-1	72	69		69	15		15	84	1		1	12
FACULTY OF BUSINESS	Business 1	BUSINESS1	694	702	4	706	113	2	115	821	166	8	174	127	717	635	3	638	112	1	113	751	100	7	107	34
	Integrated Business&Humanities	HIBH	61	49		49	4		4	53	1		1	-8	61	44		44	3		3	47	3		3	-14
	Transition Student-Business	TRANSSB									15	2	17	0									24	8	32	0
	Total		755	751	4	755	117	2	119	874	182	10	192	119	778	679	3	682	115	1	116	798	127	15	142	20
FACULTY OF ENGINEERING	B Tech 1 - BioTechnology CO-OP	BTECH_BIO1	41	39		39	13		13	52	6		6	11	43	42		42	9		9	51	8	2	10	8
	BTech1-Auto&Veh Eng Tech CO-OP	BTECH_AVT1	73	90		90	20	1	21	111	11		11	38	73	104		104	13		13	117	15	2	17	44
	BTech1-Automatn Eng Tech CO-OP	BTECH_PA1	84	91		91	13		13	104	16	3	19	20	87	108		108	8		8	116	16	1	17	29
	Computer Science 1	COMPSCI1		5		5	3		3	8	3		3			8		8	10		10	18	3	1	4	
	Computer Science 1 CO-OP	COMPSCICO1	126	117		117	52		52	169	10	1	11	51	150	84		84	75		75	159	14		14	27
	Engineering 1	ENGINEER1		79		79	24		24	103	19	6	25			83		83	30		30	113	20	4	24	
	Engineering 1 CO-OP	ENGINERC1	808	658	1	659	114	1	115	774	63	3	66	69	827	696		696	94		94	790	67	5	72	76
	Integr Biomed Eng&Hth Sc1CO-OP	IBEHSC1		141		141	9		9	150	2		2			97		97	14		14	111	5	2	7	
	Integrated Biomed Eng & HthSc1	IBEHS1	144	19		19	2		2	21				27	155	25		25	3		3	28				-16
	Transition Student-Engineering	TRANSEN									1	2	3	0									1	1	2	0
	Total		1276	1239	1	1240	250	2	252	1492	131	15	146	216	1335	1247		1247	256		256	1503	149	18	167	168
FACULTY OF HEALTH SCIENCES	Bach. of Health Sciences Hon	BHSCH	246	206		206	21		21	227	2		2	-19	250	225		225	23		23	248	1	1	2	-2
	Total		246	206		206	21		21	227	2		2	-19	250	225		225	23		23	248	1	1	2	-2
FACULTY OF HUMANITIES	Humanities 1	HUM1	437	345	3	348	101	1	102	450	90	7	97	13	441	329	3	332	111	1	112	444	111	9	120	3
	Integrated Arts 1	IARTS1												0	26	15		15	7		7	22	2		2	-4
	Music 1	MUSIC1	22	9		9	2		2	11	3		3	-11	22	6		6	5		5	11	2	1	3	-11
	Studio Art 1	STUDIOART1	26	14	1	15	5		5	20	2		2	-6									1		1	0
	Total		485	368	4	372	108	1	109	481	95	7	102	-4	489	350	3	353	123	1	124	477	116	10	126	-12
FACULTY OFSCIENCE	Chemical &Physical Sci Gateway	PHYSALSCI1	86	92		92	11		11	103	6	1	7	17	94	51	1	52	11	1	12	64	21	2	23	-30
	Enviro & Earth Sci Gateway	ENVEARTH1	65	62	1	63	10		10	73	6	1	7	8	79	49		49	15		15	64	10	2	12	-15
	Integrated Science	HINTEGSCI	59	52		52	2		2	54	1		1	-5	60	45		45	7		7	52	2		2	-8
	Kinesiology	HKINESIOL	219	164		164	16		16	180	7		7	-39	240	242		242	13		13	255	7		7	15
	Life Sciences Gateway	LIFESCI1	1037	1086	2	1088	83	1	84	1172	52	2	54	135	1029	921		921	73	1	74	995	34	6	40	-34
	Math & Statistics Gateway	MATHSTAT1	208	207	1	208	58	2	60	268	88	5	93	60	202	170	1	171	56	3	59	230	95	3	98	28
	Medical Radiation Sciences	MEDRADSCI	111	90	1	91	13		13	104	7		7	-7	114	125		125	8		8	133	3	1	4	19
	Total		1785	1753	5	1758	193	3	196	1954	167	9	176	169	1818	1603	2	1605	183	5	188	1793	172	14	186	-25
FACULTY OF SOCIAL SCIENCES	Economics 1	ECONOMICS1	121	85		85	37		37	122	74	3	77	1	127	83		83	37		37	120	62	2	64	-7
	Health and Society 1	HHLTHSCTY1	52	44		44	8		8	52	7	2	9	0	53	34		34	8	1	9	43	5	1	6	-10
	Social Sciences 1	SOCSCI1	770	738	2	740	121	2	123	863	162	23	185	93	830	623		623	139	3	142	765	119	15	134	-65
	Total		943	867	2	869	166	2	168	1037	243	28	271	94	1010	740		740	184	4	188	928	186	18	204	-82
MIDWIFERY	Midwifery	MIDWIFERY	30	4		4	36		36	40	1		1	10	30	4		4	34		34	38	6		6	8
	Total		30	4		4	36		36	40	1		1	10	30	4		4	34		34	38	6		6	8
SCHOOL OF NURSING	Nursing - McMaster	NURS_MCM	122	107		107	9		9	116	3	1	4	-6	122	105		105	19		19	124	11	3	14	2
	Total		122	107		107	9		9	116	3	1	4	-6	122	105		105	19		19	124	11	3	14	2
Grand Total			5704	5349	16	5365	907	10	917	6282	829	70	899	578	5904	5022	8	5030	952	11	963	5993	769	79	848	89

Note 1: 101 - students registered in previous academic year at Ontario Secondary School
Note 2: 105 - all other applicants including students that came indirectly from an Ontario Secondary School
Note 3: Returning - internal transfers, students repeating Level 1, students readmitted, and students with course deficiency
Note 4: Headcounts as of November 1 and as reported to MTCU.
Note 5: Headcounts exclude Divinity, Mohawk & Conestoga Nursing.
Source: Student Records Database.
PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS
UPDATED ON: 14NOV2022

Total Graduate Headcount Enrolment by Faculty and Department, as of November 1, 2021-2022 to 2022-2023

