

**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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# Equity and Inclusion Office Annual Report

**SEPTEMBER 1, 2020 – AUGUST 31, 2021**

**BRIGHTER WORLD**

Equity and  
Inclusion Office



# Equity and Inclusion Office Annual Report

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## Relevant Links

[Equity & Inclusion Office Website](#)

[Equity & Inclusion Facebook Page](#)

[Accessibility Hub Website](#)

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

[Discrimination and Harassment Policy](#)

[Sexual Violence Policy](#)

<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>



# Executive Summary

## EIO 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 & antiracism, 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 & Harassment Policy*, and *Sexual Violence Policy*.

## Report Purpose and Organization

This Annual Report provides narrative information and statistical data on activities of the four EIO portfolios: Access Mac Program; Inclusion & Anti-Racism Education Program; Sexual Violence Prevention and Response Office; and Human Rights & Dispute Resolution Program.

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.

## 2020/2021 Highlights

- The COVID-19 pandemic and McMaster's response to it required renewed efforts to address amplified and new accessibility, equity, and inclusion challenges facing campus community members. All Office staff remained available to provide virtual education, training, and outreach programs and services through the pandemic, reaching more than 16,500 individuals in the 2020/21 reporting year.
- As of 2021, the majority of priorities identified in the 2019 – 2022 EDI Action Plan were either completed or substantively underway. Given the ambitious nature of the university's EDI Action Plan, coupled with operational challenges presented by the protracted COVID-19 pandemic, the time horizon of this iteration of the EDI Action Plan was extended an additional year, to 2023.
- 2020/2021 marked the fourth year that the Human Rights & Dispute Resolution Program has been operating within an Intake Office team model, with partners in Employee and Labour Relations, in the Student Support and Case Management Office, and in the Faculty of Health Science Professionalism Office collaborating with the Human Rights & Dispute Resolution Program.
- In 2020/2021, the university launched a search for a new Director, Sexual Violence Prevention & Response Office (SVPRO), and committed to investing in hiring a Case Manager, Sexual Violence Response, bringing the staff complement in the SVPRO to 3.0 Full-Time Equivalent staff alongside the Prevention Education team member. The new SVPRO has been established as a centralized Intake Office for sexual violence response, though other Intake Offices still provide response services.
- We continue to enhance systems to enable the most effective collection and reporting of consultations, disclosures, early resolution of disputes, and complaint intakes; this year the annual report disaggregates disclosures and consultations, where previously they had been reported together.



# Program Highlights

2020 | 2021

## AccessMac Accessibility Program



### Consultations

**Consultations:** 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, 2005* or best practice.

Type of Consultation	Number of Consultations
<b>Accessibility and/or Disability Inclusion Consultations:</b> Broad McMaster campus community	209
<b>Accessibility and/ or Disability Inclusion Consultations:</b> Provincial accessibility communities (other ON universities and municipalities)	18
<b>Support-Related Consultations:</b> Persons with lived experience of disability(ies)	34

### Themes for AccessMac Accessibility Program Consultations

- Captioning and digital content accessibility
- Teaching and Learning accessibility
- Support for persons with lived experience of disability(ies)
- Employment Accessibility (Outside of Lived Experience / Accommodation Referral and Support)
- Respectful Disability Representation and Language
- Procurement Accessibility

### AccessMac Accessibility Program Consultation Data Comparison – 2018-2021

Category	2018/19	2019/20	2020/21
Support-Related Consultations	27	24	34
Accessibility and/ or Disability Inclusion Consultations	82	141*	227*

\*March 2020 onset of COVID-19, McMaster response lasting through 2020/2021 reporting year.

Broad accessibility consultations (defined above) increased 177% within the AccessMac Accessibility Program over the 2018-2021 time period, while disability / support related consultations increased to a lesser degree, but still significantly, by 25% over the same time period. Increases in campus-community consultations can be attributed to several factors including:

- the development of the EDI Framework and Strategic Action Plan,
- the development of the Accessibility Program Manager Position,
- the overall raising in awareness of accessibility across the province and locally (rapidly increased by the shift to remote work/study environments due to COVID-19), and
- web accessibility legislation requirements coming into effect this past January 1, 2021.

The expectation of the Program Manager is that consultations will continue to increase, in particular with the rollout of the Campus Accessibility for Ontarians with Disabilities Act (AODA) Web Accessibility Roadmap in partnership with University Technology Services (UTS) and Communications and Public Affairs (CAPA).

### Education Numbers

Type of Education Delivery	Number of Sessions	Number of Participants
Synchronous (online, live) workshops, presentations, and training	39	1,915
Asynchronous (online, self-paced) training	10	4,097
Total	49	6,012

Top 5 Education Requests by Enrollment	Number of Sessions	Number of Participants
AODA and Human Rights Code (asynchronous)	7	3,117
Teaching and Learning (synchronous and asynchronous)	5 synchronous 3 asynchronous (FLEX Forward Accessible Education teaching and learning resource)	145 synchronous 780 asynchronous
Digital Accessibility (synchronous)	19	909
Leadership (Student / Staff) (blended)	4	315
Accessibility 101: Foundations (synchronous)	7	297

## Community Development and Engagement

Type of Community Engagement	Engagement Highlights	Engagement Numbers
Employee Accessibility Network	Data captured regarding Disabled employee / employee with disability(ies) experience of remote work due to COVID; information communicated to HR and EIO leadership + Return to Campus Employee Experiences Committee	8 (synchronous) meetings 17–18-person average attendance/meeting Anonymous email list serve growth to 77 members
Disability DIScussions and Mad Chats Events Series	Strengthening of relationship among MSU Maccess, the DIMAND PACIBIC Working Group, and AccessMac. Data captured at “Disability DIScussions” regarding Disabled student experiences of remote work / study due to COVID; information communicated to SAS and EIO leadership + Return to Campus Teaching and Learning Committee Launch of the “Mad Chats” (Critical Mad Studies) scholarship series through the <a href="#">DIMAND PACIBIC Working Group</a>	3 events / facilitated discussions 70 total participants in attendance across events
International Day of Persons with Disabilities Commemorative Events (December 3rd)	<a href="#">Accessibility and Disability Inclusion Highlights Newsletter</a> released to McMaster campus community	539 document views across PDF and Word versions of the Newsletter

## Highlights of Notable Successes and Opportunities

### Institutional Accessibility Consultations and Projects

- Under the leadership of the McMaster Accessibility Council Chair, and in partnership with Accessibility/AODA Coordinators across the province, developed and launched an institution-wide consultation process to gather campus-wide feedback for the ongoing development of the [Post-Secondary Education Accessibility Standard](#) under the *Accessibility for Ontarians with Disabilities Act, 2005*.
- Under the leadership of the AVP EI and McMaster Accessibility Council Chair, drafted McMaster’s institutional AODA Compliance Environmental Scan evaluation tool to support December, 2021 AODA Compliance reporting.
- Under the leadership of the AVP EI and AVP / CTO UTS, drafted, launched, and gained governance approval of the *McMaster University Web Accessibility Roadmap* under McMaster’s emerging institutional Web Strategy.
  - AccessMac- lead role creation and hiring of McMaster’s inaugural central Web Accessibility Specialist role.



- Provided consultation to AVP Faculty, on accessibility and disability-inclusion integrations into McMaster's newly launched [Teaching and Learning Strategy 2021-2026](#).
- Provided consultation to AVP Faculty, on accessibility and disability-inclusion integrations into [McMaster's Fall 2021 Principles for Academic Planning](#).
- In partnership with Human Resources, supported the redrafting and republication of [McMaster's Workplace Accommodation Procedures](#).
- Co-coordinated McMaster's inaugural User Testing Pilot Program for website accessibility testing to carry out assistive technology testing with McMaster community members with disabilities on 6 institutional web projects (Faculty of Science partnership).
  - Notably, McMaster's new online Graduate and Undergraduate Application Portals and McMaster's public-facing Mosaic job application portal.

#### **Institutional Accessibility Training Development**

- Fall (2020)-Current: Ongoing development of baseline EDI Leadership Training for People Managers course suite with the Equity, Diversity, and Inclusion Leadership Committee (Blended Accessible Workplace Accommodations Training forthcoming in 2022).
- Late Spring (2021): Launch of the new chapter in the [FLEX Forward: Accessible Education](#) training for McMaster instructors and faculty on [Accessibility in Online and Technology-Enhanced Learning](#) (MacPherson Institute partnership).
- Spring-Summer (2021): Development and launch of the Inclusive Leadership Return to Campus Training (Human Resources partnership).
- Summer (2021): Migration of the [Accessible Digital Content Training](#) to the e-Campus Ontario-supported, open-source, Pressbooks platform (Faculty of Science partnership).
- Summer (2021): Development and launch of the mandatory TA training module on Accessibility and Disability Inclusion for Teaching Assistants (MacPherson Institute partnership).

#### **Publications (Community)**

- Third annual publication of the Full Version of the [Accessibility and Disability Inclusion Update, 2019-2020](#) on December 3rd which highlights and celebrates the Accessibility and Disability Inclusion work that takes place within community, student work, faculties, and service units across campus. This year matched last year's submissions, with over 70 in total from approximately 50 contributors across campus.

## Inclusion and Anti-Racism Education Program



The H.E.A.A.R.T. series – offered twice a year – continues to be well-attended, with waiting lists for the series sessions, which include:

- Land Acknowledgement
- Human Rights Fundamentals
- An Introduction to the Duty to Accommodate
- Accessibility 101
- Digital Accessibility 101
- Accessibility in Online Teaching and Learning
- Accessible Presentation Techniques
- Supporting Survivors 1: Responding to Disclosures of Sexual Violence
- Supporting Survivors 2: Family, Friends, Partners – Navigating Long-Term Support
- Positive Space
- Anti-Racism
- Cultural Appropriation
- Challenging Islamophobia
- What's in a Word: Insult of Inclusion

Type of Program	# of Sessions	# of Participants
<b>Educational</b>	121	6,587
<b>H.E.A.A.R.T. Workshops</b>	14	545
<b>Black History Month</b>	18	507
<b>Support</b>	50	40
<b>Let's Talk About Race! Drop-In</b>	7	140

### Highlights of Notable Successes and Opportunities

- Following completion of the [Systemic Review of the Black Student-Athlete Experience and the McMaster Athletics Climate](#) in fall 2020, and prior to the hiring of the inaugural Senior Advisor (Equity, Inclusion & Anti-Racism) in Student Affairs in 2021, the Inclusion and Anti-Racism Education Program supported Athletics & Recreation by providing a series of educational sessions.
- Co-facilitated the first Black student virtual check-in, an online space to listen, explore self care, advocacy, and the impact of anti-Black experiences. Hosted by the Race, Racism, and Racialization (R3) PACBIC Working Group and EIO.
- Supported the Ecumenical Chaplain in efforts to provide an Interfaith Dialogue Forum for Medical Students, Faculty, and Staff in the aftermath of global events in the Middle East.
- Supported the launch of the Employee Resource Group for Black, Indigenous, & Racialized Staff.



## Sexual Violence Prevention & Response Office

### Definitions

These categories are from the Common Institutional Metrics Reporting Guidelines

**Sexual Assault.** Non-consensual sexual contact or activity, including the threat of such activity, done by one person or a group of persons to another. Sexual assault can range from unwanted sexual touching, kissing, or fondling to forced sexual intercourse. Sexual assault can involve the use of physical force, touching, kissing, or fondling to forced sexual intercourse. Sexual assault can involve the use of physical force, intimidation, coercion, or the abuse of a position of trust or authority.

**Sexual Harassment.** A course of vexatious comment, conduct, and/or communication based on sex, sexual orientation, gender, gender identity, or gender expression that is known or should have been known to be unwelcome.

**Stalking.** Behaviours that occur on more than one occasion and which collectively instill fear in the person or threaten the person's safety or mental health, or that of their family or friends. Stalking includes non-consensual communications (e.g., face to face, phone, electronic); threatening or obscene conduct or gestures; surveillance and pursuit; and sending unsolicited gifts.

**Indecent Exposure.** The exposure of the private or intimate parts of the body in a lewd or sexual manner, in a public place when the perpetrator may be readily observed. Indecent exposure includes exhibitionism.

**Voyeurism.** The surreptitious observing of a person without their consent and in circumstances where they could reasonably expect privacy. Voyeurism may include direct observation, observation by mechanical or electronic means, or visual recordings.

**Sexual Exploitation.** Taking advantage of another person through non-consensual or abusive sexual control. This may include the digital or electronic broadcasting, distributing, recording and or photographing of people involved in sexual acts without their consent.

**Intimate Partner Violence.** Harm caused by an intimate partner, who is defined a person with whom someone has or had a close personal relationship that could be characterized by an emotional connection, or ongoing physical contact or sexual behaviour. Persons may identify as a couple, or refer to each other as spouse or partner. IPV is sometimes referred to as domestic violence, though this can include other types of relationships (e.g., with children or older adults). IPV includes: physical abuse (including a threat or attack made with a fist or object, pushing, shoving, slapping, kicking, choking, hitting or beating), sexual abuse, emotional and psychosocial abuse (words or actions to frighten, intimidate, control, isolate, humiliate, and/or belittle) and financial abuse (adapted from RCMP).



## 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.

Between September 1, 2020 and August 31, 2021, there were a total of 26 Disclosures. 58% were received directly from survivors, and 42% were received as third party disclosures. The number that went on to complaints is captured in the statistical report section below.

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

## Consultations

Between September 1, 2020 and August 31, 2021, the Sexual Violence Prevention & Response Office conducted 38 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.

Category	2017/18	2018/19	2019/20	2020/21
Consultations	57	106	84	38

## Sexual Violence Prevention Education Statistics

### Training Events

Type	# of Events	# of Participants	Audience	Topics
Synchronous Trainings and Workshops	65	1,598	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 and Workshops	5	1,195	Community Advisors, Residence Life Area Coordinators, Archway Mentors, Archway Coaches, Welcome Week Faculty Representatives, open	Responding to disclosures of sexual violence; healthy relationship; art, gender, and expression



## Highlights of Notable Successes and Opportunities

- Launched monthly webinar series, “Blueprints for Change,” on practicing healthy masculinity for men at McMaster, open to staff, faculty, and students and featuring external speakers on a variety of topics (e.g., patriarchal culture and male biology, celebrating trans masculinities, and challenging femme-phobia in queer men’s communities)
- Recruited and trained 12 new peer educators and 6 returning peer educators, split into four groups: events team, communications team, men’s allyship circle, and assistant workshop facilitators
- Offered two men’s allyship trainings in collaboration with Mohawk College and White Ribbon Campaign
- Developed drag persona, Unita Assk, to educate student leaders about sexual violence and host events
- Developed programming in collaboration with campus partners (Student Wellness Centre, Museum of Art, Archway, Residence Life, Student Success Centre), student groups (Student Advocates for EDI, Women in Science and Engineering)
- Invited to speak at conferences (jack.org Summit, Men’s Health Society) and as guest lecturer in various courses (WS 1AA3, FSL 4P06, LifeSci 4X03, CHEM 779, PNB 2XT0)
- Developed partnerships with staff at other institutions through the Ontario University Sexual Violence Network
- Expanded website resources (including Topics pages, Online Modules & Videos page, Additional Support Resources & Services pages)
- 5,914 new website users
- Launched the [Sexual Violence Prevention and Response Task Force](#) in the spring of 2021; the group met six times between March 2021 and January 2022
- Launched the Search for a Director (SVPRO) and secured funds to hire a Case Manager, bringing the staff complement in the SVPRO to 3.0 FTE.
- The Sexual Violence Policy was updated to reflect the requirements of O. Reg. 131/16 (Sexual Violence at Colleges and Universities). The updated policy, effective February 7, 2022, can be found here: <https://secretariat.mcmaster.ca/app/uploads/Sexual-Violence-Policy.pdf>. A full review of the Policy is commencing in the spring of 2022.

## Human Rights and Dispute Resolution Program



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

### Highlights of Notable Successes and Opportunities

- Developed a resource guide called the **Blue Folder**, setting out important information for faculty and staff in relation to the Discrimination & Harassment Policy.
- Appointment of a Senior Human Rights Officer as the EIO representative on the Trust Fund EDI Committee; provides advice and guidance on the creation of bursaries and awards under the University's Aid and Awards Policy.
- Initiated and led a collaborative project with AccessMac and colleagues in Student Accessibility Services, MAPS, MSU, and Financial Affairs to develop a resource guide for students registered with Student Accessibility Services, explaining supplementary fee options.
- Collaborated 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.
- Along with members of other Intake Offices, attended Violence Risk Triage Training in fall 2021.
- Continued partnership with EIO colleagues and members of other Intake Offices to deliver customized training on human rights issues.





# Statistical Report

Complaints, Consultations,  
and Disclosures

Discrimination & Harassment Policy  
Sexual Violence Policy

## Report Parameters

Under sections 52 of the *Discrimination & 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 dispute/early resolution to the Senate and the Board of Governors.

Data for the annual report is collected and maintained by the EIO and includes data collected from the Sexual Violence Prevention and Response Office, the Human Rights and Dispute Resolution Program, Employee & Labour Relations, the Student Support & Case Management Office, and the Faculty of Health Sciences Professionalism Office<sup>1</sup>.

The purpose of the annual report is to inform education and training initiatives.

Unless stated otherwise, this report covers data collected from September 1, 2020 to August 31, 2021.

## Definitions

**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<sup>2</sup>.

**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.

**Disclosures:** A disclosure is made when an individual informs someone in the University community about an experience of harassment, discrimination or 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.

**Dispute or Early Resolution:** Dispute or early resolution is a 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 and is not appropriate in all cases. It seeks to resolve matters in an efficient manner and reduces the need for complaints to be filed.

**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 Support & Case Management Office.

<sup>1</sup> Data submitted by the Faculty of Health Sciences Professionalism Office is incomplete.

<sup>2</sup> For more information on University-initiated investigations, see section 92 of the *Discrimination & Harassment Policy* and/or section 99 of the *Sexual Violence Policy*.

## Complaints

### 1. Complaints: Overview of complaint numbers

Reporting Year	Total # 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

While the overall number of new complaints remained relatively stable, there continues to be a noted increase in the complexity of the matters coming forward.

### Complaints by Policy

Reporting Year	Total # Complaints	# complaints involving the Discrimination & Harassment Policy	# complaints involving the Sexual Violence Policy	# complaints involving both policies
2017 - 2018	57	39	20	2
2018 - 2019	44	35	21	12
2019 - 2020	46	35	25	14
2020 - 2021	58	48	25	15

### Complaints Investigated

Reporting Year	Percent investigated	Percent resulting in policy violations	Mean Length of investigation <sup>1</sup> process (months)
2017 - 2018	51%	50%	6.1 (median 6)
2018 - 2019	69%	50%	6.7 (median 6.5)
2019 - 2020	75%	87%	5.4 (median 5)
2020 - 2021	80%	59%	7.4 (median 7)

<sup>1</sup> The length of an investigation process is calculated as the time between the date the parties are first notified of the process and the date the parties receive the findings and outcomes of the process



### 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, approximately 20% of complaints did not proceed to investigation.

### 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 on-going basis to ensure they remain appropriate in the circumstances.

Interim measures were necessary in 78% of the cases investigated and closed this past academic year. At times, in order to implement appropriate interim measures, relevant staff and faculty are asked to assist in discussions to explore options, and to assist with implementation and oversight.

### Outcomes

When policy violations are found to occur, outcomes vary, depending on the circumstances of each case. Examples of outcomes during the 2020/2021 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.

## 2. Complaints: Protected Ground

Protected Ground	2017/2018	2018/2019	2019/2020	2020/2021
Sex (includes sexual harassment and assault)	13	21	29	25
Personal Harassment (intimidation, bullying)	16	19	10	17
Ancestry, colour, race	4	6	7	13
Disability	5	2	5	7
Creed/religion	4	2	4	2
Family status	1	2	1	2

\*Note: Some complaints involve more than one ground.



### 3. Complaints: Participant Type

	Complainant	Respondent
Undergraduate Student	16	10
Graduate Student	15	4
Staff	20	16
Faculty	15	28
Other (external, not identified)	2	

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

### 4. Complaints: Faculty/Area of the University

	Complainant	Respondent
Administrative Units* (*other than Hospitality and Facility Services)	3	6
DeGroote School of Business		
Faculty of Engineering	8	6
Faculty of Health Sciences	18	18
Faculty of the Humanities	2	2
Faculty of Science	13	10
Faculty of Social Sciences	5	6
Athletics & Recreation	6	6
Facility Services	1	1
Hospitality Services	1	1

### 5. Complaints: Origin of the Concern

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

## Consultations & Disclosures

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.

A disclosure is made when an individual informs someone in the University community about an experience of harassment, discrimination or 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.

### Numbers

For the 2020-21 academic year, the five Intake Offices recorded a total of 214 consultations and 146 disclosures.

### Themes

The majority of consultations and disclosures pertained to academic matters. Undergraduate students and faculty members were the most common groups seeking consultation. Staff and faculty were the most common groups disclosing experiences.

#### Top three grounds – consultations:

- Sex
- Disability
- Race

#### Top three grounds – disclosures:

- Disability
- Race
- Sex

### 1. Consultations & Disclosures: Issue

Issue	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Harassment - Personal	111	115	77	46	49
Sexual Violence	53	80	74	53	28
Discrimination	63	68	114	26	38
Accommodation	84	74	73	46	34
Grounds Based Harassment	24	43	125	23	20
Poisoned Environment	15	20	12	5	5
Accessibility**	5	5	2	15	2
TOTAL	355	405	477	214	146*

\*some disclosures involved more than one ground

\*\*consultations related to accessibility 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. It is important to note that consultations on accessibility tend to flow through the Accessibility Program, which is why so few are represented here.

## 2. Consultations & Disclosures: Protected Ground

Issue	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Disability	85	108	92	44	46
Creed/religion	32	28	28	9	3
Ancestry, colour, race	22	22	70	23	26
Ethnic origin	8	6	10	9	14
Family status	8	18	14	5	4
Gender identity/gender expression	9	6	5	2	3
Age	5	0	3	0	0
Place of origin	6	10	11	9	15
Sex	59	80	151	65	27
Sexual orientation	6	9	6	0	3
Citizenship	3	0	3	2	5
Marital status	2	2	1	0	0

Note: Some consultations & disclosures involve more than one ground.

## 3. Consultations & Disclosures: Participant Type

	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Undergraduate Student	95	96	114	59	15
Graduate Student	41	46	92	37	6
Staff	110	120	115	38	68
Faculty	73	103	118	50	45
Medical Resident	23	25	27	2	3
Other (external, not identified)	13	15	11	12	9

#### 4. Consultations & Disclosures: Faculty/Area of the University

	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Administrative Units	44	54	82	66	18
DeGroote School of Business	10	7	18	10	9
Faculty of Engineering	28	31	26	17	18
Faculty of Health Sciences	150	175	133	29	57
Faculty of the Humanities	26	14	24	15	8
Faculty of Science	30	29	35	20	12
Faculty of Social Sciences	34	33	46	27	13
Unknown	33	45	113	24	10
Athletics & Recreation*	—	—	—	6	1

\* following the systemic review of the Black Student-Athlete Experience and the McMaster Athletics Climate, consultations from Athletics & Recreation are being disaggregated and reported on.

#### 5. Consultations & Disclosures: Origin of the Concern

Origin of Concern	2017/2018	2018/2019	2019/2020	2020/2021	
				Consults	Disclosures
Academic context	182	199	201	110	89
Employment Context	86	109	73	41	29
Campus community (e.g. extracurriculars, events)	57	44	43	17	8
Off campus, with a nexus to the University	26	14	50	14	7
Off campus, with no nexus to the University*	—	—	—	2	5
Residence*	—	—	7	8	5
Athletics & Recreation*	—	—	18	14	1

\* Data for these areas was not historically disaggregated and/or reported on.

## Dispute/Early Resolution

As indicated above, dispute/early 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, highly sensitive, and multifaceted interpersonal conflicts. The Intake Offices draw upon their acquired expertise in conflict coaching, negotiation, and other ADR techniques to facilitate the resolution of disputes.

### 2020-2021 Numbers

- For the 2020-2021 academic year, the Intake Offices recorded a total of 145 dispute resolution matters.

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

- 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 in order to resolve an issue.
- The majority of early resolution 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 

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[equity.mcmaster.ca](http://equity.mcmaster.ca) 

Equity and  
Inclusion Office

McMaster  
University 





## **Academic Colleagues**

**February 15 & 16, 2022: Zoom Meeting**

**Evening meeting, Tuesday, February 15, 2022, 6:00 – 8:30 pm**

### **Conversation with Victoria Barham, Dean of the Faculty of Science, University of Ottawa “Bringing the Community into the Classroom” \*\***

Victoria Baxter joined the colleagues to discuss some of the University of Ottawa’s community engagement programs. The “Ventures” and “Directed Research in a Professional Setting” programs match students with local not-for-profit organizations, which ask them to come up with solutions to real-life problems.

The programs are mutually beneficial. Students benefit from seeing the practical applications of their areas of study, and community partners benefit from the proposed solutions.

Because these programs are integrated with regular coursework, they are accessible to more students than traditional unpaid internships and co-op programs, which are more accessible to socio-economically privileged students.

The “Walls-to-Bridges” program gives prisoners at correctional facilities access to university courses. The original incarnation brought university students into prisons to study with the incarcerated, while Walls-to-Bridges 2.0 allows prisoners to enroll in university courses and participate via livestreaming.

Implementation of the programs was supported by a donation of \$100,000/year for five years. This allows the university to hire a “social innovator in residence,” and provide TAs for large courses, among other things.

### **Dinner Debrief**

Colleagues decided to proceed with the planned pre-council meeting dates, April 5-6. The meetings will be held online.

The group discussed the following potential discussion topics for the April 8 Council meeting, ultimately selecting the topic of decolonization/indigenization.

- a. Role of universities on society
- b. Student perspectives
- c. Importance of the humanities
- d. Teaching stream faculty/roles/titles across universities
- e. Expanding evaluation of merit encompassing inclusive merit
- f. International students (support for students, concern about reliance on high tuition, concern about focus on limited locations)
- g. Decolonization/indigenization

## **Colleagues meeting, Wednesday, February 16, 2022, 9:00 am – 12:00 pm**

### **COU update**

#### **Program Approvals**

- On February 15, the ministry sent a memorandum to the sector announcing the implementation of a revised program approval process.
- Approval of a submission will reside with either the Minister of Colleges and Universities or the Director of the Postsecondary Accountability Branch (PSAB).
- The approval level will be determined based on a new assessment tool that will be used to review all program approval submissions received by the ministry.
- Program approvals that will continue to require Minister approval, regardless of the assessment score include:
  - Consent applications under the Post-secondary Choice and Excellence Act, 2000
  - Programs in regulated professions (e.g. teacher education, medicine, nursing, paramedicine)
  - Programs that are precedent-setting or in a new area of delivery
  - Programs where the government is a major direct employer (e.g. policing, border services)
  - Programs that have high operating grant costs
- The assessment tool includes five categories. Each category is assigned a score out of 100.
  - Labour Market Need/Demand/Outcomes (30 points)
  - Work-integrated/Experiential Learning Opportunities (30 points)
  - Program Impact on System (20 points)
  - Tuition (10 points)
  - Funding Level (10 points)
- Program submissions that receive a score of 80 or higher out of 100 will be delegated to the Director of the Postsecondary Accountability Branch for approval. Programs that receive a score of less than 80 will be sent forward for the approval of the Minister of Colleges and Universities.
- Ministry staff will engage with institutions over the coming months to ensure that there is a common understanding of these changes and to make any necessary refinements to the new processes.
- The ministry will release guidelines that will include quality service commitments related to timelines for program approval decisions as well regular communication to the sector on the status of program approval submissions. The ministry will work collaboratively in the coming months with postsecondary institutions in developing and finalizing guidelines.
- The ministry will be updating the Program Funding Approvals and Administration Module (PFAAM) for program approvals and relevant policies to reflect these new processes over the coming months.

