Senate
Wednesday, December 14, 2022 at 3:30 PM
Zoom

AGENDA

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

Page

A. OPEN SESSION

OPENING REMARKS

1.   APPROVAL OF AGENDA – OPEN SESSION

CONSENT

2.   MINUTES OF PREVIOUS MEETING – NOVEMBER 9, 2022 (OPEN SESSION)

REGULAR

3.   BUSINESS ARISING

4.   ENQUIRIES

5.   COMMUNICATIONS

6.   REPORT FROM GRADUATE COUNCIL

7.   REPORT FROM UNDERGRADUATE COUNCIL

8.   REPORT FROM THE COMMITTEE ON APPOINTMENTS

9.   OTHER BUSINESS

Summary of 2022 Senate Enrolment Figures

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

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

Enrolment Management Update Headcounts of Level 1 students

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

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

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

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

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

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

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

Enrolment Management Update
Headcounts of Level 1 students

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

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

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

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

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

Equity and Inclusion Office Annual Report

SEPTEMBER 1, 2021 – AUGUST 31, 2022

BRIGHTER WORLD

Equity and
Inclusion Office

McMaster
University

Contents

Relevant Links

Equity & Inclusion Office Website

Equity & Inclusion Facebook Page

Accessibility Hub Website

Sexual Violence Prevention and Response Office Website

Blue Folder: Discrimination and Harassment Guide

Gold Folder: Sexual Violence Prevention Response Guide

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

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

Mandates and Highlights

Equity and Inclusion Office Mandate

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

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

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

Annual Report Mandate

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

Annual Report Parameters

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

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

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

2021/2022 EIO Office Highlights

Training initiatives

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

Staff changes

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

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

Office review

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

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

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

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

Policy work

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

Data collection and reporting

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

Program
Highlights
2021 | 2022

AccessMac Accessibility Program

Highlights of Notable Successes and Opportunities

Institutional Accessibility Consultations and Projects

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

Institutional Accessibility Training Development

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

Publications (Community)

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

Accessibility and Disability Support-Related Consultations

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

AccessMac Accessibility Program Consultations

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

Top Themes for AccessMac Accessibility Program Consultations:

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

AccessMac Accessibility Program Consultation Data Comparison – 2018-2022

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

Education: Workshops, Presentations, Events, and Training

AccessMac Accessibility Program Education Numbers

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

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

Most Popular Sessions Themes

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

AccessMac Community Development and Engagement

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

Highlights of Notable Successes and Opportunities

Institutional Educational Projects and Consultations

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

Institutional Community Events

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

Inclusion and Anti-Racism Education Program Consultations

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

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

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

Inclusion and Anti-Racism Education Sessions

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

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

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

* Complete data was unavailable due to staffing changes.

Community Development and Engagement

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

Faculty of Health Sciences - Family Medicine

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

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

Resources Created:

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

Upcoming Programs, Creations, and Sessions:

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

Family Medicine Education Sessions

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

Sexual Violence Prevention & Response Office

Highlights of Notable Successes and Opportunities

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

Disclosures

Disclosures over the past academic year are highlighted below.

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

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

Sexual Violence Policy Disclosures

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

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

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

Sexual Violence Policy Consultations

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

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

Sexual Violence Prevention Education

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

Highlights of Notable Successes and Opportunities

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

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

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

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

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

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

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

Statistical Report

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

Defintions

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

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

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

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

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

Complaint Statistics

Overview of Complaint Data

1. Complaints: Overview of Complaint Numbers

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

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

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

2. Complaints by Policy

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

3. Complaints Investigated

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

Complaints not investigated

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

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

Interim measures

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

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

Outcomes

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

Disaggregated Complaint Data

1. Complaints: Protected Ground

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

Note: Some complaints involve more than one ground.

2. Complaints: Participant Type

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

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

3. Complaints: Faculty/Area of the University

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

4. Complaints: Origin of the Concern

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

Consultation Statistics

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

Numbers

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

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

Themes

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

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

Top three grounds- Consultations:

- Creed
- Disability
- Ancestry, colour, race

Disaggregated Consultation Data

1. Consultations: Issue

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

Note: some consultations involved more than one ground.