Faculty	Department	FT Doctoral 2021/2022	FT Doctoral 2022/2023	FT Masters 2021/2022	FT Masters 2022/2023	FT Dip/Cert 2021/2022	FT Dip/Cert 2022/2023	PT Doctoral 2021/2022	PT Doctoral 2022/2023	PT Masters 2021/2022	PT Masters 2022/2023	PT Dip/Cert 2021/2022	PT Dip/Cert 2022/2023	CO-OP Doctoral 2021/2022	CO-OP Doctoral 2022/2023	CO-OP Masters 2021/2022	CO-OP Masters 2022/2023
BUSINESS	BUSINESS	95	98			8	17	8	8								
	EMBA			16	17												
	FINANCE			112	136												
	MBA			404	366					298	281					104	121
	TOTAL	**95**	**98**	**532**	**519**	**8**	**17**	**8**	**8**	**298**	**281**					**104**	**121**
ENGINEERING	BIOMEDICAL ENGINEERING	44	47	31	36											1	1
	CHEMICAL ENGINEERING	73	77	24	23											1	1
	CIVIL ENGINEERING	66	70	28	26			4	3	3	5			1			
	COMPUTING AND SOFTWARE	47	61	68	65			7	7	7	9					2	8
	ELECTRICAL AND COMPUTER ENGINEERING	102	109	72	87			3	4	8	6			5	2	5	14
	ENGINEERING PHYSICS	47	46	28	24			2	2	9	11	1	1	2		1	2
	ENGINEERING PRACTICE			269	233					22	28					19	98
	FACULTY OF ENGINEERING					7	35						1				
	MATERIAL SCIENCE & ENGINEERING	46	48	19	19					1					3	1	1
	MECHANICAL ENGINEERING	65	70	53	56			3	4	4	4			2	2	2	5
	TOTAL	**490**	**528**	**592**	**569**	**7**	**35**	**19**	**20**	**54**	**63**	**1**	**2**	**8**	**9**	**32**	**130**
HEALTH SCIENCES	BIOCHEMISTRY	75	77	52	56					1	1						
	BIOMEDICAL DISCOVERY AND COMMERCIALIZATION			34	30												
	CLINICAL BEHAVIOURAL SCIENCE					1						11	17				
	EHEALTH			56	78					30	26						
	FACULTY OF HEALTH SCIENCES					3	5						3				
	GLOBAL HEALTH	16	23	114	119												
	HEALTH MANAGEMENT			13	17					138	133						
	HEALTH POLICY	27	30														
	HEALTH RESEARCH METHODOLOGY	61	75	65	62			30	27	26	22	70	64				
	HEALTH SCIENCE EDUCATION			16	16					43	41						
	MEDICAL PHYSICS			1	1												
	MEDICAL SCIENCES	81	82	87	64					1	1						
	MIDWIFERY				4						23						
	NEUROSCIENCE	33	32	23	21					1							
	NURSING	15	13	67	60	3	6	2	3	18	17						
	OCCUPATIONAL THERAPY			124	124												
	PEDIATRICS			30	32					8	14						
	PHYSIOTHERAPY			132	138												
	PSYCHIATRY & BEHAVIOURAL NEUROSCIENCES			35	43												
	PUBLIC HEALTH			51	61					7	9						
	REHABILITATION SCIENCE	27	27	74	80			10	14	46	48						
	SCHOOL OF MEDICINE	1	1														
	TOTAL	**336**	**360**	**974**	**1006**	**7**	**11**	**42**	**44**	**319**	**335**	**81**	**84**				
HUMANITIES	CLASSICS	10	12	11	5												
	COMMUNICATION MANAGEMENT			1						49	52						
	COMMUNICATION STUDIES & MULTIMEDIA	23	26	12	9												
	ENGLISH	45	43	24	24												
	FACULTY OF HUMANITIES						1										
	FRENCH	14	16	5	3												
	GENDER AND SOCIAL JUSTICE			11	7					1	3						
	HISTORY	22	24	18	10			1	1	1							
	INTERDISCIPLINARY STUDIES			1	1					2	2						
	LINGUISTICS AND LANGUAGES	11	8	15	15												
	PHILOSOPHY	31	40	25	21					1							
	TOTAL	**156**	**169**	**123**	**95**		**1**	**1**	**1**	**54**	**57**						
INTERDISCIPLINARY	INTERDISCIPLINARY (RESEARCH)					1											
	TOTAL					**1**											
SCIENCE	BIOLOGY	36	45	44	45					1	1						
	CHEMICAL BIOLOGY	18	15	18	27												
	CHEMISTRY	45	40	21	29												

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	COMPUTATIONAL SCIENCE AND ENGINEERING	17	20	16	17			6	3	1	1						
	FACULTY OF SCIENCE					6	5										
	GEOGRAPHY AND EARTH SCIENCES	44	43	42	32			2	2	1							
	KINESIOLOGY	25	31	23	29					1							
	MATH AND STATISTICS	34	32	45	56					2	1						
	MEDICAL PHYSICS	12	10	11	11			1	1	4	3						
	PHYSICS & ASTRONOMY	42	35	28	31												
	PSYCHOLOGY	75	75	32	36			1	1								
	TOTAL	**348**	**346**	**280**	**313**	**6**	**5**	**10**	**7**	**10**	**6**						
SOCIAL SCIENCES	ANTHROPOLOGY	33	28	15	16			2	2								
	ECONOMICS	32	32	39	29			1			1					7	4
	FACULTY OF SOCIAL SCIENCES			18	20	5											
	GLOBALIZATION			15	15					1	1						
	HEALTH, AGING & SOCIETY	21	20	9	9												
	LABOUR STUDIES	11	13	13	11			1	2	1	1						
	POLITICAL SCIENCE	37	36	20	17						1						
	RELIGIOUS STUDIES	22	22	5	6			1	1								
	SOCIAL WORK	22	25	21	19	1				11	10	6	1				
	SOCIOLOGY	23	27	18	13												
	TOTAL	**201**	**203**	**173**	**155**	**1**	**5**	**5**	**5**	**13**	**14**	**6**	**1**			**7**	**4**
GRAND TOTAL		**1626**	**1704**	**2674**	**2657**	**30**	**74**	**85**	**85**	**748**	**756**	**88**	**87**	**8**	**9**	**143**	**255**

Note 1: Headcount is as of November 1st of each year and as reported to MCU.
Note 2: Headcount enrolment of McMaster interdisciplinary programs is counted under their designated associated Facutly.
Note 3: Interdisciplinary (No Faculty) contains students in Academic Plans - Interdisciplinary (Post Degr) and Interdisciplinary (Research) who take courses from any Faculty and have not been associated with a specific Faculty.
SOURCE: STUDENT RECORDS DATABASE (PeopleSoft Campus Solutions)
PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH AND ANALYSIS
UPDATED DATE:14NOV2022

Equity and Inclusion Office Annual Report

SEPTEMBER 1, 2021 – AUGUST 31, 2022

BRIGHTER WORLD

Equity and
Inclusion Office

McMaster
University

Contents

Relevant Links

Equity & Inclusion Office Website

Equity & Inclusion Facebook Page

Accessibility Hub Website

Sexual Violence Prevention and Response Office Website

Blue Folder: Discrimination and Harassment Guide

Gold Folder: Sexual Violence Prevention Response Guide

https://equity.mcmaster.ca/app/uploads/2021/03/Blue-Folder-McMasters-Discrimination-Harassment-Policy.pdf

https://svpro.mcmaster.ca/app/uploads/2020/11/Gold-Folder.pdf

Mandates and Highlights

Equity and Inclusion Office Mandate

The **Equity and Inclusion Office (EIO)** has a broad three-pronged mandate:
- to provide leadership to advance institutional equity, diversity, and inclusion (EDI) priorities and inclusive excellence goals;
- to provide education, training, and resources related to accessibility, inclusion & anti-racism, human rights, and sexual violence;
- to provide harassment, discrimination, and sexual violence response services.

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

In June of 2019, McMaster launched its EDI Strategy, which included an EDI Framework for Strategic Action and a 2019 – 2022 EDI Action Plan. Fifty-seven strategic actions were identified across six thematic objectives. Detailed EDI Action Plan Progress Reports are posted on the EIO website.

Annual Report Mandate

Under sections 52 of the *Discrimination and Harassment Policy* and section 53 of the *Sexual Violence Policy*, the EIO is responsible for collecting and reporting annual anonymized, aggregate data on complaints, investigations, sanctions and outcomes, consultations, disclosures, and voluntary/dispute resolution to the Senate and the Board of Governors.

Annual Report Parameters

Unless stated otherwise, this report covers data collected from September 1, 2021, to August 31, 2022.

Data for the annual report is collected and maintained by the EIO and includes information from the Sexual Violence Prevention and Response Office, the Human Rights and Dispute Resolution Program, Employee & Labour Relations, the Student Case Management Office, and the Faculty of Health Sciences Professionalism Office.

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

2021/2022 EIO Office Highlights

Training initiatives

- EIO staff team offered over 340 education-oriented sessions and events, to 29, 053 students, staff, and faculty on a host of EDI-related topics.

Staff changes

- Four individuals left the office during the reporting year and three joined. In April 2022, the office announced the addition of Lenore Lukasik-Foss, inaugural Director, SVPRO and Anti-Oppression Programs, and Natalie Lafleur, Sexual Violence Response Case Manager. In May 2022, the EIO announced the addition of Renata Hall, Manager, Inclusion and Anti-Racism Programs.

- The office initiated a search for a Director, Human Rights & Accessibility and is in the final stages of this hiring. Dr. Tighe, Provost & Vice-President (Academic) is leading the search for the permanent Associate Vice President Equity and Inclusion and the search committee will begin interviewing in the new year. In the interim, Dr. Sonia Anand, Professor of Medicine & Epidemiology, is the Acting Associate Vice President Equity and Inclusion.

Office review

- In the spirit of continuous improvement, in September 2022, the Provost initiated a review of the Equity & Inclusion Office.

- The review team was comprised of internal and external experts. The scope of the review included the activities of the EIO and the various units across the University that are supported and/or collaborate with the EIO to foster a culture of respect and inclusivity, oversee the development of equity initiatives, raise awareness of historically marginalized groups, and incorporate an anti-oppressive framework.