#### **International**



- In December, the British Council IELTS released a report showing that there is rapidly increasing competition from European and Asian markets for international students in high-demand programs: [https://studyportals.com/wp-content/uploads/2021/12/British-Council\\_Studyportals\\_The-changing-landscape-of-English-taught-programmes-in-2021.pdf](https://studyportals.com/wp-content/uploads/2021/12/British-Council_Studyportals_The-changing-landscape-of-English-taught-programmes-in-2021.pdf)
- This is a significant risk for Ontario institutions. COU will be exploring options for a sector approach.

### **Pre-Election Strategy**

- COU's advocacy is focused on the vital role the sector has to play in helping the province rebuild after COVID-19 and drive a robust economic recovery, framed around four key pillars: helping rebuild a world-class healthcare system; developing job-ready graduates; driving regional economic development and supporting a globally competitive economy. The fifth pillar then outlines how in order to continue supporting the province, universities need support.
- **Internal Government Advocacy:** Based on advice from affiliates and committees, working groups and economic research, COU is proposing a three-pronged strategy for internal government relations:
  - Tuition Flexibility
  - Increases in Operating Grant Funding
  - Increases in University Capacity
- **Public-facing Communications:** To further support internal government advocacy, COU recently launched its public-facing campaign. The campaign leverages communications and government relations to influence the government, as well as build relationships with candidates and the other major political parties. This campaign will run from January until April.

### **Strategic Mandate Agreements (SMA3)**

- Performance-based funding for Ontario universities is scheduled to be activated for 2022-23. This is after the government delayed activation for the first two years of SMA3 to mitigate the impacts of COVID on performance evaluation. On December 17, COU sent a letter to the ministry expressing the sector's concerns regarding the timing of recoupling performance funding given the impact of COVID-19, and the impact of the Delta and Omicron variants.
- The Faculty Activity and Faculty Compensation reporting metrics are scheduled to be implemented for 2022-23. These metrics are not tied to performance but will be made public. The ministry has started a consultation process with the sector on the proposed reporting template. The sector has formed a working group with representatives from OCAV, CUPA and GRO to develop recommendations for MCU.

### **Micro-credentials**

- The results of the Microcredential Challenge Fund were communicated to institutions on December 9.
- COU is working with the Ontario Council of Ontario Lifelong Learning (OCULL) to collect data on universities' continuing education offerings to supplement advocacy around

microcredentials and the established role of universities in upskilling/reskilling for the labour market. A two-phase data request (February/May) is being developed in consultation with OCAV.

### **eCampusOntario**

- The microcredential portal (listing OSAP-approved college, university and Indigenous Institute microcredentials) was launched on December 15.  
<https://micro.ecampusontario.ca/>

### **Math Proficiency Test for Teacher Candidates**

- On December 17, 2021 the Ontario Superior Court of Justice Divisional Court found the Math Proficiency Test (MPT) requirement infringes on the Canadian Charter of Rights and Freedoms.
- The court found that the MPT had an adverse impact on entry to the teaching profession for racialized teacher candidates and other reasonable alternatives should have been implemented.
- They ruled that Ontario College of Teachers (OCT) shall grant certification to teacher candidates who have not yet passed the MPT but who have otherwise met all other teacher certification requirements
- While the government has filed a motion to appeal, the MPT will not be a requirement in the interim.

### **Institutional Autonomy & Financial Sustainability**

A report was provided by COU staff member Lisa Krawiec

### **Planning for April meetings before Council**

The goal of the discussion will be to engage the Executive Heads on the topic of decolonization/indigenization, with a focus on the actual meaning and implementation of the concepts in Universities.

### **Committee Reports**

#### **Quality Council**

Evaluation of Final assessment reports related to the cyclical program reviews were completed for programs from OnTech and Carleton. New Program reviews were completed for programs from University of Waterloo, OnTech and Western University.

The new framework IQAP checklist being reviewed and updated based upon feedback after the first set of updated IQAPs was submitted to Quality Council. Clarified language can aide other institutions as they prepare the IQAP.

Quality Council has been working with Hearst and NOSM to ensure proper oversight of programs during the transition of these institutions to stand alone institutions (pending their potential membership in COU).

**Best Practices and Knowledge Sharing Forum of key contacts from member institutions is being organized for later this year. Other business**



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**REPORT TO SENATE**  
*from*  
**GRADUATE COUNCIL**

**For Information**

**I. New Program**

At its meeting on February 22<sup>nd</sup>, Graduate Council approved the proposed Graduate Diploma in Community and Public Health. It was subsequently approved at the March 23<sup>rd</sup> meeting of University Planning Committee.

**II. Changes to the Teaching and Learning Certificates of Completion**

At its meeting on March 15<sup>th</sup>, Graduate Council approved revisions to the Teaching and Learning Foundations and Teaching and Learning Scholar certificates of completion, including changes to courses, requirements and the names of the certificates. The certificates will now be called Teaching and Learning Theory & Inquiry and Teaching and Learning Practice & Application respectively. The changes were proposed in response to consistent feedback from the community and are intended to assist with flexibility registering in and completing courses. They will significantly improve accessibility of offerings to a broader population by including blended, online and face to face options while allowing those that take the certificates to self-select the offerings that best enhance their teaching and learning, while adhering to the outcomes for each certificate.

**III. New Scholarships**

At the same meeting Graduate Council also approved the following new scholarships:

**Name of Fund:** Joseph and Joanne Lee Crohn's Disease Graduate Scholarship

**Terms of reference for Fund:**

Established in 2022 by Joseph and Joanne Lee. To be awarded by the School of Graduate Studies, on the recommendation of the Faculty of Health Sciences, to a graduate student who demonstrates academic or research excellence in the field of Crohn's disease.

**Name of Fund:** Joseph and Joanne Lee Origins Institute Graduate Scholarship


**Terms of reference for Fund:**

Established in 2022 by Joseph and Joanne Lee. To be awarded by the School of Graduate Studies, on the recommendation of the Faculty of Science, to a graduate student who demonstrates academic or research excellence within the Origins Institute.

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



## MEMORANDUM

**Date:** April 4, 2022  
**To:** Senate  
**Cc:** Susan Tighe, Provost  
**From:** Heather Sheardown, Acting Dean and Professor   
**SUBJECT:** Revisions: Faculty of Engineering By-Laws

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At a regular meeting of the Faculty of Engineering on March 29, 2022, the Faculty recommended to the Senate that the attached version of the Faculty of Engineering By-laws be approved. A summary of the changes has been noted below:

The addition of the following committees to the By-laws:

- Instructor Development and Evaluation Committee (IDEC)

Thank you.



## Faculty of Engineering By-laws

### I THE FACULTY OF ENGINEERING

#### (i) Membership

- (a) Ex Officio: President  
Provost  
Vice-President (Research and Innovation)  
Vice-Provost and Dean of Graduate Studies  
Dean of the Faculty (Chair)  
Associate Deans of the Faculty  
Assistant Dean (Studies)  
Director, Engineering and Management Program  
(when held by the Business Faculty)  
Director, Finance and Administration  
Director, Outreach and Engagement
- (b) Faculty: All faculty members holding appointment at the rank of Lecturer or higher in the Departments of Chemical Engineering, Civil Engineering, Computing and Software, Electrical and Computer Engineering, Engineering Physics, Materials Science and Engineering and Mechanical Engineering, as well as in the Walter G. Booth School of Engineering Practice and Technology, and in such other Departments, schools and programs as may be added to the Faculty of Engineering by the Senate
- One full-time faculty member from each of the other Faculties
- (c) Staff: Three full-time staff members in the Faculty of Engineering, elected for two-year terms, one to be elected by and from each of the following groups: Management, Technical, and Administrative
- (d) Students: The President of the McMaster Engineering Society and four undergraduate students, elected annually by and from the full-time undergraduate students in the Faculty of Engineering
- The president of the Engineering Graduate Society and two graduate students selected annually by and

from the students sitting on the Engineering Graduate Society Council.

Students may be asked to withdraw when the cases of specific students are under consideration, but on other matters they shall have full voting privileges.

- (e) Secretary:  
(non-voting) Secretary of the Senate or delegate
- (f) Affiliated  
Members:  
(non-voting) Such other faculty members, holding full-time appointments, as shall from time to time be designated by the Faculty of Engineering to hold membership, for any period designated by the Faculty, by virtue of their responsibilities for, or interest in, the work and the students of the Faculty.

**(ii) Regular Meetings**

- (a) The Faculty shall meet at least five times during the period September to June, inclusive. A notice of meeting shall normally be circulated at least one week before a meeting, and an agenda shall be circulated not less than forty-eight hours before a meeting.
- (b) Meetings of the Faculty shall be conducted in accordance with the rules and procedures of the Senate with the provision that matters related to individual cases or records be dealt with in Closed Session.
- (c) A quorum shall consist of those present at the meeting, provided that the meeting has been properly called and that regrets have not been received by the Secretary from more than one half of the members of the Faculty. However, for action on items not on the circulated agenda, a quorum shall consist of one half of the members of the Faculty.
- (d) In the absence of the Dean of the Faculty, the Chair shall be one of the Associate Deans of the Faculty or, in their absence, a member of the Faculty designated by the Dean.

**(iii) Special Meetings**

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

**(iv) Authority of the Faculty**

- (a) The Faculty shall, within its area of jurisdiction and subject to the constraints imposed by these By-laws, determine the various levels of responsibility within the Faculty and establish appropriate Standing and *Ad Hoc* Committees.
- (b) Under the authority of these By-laws, which are subject to approval and amendment by the Senate, the Faculty shall determine the functions and powers that may be delegated to subordinated bodies.



## II DEAN'S COUNCIL

### Functions:

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

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

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

### Composition:

Chair: Dean of the Faculty

Ex Officio: President  
Provost  
Associate Deans of the Faculty  
Assistant Dean (Studies)  
Any Engineering faculty member(s) elected to the University Planning Committee  
Director, Experiential Learning  
co-Director (Engineering), Integrated Biomedical Engineering and Health Sciences Program  
Director, Engineering and Management Program  
Director, Engineering and Society Program  
co-Director, School of Biomedical Engineering  
Director, Walter G. Booth School of Engineering Practice and Technology  
Chairs of Departments in the Faculty  
Director, Finance and Administration  
Director, Outreach and Engagement

Secretary: Secretary of the Senate or delegate  
(non-voting)

### III DEAN'S OPERATING COMMITTEES

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

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

#### (i) Engineering and Management Operating Committee

##### Functions:

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

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

##### Composition:

Chair:	Director, Engineering and Management Program
Ex Officio:	President Provost Dean, Faculty of Business Dean, Faculty of Engineering Associate Dean (Academic), Faculty of Business Associate Dean (Academic), Faculty of Engineering
Faculty:	Seven faculty members from each of the Faculties of Business and Engineering, representing the different Departments and Areas, to be appointed by their respective Deans on the recommendations of their Department or Area Chairs, for staggered three-year terms
Students:	One undergraduate student, registered in the Engineering and Management program, to be appointed by both Deans on the recommendation of the executives of the McMaster Engineering and Management Society, for a one-year term
Consultants: (non-voting)	Assistant Dean (Studies), Faculty of Engineering Manager, Academic Programs Office, at the Faculty of Business Resource Staff, as appropriate

Secretary: Administrative Coordinator, Engineering Five-Year Programs  
(non-voting)

**(ii) Engineering and Society Operating Committee**

Functions:

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

Composition:

Chair: Director, Engineering and Society Program

Ex Officio: President  
Provost  
Dean, Faculty of Engineering  
Associate Dean (Academic), Faculty of Engineering

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

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

Consultants: Assistant Dean (Studies), Faculty of Engineering  
(non-voting)

Secretary: Administrative Coordinator, Engineering Five-Year Programs  
(non-voting)

**(iii) Engineering I Operating Committee**

Function:

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

Composition:

Chair: Director, Experiential Learning

Ex Officio:	President Provost Dean of the Faculty Associate Dean (Academic) Assistant Dean (Studies)
Faculty:	One faculty member representative from each department in the Faculty, appointed by the Dean in consultation with Dean's Council
Student:	President, McMaster Engineering Society Vice-President, Academic, McMaster Engineering Society One Engineering I student appointed annually by the Director
Consultants: (non-voting)	Undergraduate Student Advisor Representative from other Faculties or groups appointed by the Chair, as required

**(iv) Engineering Co-op Operating Committee**

Functions:

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

Composition:

Chair:	Associate Dean (Academic) Associate Dean of Graduate Studies (Engineering)
Ex Officio:	President Provost Dean of the Faculty Manager, Engineering Co-op & Career Services President, McMaster Engineering Society President, Engineering Graduate Society
Members:	One faculty member per Department with one-year terms nominated by Departmental Chairs Six undergraduate student representatives from the McMaster Engineering Society Executive Committee Three graduate student representatives from the Engineering Graduate Society Executive Committee

#### IV STANDING COMMITTEES

##### General

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

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

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

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

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

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

**(i) Undergraduate Recruiting and Admissions Committee**

Functions:

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

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

Composition:

Chair: Associate Dean, Academic

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

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

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

Consultants: Director, Finance and Administration  
(non-voting) Director, Alumni Advancement (or delegate)  
Manager, Strategic Recruitment & Enrolment  
Representatives of other Faculties and groups as required  
High School Teacher/Counsellor, appointed by the Dean of the Faculty (as required)

Secretary: To be provided by the Office of the Associate Dean (Academic) of  
(non-voting) the Faculty

**(ii) Undergraduate Reviewing Committee**

Functions:

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

Composition:

- Chair: Associate Dean (Academic)
- Ex Officio: President  
Provost  
Dean of the Faculty  
Assistant Dean (Studies)  
Director, Experiential Learning  
co-Director (Engineering), Integrated Biomedical Engineering  
and Health Sciences Program  
Director, Engineering and Management Program  
Director, Engineering and Society Program  
Registrar
- Faculty: One member selected by and from each Department in the Faculty  
One member selected by and from the Walter G. Booth School of  
Engineering Practice and Technology
- Consultants: Associate Registrar (Records and Registration)  
(non-voting) Faculty of Engineering Undergraduate Student Advisor

**(iii) Undergraduate Curriculum and Policy Committee**

Functions:

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



Composition:

- Chair: Associate Dean (Academic)
- Ex Officio: President  
Provost  
Dean of the Faculty  
Assistant Dean (Studies)  
Director, Experiential Learning  
co-Director (Engineering), Integrated Biomedical Engineering  
and Health Sciences Program  
Director, Engineering and Management Program  
Director, Engineering and Society Program
- Faculty: One member selected by and from each Department in the  
Faculty, such member normally to be the Chair of the  
Departmental Undergraduate Curriculum Committee or  
equivalent  
Two members selected by and from the Walter G. Booth School  
of Engineering Practice and Technology, one to represent  
the four-year programs, one to represent the degree  
completion programs
- Student: One undergraduate student appointed annually by the Dean of the  
Faculty
- Consultants: The member of Undergraduate Council elected by the Faculty  
(non-voting)
- Secretary: To be provided by the Office of the Associate Dean (Academic)  
(non-voting) of the Faculty

**(iv) Undergraduate Student Awards Committee**

Functions:

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

Composition:

- Chair: To be appointed by the Dean of the Faculty in consultation with Dean's Council
- Ex Officio: President  
Provost  
Dean of the Faculty  
Associate Dean (Academic)
- Faculty: Three or more members, representing at least three Departments in the Faculty, appointed by the Dean in consultation with Dean's Council
- Consultants: Director, Student Financial Aid and Scholarships  
(non-voting) Director, Finance and Administration  
The Committee shall have power to add additional members, including non-faculty members, where such are needed to meet the requirements attendant on making an award.

**(v) Undergraduate Graduate Attributes Committee**

Functions:

In accordance with the [Washington Accord](#), all engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB) must demonstrate that the graduates of their programs possess the attributes designated by the CEAB. The functions of this committee are:

To have oversight on the outcomes-based assessment and the resulting continuous improvement processes for all Faculty undergraduate engineering programs accredited by the Canadian Engineering Accreditation Board (CEAB);

To develop, review and modify (as necessary) indicators for each of the graduate attributes specified by the CEAB;

To review and approve curriculum maps and indicator measurement maps for all programs and options;

To review stakeholder engagement reports from all departments;

To review and approve regular reports from all programs on methods of indicator data collection, analyses and conclusions made from programs;

To ensure continuous improvement in programs by making recommendations to the Departments on specific curricular or other program improvements,

improvements in the achievement of graduate attributes, and/or improvements in the graduate attributes' assessment process itself.

Composition:

- Chair: Associate Dean (Academic)
- Ex Officio: President  
Provost  
Dean of the Faculty  
Assistant Dean (Studies)  
Director, Experiential Learning  
co-Director (Engineering), Integrated Biomedical Engineering  
and Health Sciences Program  
Director, Engineering and Management Program  
Director, Engineering and Society Program
- Faculty: One member selected by and from each Department in the Faculty which offers a Canadian Engineering Accreditation Board (CEAB) accredited engineering program.
- Student: One undergraduate student appointed annually by the Dean of the Faculty
- Consultants: The member of Undergraduate Council elected by the Faculty (non-voting)
- Secretary: To be provided by the Office of the Associate Dean (Academic) (non-voting) of the Faculty

**(vi) Faculty Awards Committee**

Functions:

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

Composition:

Chair: Associate Dean, Research, Innovation and External Relations

Ex Officio: President  
Provost  
Dean of the Faculty

Members: One faculty member from each academic Department

Secretary/  
Consultant: Advancement Officer of the Faculty of Engineering

**(vii) Graduate Curriculum and Policy Committee**

Functions:

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

Composition:

Chair: Associate Dean of Graduate Studies (Engineering)

Ex Officio: President  
Provost  
Dean of the Faculty  
Vice-Provost and Dean of Graduate Studies

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

Students: One Engineering graduate student from each department and  
school currently offering graduate work in the Faculty. Students  
currently sitting on the Engineering Graduate Society Council will  
represent their department or school on the committee. If no  
representative is available from the Engineering Graduate Society  
Council, one will be appointed from the department or school by  
the Engineering Graduate Society Council in conjunction with the  
department or school's administration.

Consultants: The three members of the Graduate Council elected by the Faculty  
(non-voting)

Secretary: Secretary of the School of Graduate Studies or delegate  
(non-voting)

**(viii) Graduate Admissions and Study Committee**

Functions:

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

Composition:

Chair: Associate Dean of Graduate Studies (Engineering)

Ex Officio: President  
Provost  
Dean of the Faculty  
Vice-Provost and Dean of Graduate Studies  
Associate Registrar (Graduate Studies)

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

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

Secretary: Secretary of the School of Graduate Studies or delegate  
(non-voting)

**(ix) Faculty Committee on Scholarships**

Functions:

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

Composition:

Chair: Associate Dean of Graduate Studies, Engineering

Ex Officio: President  
Provost  
Dean of the Faculty

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

**(x) Student and Professional Affairs Committee**

Functions:

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

Composition:

Co-Chairs: President, McMaster Engineering Society  
President, McMaster Engineering Graduate Society

Ex Officio: President  
Provost  
Dean of the Faculty  
Associate Dean (Academic)  
Associate Dean of Graduate Studies (Engineering)  
Director, Experiential Learning  
co-Director (Engineering), Integrated Biomedical Engineering  
and Health Sciences Program  
Director, Engineering and Management Program  
Director, Engineering and Society Program

co-Director, School of Biomedical Engineering  
Director, Walter G. Booth School of Engineering Practice and  
Technology  
Director, Outreach and Engagement  
Director, Finance and Administration

Faculty: Two members from the Faculty selected by the Dean

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

Consultants: Manager, Strategic Communications  
(non-voting) Manager, Engineering Co-Op and Career Services and Internship  
Program  
Manager, Engineering Alumni Office

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

**(xi) Student Academic Accommodation Committee**

Functions:

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

Composition:

Co-Chairs: Associate Dean (Academic)  
Associate Dean of Graduate Studies (Engineering)



- Ex Officio: Assistant Dean (Studies)  
Graduate Coordinator
- Faculty: Three members from the Faculty, selected by the Dean
- Consultants: Director, Student Accessibility Services  
Associate Vice-President, Equity and Inclusion  
Director, Human Rights and Dispute Resolution
- Quorum: A quorum shall consist of those present at the meeting, provided that the meeting was called with at least five days' notice and three voting members of the Committee are in attendance, with at least one of the attending members being a co-chair.
- Meetings: This Committee shall be called together only at certain times of year based on a need to consider complex and/or retroactive Academic Accommodation decisions and appeals.
- The agenda items are decided prior to the meeting by the Co-Chairs of the Committee, the Associate Dean (Academic) and the Associate Dean of Graduate Studies (Engineering).

**(xii) Microcredentials Committee**

Functions:

To make recommendations to the Faculty on matters specifically concerning microcredentials, on the creation and delivery of associated learning activities, on changing approved learning activities, and on approval of co-curricular and external learning activities that will not be recorded on a student's transcript.

Composition:

- Chair: To be appointed by the Dean of the Faculty in consultation with Dean's Council
- Ex Officio: Dean of the Faculty  
Dean's representative
- Faculty: One member selected by and from each participating department, school, or program in the Faculty
- Staff: Director, Finance and Administration  
Designated Project Manager (Faculty of Engineering)
- Consultants: Associate Deans

(non-voting) Director, Outreach and Engagement  
Secretary: To be provided by the Dean of the Faculty  
(non-voting)

**(xiii) Faculty Joint Health and Safety Committee**

Functions:

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

to receive information on safety and hazards from the University and other sources, and disseminate it to faculty members, staff and students as needed;

to provide advice to the Dean of the Faculty, Department Chairs, faculty members, staff or students, wherever appropriate, concerning potential hazards;

to assist in formulating policy relating to the safe conduct of undergraduate laboratories and research laboratories, in consultation with teaching assistants, graduate students, and research staff;

to monitor compliance by McMaster University with the spirit and the letter of the Ontario Occupational Health and Safety Act and other relevant legislation, and to report to the Dean of the Faculty on any departure from the above, for action;

to remind all employees, including teaching assistants, of their rights and responsibilities under the Ontario Occupational Health and Safety Act and other relevant legislation; and,

to represent the Faculty of Engineering legally in all matters of health and safety designated under the Occupational Health and Safety Act.

Composition:

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

Ex Officio: President  
Provost  
Dean of the Faculty

Members: One employer-designated member from each Department/Unit  
  
One elected committee member from the Health and Safety Committee of each Department/Unit, selected by the elected members of the Department/Unit

Additional members as may be appointed by the Co-Chairs, in consultation with the Dean, from other groups which use the facilities of the Faculty of Engineering, as long as the total number of elected members on the Committee comprises at least 50% of the Committee membership

Consultants: Manager, Environmental and Occupational Health Support  
(non-voting) Services  
Safety Specialist, Environmental and Occupational Health  
Support Services  
Additional resource persons appointed by the Co-Chairs as required by the legislation

Secretary: Assigned by Dean's Office  
(non-voting)

#### **Department/Unit Health and Safety Committees**

##### Functions:

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

##### Composition:

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

Ex Officio: President  
Provost  
Dean of the Faculty

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

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

**(xiv) Tenure and Promotion Committee**

Functions:

To receive from Chairs of Departments, and to consider, all recommendations for the granting or withholding of tenure or permanence. For each candidate, the Committee shall recommend to the Senate Committee on Appointments that (a) tenure or permanence be granted, (b) the appointment be allowed to lapse, (c) the period of the appointment be extended, or (d) no action be taken on the case.

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

Composition:

Chair: Dean of the Faculty

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

Quorum: Faculty Dean and the rest of the Committee save one.

**(xv) Engineering and Management Policy Committee**

Functions:

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

Composition:

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

Ex Officio: President  
Provost

Dean of the Faculty of Business, when not serving as Chair  
Dean of the Faculty of Engineering, when not serving as Chair  
Director, Engineering and Management Program  
Associate Dean of Business (Academic)  
Associate Dean (Academic) of Engineering

Secretary: Administrative Coordinator, Engineering Five-Year Programs  
(non-voting)

**(xvi) Engineering and Society Policy Committee**

Functions:

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

Composition:

Chair: Dean of the Faculty

Ex Officio: President  
Provost  
Director, Engineering and Society Program  
Associate Dean (Academic)  
One member to be appointed by the Director

**(xvii) Instructor Development and Evaluation Committee (IDEC)**

Commented [CDA1]: This committee has been added

Functions:

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

Composition:

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

Co-Chair(s): Up to two appointed by the Dean of the Faculty in consultation with Dean's Council, for a three-year term

Ex Officio: President  
Provost  
Dean of the Faculty  
Associate Dean (Academic)  
Associate Dean of Graduate Studies (Engineering)  
Director, Experiential Learning

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

Consultants:  
(non-voting)

## **V ELECTIONS**

- (i) Elections of Faculty of Engineering representatives to the Senate, the Graduate Council, and the Undergraduate Council, and to fill vacancies on the Faculty's Standing Committees, shall be held before the end of April each year. The Dean's Council shall prepare sufficient nominations to ensure an election for all such positions. The nominations shall be sent to all members of the electorate, at their McMaster email address, giving members the opportunity to nominate, within a designated period, additional candidates for any vacancy, any such nominations to be supported by three members of the electorate. The elections shall be conducted by the Secretary of the Senate by means of ballots emailed to the University address of each member of the electorate.
- (ii) The Dean's Council shall nominate a representative of the Faculty of Engineering, for a three-year renewable term, to each of the other Faculties in which the Faculty of Engineering has representation. Additional nominations may be made by members of the Faculty of Engineering within a designated period, any such nomination to be supported by three members of the Faculty of Engineering. If an election for any of these representatives be necessary, it shall be held concurrently with the election of members of Standing Committees.
- (iii) Appointments to all Standing Committees from Departments shall be forwarded by the Department Chairs to the Dean prior to July 1 of each year.
- (iv) The electorate shall consist of all faculty members holding the rank of Lecturer and above in Departments in the Faculty of Engineering, except insofar as the electorate for the Tenure and Promotion Committee is restricted by Senate to full-time faculty members.
- (v) All elections shall be conducted in accordance with the single transferable vote procedure.
- (vi) In the election of faculty members from the Faculty of Engineering to the Senate, of the three allotted seats, at least one shall be filled by a professor and at least one by an associate or assistant professor.
- (vii) The conduct of the election of undergraduate students to the Faculty is the responsibility of the Dean of the Faculty, who will normally delegate the task to the McMaster Engineering Society, in consultation with the Associate Dean (Academic).
- (viii) In the election of staff members to the Faculty, of the three allotted seats, one shall be filled for each of the following categories: professional/management, technical and clerical/secretarial. Elections shall be conducted by the Office of the Dean.
- (ix) If a position on a standing committee, except for the Tenure and Promotion Committee, becomes vacant, the Faculty Council may fill that position for the remainder of the



term. In the case of the Tenure and Promotion Committee, a by-election shall be held to fill the position for the remainder of the term.

- (x) All committee memberships shall take effect from July 1.
- (xi) The terms of office of Standing Committee members and Chairs shall normally be two years, staggered, unless otherwise specified.
- (xii) Elections of the student members to the Graduate Council shall be held before the end of August. The Engineering Graduate Society Council shall provide the student members for the Graduate Council in accordance with the by-laws of the Engineering Graduate Society and the Senate.