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

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

2. Consultations: Protected Ground

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

Note: Some consultations involve more than one ground.

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

3. Consultations: Participant Type

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

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

4. Consultations: Faculty/Area of the University

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

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

5. Consultations: Origin of the Concern

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

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

Dispute Resolution

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

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

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

2021-2022 Numbers

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

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

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

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

- Most matters pertain to academics, followed by employment.

Equity and Inclusion Office

Human Rights | Complaint Resolution
Education | Accessibility
Sexual Violence Support

/EIOMcMaster 📘
@EIOMcMaster 🐦
905.525.9140 ext. 27581 📞
equity@mcmaster.ca ✉
equity.mcmaster.ca 🌐

Equity and
Inclusion Office

McMaster
University

McMaster University

REPORT TO SENATE
from the
GRADUATE COUNCIL

For Approval
   I.   Faculty of Social Sciences (attachment)

At its meeting on November 15th, 2022 Graduate Council approved the addition of an MRP stream to the M.A. in Religious Studies

It is now recommended,

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

For Information
   II.   Faculty of Social Sciences

At the same meeting Graduate Council approved the following changes:
- For the Master of Public Policy a change to calendar copy to clarify the number of required courses, given the introduction of a new course;
- For Religious Studies:
    - For the M.A., changing the requirement for a major and minor area to a requirement to complete a concentration in an area of courses and the elimination of the breadth requirement;
    - For the M.A. and Ph.D a change to field name 'Biblical Field' to 'Judaism and Christianity in Antiquity'
    - For the M.A. and Ph.D. a change to area of study name 'Religion and the Social Sciences' to 'Religion and Culture'
    - For the M.A. and Ph.D., the addition of a new area of study 'Islamic Studies' to Western Religious Traditions Field.

III.   New Award

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

Name of Fund: ACI Ontario Graduate Research Excellence Travel Scholarship

Terms of Reference for Fund:
Established in 2022 by ACI Ontario Chapter. To be awarded by the School of Graduate Studies,

on the recommendation of the Graduate Affairs Committee in the Department of Civil Engineering, to a graduate student who demonstrates research excellence related to concrete materials and/or structures in the Department of Civil Engineering. Funds will be used toward travel and/or registration costs for the student to present their research work at a conference.

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

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McMaster University

SCHOOL OF GRADUATE STUDIES

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

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

DEPARTMENT	Religious Studies
NAME OF PROGRAM and PLAN	Religious Studies

DEGREE	**Masters of Arts (MA)**

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*
Is this change a result of an IQAP review? ☐ Yes ☒ No

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS		CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE		CHANGE IN COURSE REQUIREMENTS	x
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:**			
OTHER CHANGES		**EXPLAIN:** The Department of Religious Studies currently offers and will continue to offer a two-year MA program; the change proposed here will allow students the option to a complete a one-year (three term) MA.			

1

DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:

The current MA program requires the following elements to be completed over two academic years:

I.   Coursework:
RS 701 Issues in the Study of Religions
Four half courses in the major area of study
Two half courses in the minor area of study

II.   Breadth requirement:
(1) Six units (two semesters) undergraduate work in Asian religions beyond the first-year level or two Breadth Requirement examinations, if six units of undergraduate coursework in Asian religions has not been completed prior to beginning the program.
(2) Six units (two semesters) undergraduate work in Western religions beyond the first-year level or two Breadth Requirement examinations, if six units of undergraduate coursework in Western religions has not been completed prior to the beginning of the program.

III.   Language requirement:
Demonstrated ability in a language other than English (determined by: six units second level or above with a grade of B or higher; exam with a B- or higher; native language other than English). Asian and Biblical fields have additional language requirements.

IV.   Thesis or project showing some measure of independent competence in dealing with a limited but significant question.

V.   Additional requirements:
SGS/101 Academic Research Integrity and Ethics
SGS/201 Accessibility for Ontarians with Disabilities Act Training

---

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

All applicants will apply to the one-year MA; students who wish to complete the two-year MA will apply in the winter term of the one-year MA.