- The review commenced in the fall of 2022, with outcomes and recommendations expected before the end of fall term.

- A needs assessment of the Accessibility portfolio was initiated by the Provost and led by Senior Human Rights Officer, Marla Brown. This report has been submitted to Dr. Anand and Dr. Tighe for review.

Policy work

- Representatives from the Office have been actively involved in various policy review and update processes, including for the Faculty Code of Conduct, the University Accessibility Policy, the Sexual Violence Policy, and the Discrimination & Harassment Policy.

Data collection and reporting

- We continue to enhance systems to effectively collect and report data for all EIO portfolios. We are in the process of initiating a new case management software for the EIO and initiating a pilot project to track the work and impact of the EIO activities.

Program
Highlights
2021 | 2022

AccessMac Accessibility Program

Highlights of Notable Successes and Opportunities

Institutional Accessibility Consultations and Projects

- Completed Phase One (1) of the University's Web Accessibility Project providing consultation, in partnership with University Technology Services (UTS), documented more extensively in the 2021 Annual Accessibility Activity Report.
- Supported development and hiring of two inaugural Accessibility Educational Development positions in partnership with the MacPherson Institute.
- Joined the Digital Learning Steering Committee under the Partnered in Teaching and Learning Strategy, led by the Office of Provost under the Vice-Provost, Teaching and Learning.
- Provided consultation in support of the 2nd annual IDEAS grant program in partnership with the

Institutional Accessibility Training Development

- Launched *Creating Disability-Inclusive Work Culture through Accommodation and Accessibility Approaches* workshop for Inclusive Excellence Leadership Program with Human Resources Services.
- Supported development of accessibility and disability inclusion programming (3 workshops) for the *Faculty of Health Science 2022 Spring/ Summer EDI & Indigenous Health Equity Speaker Series Program* in partnership with the Faculties of Science and Health Science.

Publications (Community)

- Fourth annual publication of the Accessibility and Disability Inclusion Update, 2021-2022 during National Accessibility Week 2022.

Accessibility and Disability Support-Related Consultations

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

AccessMac Accessibility Program Consultations

Type of Consultation	Number of Consultations
Accessibility and/or Disability Inclusion Consultations: Broad McMaster campus community	244
Accessibility and/ or Disability Inclusion Consultations: Provincial accessibility communities (other ON universities and / or municipalities)	12
Disclosure / Support-Related Consultations: Persons with lived experience of disability(ies)	68
Total Consultations	**324**

Top Themes for AccessMac Accessibility Program Consultations:

- Digital Accessibility
- Teaching and Learning Accessibility
- Student and Employee Accessibility / Accommodation Support
- Communication Accessibility
- Built Environment Accessibility
- AODA Requirements

AccessMac Accessibility Program Consultation Data Comparison – 2018-2022

Category	2018/19	2019/20	2020/21	2021/22
Disclosure / Support-Related Consultations	27	24	34	68
Accessibility and / or Disability Inclusion Consultations	82	141	227	256

Education: Workshops, Presentations, Events, and Training

AccessMac Accessibility Program Education Numbers

Type of Education Delivery	Number of Sessions	Number of Participants
Synchronous (online, live) workshops, presentations, and training	45	1,552
Asynchronous (online, self-paced) training	17	6,534*
Total	**62**	**8,086**

* Not inclusive of page views / visits for the asynchronous Accessible Digital Content Training Pressbook:
***Total Visits:** 2841, **Total Page Views:** 6015*

Most Popular Sessions Themes

- AODA and Human Rights Code
- Accessible Education / Accessibility in Teaching and Learning
- Digital and Web Accessibility
- Accessible and Inclusive Leadership (Students and Staff)
- Accessibility 101 – Core Theories and Concepts

AccessMac Community Development and Engagement

Type of Community Engagement	Engagement Highlights	Engagement Numbers
Employee Accessibility Network	Hosted 2 professional development sessions by and for employees with disabilities: 1. Designing an Accessible Resume 2. Navigating Chronic Illness at Work	6 meetings, Avg. 18 participants / meeting
International Day of Persons with Disabilities Commemorative Events (December 3, 2021)	**December 1st:** Flash Presentations: Critical Disability Research and Teaching Clusters 1&2 **December 2nd:** The 3 Fs of Food (In) Accessibility **December 3rd:** Assistive Technology – Lived Experiences and Uses	183 participants across 3 days of programming
National Accessibility Week (First Week June, 2022)	Hosted 10 events, spanning topics of web accessibility, diversity in employment, reframing disability in health care, and relational access.	400+ participants across days of programming

Inclusion and Anti-Racism Education Program

Highlights of Notable Successes and Opportunities

Institutional Educational Projects and Consultations

- Partnered with the Department of Science, Canadian Centre for Electron Microscopy, to discuss the intersection of race and science.
- New and developing partnerships with student led groups (DeGroote Women in Business and DeGroote Greensuits) regarding strategic planning and training for EDI recruitment and retention.
- New and developing partnership with DeGroote Strategic Initiatives and DeGroote Human Resources regarding staff-wide training and EDI managerial hire.
- Development of significant series-based cohort training for McMaster Students Union and Residence Life Community Advisors.
- Successful pilot of Inclusive Excellence Leadership Training Programming and development of new module for Anti-Racism.
- Consultation on department specific EDI training initiatives regarding Anti-Racism Training for Department of Psychiatry, Department of Communications and Media Arts, as well as Department of Engineering.

Institutional Community Events

- Co-facilitated a Black Student Check-in with Black Student Success Centre and Student Wellness Centre.
- Key collaborator in the Inaugural Black Graduation which was widely attended and well received.
- Presented at the *Anti-Racism Symposium* hosted by the Department of Athletics and Recreation, curated to assemble and engage student-athletes, coaches, support staff, and administrators from across Ontario University Athletics (OUA), University Sports institutions, and other sport-focused organizations for discussions about anti-racism within Athletics.
- Ongoing collaboration with the MacPherson Institute; bridging partnered work for teaching and learning.
- Partnered with McMaster Hillel, President's Advisory Committee on Building an Inclusive Community (PACBIC), and Mohawk College on Virtual webinar to Unpack Antisemitism on Campus, led by Yavilah McCoy.
- Successful and well attended collaborative event with Interfaith Working Group as well as Black History Month focusing on educational and social events regarding Islamophobia and Black Muslim Identity.

Inclusion and Anti-Racism Education Program Consultations

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

Type of Consultation	Number of Consultations
Inclusion and Anti-Racism Consultations: Departmental or program specific EDI strategic planning	15
Inclusion and Anti-Racism Consultations: Teaching and Learning EDI, AR and AO education	84
Support Related Consultations: Persons with lived experience of racial identity	4
Safety, Initiative and Event Consultations	4
Total Consultations	**107**

Note: the above data does not reflect Indigenous-specific consultations; data is unavailable.

Inclusion and Anti-Racism Education Sessions

Sessions and Workshops: Educational sessions and workshops encapsulate both synchronous and asynchronous workshops, presentations, and trainings delivered. This includes student, faculty, and staff delivered sessions, including leadership groups, student-led groups, classroom level workshops and discussions, and departmental staff training. Of notable mention is the Human Rights, Equity, Accessibility, Anti-Racism Toolkit (H.E.A.A.R.T). series – offered twice a year.

Type of Program	# of Sessions	# of Participants
Educational	76	3,045
H.E.A.A.R.T. Workshops	14	307
Let's Talk About Race! Drop-In (As a part of PACBIC's Race, Racialization and Racism Working Group)	4 Total: Race & COVID (Sept) What is Latinx (Oct) Learning In Colour (Dec) Black History Month (Feb)	*
Total	94	3352

Note: the above numbers do not reflect Indigenous-specific education delivered by the Inclusion and Education Program. In addition, education numbers are estimated and do not fully encapsulate total education provided from September 2021-April 2022.

* Complete data was unavailable due to staffing changes.