## **VI AMENDMENTS TO THE BY-LAWS**

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

## **VII IMPLEMENTATION**

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

**Approved by Senate:** June 9, 1982  
**Amended:** May 16, 1984; December 11, 1985; May 11, 1987; June 14, 1989; March 13, 1991; February 12, 1992; February 10, 1993; October 11, 1995; September 11, 1996; Editorial revision July 1, 1998 to reflect new Departmental structure, effective on that date, November 12, 2003; June 13, 2007; June 3, 2009; June 2, 2010; June 3, 2015; October 14, 2015; May 12, 2021

### **Faculty of Engineering By-laws: Schedule A**

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

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

#### Faculty Approved Research Centre

McMaster Centre for Pulp and Paper

#### Reports to the VPR

Institute for Multi-Hazard Systemic Risk Studies (Interface)  
Brockhouse Institute for Materials Research  
Canadian Centre for Electron Microscopy (CCEM)

**REPORT TO SENATE**  
**FROM THE**  
**UNIVERSITY PLANNING COMMITTEE**

**Open Session (Regular Agenda)**

At its meeting on March 23, 2022, the University Planning Committee approved the following recommendations and now recommends them to Senate for approval:

**1. Proposal for the Digital Society Lab Centre**

The University Planning Committee now recommends,

**that Senate approve, for recommendation to the Board of Governors, the establishment of the Digital Society Lab Centre.**

**2. Proposal for a Graduate Diploma in Community and Public Health**

The University Planning Committee now recommends,

**that Senate approve the establishment of the Graduate Diploma in Community and Public Health.**

**3. Closures of McMaster Research Centres and Institutes**

The University Planning Committee now recommends,

**that Senate approve, for recommendation to the Board of Governors, the termination of the following centres and institutes, effective April 21, 2022:**

- 1. CPA/DeGroote Centre for the Promotion of Accounting Education and Research**
- 2. Centre for Advanced Polymer Process & Design**
- 3. Computing and Infrastructure Research Centre**
- 4. McMaster Institute of Automotive Research and Technology**
- 5. McMaster Centre for Pulp & Paper Research**
- 6. McMaster Institute for Surgical Invention, Innovation and Education**
- 7. Research Institute for Quantitative Studies in Economics & Population**

**4. Report from Undergraduate Council**

- a. Establishment of New Certificate & Diploma Programs

- a. Diploma in Indigenous Language Revitalization
- b. Diploma in Business Administration with a Concentration in Data Analytics
- c. Certificate of Professional Learning in Risk Management
- d. Certificate of Professional Learning in Creative, Critical and Design Thinking
- e. Certificate of Professional Learning in Foundations in Workplace Intercultural Competency & Communication

The University Planning Committee now recommends,

**that Senate approve the establishment of the Diploma in Indigenous Language Revitalization, and the Diploma in Business Administration with a Concentration in Data Analytics, as set out in the attached.**

**that Senate approve the establishment of three Certificates of Professional Learning in Risk Management, in Creative, Critical and Design Thinking, and in Foundations in Workplace Intercultural Competency and Communication, as set out in the attached.**

b. Revisions to Certificate and Diploma Programs

- a. Revisions to the Business Administration Program (BUS)

This item is for information.

*\*the Diploma in Indigenous Language Revitalization was approved via electronic vote on April 4, 2022*

**SENATE: FOR APPROVAL/ INFORMATION**  
**April 11, 2022**

Date: March 14, 2022  
TO: University Planning Committee  
FROM: Karen Mossman, Vice-President, Research  
**RE: Proposal for Digital Society Lab**



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The Committee on Research Centres and Institutes has reviewed the attached proposal for the Digital Society Lab as per the policies and guidelines and has unanimously approved.

Please include this as an agenda item for the next University Planning Committee Meeting on March 23, 2022.

KM:jt

Attach.

cc: Provost  
Dean of Graduate Studies  
Dean of Social Sciences  
University Secretariat

## Overview

Proposal for the Establishment of ....  
Official Name of Research Institute or  
Centre  
Submitted by

an Institute ☐ a Centre ☒

Digital Society Lab

Clifton van der Linden

<b>Core Members</b> <i>Please define what constitutes a "core member" for this Institute or Centre:</i>		
Definition: Core members will provide strategic guidance on the direction of the centre and collaborate on research projects.		
Name	Faculty	Expertise
Clifton van der Linden	Social Science	Digital politics; Computational social science; Big Data; Artificial intelligence
Tony Porter	Social Science	Global (digital) governance; Private and hybrid public/private rulemaking; Organizational effects in governance of technologies, numbers, and time
Netina Tan	Social Science	Digital Authoritarianism; Democratization; Elections and Party Politics; Representation of Women and Ethnic Minorities; Digital Democracy; Governance

<b>Associate Members</b> <i>Please define what constitutes an "associate member" for this Institute or Centre:</i>		
Definition: Associate members collaborate on research projects with the centre.		
Name	Faculty/Institution	Expertise
Sara Bannerman	Humanities	Copyright; Crowdfunding; Intellectual Property; Communication Policy; Privacy
Yannick Dufresne	Université Laval	Big Data; Public Opinion Research; Political Behaviour; Canadian Politics
Alexander Stestopaloff	Queen Mary University London	Statistical computing; Markov Chain Monte Carlo methods for performing Bayesian inference for complex stochastic models
Corentin Vander Kerckhove	Université catholique de Louvain	Applied mathematics; human behaviour; machine learning; social media
Lior Sheffer	Tel Aviv University	Elite political behaviour; quantitative methods; survey methodology
Gregory Eady	University of Copenhagen	Political behavior; public opinion; social media; statistical methodology
Scott Hale	Oxford Internet Institute	Human-Computer Interaction (HCI); bilingualism; applications of machine learning; natural language processing (NLP); social network analysis (SNA); experiments; visualization; complex systems; mobilization and collective action; human mobility
Alexander Haslam	University of Queensland	Social psychology; organisational psychology and health psychology; exploring issues of stereotyping and prejudice; tyranny and resistance; leadership and power; stress and well-being

<b>Mickael Temporão</b>	Sciences Po Bordeaux	Machine learning; computational social science
<b>Tina Fetner</b>	Social Science	Gender and sexuality; political sociology and social movements; social inequality
<b>Michelle Dion</b>	Social Science	Comparative politics; gender and politics; globalization; public policy; social and health policy
<b>Karen Bird</b>	Social Science	Comparative politics; gender and politics; gender and ethnic relations; politics of representation; public policy
<b>Paul McNicholas</b>	Science	Classification; Clustering; Computational statistics; Data science; Machine learning; Mixture models

<b>Space Needs</b>	Sq. Ft	New space required?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
	1,720	Location? <u>LRW 5021</u>	Confirmed	<input checked="" type="checkbox"/>	Proposed	<input type="checkbox"/>
		Space cost allocation covered by lead Faculty?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
		If no, specify: _____				

<b>Plans for Organizational Review</b>	Frequency of Internal:	<u>5 years (via CRB as per RCI guidelines)</u>
	Frequency of External:	<u>Not required</u>

<i>Please provide names below and check box to verify that approval has been obtained from each:</i>		Check box
Department Chair/ Area Director	<u>Karen Bird</u>	<input checked="" type="checkbox"/>
Faculty Dean or Director of Administration	<u>Jeremiah Hurley</u>	<input checked="" type="checkbox"/>
Other (specify)	_____	<input type="checkbox"/>



**A. Background:**

In his Law of Accelerating Returns, Raymond Kurzweil (1999) posited that the pace at which digital technologies are transforming society is exponential. Whether or not one accepts Kurzweil's calculus, it is difficult to refute the notion that digital innovations since the turn of the twenty-first century have rapidly and radically reshaped our relations both with technology and with one another.

The social sciences must be equipped to engage with the myriad ways in which digital technologies increasingly pervade and fundamentally reconstitute contemporary society. This requires an interdisciplinary approach which contemplates the intricate technical dynamics at play in the reshaping of political, economic, and social relations from the local to the global level. It also requires experimentation with the application of digital innovations in the pursuit of a better understanding of said relations.

While there is widespread recognition within the social scientific community as to the potential application of emergent computational methods to social scientific inquiry, the pursuit of advanced research using such methods is constrained both by skills gaps and a lack of infrastructure. This limits the potential of social scientists to contribute to societal and economic promise of innovative applications of emergent digital technologies and methodologies. Moreover, it reduces the opportunities social science graduates will have access to in a future of work that privileges expertise in digital technology.

The Digital Society Lab aspires to serve as a world-class research facility for the development and application of pioneering methods in computational social science, bringing new forms of empirical evidence to bear on longstanding and emergent areas of social inquiry.

**B. Objectives and Proposed Activities:**

*i. Objectives*

Phillip Converse (1964) once wrote that "No intellectual position is likely to become obsolete quite so rapidly as one that takes current empirical capability as the limit of the possible in a more absolute sense." The motivation behind the Digital Society Lab is to advance the empirical capability of the social sciences through experimentation and applied research.

The Digital Society Lab will have impact on four groups of key stakeholders. *Academics* will benefit from the data, methods, and infrastructure that the lab will make available to researchers working on complex questions that demand innovative empirical capabilities. *Students* who are associated with the Digital Society Lab, either through its doctoral fellowships or other such opportunities, will receive advanced training in computational social science in an experiential education setting. *Governments* will have access to insights that rely on the innovative research developed within the Digital Society Lab so as to make more informed public policy decisions that better respond to the needs of their constituents. *Citizens* will benefit from new opportunities for democratic participation and political representation made possible through the work of the Digital Society Lab.

Already the proposed inaugural director of the Digital Society Lab, Clifton van der Linden, has developed collaborations with academics all over the world on major projects such as the Vote Compass initiative. The unique data that he has collected through said initiative has spurred publications and grants with respected collaborators at leading academic institutions in more than a dozen countries. These relationships would be invested in the Digital Society Lab as the hub of future collaborations. Dr. van der Linden's established relationships with government and industry partners worldwide would be linked to the Digital Society Lab in an effort to pursue new partnerships.

The Digital Society Lab will develop and sustain partnerships with both academic institutions and external communities (e.g. governments and municipalities, non-profit organizations, NGOs, and industry). With sufficient focus and investment, the centre would seek achieve clear national leadership and international profile. Recognition of the benefits of this centre has already been voiced by organizations such as the Vector Institute for Artificial Intelligence, the Canadian Institute for Advanced Research (CIFAR), and Women in Data Science Toronto (WiDS TO). That recognition has been echoed within the venture capital community and by representatives across various levels of government, each acknowledging the promise and potential of both the research and training aspects of the centre. All of these actors are both beneficiaries of and potential contributors to the Digital Society Lab.

## *ii. Proposed Activities*

The centre's activities can broadly be categorized into two groupings: knowledge generation and knowledge mobilization. Of note, projects undertaken by the Digital Society Lab may span both of these categorizations.

In terms of *knowledge generation*, the Digital Society Lab will pursue research that applies emergent and oftentimes experimental computational methods to key areas of social scientific inquiry, such as the relationship between digital technologies and patterns of democratic participation. Sample research questions include: Can social media data be modelled in such a way as to continuously and reliably measure public opinion? Can machine learning models be used to identify the propagation of false news online? Can Artificial Intelligence assist international observers in validating online reports of human rights violations?

In terms of *knowledge mobilization*, the Digital Society Lab will take advantage of its digital competencies to create platforms that transmit knowledge to the public *en masse*. The inaugural director of the centre has more than a decade's worth of experience developing digital products that demonstrably increase political knowledge and democratic engagement and which reach millions of people worldwide.

While the Digital Society Lab is intended primarily as a research centre, it will also provide training opportunities for students who collaborate on the lab's research activities. In this sense, it will offer experiential education opportunities primarily for graduate students in a problem-based learning environment. It will also house the newly-launched Master of Public Policy in Digital Society degree program (see [publicpolicy.mcmaster.ca](http://publicpolicy.mcmaster.ca) for details).

## **C. Rationale for Establishment of the Research Centre:**

The development of the Digital Society Lab responds to the needs of the Faculty of Social Sciences, its researchers, current and prospective graduate students, prospective employers, as well as policymakers.

Many of the opportunities associated with the digital economy are passing Canada's social science researchers and graduates by. The social sciences lack prominence in Canada's digital workforce strategy, which focuses largely on fundamental research being undertaken in science, technology, engineering and mathematics ("STEM").

The Digital Society Lab will offer a world class research facility and advanced training opportunities around advanced digital skillsets for social scientific inquiry. Graduates are expected to fill critical gaps in both academia and industry, seeding both with the innovative potential and prospective economic returns that result from capacity building in computational social science. The centre stands apart from other types of research centres and institutes at McMaster both in terms of its objective and approach, and as such positions itself for innovative breakthroughs in computational social science.

The proposed objectives and activities of the Digital Society Lab align with the “Core Values” outlined in McMaster’s Strategic Plan for Research 2018-2023, specifically those captured under the section entitled “Data, Artificial Intelligence and the Digital Society”.

The Digital Society Lab will be expected to have impact at the local, provincial, national, and global levels. The local impact will be largely centred on the promotion of a Hamilton ecosystem in computational social science, which the centre will foster in the hopes of incubating Hamilton as a hub for data scientists with a strong foundation in social theory. At the provincial, national, and global levels, the impact of the Digital Society Lab will be twofold: the research it produces will be relevant across all three levels and the digital products it develops will expect to reach audiences across all three levels.

The daily operations of the centre will be run using an agile management framework. Staff, postdoctoral fellows, and students working for the centre will undertake a weekly sprint planning exercise to map out deliverables for the week and connect them to overarching strategic objectives. A daily stand-up will be held every morning during the work week to briefly review progress and identify bottlenecks. These meetings will normally be facilitated by the director. Core and associate members will interact with the centre by way of quarterly formal meetings as well as optional participation in seminars, workshops, research collaborations, task forces, and grant applications.

The centre will make possible research initiatives that cannot be reasonably accomplished by member working as individuals or in a small research group. It will make available to members specialized technical staff and resources for computational social scientific inquiry, facilitate scholarly, industry, and government partnerships in Canada and internationally, make available to researchers unique datasets which they would otherwise not be able to recreate or gain access to, as well as offer training opportunities in advanced computational modelling for faculty and students—all of which would be too resource-intensive for a single researcher or small team.

**D. Criteria for expanding the membership:**

There are three categories for expanded membership in the Digital Society Lab.

*i. Student Memberships*

The lab will host graduate and undergraduate fellows, who will be provided with access to lab resources in order to pursue their research. Criteria for membership of student fellows is two-fold: supervision by a core or associate member of the centre and approval by the centre director.

*ii. Faculty Memberships*

Additional faculty members from McMaster or other accredited institutions may be made members of the Digital Society Lab upon approval of the centre director. Members would have access to lab resources in order to pursue their research agendas and would be expected to contribute to student mentorship or specific collaborative projects with the lab.

*iii. Industry Partners*

Researchers from government, non-profit, and private sector organizations can be recognized as industry partners—a specific membership class which does not avail the full resources of the lab, but facilitates collaboration on specific projects.

#### **E. Detailed business plan:**

##### *i. Financial needs*

The operating budget for the Digital Society is an estimated \$1.6 million over a five-year period. See Appendix A for budgeting details. The budget accounts for the high-performance computing infrastructure necessary to support the lab's activities, administrative and research personnel, and funding for doctoral fellows.

##### *ii. Anticipated and secured sources of support*

Renovations and equipment for the Digital Society Lab are covered under secured funds from CFI and matching ORF funding.

Start-up costs such as website design and development are covered by accumulated funding from a previous commitment from the Socrates Project.

PhD and postdoctoral fellowships are funded by Mitacs. Mitacs funding to support doctoral candidates has already been secured for the 2020-21 academic year and another round of funding is expected to follow for 2021-24. This funding will support three PhD students and three postdoctoral fellows.

Additional sources of funding include a SSHRC Insight Grant that has already been awarded to Clifton van der Linden, and a funding commitment from Facebook as part of the Digital Society Lab's Future of the Internet taskforce.

##### *iii. Space needs*

The Digital Society Lab will be housed in L.R. Wilson Hall, Suite 5021. This space has already been approved by the Faculty Dean for use by the Digital Society Lab.

##### *iv. Human resource needs*

The Digital Society Lab is expected to be staffed by an Associate Director, a Research Associate, a part-time lab administrator, as well as the aforementioned PhD students and postdoctoral fellows.

The **Associate Director** will report to the **Director** and will be responsible for managing the day-to-day operations of the lab. The **Research Associate** will serve in a professional research function and will be responsible for organizing, supporting, and generally advancing the lab's research outputs. The part-time **administrator** will oversee administrative functions associated with the lab, including finance, human resources, etc.

#### **F. Organizational Structure**

##### *i. Director*

The Director will be appointed by the Governing Board following a formal search process.

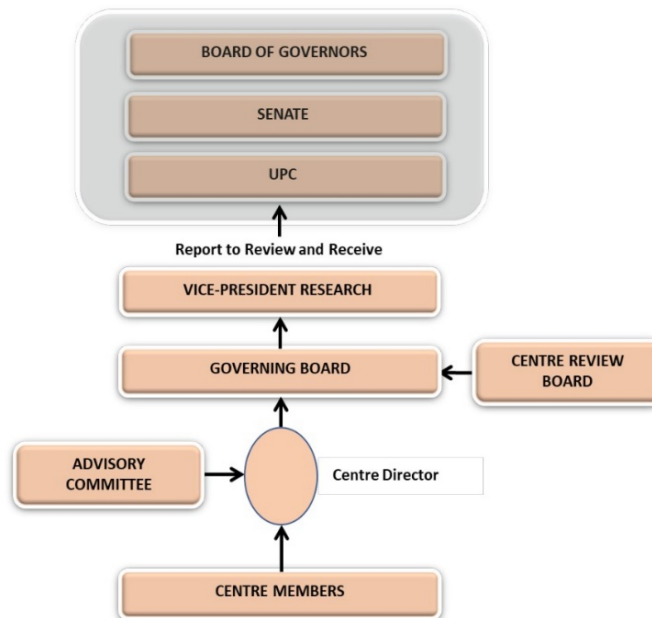
##### *ii. Advisory Committee*

The core members of the lab are expected to serve as the advisory committee.

##### *iii. Governing Board*

The Governing Board will be chaired by the Dean of Social Sciences (or their designate) and is comprised of the Dean of Social Sciences (or their designate), the VPR (or their designate), and the Chair of the Department of Political Science. Authority for all matters regarding the direction and operation of the centre rest with the Governing Board.

## G. Organizational Chart



## H. Plan for Five Year Centre Review

A review of the Digital Society Lab will be conducted every five years. A Centre Review Board will be determined by the Governing Board, which will include two academics, one government, and one private sector individual.

The Director will complete a detailed report which is provided to the Centre Review Board. The CRB will assess the centre performance, including operations/financials, research projects, engagement with industry/government, etc.

## I. Consideration as a Core Research Platform

The Digital Society Lab seeks consideration as a core research platform that will make available a rich repository of “Big” public opinion data and the computational infrastructure and expertise necessary to effectively analyze it. The initial repositories will come in the form of a license from industry partner Vox Pop Labs to store and sublicense access to its full datasets, which go back a decade and include more than 50 Vote Compass initiatives comprised more than 25 million respondents. In addition Vox Pop Labs will make its post-election studies and COVID-19 Monitor data available for sublicense through the core research platform. Moreover, the centre will make its social media data repositories, which will collect using the infrastructure procured through a CFI grant, available to researchers. The platform will provide researchers with the unique computing environment and training necessary to work with these unconventionally large and complex datasets.

## APPENDIX A

### Budget Template for Research Institutes, Centre or Core Platforms

Please include additional detail in Proposal if necessary

	2021-22	2022-23	2023-24	2024-25	2025-26	Total	\$ Secured	\$ Anticipated
<b>OPENING BALANCE/CARRY FORWARD</b>		\$ 479,488	\$ 385,067	\$ 263,896	\$ 109,816			

REVENUE - indicate whether secured or anticipated	2021-22	2022-23	2023-24	2024-25	2025-26	Total	\$ Secured	\$ Anticipated
<i>Please ensure that any anticipated revenue from grant funding will only support costs eligible for that grant and note funding available for indirect or general operations.</i>								
CFI JELF and IOF	\$ 247,974					\$ 247,974	\$ 247,974	
Mitacs	\$ 270,000	\$ 270,000	\$ 225,000			\$ 765,000		\$ 765,000
SSHRC Insight Grant	\$ 25,560	\$ 24,489	\$ 27,748			\$ 77,797	\$ 77,797	
SSHRG Partnership Engage Grant		\$ 25,000						
Socrates	\$ 40,000					\$ 40,000	\$ 40,000	
Meta	\$ 250,000					\$ 250,000	\$ 250,000	
Faculty of Social Sciences	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 375,000		\$ 375,000
McMaster Research Platforms Pool	\$ 75,000					\$ 75,000	\$ 75,000	
<b>TOTAL REVENUE</b>	<b>\$ 983,534</b>	<b>\$ 394,489</b>	<b>\$ 327,748</b>	<b>\$ 75,000</b>	<b>\$ 75,000</b>	<b>\$ 1,855,771</b>	<b>\$ 690,771</b>	<b>\$ 1,140,000</b>

EXPENSES	2021-22	2022-23	2023-24	2024-25	2025-26	Total		
<b>Administrative Expenses: (add rows as required)</b>								
Administrative Personnel						\$ -		
0.5 FTE Lab Administrator	\$ 36,725	\$ 37,827	\$ 38,962	\$ 40,131	\$ 41,351	\$ 194,995		
Office Equipment:						\$ -		
Furniture and Fixtures						\$ -		
Communications:						\$ -		
Website Design and Development	\$ 20,000					\$ 20,000		
Renovations:						\$ -		
Construction Costs						\$ -		
Ongoing costs for space:						\$ -		
Rent						\$ -		
<b>Total Administrative Expenses</b>	<b>\$ 56,725</b>	<b>\$ 37,827</b>	<b>\$ 38,962</b>	<b>\$ 40,131</b>	<b>\$ 41,351</b>	<b>\$ 214,995</b>	<b>\$ -</b>	<b>\$ -</b>

#### Research Expenses: (add rows as required)

Research Personnel:	\$ -
---------------------	------

Associate Director	\$ 125,400	\$ 129,162	\$ 133,037	\$ 137,028	\$ 141,139	\$ 665,766
Mitacs Postdoctoral Fellows	\$ 180,000	\$ 180,000	\$ 180,000			\$ 540,000
Mitacs PhD Students	\$ 90,000	\$ 90,000	\$ 45,000			\$ 225,000
Research Supplies:						
Computer Software and Licenses	\$ 2,326	\$ 2,326	\$ 2,326	\$ 2,326	\$ 2,326	\$ 11,630
Research Equipment:						\$ -
Computer Hardware	\$ 49,595	\$ 49,595	\$ 49,595	\$ 49,595	\$ 49,595	\$ 198,380
<b>Total Research Expenses</b>	<b>\$ 447,321</b>	<b>\$ 451,083</b>	<b>\$ 409,958</b>	<b>\$ 188,949</b>	<b>\$ 193,060</b>	<b>\$ 1,640,776</b>
<b>TOTAL EXPENSES</b>	<b>\$ 504,046</b>	<b>\$ 488,910</b>	<b>\$ 448,920</b>	<b>\$ 229,080</b>	<b>\$ 234,410</b>	<b>\$ 1,855,771</b>
<b>IN-YEAR (Surplus/ Deficit)</b>	<b>\$ 479,488</b>	<b>\$ 385,067</b>	<b>\$ 263,896</b>	<b>\$ 109,816</b>	<b>-\$ 49,594</b>	



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To : University Planning Committee

From : Christina Bryce  
Assistant Graduate Secretary

---

At its meeting on February 22<sup>nd</sup>, Graduate Council approved the proposed new Graduate Diploma in Community and Public Health.

Graduate Council now recommends that the University Planning Committee approve the establishment of the Graduate Diploma in Community and Public Health as outlined in the attachments.

Attachment



# McMaster University



NEW PROGRAM PROPOSAL  
[Graduate Diploma in Community  
and Public Health]  
[November 30, 2021]

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# COMPLETING THE NEW PROGRAM PROPOSAL DOCUMENT

This New Program Proposal template is structured to correspond with the evaluation criteria outlined in McMaster's Policies, Procedures and Guidelines: <https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf>. For additional information, contacts or guidebooks, departments can visit the IQAP website <https://mi.mcmaster.ca/iqap/> or email [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

*Please ensure that your department refers to the New Program Proposal Guidebook for clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required for this proposal.*

## CHECKLIST FOR NEW PROGRAM PROPOSALS

The following section indicates all the items that are required as part of a *complete* new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to [iqap@mcmaster.ca](mailto:iqap@mcmaster.ca).

### PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

- ☐ Complete New Program Proposal Template
- ☐ Faculty CVs (can be submitted on CD or USB)

☐ Memorandum(s) of Understanding (Letters of Support) (if applicable)

PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY TEMPLATE

☐ Completed

☐ Approved

PART III: FEES MEMO

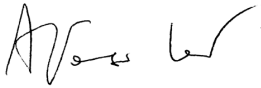
☐ Completed

☐ Approved

*Chair's Declaration of New Program Proposal Completeness:*

I, **Alfonso Iorio**, have reviewed the New Program Proposal for **Graduate Diploma in Community and Public Health** and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:



Alfonso Iorio  
6 January 2022

*Dean's Declaration of New Program Proposal Completeness:*

I, **Steven Hanna** (for Susan Denburg), have reviewed the New Program Proposal for **Graduate Diploma in Community and Public Health** and agree that it is complete and satisfies all of the requirements McMaster University's Policy on Academic Program Development and Review.

Signature:



Steven Hanna  
5 January 2022

## 1. Program

### 1.1 Program Description

The collective experience of the COVID-19 pandemic has led to a growing recognition of a need for more public health training. While there are a variety of Master of Public Health programs available across Canada, many practicing professionals today may not need the depth or breadth of knowledge that Master of Public Health (MPH) programs provide. Therefore, we are proposing a *Graduate Diploma in Community and Public Health* (GDCPH) to address the need for accessible graduate level training for professionals.

The conceptualization of this program is informed by consultations with practicing public health professionals across the country. Through these findings (to be further discussed in [Section 1.6](#)) the GDCPH will differentiate itself from other public health graduate diplomas by specializing in community health. ‘Community health’ is a growing field that has often been used synonymously with public or population health. Despite this, it is a distinct branch of public health, defined as “...a multi-sector and multi-disciplinary collaborative enterprise that uses public health science, evidence-based strategies, and other approaches to engage and work with communities, in a culturally appropriate manner, to optimize the health and quality of life of all persons who live, work, or are otherwise active in a defined community or communities”<sup>2</sup>. As such, community health is a growing field that lies at the intersection of theory, practice, and values<sup>1,2,3</sup>. Its theory borrows from public health sciences, which include epidemiology, program planning and evaluation, biostatistics, and policymaking. Building upon this foundation of scientific evidence, its practice entails multiple means to collaborate and engage with communities within their unique contexts. Finally, the core of community health rests on the values of health equity and an understanding of how the social determinants of health affect the wellbeing of communities.

The program is designed to attract a diverse array of individuals from various backgrounds who are interested in an introduction to community health, as well as those seeking to advance the scope of their public health practice. The target audience of this program includes:

- a) Professionals already in the field of public health who may seek specialized training to advance their career.
- b) Professionals outside of public health who seek specialized training to apply to their respective industry (e.g., corporate health and wellness, social services, community outreach, etc.)
- c) Recently graduated students (both local and international) looking to explore opportunities in the field of public health.

It should be noted that this program is not a preparatory program for a Master of Public Health. Graduates of this program will be able to think critically of current public health issues, with specific consideration for community health. Skills gained through completion of the GDCPH will allow graduates to apply public health practices, such as critical analysis of population health issues, knowledge translation, program planning and evaluation, and applying a health equity lens

to their respective careers. It would also allow public health professionals to advance in their current careers, such as epidemiologists who are trying to understand more about community level interventions.

The program will be a part of the Faculty of Health Sciences, within the Department of Health Research Methods, Evidence, and Impact. The program will be course-based and offered over a 16-month period on a part-time basis. The program will consist of four required courses that will be delivered online over four terms.

The program is structured in such a way that courses will build upon content shared in previous courses, resulting in a cumulative experience. The first course, PUBHLTH 717, will provide students with an introduction to the practice of community health and health policy. This course is intended to introduce students to the foundations of policymaking, and their effects on community health. The course structure will follow the practical steps outlined in Bardach & Patashnik (2015)'s "*A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*"<sup>1</sup>. PUBHLTH718 provides opportunity for students to learn about basic principles of epidemiology and research methods. As this is not a master's program, content will be tailored toward practice, and will include an overview of the best practices for both qualitative and quantitative health research methodology, as well as basic epidemiological calculations. PUBHLTH719 introduces knowledge translation for community health. Based on the National Collaborating Centre for Methods and Tools (NCCMT)'s Framework for Evidence Informed Decision Making in Public Health, this course will allow students to practice critical appraisal and rapid synthesis. The final course, PUBHLTH720, will be a community-engaged course, in which students will work in collaboration with organizations outside of the institution to both learn and apply best practices for program planning and evaluation. Course content will be based on the PRECEDE-PROCEED model.<sup>2</sup> For a fulsome description of each course, please refer to [Section 5.2](#).