NEW: Requirements for the one-year MA:
I.   Coursework:
RS 701 Issues in the Study of Religion
Five half courses to be completed in the Fall (2 or 3 courses) and Winter (2 or 3 courses) terms
II.   SGS 700 Major Research Paper (7,500-10,000 words) to be completed in the Spring/Summer Term
III.   Additional Requirements:
SGS/101 Academic Research Integrity and Ethics
SGS/201 Accessibility for Ontarians with Disabilities Act Training

Minor modifications to the requirements for the two-year MA in bold:
I.   Coursework:
RS 701 Issues in the Study of Religions: No change
Six courses: No change
    Major and minor area requirements are changed to: **Concentration: Three courses in an area**
II.   Breadth requirements eliminated
III.   Language requirement: No changes except "Asian and Biblical fields have additional language requirements" is changed to "**Supervisors may recommend additional language training**."
IV.   Thesis or project: No change
V.   Additional requirements: No changes

<div align="center">2</div>

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

Both the one- and two-year MA will fulfill our Department Level Program Learning Outcomes for the MA Program:

1. Graduates of the MA program are knowledgeable about a range of religions and their variations and differences within and across traditions as well as time and place.
2. Graduates are conversant with a range of contemporary debates in Religious Studies and will have a critical awareness of new theoretical approaches and insights in the field.
3. Graduates can produce coherent arguments that demonstrate an application of theory or critical methodologies to the analysis of religious texts, practices, and issues.

The two-year MA will allow additional time for those students who wish to pursue more in-depth research (as a project or thesis) and language training, particularly for the purpose of pursuing a doctorate.

Dropping the current breadth requirement is recommended to allow students the necessary time to focus on their core seminars; the requirement has often been ineffective at achieving the stated goal of breadth; one-year MA students will not have the time to complete the requirement.

Altering the major and minor area coursework requirements (four seminars in major area, two seminars in minor area) to a concentration achieved by taking three seminars in one area allows students to take seminars more broadly across the department's offerings while still achieving a specialization, and reflects our current reality of the number of available seminars.

Offering the option of a one-year MA brings the Department into alignment with other FSS departments' one-year MA with MRP programs and numerous departments of Religious Studies in the larger Canadian setting. This option will allow students to pursue further studies within Religious Studies beyond the B.A., earn an advanced degree, and prepare to enter into a variety of careers within a one year timeframe.

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

September 2023

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

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

See below.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Celia Rothenberg   Email: rothenb@mcmaster.ca   Extension: 24363   Date submitted:

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

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Admission

The normal minimum requirement for admission to M.A. study is graduation with B+ standing in an Honours program or equivalent in Religious Studies, or in a related discipline with significant emphasis on the study of religion. Related disciplines include Anthropology, Sociology, History, Philosophy, Theology, Classics, Near Eastern, South Asian, and East Asian studies. Graduates with preparation in related fields may be required to take a certain amount of undergraduate work in Religious Studies.

~~All incoming students should have completed the equivalent of six units (one full year course) of undergraduate work in Asian religions. Students who do not meet this requirement will be expected to fulfill their breadth requirement by taking six units of undergraduate courses, or by writing two Breadth Requirement examinations, or by taking a three unit undergraduate course and writing one Breadth Requirement examination.~~

~~All incoming students should have completed the equivalent of six units (one full year course) of undergraduate work in Western religions. Students who do not meet this requirement will be expected to fulfill their breadth requirement by taking six units of undergraduate courses, or by writing two Breadth Requirement examinations, or by taking a three unit undergraduate course and writing one Breadth Requirement examination.~~

A candidate for the M.A. degree will be required to spend at least one calendar year in full-time graduate study or the equivalent in part-time study. There are ~~two~~ three routes to the M.A.: the thesis route, ~~and~~ the project route, and the Major Research Paper route. In consultation with a supervisor, an M.A. student must choose among these options by January 30 of the year of initial registration as a graduate student.