Community Development and Engagement

Type of Community Engagement	Engagement Highlights	Engagement Numbers
Inaugural Black Graduation	In collaboration with Black Student Success Center, Office of the Registrar, the African Caribbean Faculty Association of McMaster, International Students Association, Black Student Association and McMaster Alumni Association, the Black Graduation highlighted the success and progression of Black students at McMaster	300 students (and family), faculty and staff at McMaster
MAC 101	Introductory Panel event in collaboration with Student Success Centre to introduce incoming McMaster students to key services and supports on campus	170
Black History Month	In collaboration with Black History Month Planning committee: 24 sessions and events were held throughout the course of February 2021 in addition to frequent social media engagement and education	823
Black Student Success Center Drop In Check In	In collaboration with the Wellness Centre and Black Student Success Center, the first Black Student Drop In Check In was held in response to mass violence against Black individuals over the summer of 2022. This was a mental health and community building check-in opportunity that sparked an ongoing partnership and check-in events for the 2022-2023 reporting year.	15
Total	**27**	**1308**

Faculty of Health Sciences - Family Medicine

Unique to the Inclusion and Anti-Racism program is a coordinator of EDI and Anti-Racism within the Faculty of Health Sciences' Department of Family Medicine. This dual-report position was created to ensure the Faculty of Family Medicine received thorough consultation and education in line with the principle of inclusive excellence and best practices as it relates to EDI and Anti-Racism (AR).

Highlights and Notable Successes of EDI and Anti-Racism within Family Medicine

Resources Created:

- Canadian Residence Matching Service (CaRMS) Implicit Bias Resource
- EDI online Newsletter
- Multicultural Calendar
- Socioeconomic Demographic Data Creation
- Black Excellence Committee
- Equity, Diversity, Inclusion & Indigenous Reconciliation Committee (EDIIRC)
- Anti-Racism Collaborative (ARC) Committee

Upcoming Programs, Creations, and Sessions:

- Mentoring for Inclusive Excellence Program
- EDI Toolkit
- Global Health PGME EDI Module
- Equity in Action Program
- Optical Clinical Learning Environment Module
- EDI Mini Moving Library

Family Medicine Education Sessions

Type of Progran	Number of Sessions	Number of Participants (includes staff, students, faculty, and members of McMaster)
Education and Training	18	469
Wellness and Support	EDI/Anti-Racism Support Racialized Community of Support Cultural and Religious Holiday E-cards	2,623
Research to Drive EDI	Diversity & Climate Survey EDI Anti-Racism Initiative Survey	244
Events and Initiatives	Black History Month National Truth and Reconciliation 2021 and 2022	35
Total		**3,694**

Sexual Violence Prevention & Response Office

Highlights of Notable Successes and Opportunities

- Recruited and trained 13 new and five returning sexual violence prevention Peer Educators.
- Co-hosted events in collaboration with the Ontario University Sexual Violence Network, including the inaugural *Begin by Listening Student Symposium on Sexual Violence* and *Stories Spark Change* with Roxane Gay and Eternity Martis.
- In preparation for Welcome Week, SVPRO offered Responding to Disclosures and Bystander Intervention training to approximately 2,000 student leaders and student-facing staff members in August. Each team member received 4 hours of in-person training.
- Participated in and co-hosted numerous in-person Welcome Week events.
- Consent-educating drag queen, Unita Assk, hosted events in collaboration with Residence Life, McMaster Welcome (Welcome Week kick-off), and University of Guelph Student Wellness.
- Staff actively participated in many professional associations to keep abreast of evolving standards, best practices, and opportunities for collaboration; including the Canadian Association of College & University Student Services: Sexual Violence Community of Practice, and the Ontario University Sexual Violence Network.
- Tracked over 10,000 new website visitors and over 2,000 returning website visitors.
- Invested in building collaborative interdisciplinary and campus-wide networks to ensure effective response to a high volume of increasingly complex gender-based violence referrals.
- Continued and grew webinar series, "Blueprints for Change," on practicing healthy masculinity featuring speakers from across the country. Topics included celebrating Black masculinities, brotherhood, and connection; challenging men's rights activism, the incel movement, and the manosphere; men's mental health and vulnerability; nonbinary identities and queerness—exploring our relationship to gender and masculinity; emotional literacy for guys in relationships; masculinity and athletics; everyday allyship.
- Wrote two blog posts for Courage to Act – a national project addressing and preventing gender-based violence at post-secondary institutions.
- Invited to speak at conferences and as guest lecturer in various courses.

Disclosures

Disclosures over the past academic year are highlighted below.

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

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

Sexual Violence Policy Disclosures

Between September 1, 2021, and August 31, 2022, there were a total of 61 Disclosures. The number that went on to the Complaints process is captured in the Statistical Report section.

Category	2017/18 Total # of Disclosures	2018/19 Total # of Disclosures	2019/20 Total # of Disclosures	2020/21 Total # of Disclosures	2021/22 Total # of Disclosures
Sexual Assault	60	83	100	12	40
Sexual Harassment	19	9	13	11	16
Stalking	1	4	2	2	
Indecent Exposure			1		
Voyeurism		1	1		
Sexual Exploitation		4	1		1
Intimate Partner / Domestic Violence	6		3	1	4
Total	86	101	121	26	61

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

Sexual Violence Policy Consultations

Between September 1, 2021, and August 31, 2022, there were 61 *Sexual Violence Policy* consultations. These consultations are captured here and are also reflected in the statistical section of the report showcasing consolidated consultation data collected by EIO from all five Intake Offices on campus.

Year	2017/18	2018/19	2019/20	2020/21
Consultations	57	106	84	64

Sexual Violence Prevention Education

Type of Event	Number of Events	Number of Participants	Audience	Topics
Synchronous Trainings and Workshops (virtual, hybrid, and in-person)	89	4147	Students (undergraduate, graduate, continuing education), staff, faculty, community volunteer coaches	Responding to disclosures of sexual violence, preventing sexual harassment, building cultures of consent, building positive spaces, healthy masculinities, bystander intervention, safeTALK
Asynchronous Trainings	4	1903	Community Advisors, Residence Life Area Coordinator, Archway Mentors, Archway Coaches, Welcome Week Faculty Representatives, Teaching Assistants	Responding to disclosures of sexual violence
Events and Webinars	19	562		Blueprints for Change (healthy masculinity webinar series), Sexual Wellness Trivia, Begin by Listening Student Symposium on Sexual Violence, Instagram Lives
Total	**111**	**12,012**		

Highlights of Notable Successes and Opportunities

- Vaccination Policy, consultations: As you may recall, September 2021, the beginning of the 2021/2022 academic year, coincided with the implementation of McMaster's Vaccination Policy. Under the Vaccination Policy, students, staff, and faculty were required to upload proof of vaccination. Those without proof of vaccination or without an approved human rights exemption were not permitted to attend McMaster's campus or any McMaster-affiliated site. Given the subject matter, it should not be surprising that the Human Rights & Dispute Resolution Program received multiple queries and consultations related to human rights exemptions, notably creed and disability. This team consulted on over 400 matters in the academic year specifically related to these ground-based exemption requests. When you read the statistical report, you will note that the number of consultations for these two grounds is higher than in previous years.

- Content development for the EDI Fundamentals, Human Rights & Equity Module: the team worked collaboratively with partners in Continuing Education to build the first module of the online EDI Training Program initiative for people managers.

- Contributed to the content development of Human Rights Fundamentals training for TA's in collaboration with the MacPherson Institute.

- Ongoing collaboration with Assistant Deans, Student Accessibility Services, and other partners to review McMaster's process for the intake and assessment of retroactive academic accommodation requests.

- Reviewed and updated internal tools and resources for use when processing complaints.

- Continued partnership with EIO colleagues and members of other Intake Offices to deliver customized training on human rights issues.

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

Statistical Report

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

Defintions

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

Investigations may also be initiated by the University, when the University becomes aware of situations where an investigation may be warranted, on the basis of both the circumstances and nature of the allegations[1].

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

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

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

Complaint Statistics

Overview of Complaint Data

1. Complaints: Overview of Complaint Numbers

Reporting Year	Total Number of Complaints	Open at Start of Year	New	Closed
September 1, 2017 – August 31, 2018	57	16	41	47
September 1, 2018 – August 31, 2019	44	10	34	32
September 1, 2019 – August 31, 2020	46	12	34	20
September 1, 2020 – August 31, 2021	58	26	32	40
September 2, 2021 – August 31, 2022	35	18	17	18

This year, we saw a reduction in the number of formal complaints.
There continues to be a noted increase in the complexity of the matters coming forward.