## 1.2 Proposal Preparation and Consultation Process

This proposal was developed by a team of faculty instructors, administrators, and graduate students from the Department of Health Evidence and Impact, along with a survey developed that was funded by the MacPherson Teaching and Learning Institute. The team includes Emma Apatu DrPH MPH, Elizabeth Alvarez MD MPH PhD, Laura Anderson MSc PhD, and Le-Tien Duong, MPH, PhD student.

Consultations at McMaster were also held with the following people and groups:

- Graduate Diploma in Clinical Epidemiology (Robby Nieuwlaat and Gabi Watson)
- HEI Education Council (Dr. Mitch Levine, HRM, Dr. Julia Ableson, Health Policy PhD program, Cynthia, Lokker, e- Health health policy)
- National Collaborating Centre for Methods and Tools (Maureen Dobbins)
- Graduate Nursing (Nancy Carter)

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<sup>1</sup> Bardach, Eugene, and Eric M. Patashnik. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press, 2015.

<sup>2</sup> Crosby, Richard, and Seth Noar. "What Is a Planning Model? An Introduction To Precede-Proceed." *Journal of Public Health Dentistry* 71 (2011)



•Midwifery Program (Elizabeth Darling)

### 1.3 Consistency with McMaster's Mission and Academic Plan

#### 1.3.1. McMaster's Strategic Mandate Agreement:

This program addresses the institution's focus of *Health professions and related programs*. This program will attract individuals from a diverse array of backgrounds with foundational skills that can contribute to public health innovation and leadership both within and beyond the field of health. The interdisciplinary nature of the curriculum provides a unique combination of public health sciences, knowledge translation, and program planning to provide graduates with the specialized skills to fill current gaps in practice, as informed by current professionals. The curriculum will also be informed by Public Health Association of Canada's (PHAC) core competencies of public health <sup>3</sup>, which are fundamental to pursue or continue a career in public health. In alignment with best practices of competency-based education<sup>4</sup>, experiential learning will be a key component in the curriculum, taking the form of a community-engaged course. Students will proactively engage with their local community to experience real-world application of course material while also positively contributing to the health and wellbeing of their community. Through the culmination of courses focusing on the most desirable skills as defined by the current workforce and the experience gained from PUBHLTH720, graduates of the GDCPH will be well equipped to contribute positively to society and the economy.

#### 1.3.2. McMaster's current priorities:

The GDCPH aligns with several of the current institutional priorities. The following priorities have been identified through themes and content from President Farrar's most recent strategic framework.

Offering experiential learning experiences, career readiness opportunities and work-integrated learning experiences – as many students are expected to have prior work experience, the skills developed through this program will further build upon prior knowledge, preparing students for leadership roles or career advancements. The experiential learning component of the program (through PUBHLTH720) allows students to gain relevant work experience in the field, making them more employable upon graduation. Content throughout the course will also actively incorporate practical aspects of the profession, such as application of theories in real-world contexts, fostering career readiness in graduates.

Meeting societal and labour market needs through developing innovative multi- and interdisciplinary offerings- With the particular focus on community health this program provides an innovative approach to graduate public health education. This focus on community health has been developed based on the existing strengths of the institution, along with identified skills needed in

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<sup>3</sup> Public Health Association of Canada. *Core Competencies for Public Health in Canada*. (2008).

<sup>4</sup> Curry, Lynn, and Marcia Docherty. "Implementing Competency-Based Education." *Collected Essays on Learning and Teaching* 10 (2017): 61-74. <https://doi.org/10.22329/celt.v10i0.4716>.

the current public health workforce. The curriculum is specially tailored to be understood and applied in community contexts to an extent that has not been seen in other similar programs across Canada (to be further elaborated upon in section 1.6).

**Accessibility and Equity-** one of the goals of the GDCPH is to diversify the public health workforce by providing foundational knowledge to professionals from different industries. The GDCPH will be designed in compliance with AODA standards. Along with this, to accommodate a working cohort, courses are delivered asynchronously on a part-time basis with some live sessions. Equity has also been considered throughout the development of the GDCPH program and its curriculum. As a diploma in community health, equity is a central tenet to its theories and practice. To set the precedent of equity in the program, students will first be required to participate in an online orientation which includes a brief introduction, with an option to take a workshop to receive a certificate of completion. Theories and perspectives on equity will be further established in a foundation of public health and community health course that is also required for all students.

**Supporting health and fostering community collaboration** for students, faculty and staff - Community engagement is one of the core skills that the GDCPH seeks to develop in its graduates. Courses are tailored to incorporate skills that facilitate respectful and effective community collaboration. Students will then develop relationships within their local community through their final project, in which they will collaborate with community members to create a program and evaluation plan that addresses current community problems. Through these projects, students, faculty, and staff will positively contribute to local communities, within Hamilton and beyond.

#### **1.4. Program Learning Outcomes**

Upon completion of the Graduate Diploma, students will be able to:

1. Discuss the determinants of health and their relationship with community health outcomes
2. Identify and implement foundational public health theories and practices in varying contexts
3. Recognize why community engagement is important in public health and community health research and practice
4. Discuss ways to conduct critical evidence appraisal for community health intervention
5. Describe effective knowledge translation principles for various populations
6. Collaborate with multiple stakeholders from a variety of different industries to create programs or policies that improve community wellbeing

#### **1.5. Consistency with Degree Level Expectations**

##### **1.5.1 Depth and Breadth of Knowledge**

Upon graduation of the GDCPH, students will demonstrate a systematic understanding of public health theories, including social determinants of health, theories and practices of epidemiology, and foundations of knowledge translation and program planning and evaluation. Students will be able to critically analyse current problems facing community health and think of innovative solutions using cutting-edge research and best practices.

#### 1.5.2 Research and Scholarship

As the GDCPH is a course-based graduate diploma, it does not require students to complete a research internship, scholarly paper, or thesis. Therefore, this does not apply to the GDCPH.

#### 1.5.3 Application of Knowledge

Throughout the GDCPH, students will be expected to apply knowledge and learning from course content through a variety of different means. This can include scholarly discussion with peers through online discussion forums, exams, class assignments and final papers. Students will also be expected to apply their learnings in real-world contexts through their coursework by contributing to solutions to a current health problem within the community.

#### 1.5.4 Communication Skills

Communication is central to the GDCPH. Students will be offered many opportunities to practice and improve both written and verbal communication through class debates and discussions, assignments, and papers. Course content will also reflect the centrality of communication. Communication will be consistently assessed throughout the GDCPH by instructors and teaching assistants.

#### 1.5.5. Awareness of Limits of Knowledge

Through the GDCPH, students will understand the complexity of social and structural determinants of health. As experts in the field, faculty will be exposing students to the latest theories and understandings of these topics, thereby giving students a sense of the growing knowledge base. As students are encouraged to think critically in their own work, students are expected to pursue the latest research available on such topics and continue to learn as more becomes known.

#### 1.5.6 Autonomy and Professional Capacity

The GDCPH is intended to provide graduates with the core skills that are needed to develop solutions for achieving equitable health outcomes. Through the specific lens of community health, students will learn various theories and how to apply them in community contexts. The competencies that will be developed in graduates of the GDCPH are desirable in candidates for current and future public health positions, as the goals of health equity grow in urgency.

### 1.6 Demand for Program

#### 1.6.1 Evidence of Societal/Labour Market Need

COVID-19 has put pressure on an already overwhelmed public health system, resulting in unequal distributions of poor health outcomes, particularly amongst marginalized populations<sup>5</sup>. As such, strengthening these systems has become a priority as Canadians move forward past the pandemic. A nationwide survey was conducted amongst public health practitioners with 187 responses. The sample included epidemiologists (n=23), planners (n=17), nurses (n=22), health promoters (n=12), physicians (n=11), health analysts (n=11), and public health educators (n=10), amongst others that had an average about 10 years of experience. When asked what a graduate diploma should address, health communication (M =6.37, SD =0.74) and community engagement (M =6.32, SD 0.93) were identified as the most pertinent to current and future public health practice. The GDCPH has used this information to determine the direction of the program. Based on the strengths of current faculty within the Department of HEI, community health was chosen as a focal point of the program.

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<sup>5</sup> CIHR Institute of Population and Public Health. *Building Public Health Systems for the Future*. Canadian Institutes of Health Research (2021).

The need for a GDCPH has also been demonstrated in a 2021 report released by the Canadian Institutes of Health Research (CIHR), which describe the challenges that have become apparent during the pandemic. One of the challenges put forth is the insufficient public health capacity, particularly a lack of public health practitioners as well as weak links between public health science and practice<sup>3</sup>. The GDCPH will address these challenges by (a) providing foundational public health training for individuals interested in practice, (b) training students to actively apply public health sciences to their practice, and (c) address the growing need for innovative public health training. While GDCPH graduates may not have the same skill set as MPH graduates, GDCPH graduates will be able to take foundational public health knowledge and apply them to their respective sectors, thereby making public health practice more widespread.

The particular focus of the GDCPH on Community Health is also indicative of the future of public health practice, as a need for more community-centred approaches has been demonstrated throughout the pandemic<sup>3,6</sup>.

### 1.6.2 Evidence of Student Demand

McMaster University is home to one of the leading Master of Public Health programs in the country. With an upward trend in applications, there is a clear demand for graduate level public health training. Since inception of the MPH in 2015 at McMaster we have steadily received an increasing number of applications that far exceeded our enrolment capacity. From 2016-2020 there have been hundreds of applications per year for 35 seats. Most of whom met the minimum requirements. Amidst the pandemic, for the 2021-2022 academic year, the MPH received over 600 applications. Thus, there is clearly demand from students for public health training that they are not currently able to fulfill. The GDCPH may appeal to a subgroup of these applicants due to its practice-oriented nature and its flexibility.

Since 2019, the Department of HEI's online Graduate Diploma for Clinical Epidemiology (GDCE) has invited students who have not been admitted to the MPH program to apply to their program. For the 2021-2022 academic year, the GDCE has invited all MPH applicants with a B+ average or above with complete applications (n=219), and 10 of them received and accepted the GDCE offer. The expectation is that many more of the 219 applicants, including the students currently choosing GDCE, would prefer to be considered for the GDCPH.

The GDCPH also provides an accessible entry into the practice of public health for professions that may not have traditionally been associated with the field, such as individuals in corporate administration roles that seek to incorporate more public health practices into their own private organization. More individuals from diverse backgrounds will be requiring a foundational understanding of public health knowledge as intersectoral collaboration becomes part of public health practice<sup>7</sup>.

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<sup>6</sup> "The Future of Public Health: Personalized, Participatory, Predictive, Precise." Insights, Deloitte, 2021, 2021, <https://www2.deloitte.com/xe/en/pages/about-deloitte/articles/back-to-work/the-future-of-public-health.html>.

<sup>7</sup> "Call for Applications: The Intersectoral Action Fund." 2021, <https://www.canada.ca/en/public-health/services/funding-opportunities/grant-contribution-funding-opportunities/call-for-applications-intersectoral-action-fund.html#s4>.

### 1.6.3 Justifiable Duplication

The GDCPH is a stand-alone type three graduate diploma. However, the content of the GDCPH may relate with the content of the MPH. This is because public health training in Canada closely follows PHAC's Core Competencies of Public Health. However, the GDCPH will take a more generalized approach to public health knowledge, with a particular focus on practice within the community. Due to this practice orientation, the GDCPH will not include in-depth content that covers research methodology that one would typically find in a graduate-level university degree.

### 1.7 Degree Nomenclature

Graduate Diploma in Community and Public Health is the appropriate title for this program.

Graduate Diplomas (GDip) are direct-entry programs that require a degree for admissions. They provide specialized graduate level content for individuals, typically professionals, who may not have the time or interest in traditional graduate programs<sup>8</sup>. Some individuals with a graduate degree may choose to pursue a GDip to further specialize in a particular area of interest.<sup>5</sup>

The practice of public health is reflected in the course content, allowing academics and employers to easily understand the general focus of the program. The addition of 'community health' reflects the unique perspective that this program takes to public health education by inviting students from various backgrounds to learn public health practices that can be applied to various settings. The term 'community' itself is also variable depending on its source and is continuously evolving in both the literature and practice<sup>9</sup>. A common definition put forth is from MacQueen et al. (2001), "*a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings*"<sup>10</sup>. As such, 'community' encompasses a variety of environments and contexts, from which the GDCPH will attract capable individuals who seek to improve health outcomes of their individually defined 'community.' By having this concept woven into the course content, students will be encouraged to approach course content from their unique perspectives as members of their respective communities.

## 2. Admission Requirements

GDCPH admission requirements will align with current admissions criteria for the Department of Health Research Methods' Master of Public Health program.

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<sup>8</sup> "Graduate Diplomas." 2021, <https://futurestudents.yorku.ca/graduate/diplomas>.

<sup>9</sup> Goodman, Richard A., Rebecca Bunnell, and Samuel F. Posner. "What Is "Community Health"? Examining the Meaning of an Evolving Field in Public Health." [In eng]. *Preventive medicine* 67 Suppl 1, no. Suppl 1 (2014): S58-S61. <https://doi.org/10.1016/j.ypmed.2014.07.028>.  
<https://pubmed.ncbi.nlm.nih.gov/25069043>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5771402/>.

<sup>10</sup> MacQueen, K. M., E. McLellan, D. S. Metzger, S. Kegeles, R. P. Strauss, R. Scotti, L. Blanchard, and R. T. Trotter, 2nd. "What Is Community? An Evidence-Based Definition for Participatory Public Health." [In eng]. *American journal of public health* 91, no. 12 (2001): 1929-38. <https://doi.org/10.2105/ajph.91.12.1929>. <https://pubmed.ncbi.nlm.nih.gov/11726368> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446907/>.

<sup>3</sup> "Why Community Health Is Important for Public Health." Tulane University: School of Public Health and Tropical Medicine Blog, 2021, 2021, <https://publichealth.tulane.edu/blog/why-community-health-is-important-for-public-health/>.

## 2.2 Enrolment Planning and Allocations

Academic Year	Cohort Year	Total Enrolment	Maturity
2022-23	20 PT	20 PT	20 PT
2023-24	30 PT	50 PT	50 PT
2024-25	35 PT	65PT	65 PT
2025-26	40 PT	75 PT	75 PT
2026-27	40 PT	80 PT	80 PT

## 2.3 Alternative Requirements

N/A

## 3. Structure

### 3.1 Administrative, Governance and Communication

The administrative home of the diploma will be the Department of HEI. Oversight of GDCPH will be led by a new program director who will devote approximately 75% of their time to the program. The GDCPH director will report jointly to the vice-dean and associate dean of graduate studies (Health Sciences), and the Chair of HEI. The GDCPH director will be a member of the HEI Education Council and consults the Director of MPH program as appropriate.

. The program director will be responsible for:

- Oversight of the program delivery, course instruction and coordination for three courses, scheduling of instructors, instructional recruitment, evaluation, and instructional support
- Reports to Associate Dean of Graduate Studies when appropriate
- Enforcement of program admissions requirements and regulations
- Leading and/or contributing to strategy and ongoing quality improvement of the program to meet the evolving needs of public and community health and students
- Leading student recruitment and admission, academic counselling, curriculum planning and implementation
- Providing regular updates at HEI's Education Council meetings as well as participating in Graduate Executive and Graduate Program Curriculum Council meetings as necessary

Curriculum and program policies are approved by the FHS Graduate Curriculum and Policy Committee (GPCC) of which the GDCPH is a member. Curriculum is approved by Graduate Council on the recommendation of FHS GPCC.

The MPH program and curriculum coordinators will devote 20% of their time to oversee the administration of the diploma program. They will also serve as the main administrative contacts for admissions, calendar changes, and coordination of other activities. A full TA will also be hired support the program director.

In year 1 & 2 the Department of HEI's online Graduate Diploma in Clinical Epidemiology coordinator will provide 40% of their time to assist with the online course set-up of the program. It is expected that in year 3, a digital pedagogical specialist will be hired to support with online curriculum development across both online diplomas in the department.

### **3.2 Structure and Regulation**

This stand-alone type three diploma program (GDip) will require completion of four graduate online courses, each worth 3 units for a total of 12 units.

#### **Mandatory Courses and descriptions:**

##### **PUBHLTH717: Foundations of Community Health and Policy**

Students will be introduced to foundational concepts in community health and health policy. This will include discussion of social determinants of health and its impacts on community health outcomes. Students will also be given a brief overview of the field of public health and health policy, such as understanding the different actors involved in public health and health policy, important federal policies, and the different levels of jurisdiction. Finally, students will review the policymaking cycle, agenda setting, and practical steps to policymaking.

##### **PUBHLTH718: Epidemiology and Research Methods in Community Health**

This course provides students with a brief overview of analytical skills that are required in public health practice in the community. Basic epidemiological calculations such as prevalence and incidence, and their interpretation, will be taught to students. Quantitative and qualitative research methods will also be introduced, including the process of how to create a research question, how to create research proposal, and methods of data collection. Principles of ethical practices will also be discussed.

##### **PUBHLTH719: Knowledge Translation for Community Health**

Students will recognize the importance of community engagement in practice, along with best practices on how disseminate knowledge to a wide variety of audiences. This will include identifying high quality literature using critical appraisal, and its collection through rapid synthesis. The course will follow the NCCMT's steps to evidence informed decision making in public health practice.

##### **PUBHLTH720: Planning and Evaluation for Population and Community Health**

Students will participate in a unique learning experience in which they will be paired with community organizations to collaborate with over the course of the semester. Students will be able to practice the skills and theories of program planning, implementation, and evaluation in



real time as they work with community organizations to create a program and evaluation plan that addresses a real-world problem that communities are facing.

### 3.2.1 Progression through the Program

Starting in the fall term of each year, incoming students will take one course each term sequentially over the duration of 16 months (Fall, winter, Spring/Summer, Fall). The course progression will follow the table below.<sup>11</sup>

<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>	<b>Fall</b>
PUBHLTH717: Foundations of Community Health and Policy	PUBHLTH718: Epidemiology and Research Methods for Community Health	PUBHLTH719: Knowledge Translation for Community Health	PUBHLTH720: Planning and Evaluation for Population and Community Health

### 3.2.2 Enrolment Policy

The GDCPH diploma program will cap its admissions incrementally as seen in [Section 2.2](#) (page 8). Students in GDCPH will be given priority for enrollment in the four required courses. If there are fewer students than the expected yearly cap, other McMaster graduate students will be permitted to enroll. GDCPH courses will be operated separately from the MPH program's courses. Enrollment in GDCPH courses will be limited to GDCPH students unless space is available. It will be required that non-GDCPH students will need approval from the GDCPH program Director if they want to enroll in a GDCPH course. Graduate students in other programs will be considered for GDCPH admissions but will only be granted if the primary program allows.

The intention of GDCPH is not to duplicate the educational experience of the MPH program. The GDCPH program is projected to have appeal to working professionals who may work in various fields from public health, social services, industry who are interested in upskilling by taking a program that provides more flexibility. GDCPH tuition will be comparable with other online diplomas offered by the HEI department.

GDCPH students will not be given priority for admissions considerations to other FHS graduate programs at McMaster University. Interested applicants will be encouraged to consult each program's admissions requirements.

## 3.3 Graduate Programs - Program Length

It is expected that students will finish their studies in the program in 16 months. Students will take one course per term (fall, winter, spring, summer; fall).

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<sup>11</sup> Should a student fail a course remediation will be required and a recommendation may be made for the student to withdraw from the program



## 4. Curriculum and Teaching

### 4.1 Program Content

“The health and safety of our community members is our greatest priority.” During the COVID-19 pandemic variations of the above quote were ubiquitously placed on local organizations websites and publications. Along with provincial Public Health, various employees at hospitals, social services, schools, non-profits, and local businesses had to pivot their operations and develop plans to ensure the safety of community members and customers, to minimize the spread of the disease and support well-being. Many of these individuals were put in these positions without having formal training in public health. This situation is not unique to the pandemic. Many people that work in various fields such as education, business, social services, healthcare, and even public health are not formally trained in public health. As such, GDCPH is designed around the idea that people from diverse backgrounds deserve an educational experience that will teach them about the fundamentals of public health through a lens that will help them better serve their community. GDCPH will attract health care professionals, persons working in non-profits, and early- to mid-career professionals from various fields. The program curriculum will be delivered by public health faculty and professionals in the field. Case studies and guest lectures will also be integrated into the online program delivery. Course content of the GDCPH will be on general concepts that could be applied to various settings, though examples will draw heavily from Canadian context.

### 4.2 Program Innovation

Currently there are only two other diplomas in Community Health offered in Canada. Memorial University offers one through its faculty of Medicine which requires completion of five courses (Introduction to Community Health, Epidemiology I and three electives) and 2 seminars. It also is typically offered on-campus and requires 1-2 years of completion. The Graduate Department of Public Health Sciences at the Dalla Lana School of Public Health offers a Master of Science in Community Health that is targeted towards health professionals or individuals that have extensive experience in the health care field. Under special situations, students can be granted a diploma of Community Health if they have completed 70% of the MSc requirements. Both diplomas seem to cater more towards health professionals rather than a diverse workforce and neither place emphasis on program planning nor application of theory into practice.

A market scan was also conducted to see if there are similar diploma or certificate programs in public health or relevant disciplines. While there are a small handful of such programs, none of them provide the same breadth, flexibility, or accessibility (from fields beyond health) as the proposed GDCPH. For a table showing results, please refer to [Appendix 2](#).

The GDCPH also packages the various strengths of McMaster University’s departments and faculties. For example, the Knowledge Translation course will draw heavily from the NCCMT’s work, which is a national gold standard for evidence-informed decision making. The NCCMT attracts many working professionals to their own workshops, and the GDCPH intends to incorporate the same intensive training into PUBHLTH718. The program planning and

evaluation course will also be informed by the various experts in the field from McMaster University, while also providing a unique learning experience for students through the real-time practical application of course content in community settings.

### **4.3 Mode(s) of Delivery**

The GDCPH courses will be offered fully online. Avenue to learn (A2L) and Zoom will be used to support interaction among students and faculty. A2L is McMaster's learning management system that provide a robust platform for asynchronous and synchronous course instruction. Additionally, Zoom will be used to complement A2L, to further strengthen the student experience for lectures, classroom discussions, and chats. The Department of HEI GDCE's program currently uses these tools successfully to run their program. Also, the Macpherson Institute provides support for these platforms.

A course instructor will lead each course. Course instructors will be full or part-time HEI faculty members.

### **4.4 Experiential Learning**

Experiential learning in the diploma will occur throughout the duration of the program, in which students will be given assignments that emulate real world practice. Community collaboration will also be incorporated into the program through the final course, in which students will work with community organizations.

### **4.5 Accessibility & Inclusion**

**Admissions & Structure:** GDCPH will support a facilitated admissions process for Indigenous applicants. Further, the admissions committee will look to admit applicants from a variety of professional backgrounds who are interested in serving different communities. Regarding the structure of the program, it will be offered online which will expand the reach of the type of learners that participate in the program. Most courses will run asynchronously further supporting student flexibility and to accommodate those working full-time.

**Curriculum & Teaching:** All courses in GDCPH will integrate a wide range of case studies and guest lectures, including those from Indigenous and historically underrepresented backgrounds to better reflect the diversity of community health issues that persist across Canada. Course instructors will also create online-course environments that facilitates a sense of belonging for all students through actively facilitating discussions through online forums, or synchronously through class time. The method of engagement will be dependent on the teaching faculty involved, though course content itself will be delivered asynchronously. Furthermore, students and instructors will work with the Student Accessibility Office to support students who may require accommodations. Instructors will set clear student expectations for course assignments and instructors will work with students one-on-one to deal with unexpected situations. The program director and instructors will work with the MacPherson Institute to make sure that courses are designed and delivered in a way that reflects universal design.

**Compliance with AODA:** GDCPH will ensure that course delivery meets the standards by the Accessibility for Ontarians with Disabilities Act (AODA) and the McMaster University Accessibility Plan 2011-2015.

#### 4.6 Research Requirements (If Applicable)

N/A

### 5. Assessment of Learning

#### 5.1 Methods for Assessing Students

Students will be assessed in various ways in courses to ensure that learning outcomes are met. For example, quizzes, term papers (development of program plans) will be implemented in courses. Additionally, in the capstone course mid-term and final evaluations will be used to assess student progress in practice.

Grades in GDCPH courses will be reported as letter grades using the following scale:

Grade	Percent
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	Fail

#### 5.2 Curriculum Map

Course	Learning Outcomes	Assessment
PUBHLH 717 Foundations of Community Health and Policy	<ol style="list-style-type: none"> <li>1. Discuss the determinants of health and their relationship with community health outcomes</li> <li>2. Identify major actors, organizations, and policies in Public Health and related systems</li> <li>3. Describe how policies are made</li> <li>4. Apply steps to create policy recommendations</li> </ol>	<ul style="list-style-type: none"> <li>• Students will demonstrate their learnings by writing a policy briefing, following the steps of Bardach &amp; Patashnik (2015)<sup>1</sup>, as well as Wong et al. (2017)<sup>12</sup></li> </ul>

<sup>12</sup> Wong, Shale, Larry Green, Andrew Bazemore, and Benjamin Miller. "How to Write a Health Policy Brief." *Families, Systems & Health* 35, no. 1 (2017): 21-24. <https://doi.org/http://dx.doi.org/10.1037/fsh0000238>.

PUBHLTH 718 Epidemiology & Research Methods in Community Health	<ol style="list-style-type: none"> <li>1. Calculate common descriptive measures (e.g., prevalence, incidence, etc.)</li> <li>2. Discuss quantitative and qualitative research methods to capture community health data</li> <li>3. Distinguishing ethical practices in research methods such as OCAP (Ownership, Control, Access, Possession) principles for working with First Nation groups</li> </ol>	<ul style="list-style-type: none"> <li>• Students will demonstrate their understanding through quizzes and a written research/grant proposal</li> </ul>
PUBHLTH 719 Knowledge Translation for Community Health	<ol style="list-style-type: none"> <li>1. Recognize why community engagement is important in public health and community health</li> <li>2. Identify databases, sources of information, peer-reviewed literature that provide health status indicators for communities</li> <li>3. Describe effective communication principles for community health intervention</li> <li>4. Describe the 7 steps of Evidence Informed Decision Making in Public Health</li> <li>5. Critically Appraise literature using critical appraisal tools</li> </ol>	<ul style="list-style-type: none"> <li>• Students will practice conducting a rapid synthesis of literature and develop a KT plan</li> </ul>
PUBLHTH 720 Planning and Evaluation for Population and Community Health*	<ol style="list-style-type: none"> <li>1. Describe the various steps in the PRECEDE-PROCEED model</li> <li>2. Identify appropriate stakeholders to engage in planning process</li> <li>3. Differentiate between types of evaluation</li> <li>4. Apply principles of community-based research and participatory action research</li> </ol>	<ul style="list-style-type: none"> <li>• Student will collaborate with community organizations to develop a program plan and evaluation</li> </ul>

\*This is a community-engaged course in which the instructor will work the office of community engagement to identify organizations and other public health organizations that will collaborate with students

### 5.3 Demonstrating Student Achievement

The overarching aim of the GDCPH program is to increase learners' understanding of how to implement foundational public health practices to improve community health outcomes. It is believed that learners will come from a variety of professions and disciplines; and therefore, by learning how to apply a public health approach to their work could further the impact that they have in the jobs and members that they serve. The learning scaffolding that undergirds this program follows a sequential growth model where the students learn the basics in the first course and progressively move to application of course material. The final course is where students will showcase the extent to which they have learned the prior course principles. Each student will be paired with a community organization or will be able to create a program plan for their current place of work or community that they serve.

## 6. Resources

*Note: Please be sure to complete the appropriate section based on whether you are proposing a New Undergraduate or Graduate Program.*

Please note that departments should have already completed their New Undergraduate or Graduate Program Resource Implications and Financial Viability template. Ensure that this template is complete and ready to be submitted. Departments may find it helpful to refer to their budget proposal when addressing the sections below. For additional information, contact Linda Coslovi, Associate Vice-President Finance and Administration (Academic): [coslovi@mcmaster.ca](mailto:coslovi@mcmaster.ca). Please provide evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate/graduate students' scholarship and research activities.