A. M.A. with Thesis

The thesis route entails the following requirements:

1. The candidate must demonstrate a reading knowledge of a language other than English which is most useful in the area in which the thesis is written. Guidelines for fulfilling this requirement are specified in the Departmental Handbook. ~~Additional languages may be required;~~ Supervisors may recommend additional language training.
2. A minimum of six half courses must be completed with at least B- standing~~, four half courses must be at the graduate level and must be taken in the major area of study; the other two half courses must be in the minor area of study~~; three of these courses should be in an area of concentration.
3. The completion of RELIG ST 701 Issues in the Study of Religions;
4. A thesis must be completed; the thesis should show an ability to deal with first-hand material in a limited problem in Religious Studies; the thesis must be defended in an oral examination; all M.A. degree candidates who have completed their oral defence must submit their revised thesis to both the Department and the School of Graduate Studies by the deadline dates specified for the second convocation following their defence. (Note: Text-critical studies or translation with commentary are acceptable, with the approval of the advisory/supervisory committee, as the functional equivalent of a thesis.)

4

B. M.A. with Project

The project route entails the following requirements:

1. ~~1.~~ The candidate must demonstrate a reading knowledge of a language other than English appropriate to work on the project. Guidelines for fulfilling this requirement are specified in the Departmental Handbook. ~~Additional languages may be required;~~ Supervisors may recommend additional language training.
2. Completion of six half courses as defined above.
3. The completion of [RELIG ST 701 Issues in the Study of Religions](#);
4. Completion of a project and the passing of an oral or written examination on the substance of the project. A "project" is defined by the faculty members of a departmental field. Normally a project will cover broad areas of learning. Projects will permit students to move into new areas, to read large and unfamiliar bodies of texts, and to deal comprehensively with large questions in central areas of concern.

C. M.A. with Major Research Paper

1. Completion of five half courses with at least B- standing;

2. Completion of RELIG ST 701 Issues in the Study of Religions;

3. Completion of Major Research Paper (between 7,500 and 10,000 words). Guidelines for fulfilling this requirement are specified in the Departmental Handbook.

5

REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I.   New Certificate and Diploma Program

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

Approval of this item is subject to approval by the University Planning Committee on December 14, 2022.

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

It is now recommended,

that Senate approve the establishment of the *International Certificate in Comparative Public Law and Legal Policy*, as set out in the attached.

II.   New Concurrent Certificate Program

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

Approval of this item is subject to approval by the University Planning Committee on December 14, 2022.

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

It is now recommended,

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

III.   Revisions to Existing Certificate and Diploma Programs

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

Approval of these items is subject to approval at the University Planning Committee on December 14, 2022.

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

It is now recommended,

that Senate approve revisions to the Professional Addiction Studies Program and to the Certificate of Professional Learning in Foundations of Workplace Intercultural Communication, as set out in the attached.

IV. Revisions to the Undergraduate Examinations Policy

At the same meeting, the Undergraduate Council approved, for recommendation to Senate, revisions to the Undergraduate Examinations Policy. Details of the program are contained within the circulated materials.

It is now recommended,

that Senate approve the revised Undergraduate Examinations Policy, effective January 1, 2023.

V. Curriculum Revisions for Inclusion in the 2023-2024 Undergraduate Calendar

At its meeting on December 13, 2022, Undergraduate Council will receive, for approval, and recommendation to Senate, major curriculum revisions for inclusion in the 2023-2024 Undergraduate Calendar. New programs from the Arts & Science Program and the Faculty of Social Sciences will be brought forth to the March 8th, 2022 meeting of Senate following approval by the Student Fees Committee and the University Planning Committee.

i. **Arts & Science Program**
ii. **Faculty of Engineering**
iii. **Faculty of Science**
iv. **Glossary, General Academic Regulations**

The following omnibus motion will be presented at the Senate meeting held on December 14, 2022. This motion includes approval of items i. through iv., below.

It is now recommended,

that the Senate approve all major revisions for inclusion in the 2023-2024 Undergraduate Calendar.

<u>**Arts & Science Program**</u>

These items are subject to approval by the University Planning Committee on December 14, 2022.