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

2. Complaints by Policy

Reporting Year	Total Number of Complaints	Number of Complaints involving the Discrimination & Harassment Policy	Number of Complaints involving the Sexual Violence Policy	Number of Complaints involving both Policies
September 1, 2017 – August 31, 2018	57	39	20	2
September 1, 2018 – August 31, 2019	44	35	21	12
September 1, 2019 – August 31, 2020	46	35	25	14
September 1, 2020 – August 31, 2021	58	48	25	15
September 2, 2021 – August 31, 2022	35	30	10	5

3. Complaints Investigated

Reporting Year	Percent investigated	Percent resulting in policy violations	Mean Length of investigation process (months)
September 1, 2017 – August 31, 2018	51%	50%	6.1 (median 6)
September 1, 2018 – August 31, 2019	69%	50%	6.7 (median 6.5)
September 1, 2019 – August 31, 2020	75%	87%	5.4 (median 5)
September 1, 2020 – August 31, 2021	80%	59%	7.4 (median 7)
September 2, 2021 – August 31, 2022	66%	71%	8.4 (median 7.75)

Complaints not investigated

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

In the past academic year, 34% of complaints did not proceed to investigation under the *Discrimination and Harassment Policy* or the *Sexual Violence Policy*.

Interim measures

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

Interim measures were necessary in 54 % of the cases investigated and closed this past academic year. Relevant staff and faculty are often asked to assist in discussions to explore options, and to support implementation and oversight of interim measures.

Outcomes

When policy violations are found to occur, outcomes vary, depending on the circumstances of each case. Examples of outcomes during the 2021/2022 academic year include: remedial educational initiatives; mandated training; professional coaching; instituting no contact orders between individuals; designating individuals as PNG (persona non grata) from campus; documented discussions; and termination of employment.

Disaggregated Complaint Data

1. Complaints: Protected Ground

Protected Ground	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Sex (includes sexual harassment and assault)	13	21	29	25	14
Personal Harassment (intimidation, bullying)	16	19	10	17	10
Ancestry, colour, race	4	6	7	13	8
Disability	5	2	5	7	4
Creed/religion	4	2	4	2	3
Family status	1	2	1	2	1
Total	**43**	**52**	**56**	**66**	**40**

Note: Some complaints involve more than one ground.

2. Complaints: Participant Type

	Complainant	Respondent
Undergraduate Student	9	7
Graduate Student	3	2
Staff	13	10
Faculty	8	18
Other (external, not identified)	6	0

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

3. Complaints: Faculty/Area of the University

	Complainant	Respondent
Administrative Units* (*other than Hospitality and Facility Services)	13	3
DeGroote School of Business	0	0
Faculty of Engineering	4	3
Faculty of Health Sciences	16	16
Faculty of the Humanities	1	1
Faculty of Science	2	2
Faculty of Social Sciences	4	6
Athletics & Recreation	4	4
Facility Services	1	1
Hospitality Services	0	0

4. Complaints: Origin of the Concern

Origin of Concern	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Academic context	18	11	14	16	9
Employment context	7	24	17	26	19
Campus community (e.g., extracurriculars, events)	17	4	2	3	3
Off campus, with a nexus to the University	9	4	6	8	2
Residence	-	-	4	3	0
Athletics	-	-	3	4	3

Consultation Statistics

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

Numbers

For the 2021-22 academic year, the five Intake Offices recorded a total of 970 consultations.

Year over year, we are seeing a steady increase in the number of consultations being conducted by the five Intake Offices on campus. This past year, a notable trend is the increased number of consultations on issues involving Creed.

Themes

Most consults and disclosures pertained to academic matters. There was a notable increase in the number of consultations related to employment matters. Staff and Undergraduate students were the most common groups seeking consultation.

Over the past year, consultations on issues involving Creed increased significantly. This is related to McMaster's Vaccination Policy, put in place in the fall of 2021. Community members were provided an opportunity to submit a request for a human rights-based exemption to this policy. Most requests that were submitted to the University relied on the ground of Creed. The Intake Offices were consulted independently by community members in relation to their exemption requests. The Intake Offices were further involved in consulting with McMaster's Vaccination Validation Team around non-medical exemption requests including a significant number of creed-related requests.

Top three grounds- Consultations:

- Creed
- Disability
- Ancestry, colour, race

Disaggregated Consultation Data

1. Consultations: Issue

Issue	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Harassment - Personal	111	115	77	95	108
Sexual Violence	53	80	74	81	61
Discrimination	63	68	114	64	91
Accommodation**	84	74	73	80	618**
Grounds Based Harassment	24	43	125	43	69
Poisoned Environment	15	20	12	10	5
Accessibility*	5	5	2	17	3
Total	**355**	**405**	**477**	**390**	**970**

Note: some consultations involved more than one ground.

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

** *Increase in Accommodation issues are a result of significant numbers of consultations related to McMaster's Vaccination Policy's exemption requests.*

2. Consultations: Protected Ground

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Disability	85	108	92	90	119
Creed/religion	32	28	28	12	542*
Ancestry, colour, race	22	22	70	49	47
Ethnic origin	8	6	10	12	14
Family status	8	18	14	9	18
Gender identity/gender expression	9	6	5	5	9
Age	5	0	3	0	6
Place of origin	6	10	11	24	15
Sex	59	80	151	92	45
Sexual orientation	6	9	6	3	6
Citizenship	3	0	3	7	4
Marital status	2	2	1	0	0
Total	**245**	**289**	**384**	**303**	**825**

Note: Some consultations involve more than one ground.

* Increase in Creed is a result of significant consultation related to McMaster's Vaccination Policy exemption requests.

3. Consultations: Participant Type

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Undergraduate Student	95	96	114	74	129
Graduate Student	41	46	92	43	43
Staff	110	120	115	106	173
Faculty	73	103	118	95	92
Medical Resident	23	25	27	5	6
Other (external, not identified	13	15	11	21	527*

* Increase to "Other" category is a result of significant consultation related to McMaster's Vaccination Policy ground-based exemption requests where Participant Type was not fully tracked. Of these 496 exemption requests, 380 were submitted by students and 116 submitted by Staff and Faculty.

4. Consultations: Faculty/Area of the University

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Administrative Units	44	54	82	84	54
DeGroote School of Business	10	7	18	19	27
Faculty of Engineering	28	31	26	35	52
Faculty of Health Sciences	150	175	133	86	126
Faculty of the Humanities	26	14	24	23	28
Faculty of Science	30	29	35	32	47
Faculty of Social Sciences	34	33	46	40	25
Ath & Rec	NA	NA	NA	7	12
Unknown	33	45	113	34	599*

Significant increase to "Unknown" category is a result of the review of 496 human rights ground-based exemption that did not track Faculty/Area of the University in which the request originated.

5. Consultations: Origin of the Concern

Origin of Concern	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Academic context	182	199	201	199	228
Employment Context	86	109	73	70	106
Campus community (e.g., extracurricular, events)	57	44	43	25	27
Off campus, with a nexus to the University	26	14	50	21	30
Off campus, with no nexus to the University	NA	NA	NA	7	14
Residence	NA	NA	7	13	13
Athletics & Recreation	NA	NA	18	15	9

Note: Consultation related to McMaster's Vaccination Policy ground-based exemptions did not report on origin of concern, but varied across academic & employment context, residence, and athletics & recreation. Those consultations are thus, not included in this chart.

Dispute Resolution

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

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

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

2021-2022 Numbers

- For the 2021-2022 academic year, the Intake Offices recorded a total of 103 dispute resolution matters.

Reporting year	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Number of resolutions facilitated by Intake Offices	87	110	122	145	103

- Discrimination/accommodation processes (related to disability, family status, creed, and retroactive academic accommodation requests) and non-grounds harassment (bullying, intimidation) are the most common matters where individuals requested dispute resolution.

- Undergraduate students and staff are the most common groups requesting assistance to resolve an issue, while staff and faculty are the most common groups asked to participate in a process to resolve an issue.

- Most matters pertain to academics, followed by employment.

Equity and Inclusion Office

Human Rights | Complaint Resolution
Education | Accessibility
Sexual Violence Support

/EIOMcMaster
@EIOMcMaster
905.525.9140 ext. 27581
equity@mcmaster.ca
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Equity and
Inclusion Office

McMaster
University

McMaster University **School of Graduate Studies**   1280 Main Street West   Phone 905.525.9140
                                                            Hamilton, Ontario, Canada Ext. 23679
                                                            L8S 4L8   Fax 905.521.0689
                                                                                       http://www.mcmaster.ca/graduate

REPORT TO SENATE
from the
GRADUATE COUNCIL

For Approval
  I.   **Faculty of Engineering (attachment)**

At its meeting on December 6th, 2022 Graduate Council approved the following changes:
  • The addition of a part-time option to the M.A.Sc. in Chemical Engineering

It is now recommended,

that Senate approve the revision, for inclusion in the *2023-2024 Graduate Calendar*, as recommended by the Faculty of Engineering and set out in the attached.