## GRADUATE PROGRAMS

### 6.1 Administrative, Physical and Financial Resources

**Administrative resources:** GDCPH proposes to have a complement of one program director who will be hired into a 0.75 FTE position along with 0.2 FTE support each from two MPH coordinators and one 0.2 FTE GDCE coordinator. The three coordinators will be responsible for providing administrative support. The GDCPH admissions and curriculum coordination will be supported by current faculty members who participate in the MPH program. The administrative coordinators will also support the curriculum and program related duties as needed. The program director will have oversight of the program and will serve as a course instructor. It is expected when the program reaches its third year, a 1 FTE pedagogical digital specialist will be hired to provide ongoing support in course content delivery and development for GDCPH and the other departmental online diploma GDCE.

**Physical Resources:** The GDCPH courses will be offered online; therefore, no new space is needed. Since the GDCPH director will be hired from the Department, they will already have accessible workspace in HEI. Similarly, the coordinators already have their own workspaces within the Communication Research Library where the MPH offices are. Further, HEI supports flexible work, and some work may be done from home.

**Financial Resources:** GDCPH will be a self-funded program. Domestic and international part-time tuition will make up the bulk of the revenues. The largest expense for the program is the salary for the program director and future pedagogy specialist who will be expected come on board in year 3. This cost though would be split between the Department's online diplomas. Departmental and Central University costs are the next greatest expense, and this will be determined with respect to the program's operational demands.

## 6.2 Library, Technology, and Laboratory Resources

The Health Sciences library at McMaster has an extensive repository of relevant public health literature. It is anticipated that library usage will not dramatically increase support from the library. Electronic search databases and resources through the library for MPH students will also be accessible to GDCPH students. GDCPH programming will be offered solely online so the technology platforms such as Zoom, Avenue to learn, Camtasia will be used. The University currently has licenses for all McMaster instructors.

## 6.3 Faculty

The GDCPH director will instruct 3 of the 4 courses. This will include development of course material and teaching. One additional new HEI hire will be involved in teaching. The MPH core faculty (n =3) members from the MPH program will contribute to GDCPH courses by helping to construct and deliver course material in some of the GDCPH course modules. The MPH core faculty have extensive expertise in public health and training of graduate students.

## 6.4 Student Financial Support

Given that this is a fully self-funded program, there is no financial support.

## 6.5 Faculty Research Funding

The Table provided below is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research.

N/A ---GDCPH is not a research focused program.

Operating Research Funding by Source and Year				
	Source			
Year <sup>1</sup>	Granting Councils <sup>2</sup>	Other Peer Adjudicated <sup>3</sup>	Contracts	Others <sup>4</sup>

Totals				

- <sup>1.</sup> Year may be academic year or calendar year, as appropriate for the institution [specify].
- <sup>2.</sup> Do not include equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants in this column.
- <sup>3.</sup> Explain source and type in footnote.
- <sup>4.</sup> University allocated grants (such as SSHRC minor grants).

## 6.6 Supervision

There are two different tables that must be completed as part of this section.

Faculty Name & Category of Appointment	Home Unit <sup>1</sup>	Supervisory Privileges <sup>2</sup>
<i>Category 2</i>		
Dr. Emma Apatu	HEI	Full
Dr. Laura Anderson	HEI	Full
Dr. Elizabeth Alvarez	HEI	Full
<i>Category 3</i>		
<i>Category 6</i>		
Dr. Monica Bienefeld, part-time	HEI	
Dr. Ayesha Siddiqua, part-time	HEI	
Dr. Behnam Sadeghiard, part-time	HEI	
Dr. Sandra Millicic, part-time	HEI	
Dr. Nancy Santesso, full-time	HEI	Full

- <sup>1.</sup> This is the budget unit paying the salary: department, school, research centre or institute, or other.
- <sup>2.</sup> Indicate the level of supervisory privileges held by each faculty member: e.g., full, master's only, co-supervision only, etc.,
- <sup>3.</sup> Either give the field name or a footnote reference to it.
- <sup>4.</sup> List faculty members under the categories suggested, as applicable

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review. For this purpose the master's and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue.

Category 2: non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review.

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

**Category 4:** non-tenure track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

**Category 5:** other core faculty: this category may include emeritus professors with supervisory privileges and persons appointed from government laboratories or industry as adjunct professors. Please explain who would fall into this category at your institution.

**Category 6:** non-core faculty who participate in the teaching of graduate courses.

Note: Academic units can opt to include additional columns with demographic information about their faculty members, as appropriate.

Completed and Current Numbers of Master Thesis and Practicum Supervisions by Faculty Member						
Member	Completed			Current		
	Thesis	Practicum		Thesis	Practicum	
Dr. Emma Apatu	1	4			-	
Dr. Laura Anderson	3	17		1	-	
Dr. Elizabeth Alvarez	3	14		3	-	

- If desired, columns (or an additional table) may be added to reflect the supervision of major research papers at the master's level. Do not include supervisory committee activity in this table.*
- Indicate the current number of students being supervised by the faculty members and, in parentheses, the total number of past students that the faculty member has supervised.*

## 7. Quality and Other Indicators

### 7.1 Academic Quality of the Program

GDCPH will draw on methods used by the MPH program to assess quality of its programming. Course evaluations will be administered at the end of each course and faculty will discuss as necessary in program meetings for quality improvement. Metrics such as enrollment and time-to-completion will be tracked to inform program administration.

### 7.2 Intellectual Quality of the Student Experience

The MPH program at McMaster has been running for six years and continues to provide students with a dynamic learning experience through its course offerings and local, provincial, and international partners collaborations. Students have completed practicum placements and thesis projects with organizations and supervisors affiliated with local public health units across Ontario and in other provinces, as well as the Public Health Agency of Canada, Canadian Public Health Association, British Columbia Centre for Disease Control, and World Health Organization. The program has also built a relationship with the Office of Community engagement and City Lab Hamilton which helps instructors facilitate learning experiences that allow students to work on [community-based projects](#). Also, faculty have extensive experience working in public health practice and research which helps to enliven the classroom experience for learners. Further, the Applied Research division at the Public Health Agency of Canada has



expressed interest in supporting learning experience for students to engage in community-focused planning evaluation projects.

GDCPH will leverage the MPH program's success and ensure that courses include a range of case studies and guest lectures to illustrate the diversity and complexity of public health. The program will allow learners to explore their individual interests in each course through courses assignments and the capstone course.

*Please note that if the program is approved, some additional information will be requested:*

- Brief program description which can be posted on the Quality Council website (1-2 paragraphs)
- Program details for OSAP eligibility purposes / NA

# TRACKING THE APPROVALS PROCESS FOR NEW GRADUATE PROGRAMS

PLEASE NOTE: This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

STEP IN THE NEW PROGRAM APPROVALS PROCESS	NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION	DATE OF DOCUMENT APPROVAL
Preparation of the Resource Implications & Financial Viability Template (Budget)	Linda Coslovi, Associate Vice- President, Finance & Planning (Academic)	

Template Updated: October 2020

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University Students Fees Committee Approval of Budget		
Departmental & Faculty Approvals of Proposal		

Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Graduate Council, University Planning Committee and Senate.*

## Appendices

### 1. Proposed Budget (see attached)

### 2. Market Scan of Diplomas or Certificates for Public Health and Related Disciplines

Province	Country	Name	Program Overview	Admissions	Duration	Mode of Delivery	Link
British Columbia, CAN	University of Victoria	Graduate Diploma in Public Health	<p>Courses include general core PH courses and a specialization in one of the following:</p> <ul style="list-style-type: none"> <li>Indigenous Peoples' Health</li> <li>Public Health Nursing</li> <li>Social Policy</li> </ul> <p>Courses include:</p> <ul style="list-style-type: none"> <li>PH Epidemiology</li> <li>PH Interventions</li> <li>Supportive Health Environments &amp; Health Public Policy</li> <li>Constructions of Health and Principles of Health Promotion</li> <li>Culmination Project</li> <li>Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate degree with a minimum B+ (6.0) average (77-79%) in the last two years</li> <li>Undergraduate statistics course with a minimum grade of B within 10 years of admission</li> </ul>	12 units/ 2 years	Mostly online; with 3 on-campus events	<a href="https://www.uvic.ca/hsd/publichealthsocialpolicy/future-students/graduate/graduate_diploma/index.php">https://www.uvic.ca/hsd/publichealthsocialpolicy/future-students/graduate/graduate_diploma/index.php</a>
Ontario, CAN	University of Guelph	Graduate Diploma in Public Health	<p>Courses include:</p> <ul style="list-style-type: none"> <li>Applied Public Health Research</li> <li>Two of: <ul style="list-style-type: none"> <li>Infectious Diseases</li> <li>Epidemiology I</li> <li>Community Health Promotion</li> <li>Introduction to Epidemiology</li> <li>Health Communication</li> <li>Environmental Public Health</li> <li>Policy &amp; Systems</li> <li>Practicum</li> <li>Capstone</li> <li>Administration</li> </ul> </li> <li>Elective</li> </ul>	<ul style="list-style-type: none"> <li>Eligible applicants include those with an honours BSc in Biomedical Sciences, Biological Sciences, or Public Health, or those with a DVM, BScN or MD professional degrees (or equivalents).</li> </ul>	4 courses/ unspecified time	On Campus	<a href="https://www.uoguelph.ca/registrar/calendar/graduate/2017-2018/gradprog/sec_40e25850.shtml">https://www.uoguelph.ca/registrar/calendar/graduate/2017-2018/gradprog/sec_40e25850.shtml</a>

Ontario, CAN	University of Ottawa	Graduate Diploma in Health Risk Assessment & Management	<p>Designed for individuals interested in population health analysis and risk assessment.</p> <p>Courses include:</p> <ul style="list-style-type: none"> <li>Population Risk Assessment I</li> <li>Population Risk Assessment II</li> <li>Risk Management in Gov.</li> <li>Elective/Practicum</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate degree with a minimum B+ (6.0) average (77-79%) in the last two years</li> <li>Have successfully completed core study in biostatistics and epidemiology, covering topics including regression analysis, the primary study designs, confounding and similar concepts</li> </ul>	15 units/ 8 months	On Campus	<a href="https://catalogue.uottawa.ca/en/graduate/graduate-diploma-population-health-risk-assessment-management/">https://catalogue.uottawa.ca/en/graduate/graduate-diploma-population-health-risk-assessment-management/</a>
Ontario, CAN	Carleton University	Graduate Diploma in Health: Science, Technology and Policy	<p>Designed for both current graduate students and those seeking professional development.</p> <p>Courses include:</p> <ul style="list-style-type: none"> <li>For professionals: <ul style="list-style-type: none"> <li>Knowledge Translation (Required)</li> <li>Three electives</li> </ul> </li> <li>For current graduate students: <ul style="list-style-type: none"> <li>Knowledge Translation (Required)</li> <li>Research Methods (Required)</li> <li>Policy (Required)</li> <li>Elective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>4-year (honours) bachelor's degree or equivalent professional degree</li> <li>minimum B- (70%) average over the last 2 years of study (or last 20 one-term courses)</li> <li>One (1) university-level course in statistics</li> </ul>	2 credits/ unspecified time (within a year)	On Campus	<a href="https://carleton.ca/healthsciences/health-sciences/graduate-diploma-in-health-science-technology-and-policy/">https://carleton.ca/healthsciences/health-sciences/graduate-diploma-in-health-science-technology-and-policy/</a>
Ontario, CAN	University of Western Ontario	Graduate Diploma in Applied Health Sciences	<p>This degree provides learners with the opportunity to develop both a comprehensive understanding of health systems and in-depth knowledge in one area of concentration:</p> <ul style="list-style-type: none"> <li>Determinants of Health and Health Equity</li> <li>Health across the Lifespan</li> <li>Health Leadership: Toward Enhancing Health Services, Systems and Policy</li> </ul> <p>Courses include:</p> <ul style="list-style-type: none"> <li>Critical thinking in health sciences (required)</li> <li>2 courses (from area of concentration)</li> <li>2 electives</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate degree (or equivalent) in health sciences</li> <li>Minimum B average base on last two years</li> <li>Demonstrated English language proficiency</li> <li>Advanced computer skills</li> </ul>	5 courses/ 12-20 months	Online	<a href="https://www.uwo.ca/ahs/programs/ahs/diploma.html">https://www.uwo.ca/ahs/programs/ahs/diploma.html</a>

Alberta, CAN	University of Lethbridge	Graduate Certificate in Public Health Program and Policy Planning and Evaluation	<p>This Graduate Certificate program prepares students to design, implement, and evaluate health programs and learn how to analyze and consider the ethical implications of health policy</p> <p>Courses include:</p> <ul style="list-style-type: none"> <li>Applied PH Research Methods (Required)</li> <li>Program Planning, Implementation and Evaluation (Required)</li> <li>Health Policy &amp; Ethics (Required)</li> <li>Elective</li> </ul>	<ul style="list-style-type: none"> <li>Hold a baccalaureate degree (i.e. undergraduate degree) in a related discipline from a recognized degree-granting institution</li> <li>Have a minimum grade point average of 3.00 (based on the uLethbridge 4.00 scale) on the last 20 graded university-level term courses (60.0 credit hours)</li> <li>Completed 3.0 credit University-level statistics course</li> <li>Demonstrate <a href="#">English Language Proficiency (ELP)</a> for graduate students</li> </ul>	4 courses/ up to 36 months	On Campus	<a href="https://www.ulethbridge.ca/future-student/graduate-studies/graduate-certificate-public-health-program-and-policy-planning-and-evaluation">https://www.ulethbridge.ca/future-student/graduate-studies/graduate-certificate-public-health-program-and-policy-planning-and-evaluation</a>
Manitoba, ON	University of Manitoba	Diploma in Population Health (DipPH)	<p>The DipPH program is course-based and aims to provide health care professionals, clinicians and managers in provincial and regional health authorities with core knowledge and skills in population health sciences, including epidemiology and biostatistics. Graduates will become more effective in their own institutions, and better-informed consumers of health research data.</p> <p>Courses include:</p> <ul style="list-style-type: none"> <li>Biostatistics (Required)</li> <li>Epidemiology (Required)</li> <li>Organization and Financing of Canadian Healthcare System (Required)</li> <li>One of: <ul style="list-style-type: none"> <li>Core Concepts in PH</li> <li>Methods and Concepts for Community Health Sciences</li> </ul> </li> <li>Two electives</li> </ul>	<ul style="list-style-type: none"> <li>Graduates in medicine holding M.D. or equivalent (e.g. M.B. Ch.B.).</li> <li>Honours arts or science graduates and graduates of 4-year degree programs with a major in the arts or sciences are eligible.</li> <li>Graduates of 4-year health or health-related professional university programs such as dentistry, veterinary medicine, nursing, medical rehabilitation, nutrition, pharmacy, social work, and education</li> </ul>	18 credit hours	On Campus	<a href="https://umanitoba.ca/faculties/health_sciences/medicine/units/chs/educational_programs/graduate.html#DipPH">https://umanitoba.ca/faculties/health_sciences/medicine/units/chs/educational_programs/graduate.html#DipPH</a>
Newfoundland, CAN	Memorial University	Graduate Diploma in Community Health	<p>The diploma program may be attractive to students hoping to expand on their current skill set in the community health arena or wishing to learn about community health in general.</p> <p>Courses Include:</p> <ul style="list-style-type: none"> <li>Introduction to Community Health</li> <li>Epidemiology</li> <li>3 Electives</li> <li>2 Graduate Seminars</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate degree with a minimum 75% average over the last two years of fulltime study</li> <li>English proficiency</li> <li>Post-secondary statistics</li> </ul>		On Campus	

Ontario, CAN	Ryerson University	Certificate in Health Studies	<p>The Health Studies certificate will provide flexibility to choose courses that meet your professional development needs while allowing the opportunity to earn a certificate. This certificate comprises of courses from:</p> <ul style="list-style-type: none"> <li>• Health Informatics</li> <li>• Health Services Management</li> <li>• Ethics</li> <li>• Psychology</li> <li>• Aging &amp; Gerontology</li> </ul>	<ul style="list-style-type: none"> <li>• Ontario Secondary School Diploma or equivalent</li> <li>• Related Professional Development Award</li> <li>• Mature Student Status</li> </ul>	6 credits/ 4 years	?	<a href="https://continuing.ryerson.ca/public/category/courseCategoryCertificateProfile.do?method=load&amp;certificateId=197617">https://continuing.ryerson.ca/public/category/courseCategoryCertificateProfile.do?method=load&amp;certificateId=197617</a>
Ontario, CAN	Queen's University	Graduate Diploma in Aging & Health	<p>Students will develop multi-disciplinary knowledge of individual aging processes, the effect of aging on social systems, and the policies needed to support healthy aging.</p> <p>Courses include:</p> <ul style="list-style-type: none"> <li>• Two of: <ul style="list-style-type: none"> <li>◦ Evaluating Age-Related Programs &amp; Services</li> <li>◦ Ethics and Biomedical ethics of Aging</li> <li>◦ Normal Aging Processes</li> </ul> </li> <li>• Two Electives</li> </ul>	A B+ average or above from any four year undergraduate degree program or equivalent.	5 courses/ 8 months	On Campus	<a href="https://www.queensu.ca/sgs/programs-degrees/aging-and-health">https://www.queensu.ca/sgs/programs-degrees/aging-and-health</a>

**New Graduate Program or Existing Program Undergoing Major Changes (more than 30%)****Details of Resource Implications and Financial Viability****Faculty:** Health Sciences**Program Name:**

Graduate Diploma in Public and Community Health

**A. FINANCIAL SUSTAINABILITY OF PROGRAM**

*Complete New Graduate Program Budget template (appendix A1) which will populate table below:  
In the case of Interdisciplinary programs, also append the Draft MOU between faculties. (Appendix A2)  
In the case of Collaborative programs, also append the Draft MOU between institutions. (Appendix A3)*

REVENUE	2022/23	2023/24	2024/25	2025/26	2026/27
Program Generated Gross Graduate Revenue	\$159,526	\$394,355	\$524,656	\$627,551	\$682,274
Other Revenue (Specify)	\$0	\$0	\$0	\$0	\$0
<b>Total Gross Revenue</b>	<b>\$159,526</b>	<b>\$394,355</b>	<b>\$524,656</b>	<b>\$627,551</b>	<b>\$682,274</b>
University Fund / Research Infrastructure Contribution	\$0	\$0	\$0	\$0	\$0
Total Support Unit Allocations (Indirect Costs)	-\$37,742	-\$63,823	-\$83,825	-\$91,119	-\$95,424
<b>NET REVENUE</b>	<b>\$121,784</b>	<b>\$330,533</b>	<b>\$440,831</b>	<b>\$536,432</b>	<b>\$586,850</b>
Total Teaching Costs	-\$168,278	-\$173,034	-\$190,211	-\$194,599	-\$199,400
Total Admin Salaries & Benefits	-\$66,024	-\$66,024	-\$125,123	-\$128,832	-\$132,636
Total Student Support (From operating)	\$0	\$0	\$0	\$0	\$0
Total Capital/Equipment Costs	-\$3,000	-\$3,000	-\$3,000	-\$3,000	-\$3,000
Total Other Direct Expenses - Supplies/Services/Travel etc	-\$15,700	-\$15,700	-\$15,700	-\$15,700	-\$15,700
Total Share of Faculty's Central Expenses	\$0	\$0	\$0	\$0	\$0
<b>PROGRAM EXPENSES</b>	<b>-\$253,002</b>	<b>-\$257,758</b>	<b>-\$334,034</b>	<b>-\$342,131</b>	<b>-\$350,736</b>
<b>IN-YEAR (Surplus/ Deficit)</b>	<b>-\$131,218</b>	<b>\$72,775</b>	<b>\$106,797</b>	<b>\$194,301</b>	<b>\$236,114</b>
<b>Total Grad support per FT student (Scholarship, Taship) excluding RA</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

If the program is showing an ongoing going deficit please indicate whether it is truly incremental to the current faculty financial position. Provide a rationale for proceeding with ongoing negative returns.

**B. NUMBER OF STUDENTS**

	FT	PT	
Intended Steady-state annual intake		40	Year achieved: 2026
Intended Steady-state total enrolment		80	Year achieved: 2026
Number of International Students included in steady state	0	8	
Proposed number of additional students to University at steady state: ( i.e. Are the program students additional (net new) or redistributed from other existing programs within the Faculty or in other Faculties. )			80
Will there be an impact to enrollments in Programs in other Faculties?	No		If yes, Please Describe:

### C. FORMAT OF INSTRUCTION

During which terms will the program run?

Fall	Winter	Summer (May-June)	Summer (July-August)
Fall	Winter	Summer (May-June)	Summer (July-August)

Annual program units?

30

Is there a co-op or internship as part of the program?

No

Describe:

What percentage of instruction will be online?

100%

What percentage of instruction will be off campus?

0%

If either is greater than zero please provide information:

--

### D1. PROPOSED TUITION FEE

reference:

[http://www.mcmaster.ca/bms/student/SAC\\_fees\\_grad.html](http://www.mcmaster.ca/bms/student/SAC_fees_grad.html)

Is approval being sought for a Ministry-funded Program?

Yes

Do Standard Tuition rates apply ? (If No, specify fees below)

Yes

**Proposed Tuition Fee:**

Per Year :  
Per Term (if applicable):  
Per Course (if applicable):

Domestic	
Full Time	Part Time
	\$ 3,820

International	
Full Time	Part Time
	\$ 5,500

Rational for proposed fees (describe or append results of market assessment) and describe how they adhere to MTCU policy if seeking ministry funding :

This program is intended to be an online based graduate diploma
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### D2. SUPPLEMENTARY FEES

reference:

[http://www.mcmaster.ca/bms/student/SAC\\_fees\\_grad.html](http://www.mcmaster.ca/bms/student/SAC_fees_grad.html)

Will regular Mandatory Supplementary Fees apply?

Full Time Yes

Part Time Yes

Modified only No

If no, please contact **Dean of Grad Studies** for guidance and provide resulting proposed applicable fees and rationale:

--

Are there other mandatory costs for students? (Coop/Internship fees, supplies, books, uniform, equipment, field trips, professional exam fees, etc?)

Yes

Describe & Approximate amounts:

--

### E. EXTERNAL RESOURCES: donations, special grants, research overhead, endowment funds, Space, etc.

Please provide information about any external funds or resources that will be available to the program.

	Onetime	Ongoing	Value \$	Details
eg. Access to lab space		x	\$ 1	CANMET - Longwood

### F. FACULTY RESOURCES - Please append evidence of endorsement from other faculties affected if necessary.



If courses are also being taught in other faculties, please list

Faculty:

N/A

Faculty:

N/A

Faculty:

N/A

Incremental FTEs required:	Health Sciences	N/A	N/A	N/A	Comments
Faculty - Tenure Track	1				Teaching Track
Faculty - Sessional and CLAs	1				
Staff	1				In year three of the program
Teaching Assistants	4-Feb				4 with increasing enrollment
Additional Non-salary costs in other Faculties					

Increases in FT faculty are for modeling purposes only and does not imply approval to hire. Normal approval processes apply.

#### G. OTHER RESOURCE IMPLICATIONS:

Unless otherwise defined in the categories below, please use these descriptions to define impact:

- No Impact:** Can be dealt with as part of normal, daily operations. No budgetary or resource impact.
- Minor:** Can be dealt with in a mutually agreed timeframe using existing personnel. Resources pre-approved or readily available. No disruption to other approved work priorities.
- Major:** Must be scheduled as a project (not able to deal with as part of regular operations). Budget not approved or readily available; source of funding to be determined. May require external resources. May require reprioritization of previously approved tasks.

#### 1. PHYSICAL FACILITIES - Please contact [Coordinator, Design and Space Management x23898](#) for assistance in determining additional resource costs if needed.

Please indicate the likely space resource implications of the proposal	Impact	New Sq Ft Required	Approx Existing Sq Ft required	Comments (include location and for new space, plans to fund and acquire space)	If major new central budget req'd, estimate \$
Faculty space- Offices,Labs,seminar rooms, student space, etc	None	-	-		
Other space (excluding registrar controlled classrooms)	None				

Facilities

Facilities

#### 2. TECHNOLOGY RESOURCES - Please contact [UTS Director, Technology x21888](#) for assistance in determining impact if needed.

Please indicate the likely impact on central technology resources for the proposal	Impact	Are additional resources required to support this program? If so, please list.	If Major, estimate \$
UTS Computer Labs and Software	None		
Network/Internet/Cloud services access & usage	Minor		
Audio-Visual / Telecommunications	Minor		
Wireless Connectivity	None		
Other (Please specify)	None		

UTS

UTS

UTS

UTS

UTS

#### 3. LIBRARY SERVICES - Please contact [Associate University Librarian, Collections x26557](#) for assistance in determining impact if needed.

Please indicate the likely Library resource implications of the proposal	Impact	Are additional resources required to support this program? If so, please list.	If Major, estimate \$
Staffing (Add'l service desk staff, add'l librarians, new staff with skills/knowledge not currently present)	Minor		
Collections, One Time Purchases (books, ebooks, purchased online resources)	Minor		
Collections, Ongoing Subscriptions/licenses (print or online journals)	Minor		
Technology and Computing (new or add'l hardware/software, increased digital storage capacity)	None		
Library Spaces (study space, new or specialized user or collection spaces)	None		
Other (Please specify)	None		

Libraries

Libraries

Libraries

Libraries

Libraries

Libraries

#### 4. OFFICE OF THE UNIVERSITY REGISTRAR - Please contact the [Registrar](#) for assistance in determining impact if needed.

Please indicate the likely resource implications of the proposal	Impact (Select)	Support required	Area Responsible	If Major, estimate \$
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Admissions/Recruitment	Minor	Recruiting and Admissions aligned with current 101 processes	SGS		SGS
Student Record Support (maintaining records, transcripts, grades, student card, etc)	Minor	Standard services for graduate program			Student Affairs
Class Scheduling Services	None	Managed by Dept/Faculty			Student Affairs
Classrooms	None	Scheduled into Faculty controlled classrooms or only summer term or off campus			Student Affairs

**5. STUDENT SUPPORT** - *Please contact **Assistant Dean, Student Services** for assistance in determining impact if needed.*

<i>Please indicate any other possible resource impacts</i>	<b>Impact</b>	<b>Please Describe any impacts on the support areas</b>		<b>If Major, estimate \$</b>	
Student Services - International Student support	Minor				Student Affairs
Student Services - Athletics & Rec, Health/Counselling, Career	Minor				Student Affairs
Residences	Minor				Ancillaries
Grad Scholarships/Bursaries*	Minor	\$ -	Avg. Annual Draw on Scholarship pool	\$ -	Grad Scholarships

*\*If you are anticipating OSAP funding for these students please contact SFAS to provide additional information to activate approval from MTCU*

**6. MIETL-** *Please contact **Educational Consultant** for assistance in determining impact if needed.*

<i>Please indicate any other possible resource impacts</i>	<b>Impact</b>	<b>Please Describe any impacts on the support areas</b>		<b>If Major, estimate \$</b>	
Re/Development of blended or online courses	Minor				MIETL
Learning Management System (Avenue to Learn)	Minor				MIETL
Training and development for TAs or faculty	Minor				MIETL
Research on teaching and learning initiatives	Minor				MIETL
Other (Please specify)	Minor				MIETL

**7. OTHER**

<i>Please indicate any other possible resource impacts</i>	<b>Impact</b>	<b>Please Describe any impacts on the support areas</b>		<b>If Major, estimate \$</b>	
Financial Services	None				Financial Affairs
Human Resources	Minor				HR
Advancement	Minor				UA
Research Services Office	None				Research Support
Other (Please specify)	None				

Please provide names below and check box to verify that approval has been obtained by each:

Department Chair/ Area Director \_\_\_\_\_

Faculty Dean or Director of Administration \_\_\_\_\_

Associate Vice-President , Finance & Planning (Academic) \_\_\_\_\_

Submitter \_\_\_\_\_

Check box


**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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



**RE: Closures of McMaster Research Centres and Institutes**

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In accordance with the policy “Guidelines for the Governance and Review of Research Institutes, Centres and Groups” we seek to formally close the below listed Research Centres and Institutes. These RCIs have been deemed either inactive or no longer meet the objectives for which they were originally intended. This recommendation is made with the agreement of the Faculties with which the RCIs are associated.