It is now recommended,

i.   **that Senate approve the closures of the Combined Honours in Arts & Science and Art History program, and the Combined Honours Arts & Science and Theatre & Film Studies program, as set out in the attached.**

<u>**Faculty of Engineering**</u>

It is now recommended,

ii.   **that Senate approve the change in name of the Bachelor of Technology (B.Tech) in Automation Engineering Technology I Co-op program to Automation Systems Engineering Technology I Co-op program, and the Bachelor of Technology (B.Tech) in Automation Engineering Technology Co-op program to Automation Systems Engineering Technology Co-op program, effective September 2023, and set out in the attached.**

<u>**Faculty of Science**</u>

It is now recommended,

iii.   **that Senate approve the change in admission requirements of the Bachelor of Science (B.Sc) in Honours Astrophysics program, effective September 2023, and set out in the attached.**

<u>**Glossary, General Academic Regulations**</u>

It is now recommended,

iv.   **that Senate approve revisions to the Glossary and General Academic Regulations, for inclusion in the 2023-2024 Undergraduate Calendar, as set out in the attached.**

FOR INFORMATION

VI.   Terms of Award

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At its November 22, 2022 meeting, the Undergraduate Council approved two new awards, revisions to eight award terms, two new bursaries, as well as three awards for removal from the Undergraduate Calendar.

    a. New Awards
        The Feeny/Tomkins Family Academic Grant
        The Tanner Kolody Memorial Scholarship

    b. Changes to Award Terms
        The Rev. Allison M. Barrett Scholarship
        The Douglas and Beverly Coleman Bursary
        The Harold & Gertrude Freeman Scholarship in French
        The Paul Hypher Prize
        The Dr. Voiko Loukanov Engineering Scholarship
        The O'Leary Family Scholarship
        The Margaret E. Orr and Edward C. Allen Prize
        The Ella Julia Reynolds Scholarships

    c. Proposed New Bursaries
        The Annie and Henry Cooper Memorial Bursary
        The Tom Wilson Bursary

    d. Award Removed from the Undergraduate Calendar
        The K. Mac Group Scholarship
        The Stantec Consulting Ltd Engineering Scholarship
        The Judith Sternthal Scholarship

i. 2021-2022 Award Recipients Report

At the same meeting, the Undergraduate Council also received, for information, the 2021-2022 In-course, Graduand, Travel and Community Contribution Award Recipient.

ii. 2021-2022 Award Disbursement Summary and Summary Chart

At the same meeting, the Undergraduate Council also received, for information, the 2021-2022 Award Disbursement Summary and the corresponding summary chart.

iii. 2022 Major University and External Awards Selection Committee

At the same meeting, the Undergraduate Council also received, for information, the membership of the 2022 Major University and External Awards Selection Committee.

iv. Travel and Exchange Reports

At the same meeting, the Undergraduate Council also received, for information, the Travel and Exchange Report.

VII. **Curriculum Revisions for Inclusion in the 2023-2024 Undergraduate Calendar**

At the meeting on December 13, 2022, the Undergraduate Council will review for approval, minor academic regulations, and minor curriculum revisions from the following:

a) Arts & Science Program
b) Faculty of Engineering
d) Faculty of Humanities
e) Faculty of Science
f) Faculty of Social Sciences
g) Office of the Registrar

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

Senate: FOR APPROVAL/INFORMATION
December 14, 2022

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

Greg Flynn
Chair, Department of Political Science

Overview and Rationale:

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

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

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

Learning Objectives:

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

Program structure:

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

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

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

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

Certificate requirements:

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

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

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

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

Resources

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

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

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Issued To:
Student XXXX

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

Transcript valid only if bearing the Registrar's Signature.

Degrees Awarded by McMaster University

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

Beginning of Undergraduate Career Record

--- 2021 Fall ---

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

Term Enrolment

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

Totals

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

--- 2022 Winter ---

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

Term Enrolment

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

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

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

End of Undergraduate Career Record

End of Student Unofficial Transcript

<div align="center">

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

</div>

Dr. Stephanie Ross
Director, School of Labour Studies

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

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

Certificate Overview and Rationale

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

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

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

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

Requirements
18 units total

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

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

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

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

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

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

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

Current Course Access Rules & Restrictions

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

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

Current Course Details:

Course code and course name: ADD 215 Field Experience

Is this course currently offered?   Yes

Course Unit Value: 3 units

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

List cross-listed courses (if applicable):

Course Revision Details:

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

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

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

Program approval is required prior to enrolment in ADD 215.