For Information
 II.   **Faculty of Engineering**
At the same meeting Graduate Council approved the addition of an optional scheduled break to the M.Eng. in Electrical & Computer Engineering.

III.   New Awards

At the same meeting, Graduate Council approved the following new awards:

Name of Fund: The CHEPA Doctoral Research Scholarship
Terms of Reference for Fund:
Established in 2022 by David Feeny and George Torrance, founding members of the Centre for Health Economics and Policy Analysis (CHEPA). To be awarded by the School of Graduate Studies to doctoral students enrolled in any program, who are conducting research under the supervision of faculty members belonging to CHEPA and who demonstrate academic and research excellence. The scholarship will support PhD students who have successfully completed their comprehensive examinations. Preference will be given to students with research interests that include health-related quality of life, health technology assessment, health economics, health services research, or health policy.

Name of Fund: The Kim and Tim Nolan SAS Graduate Student Award
Terms of Reference for Fund:
Established in 2022 by Kim (Class of 2004 and 2009) and Tim Nolan (Class of 1986 and 2004). To be awarded by the School of Graduate Studies to graduate students who demonstrate academic excellence, are enrolled in a Social Sciences program, and who are registered with Student Accessibility Services. Preference will be given to students in the Social Work program.

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

2

Recommendation for Change in Program Requirements/Procedures

Please note the following:

- This form must be completed for all changes involving degree program requirements and procedures. Sections of this form pertaining to your requested change must be completed.
- An electronic version of this form should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). Questions about the form can also be directed to this address.
- A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

Department: Chemical Engineering

Name of Program and Plan: Chemical Engineering Research Program M.A.Sc

Degree: M.A.Sc

Nature of Recommendation (Please complete appropriate field(s))
Is this change the result of an IQAP Review: Yes ☐ No ☒
Creation of New Milestone ☐
Change in Admission Requirements ☒
Change in Comprehensive Examination Procedure ☐
Change in Course Requirements ☐
Change in the Description of a Section of the Graduate Calendar ☒   **Please explain:** Detailed changes are shown below
Other Changes ☐   **Please explain:**

1 of 3

Describe the existing requirement/procedure:

A candidate is required to complete successfully at least three one-term courses, at least two of which should be at the 700-level. One non-technical course at the 600- or 700-level may be selected (upon written approval from the Supervisor) among the three required one-term courses. Students are required to present a thesis, which constitutes an original contribution to chemical engineering. The thesis must be defended in an oral examination. Completion of the M.A.Sc. thesis typically requires six terms of full-time study.

Provided a detailed description of the recommended change:

The new part-time M.A.Sc program will allow the student enroll in our M.A.Sc program on a part-time basis. To receive the M.A.Sc degree, the student will still need to meet all the existing requirements listed below:

1. Three one-term courses, at least two of which should be at the 700-level.
2. Out of the three required one-term courses, at most one non-technical course at the 600- or 700-level may be selected (upon written approval from the Supervisor).
3. Students are required to present a thesis, which constitutes an original contribution to chemical engineering. The thesis must be defended in an oral examination.
4. Part-time students are not required to register and to attend the CHEMENG700 department seminar courses.

Duration of the program:
Completion of the M.A.Sc thesis typically requires six terms of full time study or nine terms of part time study.

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?):

There are many outstanding students who are based at local companies and are interested in getting a M.A.Sc degree. To them giving up on their current industry position to pursue a M.A.Sc full time would present a significant opportunity cost. We would like to offer them an opportunity to learn about graduate research without having to make this trade off. This will take a high level of commitment on the part of the students but the students who are interested in this program are all highly motivated. In addition, connecting with students working in industry will also provide our department with a stronger indsutrial connections which could lead to many different opportunities. We believe this is a win-win situation that will provide an opportunity for the students as well as bolstering our research.

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

September 1st 2023

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

None

2 of 3

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

A candidate is required to complete successfully at least three one-term courses, at least two of which should be at the 700-level. At most one non-technical course at the 600- or 700-level may be selected (upon written approval from the Supervisor) among the three required one-term courses. Students are also required to register and to attend the CHEMENG700 department seminar courses. Students are required to present a thesis, which constitutes an original contribution to chemical engineering. The thesis must be defended in an oral examination. Completion of the M.A.Sc. thesis typically requires six terms of full-time study.

An Accelerated Option is available to students currently enrolled at McMaster as undergraduate engineering students in the Departments of Chemical Engineering whereby the M.A.Sc. degree may be completed in 16-20 months of full-time study. In exceptional circumstances, students from other Engineering departments in McMaster may apply for entry into the accelerated option by contacting the department's Associate Chair (Graduate). Application for entry into the Accelerated Option occurs in the penultimate year of undergraduate studies. Applicants must have maintained a minimum CGPA of 9.5 for their undergraduate course work with a sessional average of 10 at the time they are applying for the option. The Accelerated Option requires students to complete at least one term of their research project with a supervisor from the department prior to completion of their undergraduate degree. A one-term 600 level course is required under the Accelerated Option in the final undergraduate year for graduate credit provided it is listed within the department. Entry into the M.A.Sc, program under the Accelerated Option must occur less than one year upon completing one's undergraduate degree and must meet the same requirements for admissions as other candidates.

A Part-time Option is available to students who would like to pursue graduate study on a part-time basis. To receive the M.A.Sc degree, students will still need to meet all the standard requirements of the M.A.Sc degree. Completion of the M.A.Sc thesis typically requires six terms of full time study or nine terms of part time study. Part-time students are not required to register and to attend the CHEMENG700 department seminar courses.

Contact Information for the recommended change:
Name: Boyang Zhang
Email: zhangb97@mcmaster.ca
Date Submitted: September 30, 2022

FROM THE

UNIVERSITY PLANNING COMMITTEE

Open Session (Regular Agenda)

At its meeting on December 14, 2022, the University Planning Committee approved the following recommendations and now recommends them to Senate for information:

<u>Information</u>

1. **Report from Undergraduate Council**

   a. New Certificate and Diploma Program
   b. New Concurrent Certificate Program
   c. Revisions to Existing Certificate and Diploma Programs
   d. Undergraduate Program Closures

   This report was approved by the University Planning Committee on December 14, 2022. It was reported and approved by Senate on December 14, 2022, through Undergraduate Council. Due to timing issues, the material is now coming to Senate from the University Planning Committee for information.

SENATE: FOR INFORMATION
January 11, 2023

UNIVERSITY SECRETARIAT
● **Board of Governors**
● **Senate**

Gilmour Hall, Room 210
1280 Main Street West
Hamilton ON L8S 4L8

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REPORT TO THE UNIVERSITY PLANNING COMMITTEE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I.   New Certificate and Diploma Program

At its November 22, 2022 meeting, the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, the proposal for a new *International Certificate in Comparative Public Law and Legal Policy.* Details of the program are contained within the circulated materials.

    a.   **International Certificate in Comparative Public Law and Legal Policy**

   It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of the *International Certificate in Comparative Public Law and Legal Policy*, as set out in the attached.

II.   New Concurrent Certificate Program

At the same meeting**,** the Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, the proposal for a new *Concurrent Certificate in Work and Labour Relations*. Details of the program are contained within the circulated materials.

    a.   **Concurrent Certificate in Work and Labour Relations**

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of the *Concurrent Certificate in Work and Labour Relations*, for inclusion in the 2023-24 Undergraduate Calendar, and as set out in the attached.

III. Revisions to Existing Certificate and Diploma Programs

At the same meeting, Undergraduate Council approved, for recommendation to the University Planning Committee and Senate, revisions to the following existing certificate and diploma programs. Further details of the revisions are contained within the circulated materials.

     a.   **Course Revisions: Professional Addiction Studies Program**
     b.   **Program Name Revision: Certificate of Professional Learning in Foundations of Workplace Intercultural Communication**

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, revisions to the Professional Addiction Studies Program, as set out in the attached.

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, revisions to the Certificate of Professional Learning in Foundations of Workplace Intercultural Communication, as set out in the attached.