Also, appended are individual memos relating to the closure of each Research Centre and Institute.

**Business**

CPA/DeGroote Centre for the Promotion of Accounting Education and Research

**Engineering**

Centre for Advanced Polymer Process & Design  
Computing and Infrastructure Research Centre  
McMaster Institute of Automotive Research and Technology  
McMaster Centre for Pulp & Paper Research

**Health Sciences**

McMaster Institute for Surgical Invention, Innovation and Education

**Social Sciences**

Research Institute for Quantitative Studies in Economics & Population

KM:jt

Enclosures: 7

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean, Faculty of DeGroote School of Business  
Dean, Faculty of Engineering  
Dean, Faculty of Health Sciences  
Dean, Faculty of Social Sciences  
University Secretary and Freedom of Information and Protection of Privacy Officer

**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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



RE: Closure of CPA/DeGroote Centre for the Promotion of Accounting Education  
and Research

=====

Please be advised that the DeGroote School of Business would like to formally close the CPA/DeGroote Centre for the Promotion of Accounting Education and Research. The centre was established in 2011. This centre no longer conducts research. The decision to close the centre was reached after discussions between the DeGroote School of Business and Office of the Vice President Research. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean, DeGroote School of Business  
University Secretary and Freedom of Information and Protection of Privacy Officer

**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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



RE: Closure of Centre for Advanced Polymer Process and Design

---

Please be advised that the Faculty of Engineering would like to formally close the Centre for Advanced Polymer Process and Design. The centre was established in 1994, but currently operates within the governance of the McMaster Manufacturing Research Institute (MMRI). Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean of Engineering  
University Secretary and Freedom of Information and Protection of Privacy Officer

**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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



RE: Closure of Computing and Infrastructure Research Centre (CIRC)

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Please be advised that the Faculty of Engineering would like to formally close the Computing and Infrastructure Research Centre (CIRC). The centre was established in 2016, but no longer has enough active participating faculty to justify its continuance. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean of Engineering  
University Secretary and Freedom of Information and Protection of Privacy Officer

**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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



RE: Closure of McMaster Institute of Automotive Research and Technology (MacAUTO)

---

Please be advised that the Faculty of Engineering would like to formally close the McMaster Institute of Automotive Research and Technology (MacAUTO). The centre was established in 2007 but has not been active for some time. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean of Engineering  
University Secretary and Freedom of Information and Protection of Privacy Officer

**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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



RE: Closure of McMaster Centre for Pulp and Paper Research

---

Please be advised that the Faculty of Engineering would like to formally close the McMaster Centre for Pulp and Paper Research. The centre was established in 1990 and has played an important role in the decades since; however, at this point it no longer meets the criteria for a research centre given the number of researchers active within the centre. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean of Engineering  
University Secretary and Freedom of Information and Protection of Privacy Officer



**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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



RE: Closure of McMaster Institute for Surgical Invention, Innovation & Education

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Following consultation with the Faculty of Health Sciences, it was identified that the McMaster Institute for Surgical Invention, Innovation & Education (MISIIE) should be closed. The institute was established in 2005, but after its latest review it was decided by the Institute's Governing Board that it was no longer achieving its mission as a research institute. Accordingly, I would like to recommend the formal closure of this institute.


KM:jt

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

**MEMO**

DATE: March 14, 2022

TO: University Planning Committee

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

RE: Closure of Research Institute for Quantitative Studies in Economics & Population

=====

Please be advised that the Faculty of Social Sciences would like to formally close the Research Institute for Quantitative Studies in Economics & Population. The centre was established in 1997. The Director has recently retired and there is not enough active participating faculty to justify its continuance. Accordingly, I would like to recommend the formal closure of this centre.

KM:jt

cc: Provost and Vice-President (Academic)  
Vice-Provost and Dean of Graduate Studies  
Dean of Social Sciences  
University Secretary and Freedom of Information and Protection of Privacy Officer

**REPORT TO THE UNIVERSITY PLANNING COMMITTEE**  
from the  
**UNDERGRADUATE COUNCIL**

**FOR APPROVAL**

**I Establishment of New Certificate & Diploma Programs**

At its March 1, 2022 meeting, the Undergraduate Council approved two new diplomas, and three new Certificates of Professional Learning. Further details are included within the circulated material.

- a. **Diploma in Indigenous Language Revitalization**
- b. **Diploma in Business Administration with a Concentration in Data Analytics**
- c. **Certificate of Professional Learning in Risk Management**
- d. **Certificate of Professional Learning in Creative, Critical and Design Thinking**
- e. **Certificate of Professional Learning in Foundations in Workplace Intercultural Competency & Communication**

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of the Diploma in *Indigenous Language Revitalization*, and the Diploma in *Business Administration with a Concentration in Data Analytics*, as set out in the attached.

It is now recommended,

that the University Planning Committee approve, for recommendation to Senate, the establishment of three Certificates of Professional Learning in *Risk Management*, in *Creative, Critical and Design Thinking*, and in *Foundations in Workplace Intercultural Competency and Communication*, as set out in the attached.

**II Revisions to Certificate and Diploma Programs**

- a. **Revisions to the Business Administration Program (BUS)**

It is now recommended,

that the University Planning Committee approve revisions to the *Business Administration Program (BUS)* certificate, as set out in the attached

University Planning Committee: FOR APPROVAL  
March 23, 2022

## FACULTY OF HUMANITIES

### Proposal for a new DIPLOMA in INDIGENOUS LANGUAGE REVITALIZATION

#### 1 Diploma Overview

The proposed Diploma in Indigenous Language Revitalization has three principal objectives:

- a. to recognize formally the pedagogically rigorous Indigenous language training (Mohawk language) that is offered by an Indigenous community partner, the Onkwawenna Kentyohkwa Adult Immersion Program;
- b. to connect this intensive language training to a linguistic framework that can support and enhance community-based Indigenous language revitalization efforts;
- c. to open a post-secondary pathway for adult learners in this language training program who wish to pursue degree studies at McMaster.

The diploma is an initiative of faculty members in the Department of Linguistics & Languages (Faculty of Humanities) and Indigenous scholars intimately familiar with the pedagogy and successes of the Onkwawenna Kentyohkwa Adult Immersion Program. We believe, however, that the diploma structure envisaged in this proposal could be adapted to recognize programs of an analogous caliber and structure, and having the same linguistic purpose as the Onkwawenna Kentyohkwa program: *the creation of a new generation of highly proficient speakers that will work toward restoring the intergenerational transmission of the language* (see Appendix 1).

##### 1.1 Community partner: The Onkwawenna Kentyohkwa Adult Immersion Program

In establishing the Diploma in Indigenous Language Revitalization, McMaster would be formally recognizing the pedagogical achievements of the Onkwawenna Kentyohkwa Adult Immersion Program. The Onkwawenna Kentyohkwa Adult Immersion Program is a uniquely successful program in achieving the objective of creating highly proficient speakers of an endangered language, Mohawk.<sup>1</sup> Graduates of the Onkwawenna Kentyohkwa Adult Immersion Program are now raising L1 (first language) speakers of Mohawk; in addition, graduates of the Program have been hired as Mohawk instructors by the Six Nations Polytechnic, the University of Toronto, and the Onkwawenna Kentyohkwa Adult Immersion Program. Members of non-Mohawk Indigenous communities are either taking the Onkwawenna Kentyohkwa Adult Immersion Program, or closely studying its pedagogy, to learn the methodology in order to replicate the model and support their own language revitalization efforts. To our knowledge, this is the most effective Indigenous language revitalization program aimed at *creating L1 speakers* in North America.

##### 1.2 A natural connection with the Department of Linguistics & Languages

One of the features of the Onkwawenna Kentyohkwa Adult Immersion Program is the development of learners' linguistic awareness. The development of the awareness of the linguistic structure of polysynthetic languages, particularly in relation to the morpho-syntactic complexities of such languages, underpins the pedagogy of the Onkwawenna Kentyohkwa Program. The linguistic dimension of the Onkwawenna Kentyohkwa Program is familiar to faculty members in the Department of Linguistics &

<sup>1</sup> According to the *Endangered Languages Project*, the Mohawk language (Kanien'kéha) currently has 3850 native speakers worldwide (primarily in Canada) and, 'based on the evidence available', is given the designation *endangered* with 80% certainty (<http://www.endangeredlanguages.com/lang/1668>, accessed 18 August, 2021).

Languages and who are affiliated with the ARIEAL Research Centre. Moreover, the Onkwawenna Kentyohkwa Program has thoughtfully considered the benchmarking of language proficiency, and has established Canadian Language Benchmark equivalencies to set clear and *measurable* oral language attainment goals for each immersion year. Students are assessed using the oral proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The benchmarking of language proficiency has also been part of ongoing discussions between the Onkwawenna Kentyohkwa Program and the MELD Program.

## **2 Diploma requirements**

The diploma consists of 30 units: 24 units are in recognition of two years of full-time intensive training in Mohawk, in the form of credit for two 12-unit course equivalencies. 6 units of linguistics degree-credit courses complete the diploma.

### **2.1 24 units of Mohawk language proficiency and revitalization**

The Program is an intensive full-time program (see Appendices 1 and 2). The hours dedicated by learners to the acquisition of Mohawk across the two-year immersion experience in the Onkwawenna Kentyohkwa Program surpass by far a 12-unit commitment of language study at the university level. Students typically complete 39-48 hours in the classroom for a 3-unit language course at McMaster; 12 units of language study would thus typically involve 156-192 hours in the classroom. The Onkwawenna Kentyohkwa Program contemplates that learners attend full time, from 8:30 am to 3 pm, Monday to Friday, from September to April, for approximately 1000 hours of language instruction and practice. For the purposes of the Diploma, each year in the language program corresponds to 12 units of credit; two years in the program are recognized as 24 units of credit toward the Diploma. Only learners who successfully complete two years of the Onkwawenna Kentyohkwa immersion program are eligible for the Diploma. Below are course descriptions for the two 12-unit course equivalents proposed for the Diploma.

#### **LINGUIST 1LR12 Indigenous language proficiency and revitalization 1 (12 units)**

This course is for students admitted and registered in Year 1 (1000 hours) of the Onkwawenna Kentyohkwa Adult Immersion Program, which focuses on the development of spoken language fluency, including the development of appropriate vocabulary and grammatical structures to ensure successful basic communication for daily conversations. Students must demonstrate successful completion of Year 1 and fluency in Mohawk equivalent to CLB 4, as determined by the Onkwawenna Kentyohkwa Adult Immersion Program.

#### **LINGUIST 2LR12 Indigenous language proficiency and revitalization 2 (12 units)**

This course is for students admitted and registered in Year 2 (1000 hours) of the Onkwawenna Kentyohkwa Adult Immersion Program, which focuses on the development of language fluency at the high-intermediate/preliminary advanced level, including the development of appropriate vocabulary, non-verbal signals, and complex grammatical structures for moderately-demanding communicative contexts, and the ability to style and register-shift. Students must demonstrate successful completion of Year 2 and fluency in Mohawk equivalent to CLB 7, as determined by the Onkwawenna Kentyohkwa Adult Immersion Program.

### **2.2 6 units of degree-credit courses in linguistics**

### 2.2.1 3 units of degree-credit courses in linguistics (choice provided)

To complete the Diploma, learners can choose 3 units of linguistics courses that best serve their academic and professional objectives (teaching, linguistic research, etc.). This flexibility in choice of linguistics courses, and the academic level of the suggested courses, recognizes the linguistic preparation of learners in this particular program and also takes into consideration learner and community partner objectives. For example, learners may wish to pursue an independent study option in linguistics that supports the pedagogical aims of the Onkwawenna Kentyohkwa Adult Immersion Program. Through ongoing dialogue between learners and scholars affiliated with the Onkwawenna Kentyohkwa Adult Immersion Program and members of the Department of Linguistics & Languages, it is hoped that this Diploma program can meaningfully support the broader societal project of Indigenous language revitalization in Canada.

Students can choose from the following list of existing linguistics course options for a total of 3 units towards the Diploma.

LINGUIST 2LL3	Introduction to Linguistic Typology (3 units)
LINGUIST 2S03	Language and Society (3 units)
LINGUIST 2D03	Research Methods (3 units)
LINGUIST 2PS3	Psycholinguistics (3 units)
LINGUIST 3RP3	Individual Research Practicum (3 units)

### 2.2.2 Diploma capstone project: 3 units degree-credit course in linguistics (required)

Students will also complete the following new research practicum course in linguistics (new for 2022-23) for a total of 3 units towards the Diploma. Linguistics 2RP3 will be open to students completing the Diploma and to students in the Linguistics and Cognitive Science of Language degree programs, and is envisaged as a capstone course for the Diploma. Through this course students will be able to combine meaningfully theoretical linguistic concepts with hands-on pedagogical or research practice.

#### LINGUIST 2RP3 Individual Practicum in Indigenous language revitalization (3 units)

In this Experiential Learning course, students learn hands-on skills either by working on a research project (e.g., running experiments, conducting fieldwork, reviewing literature) or on a pedagogical project with a focus on Indigenous language revitalization. Students can collaborate on a faculty member's research project or propose a project to be supervised by a faculty member or jointly by an Indigenous community leader and a faculty member.

### 2.3 Summary of course requirements

Below is a summary of the requirements (30 units) for the Diploma in Indigenous Language Revitalization.

- |    |                |  |
|----|----------------|--|
| a. | LINGUIST 1LR12 | Indigenous language proficiency and revitalization 1       |
| b. | LINGUIST 2LR12 | Indigenous language proficiency and revitalization 2       |
| c. | LINGUIST 2RP3  | Individual Practicum in Indigenous language revitalization |
| d. | One of         | LINGUIST 2DD3, 2LL3, 2S03, 2PS3, 3RP3                      |

### 3 Learning Outcomes

Upon completion of Diploma in Indigenous Language Revitalization, students will have achieved the following competencies best understood as a balance of Indigenous language and linguistic *theory* and *practice*:

- sufficient fluency in Mohawk to promote intergenerational language transmission (*practice*);
- the ability to articulate the principal linguistic features of a polysynthetic language from a language science perspective (*theory*);
- depth in an area of linguistic knowledge that will contribute to Indigenous language revitalization efforts (*theory and practice*);
- foundational hands-on skills in linguistic or pedagogical research related to an Indigenous language (*theory to practice*).

Crucially, with completion of the Diploma, learners will be able to present a credential that attests to their achievements and that recognizes their participation in an intensive and rigorous program. The Diploma in Indigenous Language Revitalization will enable all learners to provide documentation in support of further academic or career objectives.<sup>2</sup>

### 4 Statement of Academic Responsibility

The Department of Linguistics & Languages, with support from the Academic Advising Office, Faculty of Humanities, will oversee the administration of the Diploma. The Department of Linguistics & Languages will provide academic oversight of the Diploma and academic counselling to eligible students (e.g., advising on linguistics courses), including identifying opportunities for students to participate in faculty-led research. As appropriate, support for research-related activities may also come from the ARIEAL Research Centre.

Eligibility for the Diploma and verification of student enrolment in the Onkwawenna Kentyohkwa Program will be confirmed by the leadership of the Onkwawenna Kentyohkwa Program. Any community-based student projects will require necessary approvals from Onkwawenna Kentyohkwa Program and the Department of Linguistics & Languages.

### 5 Appendices

Appendix 1 - Onkwawenna Kentyohkwa Adult Immersion Program Overview

Appendix 2 – CLB (Canadian Language Benchmarks) Speaking Counterparts of Onkwawenna Years 1 and 2

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<sup>2</sup> We recognize that seeking an undergraduate degree may not be the priority of all adult learners in the Onkwawenna Kentyohkwa Adult Immersion Program. Some learners in the Program already possess an undergraduate degree.



## **Onkwawenna Kentyohkwa Adult Immersion**

### **Program Overview**



## Overview

The Adult Immersion Program is two school years long. It is a full-time program. Students attend from 8:30 a.m. to 3 p.m. Monday to Friday from September through May for approximately 1,000 classroom hours per year. Attendance is usually limited to twelve students. We are currently in the process of developing curriculum for a third-year program. The ultimate goal of the program is to create a new generation of highly proficient Mohawk speakers that will work toward restoring the intergeneration transmission of the Mohawk language. A more detailed description of the first, second, and third year programs can be found below.

Onkwawenna Kentyohkwa also offers an introduction to Mohawk online course for absolute beginners. The course is 9 weeks long and services local students as well as students from all across the world as far as Japan and Brazil.

## Teaching Method

Classroom instruction involving one full-time instructor and one part-time co-instructor, for six hours per day, five days per week for 35 weeks. All instruction and classroom dialogue will be conducted in Kanyen'keha. Students will receive two dictionaries and approximately one hundred pages of printed handouts that will be used as reference material only. Although students will learn to read and write, the program is primarily designed to develop oral language proficiency by first developing oral comprehension. Grammar and vocabulary will be taught through modeled speech using visual elements.

## First-Year Program

### Goal

To enable beginning students to converse with fluent speakers on a limited number of subjects involving common situations (but not events). They will be able to talk about and describe their friends and family members: their physical appearance, clan and nation, health, mental state, aches and pains, location, place of residence, age, children, marital situation, personal possessions and the weather. They will be able to describe people and objects and where and how they are located, their ownership, colour and number. They will be able to talk about all these situations in the past, present and future. As well, they will be able to name common domestic and "wild" animals, birds and insects and geographic features. They will be able to name common local, regional and world place names.

**Pre-requisite:** Successful completion of the 40-word Admissions Test. Please see our website [www.onkwawenna.org](http://www.onkwawenna.org) for more information on the Admissions Test.

## Second-Year Program

### Goal

To enable students who have completed the First-Year Program to hold extended conversations with fluent speakers, in general terms, on almost any subject. They will be able to describe daily household routines, life-cycle events, common occupations, recreational activities, movement and travel, historical events, the senses, body movement and functions, mental and emotional changes, interpersonal communication and interpersonal relationships in any time frame. As well, they will be able to make complex descriptions of events regarding direction, repetition, co-incidental occurrence, multiple actions, reversals and movement to accomplish an action. They will be able to paraphrase what they are saying and elicit the meaning of words they don't understand through conversation in Kanyen'keha. They will speak and understand the Ohsweken dialect at a normal speaking pace. They will also learn vocabulary and expressions from other dialects.

## Third-Year Program (2019-2020 anticipated delivery)

### Goal

To enable students who have completed the Second-Year Program to hold extended conversations with fluent speakers on a wide variety of complex subjects. They will be able to discuss in detail their thoughts and views on a vast array of subjects while remaining articulate, comprehensive, and understood by fluent speakers. Students will be able to describe in detail many complex texts and stories (both modern and historical), provide their own theories, hypotheses, interpretations, and even actively debate these topics by providing points of argument and research. Specific attention is paid to student comprehension and ability to recite traditional stories of the Kanyen'kehá:ka, thereby studying rarely utilized vocabulary, the origin of certain words and phrases, the origin of elements of the natural world, and traditional political structure. The hands-on experience provided by the Third-Year Program creates speakers of Kanyen'kéha who are well-versed in the self-sustainable practices of the Kanyen'kehá:ka: hunting, tapping trees, gardening, and especially Longhouse ceremonies are all major topics of study. Not only will students be able to perform these practices in the language, but also describe them in detail to a fluent speaker. Through numerous presentations, guest speakers, practical tests, written research projects, philosophical discussions, and topical debates, Third Year students will attain a high level of proficiency in both the spoken and written forms of Kanyen'kéha.

## Assessments

### Formative

Students will be tested on each unit to measure oral comprehension and speaking ability. The tests help to chart individual progress as well as highlight shortcomings in program delivery. The tests will be delivered about every three weeks during the year. Students will be assessed as to whether they are performing at one of four levels:

<b>Level 1</b>	Not Meeting Program Expectations
<b>Level 2</b>	Approaching Program Expectations
<b>Level 3</b>	Meeting Program Expectations
<b>Level 4</b>	Exceeding Program Expectations

It is anticipated that almost all students will complete the program with a Level 2 or 3 standing. Students determined to be performing at Level 1 (not meeting program expectations) at the end of the first or second semester will be dropped from the program but may be allowed to re-enroll the following year. Students determined to be performing at Level 1 (Not Meeting Program Expectations) at the end of the year will not be eligible for admittance into the Second Year Program.

### Summative

Students are assessed at year-end in accordance with the oral proficiency interview (OPI) guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students must achieve an intermediate-low level of proficiency to enter the second-year program (many students achieve an intermediate-mid level). Students must achieve an advanced-low level of proficiency to successfully complete the second-year program. A detailed description of the assessment criteria can be found at [www.actfl.org](http://www.actfl.org).

## Admissions

### Test

Prospective students must pass a 40-word admissions test to be eligible for admission. Students will be tested on a first come first, served basis. Please see our website [www.onkwawenna.org](http://www.onkwawenna.org) for more information on the Admissions Test.

### Eligibility & Priorities

#### First Intake

To be considered for the first intake, applicants must not have attended Onkwawenna in the past and must:

- 1) live or work on the Six Nations Reserve  
*and*
- 2) be at least 18 years old and less than 30 years old  
*and*
- 3) pass the admissions test before June 1.

Notifications of who has been selected for the first intake will be sent on June 1.

#### **Second Intake**

To be considered for the second intake, applicants must not have attended Onkwawenna in the past and must:

- 1) be at least 18 years old and less than 50 years old  
*and*
- 2) pass the admissions test before July 1.

Notifications of who has been selected for the second intake will be sent on July 1.

#### **Third Intake**

People who have attended Onkwawenna in the past are eligible to be accepted in the third intake and they must:

- 1) be at least 18 years old and less than 50 years old  
*and*
- 2) pass the admissions test before August 1.

Notifications of who has been selected for the third intake will be sent on August 1.

\* In the event that there are more qualified applicants than there is space available on any intake date, preference will be given to people who live or work at Six Nations, are from other Rotinonhsyonni communities, are younger, have small children, and attend longhouse.

### **Onkwawenna Kentyohkwa**

#### **Street Address:**

The G.R.E.A.T. Building  
Suite 402 - 16 Sunrise Court  
Ohsweken, Ontario NOA 1M0

#### **Mailing Address:**

P.O. Box 348  
Ohsweken, Ontario NOA 1M0

**E-Mail Address:** [onkwawenna@gmail.com](mailto:onkwawenna@gmail.com)

**Telephone:** (519) 445-1250

CLB Speaking Counterparts of Onkwawenna Years One and Two:

Year	Time to Reach Goals	Canadian Language Benchmark Equivalent	The speaker can:	When the communication is:	Demonstrating these strengths and limitations:
One	1000 hrs	CLB 4: Fluent Basic Ability	Communicate information about common everyday activities, experiences, wants and needs.	<ul style="list-style-type: none"> <li>• Face-to-face, very briefly on the phone or via digital media</li> <li>• May be supported by gestures and visual cues</li> <li>• Informal</li> <li>• With one person at a time or in a small supportive group</li> <li>• Encouraged occasionally by questions and prompts from a supportive listener</li> <li>• In non-demanding contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse</li> <li>• Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations</li> <li>• Vocabulary is adequate for basic everyday, routine communication</li> <li>• Adequate control over basic grammar structures and tenses</li> <li>• Grammar, vocabulary and pronunciation difficulties may impede communication</li> </ul>

Year	Time to Reach Goals	Canadian Language Benchmark Equivalent	The speaker can:	When the communication is:	Demonstrating these strengths and limitations:
Two	2000 hrs	CLB 7: Adequate Intermediate Ability	Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.	<ul style="list-style-type: none"> <li>• Face-to-face, on the phone, or via digital media</li> <li>• Informal to formal</li> <li>• In somewhat familiar groups</li> <li>• In moderately demanding contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Clear evidence of connected discourse</li> <li>• Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations</li> <li>• An expanding range of concrete and idiomatic language, which may include some common cultural references</li> <li>• Increasing variety of grammatical structures, with developing control of complex structures</li> <li>• Grammar, vocabulary and pronunciation difficulties may occasionally impede communication</li> <li>• Adequate use of appropriate non-verbal cues and signals</li> <li>• Adapts speech style and register to different audiences and situations</li> </ul>

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](mailto:smccrac@mcmaster.ca)

**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"> <li>• Demonstrate awareness of organizational structure and the interconnections between the functions of accounting, marketing and communication</li> <li>• Understand the skills, attitudes and behaviours required to work with people and develop personal management skills</li> <li>• Use effective business communication</li> <li>• Recognize the impact of current political and economic environments on business</li> <li>• Contribute to the research, analysis and evaluation of information within an organization</li> <li>• Propose creative and critical solutions that align with business</li> </ul> <p>Data Analytics (Concentration courses):</p> <ul style="list-style-type: none"> <li>• Collect, analyze, interpret, and share data</li> <li>• Identify relationships in data</li> <li>• Demonstrate fundamental skills for using information visualization techniques and tools</li> <li>• Define the principles and potential uses of artificial intelligence in various industries</li> <li>• Employ data models in business intelligence and data analysis case studies</li> </ul> <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of ethical practices and professional standards applicable to standard professional roles within the health and wellness industry</li> <li>• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills</li> </ul>
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"> <li>1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education</li> <li>2) Be comfortable using word processing software, spreadsheets, and web browsing tools</li> <li>3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a</li> </ol>

	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"> <li>• courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours</li> <li>• courses must have been taken within the last five years</li> <li>• courses must have been taken from an accredited academic institution and listed on an official transcript with a grade</li> </ul>

	<ul style="list-style-type: none"> <li>a final grade of “C-” or better to be eligible</li> </ul> <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**

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

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.

<b>BUS 850 Business Communications</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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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).			
<b>BUS 860 Foundations of Business Finance</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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.			
<b>MKT 819 Introduction to Marketing</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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.			
<b>HRM 821 Organizational Behaviour</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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.			
<b>DAT 101 Statistics for Data Analysis</b>	<b>Elective</b>	<b>3.0</b>	<b>Fall 2022</b>
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.			
<b>DAT 103 Business Intelligence &amp; Data Analytics</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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.			
<b>DAT 104 Data Analysis and Visualization</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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.

<b>DAT 105 Artificial Intelligence (AI) for Business: An Introduction</b>	<b>Required</b>	<b>3.0</b>	<b>Fall 2022</b>
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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-15-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Proposal for Certificates of Professional Learning, McMaster Continuing Education

I have reviewed Continuing Education's request for the Committee's approval to change selected Certificate of Completion programs to Certificate of Professional Learning status. I have also reviewed the accompanying program submission documentation for the identified programs:

- Risk Management
- Creative, Critical and Design Thinking

I support this request put forward by Continuing Education, as the change in program status aligns with and meets all criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas. The DeGroote School of Business will continue to support these Continuing Education programs as their academic affiliate, providing both review of this submission and an overview of ongoing curriculum issues. Additionally, we have provided MCE with the guidelines needed by their students for possible use of advanced standing rules should students enter our degree programs with credit from the completion of this program.

Sincerely,

A handwritten signature in black ink that reads "Susan McCracken".

Dr. Sue McCracken  
Associate Dean  
DeGroote School of Business

Cc: Lorraine Carter, Director, MCE  
Dan Piedra, Assistant Director, MCE

**Continuing Education Academic Program Submission – For Approval**

<b>Department &amp; Program Information (complete all fields):</b>	
Program Name:	Risk Management
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	May 1, 2022
Date of Submission:	February 15, 2022
<b>Academic Merit (complete all fields; write “not applicable” as needed):</b>	
Program Overview:	<p>The Risk Management program is a three-course program designed to teach participants how to assess, identify, communicate, and control the exposure of risk within an organization. The intent is to provide training for individuals to create and implement structured risk management programs for business and industry. The three Risk courses fulfill the educational requirement for the CRM designation through The Global Risk Management Institute.</p> <p>Participants will be required to complete successfully the three courses in the program to receive a Certificate of Professional Learning. The courses will be offered in an online format.</p> <p>The program will be an open enrolment program (see Program Admission Requirements” and “Program Pre-requisites below).</p>
Learning Objectives:	<p>Graduates of the program will be able to:</p> <ul style="list-style-type: none"> <li>• Explain risk management and its importance within an organization</li> <li>• Identify the principles of risk management and how to effectively apply these principles</li> <li>• Identify, assess and properly manage and treat various risks</li> <li>• Apply proper management principles for the financial aspects of Risk Management</li> </ul> <p>The following objectives will be threaded within each course:</p>

	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of ethical practices and professional standards applicable to the field of risk management</li> <li>• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills</li> <li>• Employ effective communication practices</li> </ul>
Meeting Learning Objectives:	Students must complete three academic 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 outcomes.
Program Admission Requirements:	<p>The program will not require an application for admission as the program is open enrolment.</p> <p>Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> <li>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</li> <li>2) Be proficient with computer program applications, such as Word, Excel</li> <li>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"</li> </ol> <p>To ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following prerequisite knowledge and/or skills:</p> <ul style="list-style-type: none"> <li>• Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing;</li> <li>• Familiarity with internet browsers and web surfing</li> <li>• 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</li> </ul>



	four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	Students must complete all three courses following McMaster's academic grading scale to qualify for the Risk Management Certificate of Professional Learning.
Program Delivery Format:	Courses in the program are delivered as online courses. The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. The evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess students' level of competency in achieving overall learning objectives.
Course Evaluation:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience 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:	Transfer credits are not accepted for this program.
<b>Statement of Financial Viability:</b>	
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 courses are taught according to program requirements and standards
- Marketing and Promotions

The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum.