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

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

The rationale for revision(s):

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

Insert Faculty Statement of Support:

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McMaster University | CONTINUING EDUCATION

Certificate & Diploma Committee: Course Revision

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

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To: McMaster Certificates and Diplomas Committee

From: Lorraine Carter, Director, McMaster Continuing Education

Re: Revision of Program Name

Date: November 8, 2022

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

Regards,

Lorraine Carter

Lorraine Carter
Director, McMaster Continuing Education

Cc: Dan Piedra, Assistant Director, McMaster Continuing Education

Board of Governors | Senate
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🌐 secretariat.mcmaster.ca

October 20, 2022

TO: Undergraduate Council

FROM: Andrea Thyret-Kidd
University Secretary

CC: Dr. Kim Dej
Vice-Provost (Teaching & Learning)

SUBJECT: Proposed Revisions to the Undergraduate Examinations Policy

In July 2022, the Office of the Registrar recommended that the *Undergraduate Examinations Policy* undergo minor revisions to remove outdated references and to resolve a process issue in the delivery of accommodated examinations.

In consultation with the Senior Associate Registrar (Scheduling and Examinations) and the Assistant Director, Student Accessibility Services, we are proposing the following amendments:

· Revising the notice period from 24 to 48 hours in cases where students must cancel an accommodated examination. We now ask that students provide 48 hours notice of cancellation, as when an Invigilator shift is cancelled with less than 48 hours notice, the University is still required to pay three hours of wages;
· Removal of a reference to three-hour examinations. The Office of Registrar no longer schedules assessments of this duration, and this has been the case for quite some time;
· Removal of a reference to supporting documentation when students request the rescheduling of an examination based on religious obligations. The requirement for supporting documentation was removed during previous revisions of the policy, and this single reference was overlooked;
· Adding government-issued photo identification to the policy as an acceptable alternative to McMaster-issued student identification;
· Incorporating the document into the current policy structure, format, and template;
· Adjusting the text to improve spelling and grammar in six minor instances.

Attached, please find the revised policy with tracked changes and a clean copy of the revised document. The substantive revisions are located on pages 3 and 4, and minor spelling and grammar adjustments appear throughout the document.

It is now recommended,

that the Undergraduate Council approve, for recommendation to the Senate, the revised *Undergraduate Examinations Policy*, effective January 1, 2023.

BRIGHTER WORLD

McMaster University

Policies, Procedures and Guidelines

Complete Policy Title

Undergraduate Examinations Policy

Policy Number (if applicable):

Approved by

Senate

Date of Most Recent Approval

~~July 8, 2020~~ TBD

Date of Original Approval(s)

April 9, 2014

Supersedes/Amends Policy dated

July 8, 2020

April 9, 2014 *(effective September 1, 2014)*

- Instructors at Examinations – last revised date: March 10, 1971
- Use of Calculators in Examinations – last revised date: March 8, 1995
- Examinations for Level I Courses – last revised date: March 23, 1983
- Irregularities at Examinations – last revised date: September 19, 1985
- Termination of Underway Examinations – last revised date: May 1969
- Undergraduate Student Access to Final Examinations – last revised date: May 13, 2009
- Procedures for Conducting Undergraduate Oral Examinations – last revised date: October 15, 2009
- Procedures for Conducting Objective Structured Clinical Examinations – last revised date: October 11, 2000

Responsible Executive

Vice-Provost (Teaching and Learning)

Policy Specific Enquiries

Vice-Provost (Teaching and Learning)

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.*

McMaster University

TABLE OF CONTENTS

POLICY DATE: <mark>TBD</mark>

SECTION I: INTRODUCTION

PREAMBLE

1. This document brings together policies approved by the Senate of McMaster University related to undergraduate examinations. These policies are intended to communicate clearly the University's expectations with regard to the responsibilities of both students and instructors. Each section addresses a separate issue and the appendices provide additional useful information.