IV.   UNDERGRADUATE PROGRAM CLOSURES

At its meeting on December 13, 2022, Undergraduate Council approved, for recommendation to University Planning Committee and Senate, two undergraduate program closures in the Arts & Science program.

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the closure of the Combined Honours in Arts & Science and Art History program, as set out in the attached.

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the closure of the Combined Honours Arts & Science and Theatre & Film Studies program, as set out in the attached.

University Planning Committee: FOR APPROVAL
December 14, 2022

Proposal for an
International Certificate in Comparative Public Law and Legal Policy
November 2022

Greg Flynn
Chair, Department of Political Science

Overview and Rationale:

McMaster University has been exploring opportunities for International Minors and Coordinated International Experiences (CIEs). The CIE framework provides new international exchange opportunities together with a formal "certificate" to recognize successful completion of a rigorous course of study at a highly reputable international partner university. Students will receive a formal certificate from the partner university that may also appear as a transcript note at the home university.

In an increasingly competitive world, participating students will be able to record on their resumes/CVs that they have attended specific degree programs on two continents with two reputable universities, earning a certificate from one, in addition to their major from the other. This enriching experience may be beneficial to the student's future career prospects.

Under this framework, the Department of Political Science in the Faculty of Social Sciences has developed a partnership with the following three universities in the United Kingdom.
- University of Liverpool – Liverpool Law School
- University of Glasgow School of Law
- University of Birmingham – Birmingham Law School

Learning Objectives:

This certificate provides a strong comparative foundation of law and legal policy in the United Kingdom and Canada and is ideal for students interested in pursuing a career in law or in other law related occupations. This certificate is designed for students who desire a better understanding of the role that law plays in mediating power in society, in particular between the state and its citizens, and those who are interested in the formal legal apparatuses of the state.

Program structure:

The Department of Political Science at McMaster proposes to grant an "International Certificate in Comparative Public Law and Legal Policy" to students from these partner institutions who attend McMaster under this specific exchange agreement (Also, through these partnerships, academically qualified students enrolled in the two Honours Political Science specialization programs at McMaster will be able to attend one of the

1

partner institutions and will be provided with a certificate from the partner institution upon completion of specified course work).

This proposed certificate meets the requirements for a Stand-Alone Undergraduate Certificate as outlined in McMaster's Certificates and Diplomas Policy.

Under the terms of the exchange agreement, McMaster University will offer spots for up to 30 visiting law students (10 from each partner school). Partner schools will ensure that students are academically qualified to participate in the exchange program. Each student will normally attend McMaster for a full Fall/Winter academic year (2 terms). Students will take 4-5 courses (12-15 units) per term.

Certificate requirements:

On successful completion of the certificate, the visiting students will be entitled to receive an official McMaster transcript outlining the courses completed with the credential, "Certificate in International Comparative Public Law and Legal Policy." A sample transcript mock-up showing the certificate is included in Appendix A. A McMaster parchment will also be provided.

The program is comprised of eight required courses plus up to two elective courses drawn from Levels I through III of Political Science or any other Faculty of Social Sciences department or discipline. The required courses to achieve the certificate are as follows:

Term 1
POLSCI 1AA3 Gov't, Politics and Power
POLSCI 2M03 Governance, Representation, and Participation in Democracies (sometimes offered T-2)
POLSCI 3CL3 Constitutional & Public Law
POLSCI 3GG3 Federalism

Term 2
POLSCI 1AB3 Politics and Power in a Globalizing World
POLSCI 2C03 Force and Fear, Crime and Punishment
POLSCI 2D03 Canadian Democracy (sometimes offered T-1)
POLSCI 3RF3 Charter of Rights and Freedoms

Resources

No new courses or teaching resources are required to implement this certificate. All courses are currently offered in the Faculty of Social Sciences.

The students attending McMaster from the partner institutions will be attending as exchange students and as such, will pay their tuition fees to their home institution.

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APPENDIX A   Sample Transcript Mock-up

Issued To:
Student XXXX

Name:	Student ID No:	OEN:	Birth Day:	Print Date:
Student XXXX	000000000		27 December	30 May 2022

Transcript valid only if bearing the Registrar's Signature.

Degrees Awarded by McMaster University

Degree:	Certificate in INTL Comparative Public Law and Legal P
Plan:	Exchange International Cert in Comparative Public Law and Legal Policy 11
Confer Date:	June 2022

Beginning of Undergraduate Career Record

--- 2021 Fall ---

Program:	Social Sciences Certificate
Plan:	Exe Intl Comp PubLaw LglPolicy {Cert)

Term Enrolment

Course	Title	Attm./Earned Units	Grade
POLSCI 1AA3	Government, Politics & Power	3.00/3.00	A
POLSCI 2M03	Govrnce, Repr., & Part Democr	3.00/3.00	B+
POLSCI 3CL3	Constitutnl/Public Law:Canada	3.00/3.00	A
POLSCI 3GG3	Federalism	3.00/3.00	A-
SOCIOL 1Z03	An Introduction to Sociology	3.00/3.00	A

Totals

	Attm./Earned Units	GPA Units	Total Points	GPA
Term Totals	15.0/15.0	15.0	156.0	10.4

--- 2022 Winter ---

Program:	Social Sciences Certificate
Plan:	Exe Intl Comp PubLaw LglPolicy {Cert)

Term Enrolment

Course	Title	Attm./Earned Units	Grade
POLSCI 1AB3	Politics&Power Globalizng Wrld	3.00/3.00	B
POLSCI 2C03	Force & Fear, Crime &Punishmnt	3.00/3.00	A+
POLSCI 2D03	Canadian Democracy	3.00/3.00	**C**

Page 1of 2

Name:	Student ID No:	OEN:	Birth Day:	Print Date:
Student XXXX	000000000		27 December	30 May 2022

POLSCI 3RF3	Charter of Rights and Freedoms	3.00/3.00	A
SUSTAIN 2S03	Eval. Prob. & Sustain. Solns	3.00/3.00	A-

End of Undergraduate Career Record

End of Student Unofficial Transcript

<div align="center">

Proposal for a Concurrent Certificate in Work and Labour Relations
September 2022

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Dr. Stephanie Ross
Director, School of Labour Studies

Dr. David Goutor
Undergraduate Program Chair, School of Labour Studies

Dr. Rick Hackett
Chair, Human Resources & Management, DeGroote School of Business

Certificate Overview and Rationale

Rationale

The proposed certificate will address the following program and university priorities:

- Fulfill McMaster University's mandate for skill development programs
- Create opportunity for students – particularly in commerce, sciences, or engineering – to examine labour relations from a worker-oriented perspective; and
- Offer a practical credential useful for professional, activist, and academic oriented students.
- Complement the Certified Human Resources Professional (CHRP) designation course requirements, and present students meeting these requirements with a practical certificate relevant to labour studies.
- Allow Labour Studies students to attain a credential is the specific field of Labour relations (since Labour Studies is a broad and interdisciplinary program, employers and graduate schools do not assume they have this background).

Learning Objectives

By completing this certificate, students will be able to:

- Develop an understanding of the institutions, actors, legal regulations and political-economic conditions that shape workplace labour relations;
- Become familiar with the different disciplinary perspectives on labour relations;
- Analyse labour relations as a dynamic system involving workers, employers, and the state, in which there is continual struggle, conflict, negotiation, resolution and renewal;
- Apply theoretical knowledge about work and labour relations in concrete, problem-based and experiential learning situations, including union decision-making, conflict resolution and collective bargaining; and
- Understand and demonstrate the qualities and transferable skills necessary for further study, employment, and involvement in labour relations related fields

Structure

Any student in an undergraduate program at McMaster may declare the WLR Certificate at the time of graduation providing they satisfy the requirements below. Non-McMaster credit may not

be utilized in fulfilment of certificate requirements. Students will take units from both the School of Labour Studies and the Degroote School of Business, providing an opportunity for cross-faculty and cross-program collaboration, and interdisciplinary learning amongst students.