#### **Listing of Courses:**

<b>Course Name</b>	<b>Required/Elective</b>	<b>Unit Value</b>	<b>Term</b>
<b>RSK 713 - Risk Management Principles &amp; Practices</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>

Course Description: Study the first two steps of the risk management decision-making process: (1) identifying and analyzing the loss exposures, and (2) developing alternative techniques for treating each exposure. Learn to choose the best risk management alternative and select the most appropriate techniques for handling each exposure.

<b>RSK 714 - Risk Assessment &amp; Treatment</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
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Course Description: Explore the selection, implementation and monitoring of risk control techniques that are essential in preventing or minimizing potential losses before they occur. Examine fault-free study, statistical analysis, contractual liability reviews and in-house safety programs. Study the two dimensions of loss, frequency and severity, with particular attention on losses to property, people, net income and liability.

<b>RSK 715 - Risk Financing</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
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Course Description: Examine the selection, implementation and monitoring of risk financing techniques, which are ways an organization can obtain funds to pay for any accidental losses that occur. Study the framework and criteria for risk financing techniques; financing property, net income, liability and personnel losses; accounting and some income tax aspects of accidental losses; implementing risk retention, including use of affiliated assurers; insurance pricing; selection of insurers and their representatives; and risk cost allocation.

**Continuing Education Academic Program Submission – For Approval**

<b>Department &amp; Program Information (complete all fields):</b>	
Program Name:	Creative, Critical, and Design Thinking
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	May 1, 2022
Date of Submission:	February 15, 2022
<b>Academic Merit (complete all fields; write “not applicable” as needed):</b>	
Program Overview:	<p>As the world continues to change at a rapid pace, thinking creatively, critically, and with a design process to solve complex problems are important skills in business, government, healthcare, IT, the arts, marketing, etc. Creative, critical, and design thinking processes involve systematic and human-centred processes to empathize with people, identify and frame problems, seek different viewpoints, identify alternative explanations, generate and test ideas, and take actions that add value to others and promote positive outcomes and opportunities.</p> <p>The Creative, Critical, and Design Thinking program consists of three, 3-unit courses (9 units in total). The program is interdisciplinary and will be valuable for persons from diverse professional backgrounds including business, health, social services, education, and community work.</p> <p>Each course will bridge theory and practise through a combination of experiential learning (i.e., case studies, simulations, discussions, and projects) and more traditional teaching methods. Students will complete a project at the end of each course. The projects will provide an opportunity to apply critical-creative-design thinking methods, tools, techniques and strategies to real-world situations/cases. Emerging trends, theories, and practices will be incorporated within coursework to ensure that program content is current and relevant.</p>

Learning Objectives:	<p>Graduates of the program will be able to:</p> <ul style="list-style-type: none"> <li>• Develop competencies in critical, creative, and design thinking to investigate an idea and transform it into meaningful action.</li> <li>• Apply divergent and convergent thinking tools to situations within a variety of fields and settings.</li> <li>• Examine principles and models of creative, critical, and design thinking to effectively solve problems for users and stakeholders.</li> <li>• Practice using the tools, frameworks and processes needed to develop solutions to real-world problems and complex situations.</li> <li>• Construct and execute innovative strategies for problems and complex situations.</li> <li>• Become aware of and leverage the role(s) they play in creative processes and teams.</li> <li>• Reflect on and meaningfully communicate their experiences of creating, problem-solving and designing.</li> <li>• Recognize how to identify, participate in, and support communities of practice committed to sustainable change.</li> </ul> <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of ethical practices and professional standards applicable to the field of work.</li> <li>• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills.</li> <li>• Employ effective communication practices.</li> </ul>
Meeting Learning Objectives:	<p>Students must complete three academic 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 outcomes.</p>
Program Admission Requirements:	<p>The program will not require an application for admission as the program is open enrolment.</p> <p>Recommended program requirements will be posted to Continuing Education's website:</p> <p>"In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p>

	<p>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</p> <p>2) Be proficient with computer program applications, such as Word, Excel</p> <p>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”</p> <p>To ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following prerequisite knowledge and/or skills:</p> <ul style="list-style-type: none"> <li>• Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing;</li> <li>• Familiarity with internet browsers and web surfing</li> <li>• 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.</li> </ul>
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	Students must complete all three courses following McMaster’s academic grading scale to qualify for a Certificate of Professional Learning in Creative, Critical, and Design Thinking.
Program Delivery Format:	Courses in the program are delivered as online courses. The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. The evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess

	students' level of competency in achieving overall learning objectives.
Course Evaluation:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience 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:	Transfer credits are not accepted for this program.
<b>Statement of Financial Viability:</b>	
<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>	
<b>Statement of Administrative Responsibilities:</b>	
<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"> <li>• budget development and monetary responsibilities</li> <li>• program and course development</li> <li>• course registrations/administration</li> <li>• supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards</li> <li>• Marketing and Promotions</li> </ul> <p>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.</p>	

Listing of Courses:			
Course Name	Required/Elective	Unit Value	Term
<b>CCD 101 Cultivating Creative Thinking</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
Course description: This course focuses on the use of creative thinking skills to discover fresh and original ways to solve problems. It provides opportunities to compile a toolkit of creative thinking techniques to generate, evaluate, and select new ideas and solutions. Topics explored in the course include the right and left sides of the brain, thinking hats, creative principles/models, and creative strategies that impact thinking, relating, and performing/acting in the workplace, at home, and in society.			
<b>CCD 102 Critical Thinking for Problem Solving</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
Course Description: In this course, students will learn ways to think critically to identify and create solutions to difficult problems. This course also provides opportunities to examine the stages and processes of critical thinking as well as multiple problem-solving models. Practical activities will enhance students' critical thinking skills for working and living in today's complex world.			
<b>CCD 103 Design Thinking</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
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 tool in today's global and mobile world with applicability in diverse fields and how it is a 'go to' tool for innovators and creators.			

Continuing Education Academic Program Submission – For Approval

Department & Program Information (complete all fields):	
Program Name:	Foundations in Workplace Intercultural Competency & Communication
Academic Credential:	Certificate of Professional Learning
Name of Representative:	Lorraine Carter
Effective Date:	2022-05-01
Date of Submission:	2022-02-15
Academic Merit (complete all fields; write “not applicable” as needed):	
Program Overview:	<p>The purpose of this program is provide learners the chance to develop professional skills in human resource management – specifically, intercultural competency and communication. The program is composed of three courses important to the communication, leadership and management strategies applicable to many workplace settings. These courses are taken from Continuing Education’s Intercultural Competency and Human Resources Management programs. Learners must complete all three courses:</p> <ul style="list-style-type: none"> <li>• Human Resources Management (3 units)</li> <li>• Intercultural Communication (3 units)</li> <li>• Intercultural Workplaces (3 units)</li> </ul> <p>The program will be open enrolment with courses offered in multiple terms. Completed courses from the Certificate in Professional Learning program may be applied to the Human Resources Management diploma or the Business Administration diploma with a Concentration in Human Resources, or the Intercultural Competency Certificate of Professional Learning. Both options follow the <i>Certificates and Diplomas Policy</i>.</p>
Learning Objectives:	<p>Upon completion of the program, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Outline the specific functional areas in HRM and describe the knowledge required for a practitioner in each one.</li> </ul>



	<ul style="list-style-type: none"> <li>• Identify the concepts and techniques involved in meeting human resource requirements including attracting, hiring, and keeping the right talent for the organization.</li> <li>• Analyze processes for evaluating employee strengths and discuss strategies for team building and supervision within the organization.</li> <li>• Explore their preferred style of supervision and management</li> <li>• Develop effective strategies to communicate respectfully with diverse audiences, both orally and in writing</li> <li>• Apply strategies to establish, interpret, and manage intercultural employee teams</li> <li>• Identify the impact of cultural structures within the workplace and between employees</li> <li>• Explain structural and systemic barriers to equity and inclusion</li> <li>• Identify strategies for combatting discrimination and promoting equity and inclusion</li> </ul> <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of ethical practices and professional standards applicable to human resources and workplace management</li> <li>• Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills</li> <li>• Employ effective communication practices</li> <li>• Collaborate with peers on real-life human resources projects, dilemmas and exercises</li> </ul>
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:	The program will be open enrolment; no application is required.
Program Pre-requisites (if applicable):	Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the

	<p>program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> <li>1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education</li> <li>2) Be proficient with basic computer program applications, such as Word, Excel</li> <li>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.</li> </ol>
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete 3 courses (9 units) of study.
Program Delivery Format:	Program courses may be delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Courses will include an experiential learning component that combines theory with a real company project or scenario. Group projects will enable students to apply their knowledge in solving industry problems.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to assess 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>A maximum of one equivalent course (3 units) taken at another institution may be transferred into this program, subject to approval by the Program Manager. Transfer credits will be assessed using the following criteria:</p> <ul style="list-style-type: none"> <li>• The course must have an 80% overlap in content/curricula and a similar number of classroom or contact hours.</li> <li>• The course must have been taken within the last five years.</li> <li>• The course must have been taken from an accredited academic institution and listed on an official transcript with a grade.</li> <li>• The course final grade must be “C-” or better.</li> </ul> <p>Students may apply the completed courses to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management, or the Intercultural Competency Certificate of Professional Learning.</p>
<b>Statement of Financial Viability:</b>	
<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>	
<b>Statement of Administrative Responsibilities:</b>	
<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"> <li>• budget development and monetary responsibilities</li> <li>• program and course development</li> <li>• course registrations/administration</li> <li>• supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards</li> <li>• Marketing and Promotions</li> </ul> <p>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.</p>	

Listing of Courses			
Course Name	Required/Elective	Unit Value	Term
<b>HRM 901 Human Resources Management</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
<p>Course Description: This course provides an overview of the fundamentals of human resources management by introducing key components of its function, relevance, and impact in an organization. It is designed to build a broad foundation of knowledge and skills required for managing human resources in the current business environment. The course uses case studies, as well as other tools and resources, to engage learners and help them apply theoretical concepts to practical situations in human resource management.</p>			
<b>ICL 102 Intercultural Communication</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
<p>Course Description: How we communicate is affected by our cultural values and the understandings we hold of others as individuals and members of groups. In this course, you will be challenged to explore your perspectives about culture, diversity, and inclusion to recognize how these perspectives affect your practice of communication. You will examine communication challenges and explore tools and strategies to develop your communication skills for an intercultural society in which culture is understood as a complex, mutable, and variable reality. By selecting and using various communications media, you will compose messages for a variety of audiences. You will also assess examples and approaches to intercultural communications applicable to the workplace with particular emphasis on communicating within a diverse team.</p>			
<b>ICL 103 Intercultural Workplaces</b>	<b>Required</b>	<b>3.0</b>	<b>Spring 2022</b>
<p>Course Description: In this course, you will explore today's workplace including how your understanding of cultural competency and your skills in intercultural communication affect the organization and team. You will examine strategies associated with building and managing a successful intercultural team and analyze challenges associated with overt and underlying cultural attributes as present in employees, leaders, and teams. Course activities and case studies will assist in the process of identifying strategies for combatting discrimination and promoting equity and inclusion in the workplace.</p>			



DATE: February-15-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Proposal for Certificate of Professional Learning – Workplace Intercultural Competency and Communication, McMaster Continuing Education

I have reviewed the program submission document presented by McMaster Continuing Education (MCE) for the establishment of a Certificate in Professional Learning called Workplace Intercultural Competency and Communication. This program will be especially important in situations involving workplace training and communication.

I have determined that the proposed program meets all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas and am pleased to endorse this submission on behalf of the DeGroote School of Business.

The submission documents provide specific course requirements, descriptions, and program learning outcomes. The program is composed of academic credit courses from MCE's Human Resources Management and Intercultural Competency programs. All courses have been previously reviewed by the appropriate Faculty and approved by McMaster Senate. Finally, the program meets the Undergraduate Council's criteria for the designation of a Certificate of Professional Learning.

The DeGroote School of Business supports this MCE program as their academic affiliate by completing a review of the submission. Additionally, we have provided Continuing Education with the guidelines needed by their students for possible use of advanced standing rules should students enter our degree programs with credits from completion of this program.

Sincerely,

A handwritten signature in black ink that reads "Susan McCracken".

Dr. Sue McCracken  
Associate Dean  
DeGroote School of Business

Cc: Lorraine Carter, Director, MCE  
Dan Piedra, Assistant Director, MCE

**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: <b>BUS 816 Operational Management Techniques</b>	
Course Description: Study operations management, including forecasting, capacity planning, inventory control, project management, transportation cost analysis, equality control and problem-solving techniques	
Course Title: <b>PUB 111 Building Social Media Relationships</b>	
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: <b>PUB 113 Social Media Research &amp; Techniques</b>	
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. <b>BUS 816</b> was last offered in the Fall 2018 and has not scheduled again.</p> <p>Both <b>PUB 111</b> and <b>113</b> 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: <b>Foundations of Intercultural Competency</b>	
<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: <b>Managing the Workforce of the Future</b>	
<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.

**TO:** Kim Dej, Associate Vice-Provost, Faculty

**FROM:** Anna Moro, Linguistics & Languages/MELD Programs (Humanities) 

**SUBJECT:** Consultation process regarding proposed Diploma in Indigenous Language Revitalization

**DATE:** 28 March 2022

**CC:** Brian Maracle, Director and Co-founder, Onkwawenna Kentyohkwa  
Ryan DeCaire, Centre for Indigenous Studies & Linguistics, U of Toronto and Onkwawenna Kentyohkwa  
Ivona Kučerová, Linguistics & Languages  
Sean Corner, Associate Dean, Academic, Humanities

**Others consulted** Rick Monture, Humanities & Indigenous Studies  
Adrianne Xavier, Director, Indigenous Studies  
Sara General, Vice-President, Academic, Six Nations Polytechnic

The Diploma in Indigenous Language Revitalization emerged from extensive discussions between Mohawk scholars Brian Maracle and Ryan DeCaire and members of Linguistics & Languages, Ivona Kučerová and Anna Moro. The proposal was reviewed and endorsed by Brian Maracle, Director of Onkwawenna Kentyohkwa and subsequently endorsed by the Onkwawenna Kentyohkwa Board of Directors. It was then put forward for consideration to the Dean's Office, Humanities. Before proceeding further, Sean Corner, Ivona Kučerová and Anna Moro consulted with other stakeholders to ensure that the vision and purpose of the Diploma aligned with the values and mission of other Indigenous programs and initiatives.

On October 5, 2021, Ivona Kučerová and Anna Moro discussed the proposed diploma program with Rick Monture. Rick liked the proposed program structure and appreciated the Diploma's recognition of community-led efforts in language revitalization. At that meeting, Rick mentioned that he would let Adrianne Xavier know about the proposal, and also suggested reaching out to the Six Nations Polytechnic to make them aware of the proposed Diploma.

On October 26, 2021, Sean Corner, Ivona Kučerová and Anna Moro discussed the proposed Diploma with the Director of Indigenous Studies, Adrianne Xavier. Adrianne not only warmly embraced the idea of the Diploma, but wondered whether the Diploma could recognize other community-based language revitalization programs in future. There was also a discussion of possible future collaborations between Indigenous Studies and Linguistics & Languages at McMaster.

On November 5, 2021, Ivona Kučerová and Anna Moro discussed the proposed Diploma with Sara General, Vice-President, Academic, Six Nations Polytechnic. This was also a very positive meeting: Sara was happy to see McMaster recognize the work done by Brian Maracle and others at Onkwawenna Kentyohkwa. There was also a discussion about exploring opportunities for collaboration regarding other Indigenous language initiatives.

Following the above consultations, the proposal was shared with faculty members in the Department of Linguistics & Languages, and put forward formally to the Curriculum Committee of the Faculty of Humanities for approval. Faculty of Humanities approval was obtained on November 17, 2021.

The Indigenous partners whose program (Onkwawenna Kentyohkwa) is being recognized through the Diploma are understandably very eager to have this pathway program approved for their learners.

**REPORT TO THE SENATE**  
**FROM THE**  
**COMMITTEE ON APPOINTMENTS**

**Open Session (Regular)**

On March 21, 2022, the Committee on Appointments approved the following recommendation and now recommends it to Senate for approval:

**1. Faculty Grievance Policy Revisions**

It is now recommended,

**that Senate approve the proposed revisions to the Faculty Grievance Policy, as circulated.**

**SENATE: FOR APPROVAL**  
**April 13, 2022**



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

1280 Main Street West  
Hamilton Ontario  
L8S 4K1

**To:** Senate Committee on Appointments  
**From:** The Joint Administration/Faculty Association Committee  
**Date:** March 7, 2022  
**Re:** Proposed Changes Appendix A of the Faculty Grievance Policy

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The Joint Administration/Faculty Association Committee is proposing the following changes to the Faculty Grievance Policy, *Section 1 of Appendix A - Grievance Review Panel Membership*.

To address the growing need for Tribunal members for hearings held under the Faculty Grievance policy we are proposing to make the following three changes:

1. Increase the number of Grievance Review Panel members from eight to twelve.
2. That at most three members may come from a single Faculty (increased from one).
3. If the number of hearings requires recruitment of additional members, the two Presidents shall agree on a temporary increase in membership. Any additional members shall serve only as long as required.

These changes will increase flexibility and make it easier to name tribunal members for hearings. It will also formalize the process for temporarily increasing the number of grievance panel members to deal with an unusually large number of hearings. In addition, we are proposing new text to clarify that the two Presidents are not normally in a conflict of interest when naming members to the Grievance Review Panel.

Complete Policy Title

**Faculty Grievance Policy**

Policy Number (if applicable):

Approved by

**Senate /  
Board of Governors**

Date of Most Recent Approval

**December 8, 2021 /  
December 9, 2021**

Date of Original Approval(s)

December 8, 2021 /  
December 9, 2021

Supersedes/Amends Policy dated

Faculty General Grievance Procedure  
May 26, 1999 / June 10, 1999

Faculty Grievance Review Panel Guidelines for  
Hearing Committees, September 28, 1993

Responsible Executive

**Provost and Vice-President (Academic)**

Policy Specific Enquiries

[Provost and Vice-President \(Academic\)](#)

General Policy Enquiries

[Policy \(University Secretariat\)](#)

**DISCLAIMER:**

*If there is a Discrepancy between this electronic policy and the written copy held  
by the policy owner, the written copy prevails.*

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## SECTION I: INTRODUCTION

### PREAMBLE

1. This Policy is designed to provide McMaster University faculty members with prompt and impartial adjudication of grievances arising from their employment relationship with the University.
2. This Policy is intended to facilitate and promote informal resolution of grievances and to furnish a formal mechanism of grievance resolution when informal means are unsuccessful. Mediation as a means of resolution of grievances is the preferred method for formal resolution of grievances. Only the most serious grievances which have not been resolved by mediation are appropriate for a Hearing.

### TERMS AND DEFINITIONS

3. For the purpose of interpreting this document:
  - a) words in the singular may include the plural and words in the plural may include the singular;
  - b) members of the Administration, and Decision-Makers in this Policy may, where necessary and appropriate, delegate their authority;
  - c) **established practice** means a practice which is identifiable, certain, known and in force as of the date of the decision or action that is the subject of the grievance. The onus to show that such a practice exists rests upon the party who seeks to rely upon it;
  - d) **Faculty Association** means either the [McMaster University Faculty Association](#) or the [Clinical Faculty Association](#);
  - e) **faculty member** means those employees of the University or of a college affiliated with the University who hold the academic rank of professor, associate professor, assistant professor or lecturer, and includes clinical faculty;
  - f) **grievance** means a complaint against an administrative decision made by a Person with Administrative Authority;
  - g) **Grievor** may be an individual faculty member or a group of such members;
  - h) **Initial Decision-Maker** means the person with administrative authority that made the initial decision that is the subject of the grievance;
  - i) **MUFA** means the McMaster University Faculty Association;
  - j) **Person with Administrative Authority** means members of the Administration: the President, Vice-President, Vice-Provost, Dean, Associate Dean, Vice-Dean, Department Chair, Director of a Program, School, Institute or Centre);

- k) **Provost** means the Provost and Vice-President (Academic);
- l) **President** means the President and Vice-Chancellor; and
- m) **Respondent** means an individual University administrator that is a Person with Administrative Authority to remedy the grievance.

## SCOPE

- 4. A grievance is a complaint that the interpretation or application of a duly enacted policy or established practice of the University by any *Person with Administrative Authority* (clause 3.j.), has not been fair, just or reasonable to the Grievor.
- 5. This Policy is open to all faculty members as defined under clause 3.e. above. However, any such faculty member who is covered by a collective agreement of a certified union or appointed through SPS A3 (*Procedures for Other Appointments except in Health Sciences*) or SPS A4 (*Procedures for Other Appointments within the Faculty of Health Sciences*) shall not be eligible to use this Policy.
- 6. The same complaint may not be filed under another University policy and this Policy contemporaneously.
- 7. Grievances about the following matters **are not** within the jurisdiction of this Policy:
  - a) decisions made and procedures under the jurisdiction of a University policy for which specific review or appeal procedures exist, such as in the:
    - (i) [\*Discrimination and Harassment Policy\*](#);
    - (ii) [\*Sexual Violence Policy\*](#);
    - (iii) [\*Research Integrity Policy\*](#);
    - (iv) Section III and IV of the [\*Tenure & Promotion Policy\*](#), regarding Tenure & Promotion and Appeal Procedures;
    - (v) Faculty Career Progress/Merit (CP/M) Plan;
  - b) disciplinary measures imposed by a Tribunal under the [\*Code of Conduct for Faculty and Procedures for Taking Disciplinary Action\*](#), at Stage 4;
  - c) decisions to suspend a faculty member under Section V of the *Tenure and Promotion Policy*;
  - d) decisions made by a Tribunal convened under Section VI of the *Tenure and Promotion Policy*;
  - e) decisions or recommendations made by a Faculty Grievance Tribunal under this Policy;
  - f) remuneration (salary and/or benefits). Nothing in this clause is intended to affect adversely the rights of persons to take complaints about their remuneration to the Provincial Pay Equity Commission if

they have been unable to resolve them to their satisfaction within the University; and

- g) policies enacted and decisions made by University (the Senate and the Board of Governors) and Faculty governance bodies.
- 8. Grievances about disciplinary measures imposed under the Code of Conduct for Faculty and Procedures for Taking Disciplinary Action at Stages 1, 2 and 3 are within the jurisdiction of this policy.
- 9. Disciplinary measures shall be imposed only in accordance with University policy.
- 10. For example, and for greater clarity, while it may be perceived as such, an administrative decision affecting a faculty member is not in itself harassment. Under the *Discrimination and Harassment Policy* harassment means engagement in a course of *vexatious* comment or conduct that is known or ought reasonably to be known to be unwelcome. "Vexatious" comment or conduct is comment or conduct made without reasonable cause or excuse.

#### ADVICE AND GUIDANCE

- 11. Faculty members should consult with the relevant faculty association (either the [McMaster University Faculty Association](#) or the [Clinical Faculty Association](#)), to determine the most suitable policy or procedures to exercise.
- 12. Other resources for faculty are the University Secretariat, the Equity and Inclusion Office, the Faculty of Health Sciences Professionalism Office (only for members of that Faculty), or Employee/Labour Relations, as appropriate.

## SECTION II: PROCEDURAL GUIDELINES

### TIME LIMITS

13. Prompt adjudication of grievances is predicated upon adherence to the time limits set out in this Policy. Where time limits are not specified all parties are expected to make reasonable efforts to respond in a timely manner. Time limits, including those which apply to mediation, may be extended by mutual agreement of the parties.
14. A Grievor who fails to meet a time limit loses the right to proceed to the next stage. If a Respondent fails to meet a time limit, the Grievor shall have the right to proceed to the next stage.
15. Disputes about time limits (e.g., when the Grievor ought reasonably to have known the decision or action that is the subject of the Grievance) shall be adjudicated by the Chair of the Grievance Review Panel.

### CONFLICTS OF INTEREST

16. Faculty members and persons with administrative authority will disclose conflicts of interest or other circumstances which may reasonably introduce or appear to introduce bias into any academic or administrative decision to which they may be a party.
17. Parties to the procedures shall exercise their good judgement regarding conflict of interest and recuse themselves accordingly.

### CONFIDENTIALITY

18. Confidentiality shall be enjoined on all parties involved in any stage of this Policy. This does not preclude the discreet disclosure of information in order to elicit the facts of the case or as required by law which includes compliance with a summons or order from another administrative tribunal or court.
19. The University, and its employees and agents, will protect personal information and handle records in accordance with the [\*Freedom of Information and Protection of Privacy Act\*](#).

### PROTECTION FROM REPRISAL

20. The University prohibits reprisal or threats of reprisal against any faculty member who makes use of this Policy or participates in proceedings held under its jurisdiction. An individual who believes they are the subject of a reprisal or threat of reprisal shall report this to the Provost's Office, or to the President's Office. Any individual found to be making such reprisals or threats will be subject to appropriate disciplinary action.

**ADVISOR / REPRESENTATION**

21. Grievors may be accompanied by an advisor or counsel at any stage of the procedures outlined in this Policy. The advisor or counsel may represent the Grievor at the Hearing. The costs of any accompaniment or representation are the responsibility of the Grievor.

**UNIVERSITY SECRETARIAT**

22. The University Secretariat is the administrative office responsible for the scheduling and holding of Hearings before the Tribunal and for the training of Tribunal members.

**DATA GATHERING & RECORD KEEPING**

23. Records related to a grievance shall be retained by the Provost's Office for seven years after last use.
24. Hearing files shall be retained by the University Secretary for seven years after last use and may be retained longer at the discretion of the University Secretary. The Tribunal's Report shall be retained permanently.
25. The Chair of the Grievance Review Panel is responsible for providing a written, anonymized, statistical report to the Chairs of the Senate and the Board of Governors, and the President of MUFA. In order to protect confidentiality, the statistical report will be held over until a sample size of five has been reached. The report will then provide statistics on a **rolling three-year basis**. This report may include recommendations for clarification of or changes to University policies, practices or procedures. The report could also contain a summary of the MUFA Special Enquiries and Grievances Chair's activities if submitted.

**POLICY REVISIONS**

26. Proposals for amending this Policy may be made by the Chair of the Grievance Review Panel, the University administration, the Senate, MUFA, or the Clinical Faculty Association. When such proposals are made, there shall be consultation among these parties.
27. If the Senate Committee on Appointments and the MUFA Executive agree that the revisions are minor and reach agreement on the revisions, the amendments will be presented to Senate by the Senate Committee on Appointments.
28. Otherwise, an *ad hoc* drafting committee will be established, and shall consist of 3 members named by the Senate Committee on Appointments and 3 members named by the MUFA Executive.
29. The *ad hoc* drafting committee shall review the proposed amendments and formulate revisions for submission to the Senate and the Board of Governors for approval.

### SECTION III: GRIEVANCE PROCEDURES

30. Faculty members may contact MUFA for advice regarding this Policy and for assistance in formulating and pursuing a grievance.
31. Clinical faculty members who are not members of the McMaster University Faculty Association should consult with the Clinical Faculty Association for advice.
32. Every effort shall be made to resolve the complaint in a timely and collegial manner.