ASSESSMENT BAN

2. There is a University-wide ban on examinations and tests in the final week of classes – see the *Undergraduate Course Management Policies* (Section B: Due Date Restrictions).

SECTION II: INSTRUCTOR RESPONSIBILITIES

3. Examination papers must be submitted to the Office of the Registrar according to the formatting guidelines provided by the Office of the Registrar.

4. Any authorized aids must be indicated on the examination paper and communicated in writing to students in advance of the examination date. If an instructor authorizes the use of a calculator it must be communicated to the students in advance of the examination. The instructor may specify the use of the McMaster Standard Calculator(s). Such calculator(s) are designated by the appropriate Associate Vice-President on behalf of Undergraduate Council. If an instructor permits the use of a different calculator, it is the instructor's responsibility to ensure the calculator does not allow an unfair advantage or disadvantage.

5. If students will be taking tests and/or examinations online, instructors must specify the required electronic equipment and software at the beginning of the course. Such equipment may include a computer video camera, computer, and any other piece of equipment that can be reasonably expected of students. Instructors will use course outlines to inform students that the course may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the exam begins.

6. It is the responsibility of the instructor to devise and use checking procedures in the grading of all examinations to ensure that every portion of the examination is marked and the totalling of the marks awarded is correct.

7. For a course with an enrolment of 500 or more students and a final examination with a multiple-choice component, the instructor must provide four different versions of the examination to the Office of the Registrar.

8. The instructor(s) (or an appropriate designate) is expected to be present at the regularly scheduled examination and is responsible for ensuring the accuracy of the examination paper. If the instructor (or appropriate designate) must leave the examination, the instructor (or appropriate designate) must provide the Presider with contact information where they can be reached for the remainder of the examination.

SECTION III: STUDENT RESPONSIBILITIES

9. Students must be available for the entire examination period as listed in the *Sessional Dates* section of the Undergraduate Calendar. Examinations will not be re-scheduled for purposes of travel.

10. Students who encounter scheduling difficulties and who wish to have an examination re-scheduled, must report the issue to the Office of the Registrar immediately. A minimum of **10 working days prior** to the first day of the examination period is required to facilitate the re-scheduling of examinations. Scheduling difficulties include:

    a) more than one examination scheduled at the same time.

    b) three examinations in one calendar day (midnight to midnight).

    c) three consecutive examinations over two days.

    d) ~~December only: two consecutive examinations if the first examination is three hours in duration.~~

    > **Commented [CB1]:** Article 10 (d) removed; three-hour exams no longer exist.

11. Students who wish to request the re-scheduling of examinations on the basis of religious obligations must contact the Office of the Registrar ~~with appropriate supporting documentation~~ as soon as possible and **no later than 10 working days prior** to the first day of the examination period.

    > **Commented [CB2]:** Supporting documentation is no longer required for rescheduling examinations on the basis of religious obligations.

12. If a course has an exam that is conducted online, it is a student's responsibility to ensure that they have the necessary equipment and software required to successfully undertake the examination. Questions or considerations related to online examinations must be referred to an instructor as soon as possible and **no later than 10 days** prior to an online examination/test.

13. Students who miss an examination for compelling medical or personal reasons should refer to the Deferred Examination Section.

ACADEMIC ACCOMMODATIONS OF STUDENTS WITH DISABILITIES

14. Students who will require additional aids or other accommodations in their examinations must contact Student Accessibility Services and receive a recommendation regarding appropriate accommodation under the *Academic Accommodation of Students with Disabilities* by the last date for cancelling courses without failure by default.

15. No additional aids or accommodations are allowed other than those confirmed by Student Accessibility Services and the course instructor.

16. Absent of extenuating circumstances, ~~A~~a late cancellation or no-show fee may be applied to any student who fails to provide at least ~~24-hour~~ 48-hours notice of cancellation of final examination accommodation requirements.

    > **Commented [CB3]:** Requirement changed from 24 hours notice to 48 hours notice.
    > Justification: If a scheduled Invigilator shift is cancelled less than 48 hours before the shift was to begin, the University is required to pay them three hours of wages.