Requirements
18 units total

3 Units from
- WORKLABR 1A03 Work and Labour in Canada
- WORKLABR 1E03 Navigating the World of Work

6 Units from
- WORKLABR 2A03 Unions in Action
- WORKLABR 3C03 or Commerce 4BF3 Labour and Employment Law
- WORKLABR 3D03 Work: Dangerous to your Health?
- WORKLABR 3P03 Workers' Resistance Past and Present

3 units from
- Commerce 2BC3 Human Resources and Labour Relations
- Commerce 2NG3 Negotiations

6 units from
- Commerce 4BC3 Collective Bargaining
- WORKLABR 4C03 Public Sector Collective Bargaining

Access to Courses
The participating Faculties and Programs have reviewed the courses to be included in the Certificate and to ensure that students can have appropriate access to the courses from various programs. Of the 10 courses listed, 3 are open or are restricted by level only; 1 is available with one or more prerequisite courses or is available by permission; 5 are restricted to students in certain programs only. Appropriate changes will be made to course restrictions to designate an appropriate number of seats for students pursuing the WLR Certificate.

Resources
No new courses or teaching resources are required to implement this Concurrent Certificate. All courses are currently offered in the Faculty of Social Sciences and the Degroote School of Business.

The Certificate will be administered through the School of Labour Studies Undergraduate Program Office.

Current Course Access Rules & Restrictions

Course	Restrictions
WORKLABR 1A03 Work and Labour in Canada	Open enrolment
WORKLABR 1E03 Navigating the World of Work	Open enrolment
WORKLABR 2A03 Unions in Action	Open enrolment, no pre-requisite Cap: 80
WORKLABR 3C03 or Commerce 4BF3 Labour and Employment Law	Restricted enrolment: Labour Studies, Commerce, Political Science L3 or above Pre-requisite: WORKLABR 2A03 Cap: 55 [12 Political Science, 5 Commerce]
WORKLABR 3D03 Work: Dangerous to your Health?	Restricted enrolment: Labour Studies, HAS, L3 or above Cap: 60 [10 HAS]
WORKLABR 3P03 Workers' Resistance	Restricted enrolment: Open Enrolment Cap: 60
WORKLABR 4C03 Public Sector Collective Bargaining	Restricted enrolment: Labour Studies, Commerce, L4 Cap: 25 [5 Commerce]
Commerce 2BC3 Human Resources and Labour Relations	Restricted enrolment: Registration in any four or five level program or applicable minor Pre-requisite: One of COMMERCE 1BA3, WORKLBR 1A03, or WORKLBR 1E03 Cap: 120
Commerce 2NG3 Negotiations	Restricted enrolment: Registration in any four or five level program or applicable minor Prerequisite(s): None Cap: 150
Commerce 4BC3 Collective Bargaining	Restricted enrolment: Registration in Level 3 or above in any four or five level program Pre-requisite: One of COMMERCE 2BC3, COMMERCE 2NG3, IBH 2AC3, or LABRST 2A03 Cap: 50; 2 sections being offered annually

Department & Program Information:	
Department:	Continuing Education
Program Name:	Professional Addiction Studies
Name of Representative:	Christie McGaghran
Nature of Submission:	For approval - Course Revision
Effective Date:	January 1, 2023
Submission Date:	September 29, 2022

Current Course Details:

Course code and course name: ADD 215 Field Experience

Is this course currently offered?   Yes

Course Unit Value: 3 units

List course pre-requisites (if applicable):
ADD 201 Introduction to Addiction
ADD 202 Pharmacology
ADD 203 Counselling Skills for Addiction Professionals
ADD 204 Assessment and Treatment Planning

List cross-listed courses (if applicable):

Course Revision Details:

Revised course description:
ADD 215 Field Experience (3 units)
Students without prior employment in addiction work will substantially benefit from practical work experience in the field. This field experience opportunity will assist the student in developing an awareness of their role as an addiction professional. This course integrates the academic learning in the Professional Addiction Studies program with the practical experience of a clinical setting. Students will have the opportunity to observe and practice a wide range of skills presented in the academic courses, thereby facilitating a transfer directly to the workplace. Students will secure their own placement, in consultation with Continuing Education. The course requires a total of 375 hours of practical experience which may be accomplished over a 6-month timespan. Students planning to use this practical experience toward the 300 hours of supervised clinical experience required for ICADC/CCAC certification through the CACCF are strongly recommended to request

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prior approval from the CACCF, as strict definitions are in place to meet these hours. Although it is recommended that students wait until the end of the program to complete the field experience, the minimum pre-requisite courses prior to registering for the placement are:

>   Introduction to Addiction
>   Pharmacology
>   Counselling Skills for Addiction Professionals
>   Assessment and Treatment Planning

Program approval is required prior to enrolment in ADD 215.

Original course description:
ADD 215 Field Experience (3 units)
Students without prior employment in addiction work will substantially benefit from practical work experience in the field. This field experience opportunity will assist the student in developing an awareness of their role as an addiction professional. This course integrates the academic learning in the Professional Addiction Studies program with the practical experience of a clinical setting. Students will have the opportunity to observe and practice a wide range of skills presented in the academic courses, thereby facilitating a transfer directly to the workplace. Students will secure their own placement, in consultation with the Centre for Continuing Education. The course requires a total of 375 hours of practical experience which may be accomplished over a 12-month timespan. Students planning to use this practical experience toward the 300 hours of supervised clinical experience required for ICADC/CCAC certification through the CACCF are strongly recommended to request prior approval from the CACCF, as strict definitions are in place to meet these hours. Although it is recommended that students wait until the end of the program to complete the field experience, the minimum pre-requisite courses prior to registering for the placement are:

>   Introduction to Addiction
>   Pharmacology
>   Counselling Skills for Addiction Professionals
>   Assessment and Treatment Planning

The rationale for revision(s):

- Editing "the Centre for Continuing Education" to reflect new department name of "Continuing Education".
- Changing timeline requirements for course completion from 12 months to 6 months. Students typically complete the requirements in a 4-month timeframe and it is not necessary to have the timeframe extend any longer than 6 months.
- Adding a note at the end to advise students that program approval is required prior to enrolment. This will give them advanced notice to contact the program to arrange for enrolment.

Insert Faculty Statement of Support:

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McMaster University | CONTINUING EDUCATION

Certificate & Diploma Committee: Course Revision

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.**

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McMaster University | CONTINUING EDUCATION

To: McMaster Certificates and Diplomas Committee

From: Lorraine Carter, Director, McMaster Continuing Education

Re: Revision of Program Name

Date: November 8, 2022

Effective immediately, the Certificate of Professional Learning program, Foundations in Workplace Intercultural Competency & Communication, will be changed to Foundations of Workplace Intercultural Communication. The program was approved by the Certificate and Diploma Committee in February 2022. The shortened program name is required for administrative purposes.

Regards,

Lorraine Carter

Lorraine Carter
Director, McMaster Continuing Education

Cc: Dan Piedra, Assistant Director, McMaster Continuing Education

December 5, 2022

To: Kim Dej, Vice-Provost Teaching and Learning

From: Beth Marquis, Director, Arts & Science Program

Re: Undergraduate Program Closures: Combined Honours Degrees in Arts & Science
             and Art History, Arts & Science and Theatre & Film Studies

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Having consulted with the School of the Arts, we are recommending that the Combined
Honours Programs in Arts & Science and Art History and in Arts & Science and Theatre & Film
Studies be closed.

The School of the Arts is currently phasing out their undergraduate degrees in Art History and in
Theatre & Film Studies, as they roll out a new Integrated Arts (iARTS) program. The Level I iARTS
B.F.A. program admitted its first cohort this year, while entry to the Level II entry Honours B.A.
will begin in Fall 2023. In line with this shift, Arts & Science and the School of the Arts have
jointly proposed a new Combined Honours degree in Arts & Science and Integrated Arts, to
which students could be admitted in Level II beginning in Fall 2023.

Given the roll out of this new combination, and SOTA's phasing out of their undergraduate
degrees in Art History and in Theatre & Film, we are proposing to discontinue the existing
Combined Honours Programs in Arts & Science and Art History and in Arts & Science and
Theatre & Film Studies. These programs are dependent on the existence of the undergraduate
Art History and Theatre & Film Studies programs, so they could not be offered once these
programs are phased out (Fall 2023 will also see the final Level II intakes for these programs). At
the same time, the Combined Honours Arts & Science and iARTS B.A. will allow interested Arts
& Science students to pursue a combination with the Arts – and one that might be particularly
relevant to Arts & Science students given their interdisciplinary interests and the focus of the
new iARTS program on how the Arts intersect with questions of social justice.

There are currently no students enrolled in the existing Combined Honours Programs in Arts &
Science and Art History and in Arts & Science and Theatre & Film Studies. As such, this is a good
moment to make this necessary shift, as no current students will be directly affected.