#### Mediation

33. Each year the Provost and the President of MUFA shall jointly establish a list of six (6) mediators. In addition, on an *ad hoc* basis, additional mediators may be agreed upon.
34. Internal mediators or external third-party mediators may be used for mediation. The Provost will propose a mediator. Both parties shall be given the opportunity to object in writing to the proposed mediator.
35. The mediator, who must have had no previous involvement in the case, shall hear both sides of the dispute and shall remain impartial. They shall hold all information in strict confidence and shall issue no public report or statements on the mediation. The mediator may not subsequently be a member of the Tribunal which hears the case if it proceeds to a Hearing, nor may they be called as a witness before a Tribunal.
36. With the mutual consent of the parties, mediation may be requested at any stage in the Policy not already stipulated and timelines for further steps revised accordingly.
37. The costs of mediation will be borne by the University.

#### Respondent

38. The Respondent is an individual University administrator that is a Person with Administrative Authority to remedy the grievance. Normally, the Initial Decision-Maker reports directly to the initial Respondent with respect to their administrative duties. The Initial Decision-Maker is normally not a Respondent under these procedures.
39. In the case of a Committee decision, the Initial Decision-Maker will be the administrative officer at the level to which the Committee reports, i.e., in the case of a Departmental Committee it will be the Chair of the Department, of a Faculty Committee it will be the Dean, of a University Committee the appropriate Vice-Provost, Vice-President or the President.

#### Deadline to Initiate a Grievance

40. The grievance must be brought **within 21 business days** after the Grievor knows, or ought reasonably to have known, the grounds for the grievance.

**TYPE A GRIEVANCE**

41. A Type A Grievance is when the **Initial Decision-Maker** is a:
- a) Department Chair;
  - b) Centre Director; or
  - c) Program/School Director.
42. The **Respondent** is normally the Faculty Dean. In the Faculty of Health Sciences, the Executive Vice-Dean & Associate Vice-President (Academic) is normally delegated as the Respondent.
43. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

*Informal Resolution with Initial Decision-Maker*

44. The Grievor shall request to meet with the Initial Decision-Maker to informally discuss a resolution to the grievance.
45. The Initial Decision-Maker shall arrange a meeting **within 14 business days of receipt** of the request.

*Informal Resolution with Respondent*

46. If a resolution cannot be reached, the Grievor may choose to proceed to the next step, and shall **within 7 business days** after the meeting with the Initial Decision-Maker, request to meet with the Respondent to informally discuss with the Respondent a resolution to the grievance.
47. The Respondent shall arrange a meeting **within 14 business days of receipt** of the request.

*Mediation with Initial Decision-Maker*

48. If a resolution cannot be reached, the Respondent shall:
- a) notify the Provost's Office of the grievance **within 7 business days** after the first meeting between the Grievor and the Respondent; and
  - b) arrange for mediation between the Grievor and the Initial Decision-Maker to commence **within 14 business days** of the Respondent's informal resolution meeting with the Grievor.

*Written Decision from Respondent*

49. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:
- a) presented in writing to the Respondent:

- (i) the written grievance shall specify the nature of the grievance; and
  - (ii) the remedy sought;
  - b) a copy shall be provided to the Provost's Office; and
  - c) at the Grievor's discretion, a copy may be provided to MUFA.
50. The **Respondent** shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance, with a copy provided to the Provost's Office.

*Request for Hearing*

51. If the grievance is not resolved to the Grievor's satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).





**TYPE B GRIEVANCE**

52. A Type B Grievance is when the Initial Decision-Maker is a:
- a) Dean (in the Faculty of Health Sciences, “Dean” and/or “Executive Vice-Dean & Associate Vice-President (Academic)”);
  - b) Institute Director; or
  - c) University Committee or Equivalent.

53. The **Respondent** is normally the Provost. However, where appropriate the Provost may refer the grievance to the relevant Vice-Provost or Vice-President, or to the President, and that person will become the Respondent.

54. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

*Informal Resolution with Initial Decision-Maker*

55. The Grievor shall request to meet with the Initial Decision-Maker to informally discuss a resolution to the grievance.
56. The Initial Decision-Maker shall arrange a meeting **within 14 business days of receipt** of the request.

*Informal Resolution with Respondent*

57. If a resolution cannot be reached, the Grievor may choose to proceed to the next step, and shall **within 7 business days** after the meeting with the Initial Decision-Maker, request to meet with the Respondent to informally discuss with the Respondent a resolution to the grievance.
58. The Respondent shall arrange a meeting **within 14 business days of receipt** of the request.

*Mediation with Initial Decision-Maker*

59. If a resolution cannot be reached the Respondent shall:
- a) notify the President’s Office of the grievance **within 7 business days** after the first meeting between the Grievor and the Respondent; and
  - b) arrange for **mediation** between the Grievor and the Initial Decision-Maker to commence **within 14 business days** of the Respondent’s informal resolution meeting with the Grievor.

*Written Decision from Respondent*

60. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:

- a) presented in writing to the Respondent:
    - (i) the written grievance shall specify the nature of the grievance; and
    - (ii) the remedy sought;
  - b) a copy shall be provided to the President's Office; and
  - c) at the Grievor's discretion, a copy may be provided to MUFA.
61. The Respondent shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance, with a copy provided to the President's Office.

Request for Hearing

62. If the grievance is not resolved to the Grievor's satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).



**TYPE C GRIEVANCE**

63. A Type C Grievance is when the Initial Decision-Maker is a Vice-Provost or Vice-President.
64. The Respondent is the President.
65. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

*Informal Resolution with Initial Decision-Maker*

66. The Grievor shall request to meet with the Initial Decision-Maker to informally discuss a resolution to the grievance.
67. The Initial Decision-Maker shall arrange a meeting **within 14 business days of receipt** of the request.

*Informal Resolution with Respondent*

68. If a resolution cannot be reached, the Grievor may choose to proceed to the next step, and shall **within 7 business days** after the meeting with the Initial Decision-Maker, request to meet with the Respondent to informally discuss with the President a resolution to the grievance.
69. The President shall arrange a meeting **within 14 business days of receipt** of the request.

*Mediation with Initial Decision-Maker*

70. If a resolution cannot be reached the President shall arrange for **mediation** between the Grievor and the Initial Decision-Maker to commence **within 14 business days** of the President's informal resolution meeting with the Grievor.

*Written Decision from Respondent*

71. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:
- a) presented in writing to the President:
    - (i) the written grievance shall specify the nature of the grievance; and
    - (ii) the remedy sought; and
  - b) at the Grievor's discretion, a copy may be provided to MUFA.
72. The President shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance.

Request for Hearing

73. If the grievance is not resolved to the Grievor's satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).



**TYPE D GRIEVANCE**

74. A Type D Grievance is when the Initial Decision-Maker is the President, they shall be referred to as the Respondent.
75. An unexplainable lack of action/response by either party will allow either party to proceed to the next step in the procedure.

*Informal Resolution with Respondent*

76. The Grievor shall request to meet with the Respondent to informally discuss a resolution to the grievance.
77. The President shall arrange a meeting **within 14 business days of receipt** of the request.

*Mediation*

78. If a resolution cannot be reached the Respondent shall arrange for **mediation** between the Grievor and the Respondent to commence **within 14 business days** of the Respondent's informal resolution meeting with the Grievor.

*Written Decision from Respondent*

79. If mediation is not successful in bringing about a resolution to the grievance, **within 14 business days from the first day of mediation**, the grievance shall be:
- a) presented in writing to the Respondent:
    - (i) the written grievance shall specify the nature of the grievance; and
    - (ii) the remedy sought; and
  - b) at the Grievor's discretion, a copy may be provided to MUFA.
80. The Respondent shall respond to the Grievor in writing **within 14 business days** following receipt of the written grievance.

*Request for Hearing*

81. If the grievance is not resolved to the Grievor's satisfaction, the Grievor may, **within 21 business days of receipt** of the decision, make a written request for a Hearing (see Section IV: Written Request for a Hearing).



**SECTION IV: WRITTEN REQUEST FOR A HEARING**

82. If, after receipt of the written decision from the Respondent, the grievance is not resolved to the Grievor's satisfaction, the Grievor may **within 21 business days** of the date of the decision letter, file a ***Request for a Hearing Form***, with the University Secretariat.
83. The **Request for a Hearing** shall contain:
- a) the details of the grievance;
  - b) a statement describing the grounds for the grievance;
  - c) a statement of the relief sought;
  - d) names of witnesses to be called;
  - e) the name of the Grievor's legal counsel or advisor, if applicable;
  - f) any documents the Grievor wishes to submit to the Tribunal as evidence in support of their position;
  - g) their decision on whether they agree to the Observer attending the Hearing;
  - h) their decision on whether they agree to the Observer receiving the Hearing Record; and
  - i) a copy of the Respondent's written decision.
84. The University Secretariat shall acknowledge receipt of the grievance and inform the Chair of the Grievance Review Panel (or Vice-Chair) of the request for hearing.
85. The University Secretariat shall forward a copy of the request for a hearing and supporting documentation to the Respondent and ask them for a written response to the *Request for a Hearing Form*.
86. The University Secretariat also shall inform the relevant faculty association that there is to be a Hearing under this procedure and, if the Grievor so consents, shall invite the faculty association to send an Observer.
87. Within **21 business days of the receipt** of the request for a written response to the *Request for a Hearing Form*, the Respondent shall deliver to the University Secretariat a written reply to the Grievor's Request for a Hearing and shall submit the following information:
- a) preference for open or closed Hearing;
  - b) opinion on whether the grievance falls within the scope of this Policy;
  - c) names of witnesses to be called; and

- d) name of Respondent's counsel, if any.
88. The University Secretariat shall forward a copy of this reply to the Grievor.
89. The purpose of a Hearing is to provide the aggrieved faculty member or group of faculty members, within the institutional framework of the University, an impartial adjudication of their grievance.
90. The Tribunal, composed of three members of faculty who have not been previously involved in the decision being grieved against, is empowered to review the evidence, both written and oral, upon which the decision was based.
91. The members of the Tribunal shall be the sole judges of the facts and shall render a decision which, in their judgement, is fair and just in the circumstances.
92. The matter will be considered by a Tribunal under the *Procedural Rules for Hearings*, Section V.

## SECTION V: PROCEDURAL RULES FOR HEARINGS

93. Hearings shall be conducted in accordance with the principles of procedural fairness, namely the rights to receive notice, to be heard, and to know the case against one. Adjudications and Hearings shall follow the applicable procedural rules specified in the [Statutory Powers Procedure Act \(SPPA\)](#) and set out in this Policy. The Tribunal shall have the right to control its own process, and, in this regard, if the Tribunal determines that variations to the procedures would lead to a fair, just, and efficient resolution of the Hearing, it has the power to make any Order in furtherance of this objective.
94. Where any procedural matter is not dealt with specifically in this Policy or the SPPA, the Tribunal may, after hearing submissions from the parties, establish an appropriate procedure.
95. Any procedural requirement contained in this Policy may be waived with the consent of the Tribunal and of all the parties.

### **Settlement**

96. Parties are encouraged to settle any and all disputes prior to a hearing before the Tribunal. In the event that the issue is settled between the parties **prior** to any hearing before the Tribunal, the grievance may be withdrawn by mutual agreement of the parties. Once a Hearing has commenced, however, any settlement proposed by the parties must be approved by the Tribunal before the matter can be dismissed or resolved.

### **Submissions and Disclosure**

97. Parties to the Hearing are required to make written submissions prior to the Hearing, as both Parties have a right to know the case to be met and must be given a fair opportunity to respond. Disclosure also helps the Parties prepare for the hearing.
98. Written submissions must include:
- a) a list of all witnesses the Party intends to call to testify; and
  - b) a copy of all arguably relevant documents or other evidence in their possession;
  - c) and any such evidence shall be made available to the members of the Tribunal and to all parties prior to the Hearing.
99. Prior to a Hearing, members of the Tribunal shall be provided with:
- a) the Grievor's complaint in the *Request for a Hearing Form*, which includes the details of the grievance, a statement of the issue or issues in dispute, a statement of the remedy sought, and documentation, including the written decision from the Respondent and any responses from all previous stages of the grievance; and
  - b) all written or other documentary evidence submitted by the parties.



100. Members of the Tribunal must not hear evidence or receive representations regarding the substance of the case other than through the procedures described in this Policy.

### **Evidence**

101. Parties to the Hearing have the right to present evidence in support of their case to the Tribunal and to see any written or documentary evidence presented to the Tribunal.
102. The Parties are expected to produce all arguably relevant documents (with normal limitations of privilege, etc.), a **minimum of 10 business days prior** to the Hearing.
103. The Tribunal has the power to require production of written or documentary evidence by the parties or by other sources.
104. The Tribunal has the power to rule on the admissibility of evidence.

### **Witnesses**

105. Parties to the Hearing, and the Tribunal, have the right to call, question, and cross-examine witnesses. Other than the parties, witnesses are present in the Hearing room only during the time they are testifying.
106. Any person appearing before the Tribunal as a witness shall be required to give evidence under affirmation or oath.
107. The Tribunal has discretion to limit the testimony and questioning of witnesses to those matters it considers relevant to the disposition of the case.
108. **Parties are responsible for contacting their own witnesses; for making all arrangements for witnesses to attend the Hearing;** for paying any costs associated with their appearance before the Tribunal; and for absorbing the costs of any legal counsel attending on their behalf.
109. The Tribunal Chair has the power to compel an unwilling witness to attend, and parties may contact the University Secretariat to request the Chair's assistance in this regard. The power to compel a witness is derived from the *Statutory Powers Procedure Act*. An unwilling witness may be compelled by the Chair under summons to testify where the written request by the party for the summons demonstrates the witness' testimony is relevant and related to the alleged facts of the case.

### **Closed Hearings**

110. Hearings shall be held *in camera* unless either the Grievor or the Respondent requests that the Hearing, or some part of the Hearing, should be held in public. In the event of such a request, the Tribunal shall hear representations from all parties. In making its ruling, the Tribunal shall consider whether matters of

an intimate financial or personal nature are to be raised, whether there is an issue of public safety involved, the desirability of holding an open Hearing and other relevant circumstances.

### **Parties**

111. Parties to a Hearing shall include:

- a) the Grievor; and
- b) the Respondent.

### **Onus, Burden of Proof and Basis of Decision**

112. The **balance of probabilities** is the test to be met to show, by the weight of the evidence presented, that all of the facts necessary to make a determination that an injustice or error have occurred, have a greater likelihood of being true than not.
113. The Grievor normally has the onus to present evidence to satisfy the Tribunal that, on a balance of probabilities, the interpretation or application of a duly enacted policy or established practice of the University by the initial Decision-Maker has not been fair, just or reasonable to the Grievor; however, for grievances related to disciplinary measures (section 8), the onus is on the Respondent to show that discipline is just, fair and reasonable to the Grievor.
114. The principles and procedures described in this section shall apply to all proceedings before the Tribunal. Tribunals shall not be charged with investigative duties.

### **Advisor / Representation**

115. Parties have the right to be advised or represented by an Advisor or legal counsel. The costs of any representation are to be borne by the party retaining such representation.
116. An Advisor is a person of the individual's choice who acts in an advisory role (e.g., friend, family member, legal counsel), but is not a witness or potential witness in the matter.

### **Administrative and Legal Support**

117. Administrative support for the Tribunal will be provided through the University Secretariat. Legal counsel for the Tribunal shall be provided as needed through the University Secretariat.

### **Other Parties**

118. If other persons, in addition to the Grievor and the Respondent, have been specified as parties to the proceedings, the Hearing procedure shall be altered by the Tribunal to provide an opportunity for such additional parties to be heard.

**Recess or Adjournment**

119. The Tribunal may consider and grant a recess or an adjournment at the request of either party to allow them to review written or documentary evidence submitted at the Hearing.
120. The Tribunal may grant an adjournment at any time during the Hearing to ensure a fair Hearing.

**Recording**

121. Although the Hearing shall be recorded in order to obtain an accurate record of the proceedings, such recording is done for convenience purposes only and the malfunction of the recording device or subsequent loss of the recording shall not invalidate, in any way, the related Hearing.
122. The recording shall be held in confidence by the University Secretariat for a period of three years from the last date of the Hearing. Any party to the Hearing may request access to the recording and the reproduction thereof, upon reasonable notice and payment of the reasonable costs associated therewith.

**Similar Questions of Fact or Policy**

123. If two or more proceedings before the Grievance Review Panel involve the same or similar questions of fact or policy, the Chair of the Panel, after seeking written input from the parties, may decide:
  - a) to consolidate the proceedings or any part of them; or
  - b) to hear the proceedings at the same time; or
  - c) to hear the proceedings one immediately after the other.

**WRITTEN HEARINGS****Notice of Written Hearing**

124. The parties shall be given reasonable, written notice of the Written Hearing submission deadlines.
125. The notice shall include the process and timelines for submissions for the Written Hearing. Any party whose reasons for failing to participate in the process that are not considered valid by the Tribunal's Chair, or whose failure to participate may cause unreasonable delay, shall be notified that the Tribunal will proceed in that party's absence.

**HEARINGS****Notice of Hearing**

126. A Hearing shall be commenced as soon as possible following the appointment of the Tribunal.
127. An attempt shall be made to schedule the Hearing at a time and place convenient for the Tribunal and for the parties to the Hearing. However, any party whose reasons for absence are not considered valid

by the Tribunal's Chair, or whose absence may cause unreasonable delay, shall be notified that the Tribunal will proceed in that party's absence.

128. The parties shall be given reasonable, written notice of the Hearing.

### ORDER OF THE HEARING

129. The first item of business for the Tribunal shall be to confirm the Hearing shall be closed, in accordance with the procedure set out above, or to hear and rule upon representations in favour of an open Hearing.

130. At the outset of the Hearing, the Chair shall:

- a) identify the nature of the case;
- b) review the order of the Hearing;
- c) note for the record the documentary information submitted by the parties to the Hearing, including any preliminary or procedural orders;
- d) note the names of the witnesses for each party;
- e) confirm the likely dates for sitting and the projected length of the Hearing;
- f) raise, or request the parties to raise, any and all preliminary issues concerning composition of the Tribunal and other unaddressed procedural matters; and
- g) proceed to deal with any matters raised in (f) above before the commencement of the substantive portion of the Hearing, by either proceeding directly to the Hearing or considering and rendering a decision on matters raised in (f) above.

131. The Grievor is the first party heard.

- a) Grievor's opening statement shall contain:
  - (i) a brief description of the grievance including what interpretation or application of a duly enacted policy or established practice of the University by the Respondent they believe was not fair, just or reasonable to the Grievor; and
  - (ii) what remedy they are seeking.
- b) Grievor's case provides factual support to show why their grievance should be remedied and may include any or all of the following:
  - (i) Grievor's oral testimony;
  - (ii) oral testimony of Grievor's witnesses; and
  - (iii) documents or other written evidence in support of this testimony.

- c) Questioning of the Grievor and their witnesses by the Respondent and/or by the Tribunal occurs at the close of each person's testimony.
132. Following the completion of the Grievor's case, the Respondent presents their case.
- a) Respondent's opening statement shall contain:
- (i) a brief reply to the Grievor's claims; and
  - (ii) the main arguments of their defence.
- b) Respondent's case presents the evidence to support their defense, which may include any or all of the following:
- (i) Respondent's oral testimony;
  - (ii) oral testimony of Respondent's witnesses; and
  - (iii) documents or other written evidence in support of this testimony.
- c) Questioning of the Respondent and their witnesses by the Grievor and/or by the Tribunal occurs at the close of each person's testimony.
133. Grievor's Reply: The Grievor and their witnesses have the right to offer testimony or other evidence in reply to the issues raised in the Respondent's case.
134. After the testimony of each witness, the Tribunal may, in addition to asking questions of the witness, request copies of such documents mentioned in testimony as the Tribunal in its discretion sees fit.
135. **After this point in the Hearing, no new evidence or witnesses may be introduced.**
136. The parties are entitled to make closing arguments, and to summarize briefly the main points of their cases, in the following order:
- a) Grievor;
  - b) Respondent; and
  - c) Grievor's reply, if necessary.
137. The Tribunal may alter the order described above in the interest of fairness to any or all of the parties.
138. While procedural fairness is essential, the Tribunal reserves its right to direct, curtail or encourage the organisation of witnesses, testimony and evidence in the interests of enhancing the clarity, relevance, and efficiency of the proceedings.
139. The Tribunal shall first warn, then caution, and may prohibit from continuing in such a manner, any party presenting testimony, evidence, argument or materials which are, in the reasonable opinion of the

Tribunal, irrelevant, unprovable, defamatory, vexatious or specious, or which impede or prevent the Tribunal from conducting the Hearing or reaching a decision.

### DELIBERATIONS

140. The Tribunal shall deliberate in closed session and shall reach a decision. After deliberation and decision in closed session solely with members of the Tribunal is complete, the Tribunal may solicit the assistance of the University Secretariat and legal counsel regarding the precise form or wording of any order and reasons for judgement to support its decision and may request information on the range of decisions for previous cases heard under the Policy.

### DECISION

141. The Tribunal Report shall normally be issued **within 90 business days** from the last day of the Hearing.
142. The Tribunal Report shall be sent to the:
- a) Grievor;
  - b) Respondent;
  - c) President; and
  - d) Faculty Association Observer (if one attended the hearing).
143. Where the Tribunal deems appropriate, affected parties may receive information about the decision and/or remedies that have a direct impact on them, within the constraints of relevant legislation.
144. The Tribunal will report its majority decision regarding the findings and remedies.
145. The report shall include:
- a) the membership of the Tribunal;
  - b) the background of the case, including the nature of the grievance;
  - c) a summary of the cases of the parties;
  - d) the Tribunal's majority findings;
  - e) the Tribunal's majority decision and the reasons for the decision; and
  - f) any ordered remedies and/or recommendations.
146. The President shall implement the decision promptly and shall notify all those eligible to receive the Tribunal's report, of the implementation of the decision.

147. The Tribunal shall not have jurisdiction to change any of the provisions of a duly enacted policy or established practice of the University.

**OTHER RECOMMENDATIONS**

148. Apart from its duty under these procedures to hear and decide the matters properly brought before it, any Tribunal may make recommendations or suggestions to University bodies or members. Such recommendations are offered for informational purposes and shall be distinct and separate from the decision.

## APPENDIX A: GRIEVANCE REVIEW PANEL

### GRIEVANCE REVIEW PANEL MEMBERSHIP

1. The President of the University and the President of the Faculty Association shall jointly appoint a full-time tenured/CAWAR faculty member as Chair of a Grievance Review Panel for a two-year term. Each President may propose members. The two Presidents, in consultation with the Chair, shall appoint twelve & full-time, tenured, CAWAR or permanent faculty members, with at least one and no more than three chosen from each Faculty, to a Grievance Review Panel for staggered three-year terms and shall appoint one or more of the members as Vice-Chair(s). The Chair shall have the authority to delegate to the Vice-Chair(s). If the number of hearings requires recruitment of additional members, the two Presidents shall agree on a temporary increase in membership. Any additional members shall serve only as long as required. MUFA has a responsibility to advise its members, including on grievances. Such advice shall not normally constitute a conflict of interest according to McMaster's conflict of interest policy.

### TRIBUNAL SELECTION

2. When the University Secretariat receives the written grievance, the University Secretariat shall inform the Chair of the Grievance Review Panel that a Tribunal needs to be established.
3. Within fourteen **(14) business days of receipt** of the written grievance by the University Secretariat, the Chair of the Grievance Review Panel (or a Vice-Chair in case of conflict of interest or absence), shall establish a Tribunal.
4. The Committee shall consist of the Chair or a Vice-Chair of the Grievance Review Panel, who shall act as Chair of the Tribunal, and two other members of the Grievance Review Panel.
5. The Chair shall select members of the Tribunal who have no conflict of interest; for example, they shall not be members of the same Department as the Grievor or Respondent, nor shall they have made a substantive contribution to the decision being grieved. These are examples only and are not intended to limit the range of conflicts of interest. The Chair must have scrupulous regard to real and perceived conflicts of interest.
6. The Chair or Vice-Chair of the Grievance Review Panel shall propose the membership of the Tribunal.
7. The University Secretariat shall forward to the Grievor and the Respondent the proposed membership of the Tribunal. Both parties shall be given the opportunity to express, in writing, **within 14 business days**, any objections they may have concerning the proposed membership of the Tribunal.
8. After careful consideration of any such objections, the Chair or Vice-Chair of the Grievance Review Panel shall either confirm the members of the Tribunal or propose a revised membership. The Panel Chair shall approve the Tribunal Chair and Tribunal members and, through the University Secretariat, shall so inform the Tribunal members, and the parties to the Hearing.



9. The University Secretariat shall ensure that all members of the Tribunal receive appropriate training to discharge their responsibilities.

**APPENDIX B: FACULTY ASSOCIATION OBSERVERS AT HEARINGS**

1. As described in *Procedural Rules for Hearings*, the Faculty Association is permitted, subject to the consent of the Grievor, to send an Observer to any Hearing.
2. The function of the Observer is to allow the Faculty Association to monitor the workings of the Policy of which it is a joint author. It is important that the University have full confidence in the Policy. The presence of a Faculty Association Observer is an additional guarantee of fairness and may provide information leading to an improved policy.
3. The University Secretariat shall send a copy of these guidelines to the Grievor when a Hearing is initiated and request the Grievor's consent (a) to the presence of a Faculty Association Observer, and (b) if so, to all the documentation being provided to the Observer. The University Secretariat shall notify the Faculty Association of the faculty member's response. If the Grievor consents, the University Secretariat shall request the Faculty Association to provide the name of the Observer.
4. The Observer should be an active or retired member of the Faculty Association and should be at "arm's length" from the case. The Observer does not attend on behalf of the Grievor and should avoid interacting with any of the parties. At no time should the Observer engage the parties or the Tribunal in any discussions regarding the matter being heard.
5. The Observer must be familiar with the most recent version of this Policy including the *Procedural Rules for Hearings*, Appendix E.
6. Seating arrangements at the Hearing are at the discretion of the Chair. The Observer may not speak without invitation from the Chair. The Observer is not entitled to be present when the Tribunal members recess for discussion among themselves.
7. The Observer shall be provided with all the documentation available to the Grievor, subject to the Grievor's consent. This documentation shall be considered confidential and must be surrendered to the Chair at the close of the Hearing.
8. The Observer shall receive a confidential copy of the Tribunal Report.
9. After the Hearing is over the Observer should ask the parties separately, and outside of the presence of the Tribunal, if they were satisfied with the process followed and whether they wish to make any comment on the process.
10. The Observer shall write a report of the proceedings for the President of the Faculty Association using the *Observer Report on a Hearing* as provided by MUFA. They shall limit comment to procedural matters and take care not to quote either from confidential documents or utterances, unless it is absolutely necessary to do so to make a point concerning procedural issues.
11. The Observer report should include a statement of what proportion of the Hearing the Observer attended and a description of any comments on, or expressions of dissatisfaction with, the Policy by either party. The report should not be confidential, except that any quotations from confidential documents/utterances be confined to a confidential appendix to which only the Presidents of the University and of the Faculty Association should have access. If major procedural irregularities are noted by the Observer, the President of the Faculty Association should inform the President of the University.

## APPENDIX C: RELATED POLICIES

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

- [Career Progress/Merit Plan](#)
- [Code of Conduct for Faculty and Procedures for Taking Disciplinary Action](#)
- [Discrimination and Harassment Policy](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Group Conflict and Senate Mediation Procedures](#)
- [Ontario Human Rights Code](#)
- *Removal policy (Section VI of the [Tenure and Promotion Policy](#))*
- [Research Integrity Policy](#)
- [Sexual Violence Policy](#)
- [Statement on Building an Inclusive Community with a Shared Purpose](#)
- [Statement and Guidelines on Inclusive Communications](#)
- *Suspension policy (Section V of the [Tenure and Promotion Policy](#))*
- *T&P Appeal (Section IV of the [Tenure and Promotion Policy](#))*
- [Violence in the Workplace, Policy on](#)
- [McMaster University Policy on Accessibility](#)