SECTION IV: REGULATIONS

17. The following regulations apply to all examinations conducted by the Office of the Registrar (variations may occur for instructor-conducted and/or online examinations):

    a) the student is responsible for writing the correct examination (instructor and section) at the place and time indicated on their personal examination timetable.;

    b) no student will be admitted to the examination room more than 30 minutes after the start of any examination. No extra time will be allowed for a student who arrives late to the examination;

    c) McMaster student photo identification cards (I.D. cards) **or** government-issued photo identification are required for **all** examinations (including online). A student who arrives without their I.D. card or government-issued photo identification will be required (before being seated) to obtain a substitute card and pay a $30.00 fee; no extra time will be allowed for students arriving without their I.D. cardidentification;

    d) students should use the washroom before the examination;

    e) students should bring into the examination room only what is necessary to write the examination. All items not required to write the examination must be left at the side of the room at the student's risk. Only small personal belongings (e.g., purses) may be left beneath the chairs, not on the desks. The University assumes no responsibility for lost articles;

    f) no aids (including but not limited to; books, papers, instruments, communication or electronic devices, cell phones, etc.) may be used in examinations unless specified by the instructor. Invigilators will check for compliance;

    g) no food is permitted. Drinks must be in a spill proof container;

    h) no form of communication between students is permitted;

    i) the University makes every effort to ensure that examination papers are properly prepared however; it is the responsibility of the student to check the paper and to bring any discrepancies found in their examination to the attention of the invigilator;

    j) a student officially registered in any class shall have the right to take the final examination in that class regardless of their attendance record at the class lectures;

    k) students who are unwell during the examination and are unable to complete an examination must report to the Room Presider. A Petition for Special Consideration form with supporting documentation may be submitted to the Office of the Associate Dean (Studies) of the student's Faculty normally within five working days of the missed examination; and

    l) students may not remove examination books or supplies from the examination room.

Commented [CB4]: McMaster student ID or Government Issued identification will be accepted at examinations

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UNDERGRADUATE EXAMINATIONS POLICY

18. Students who fail to comply will be required to surrender their examination paper and leave the room immediately.

POLICY DATE: <mark>TBD</mark>

SECTION V: MIDTERMS AND FINAL EXAMINATIONS

19. All September to April (Multi-term) Level I courses, with the exception of those that do not hold final examinations, must have a formal mid-year examination. Such examinations will be written in December as scheduled by the Office of the Registrar.

20. The Office of the Registrar will attempt to schedule and assign rooms for upper-level mid-year examinations if requested, on the understanding that these requests have a lower priority than Level I mid-year examinations and final examinations in first-term courses.

POLICY DATE: <mark>TBD</mark>

SECTION VI: EXAMINATIONS IN PROGRESS

21. From time to time unforeseen problems arise during examinations such as:

    a) a fire alarm leading to the evacuation of the examination location;

    b) a power failure;

    c) a number of examination papers being defective; and

    d) an instructor failing to arrive to administer an instructor-administered examination.

22. When such an irregularity occurs, the Office of the Registrar decides whether or not to terminate the examination(s) and collect the papers. Such decisions are reported to the appropriate Associate Dean and instructor.

23. If the University is unexpectedly closed during an examination period (e.g. inclement weather) the Office of the Registrar will re-schedule the affected examinations and communicate the new schedule to students and instructors.

24. If academic dishonesty is suspected during an examination the Office of the Registrar has protocols in place for invigilators to document and/or stop the behaviour. The Office of Academic Integrity will be informed of all suspected cases of academic dishonesty in examinations and will proceed according to the *Academic Integrity Policy*.

25. If students taking online examinations experience technical difficulties, the student **must** immediately report the difficulty. Reporting may take different forms ~~dependent upon~~ depending on the online platform being used. Options to report difficulties may include emailing the appropriate contact (Instructor, or designate as set by the Instructor); accessing a chat function (where available) within the online platform to document any difficulties.

SECTION VII: STUDENT ACCESS TO WRITTEN FINAL EXAMINATIONS

26. The procedure for student access to written final examinations has the following two objectives:

    a) to provide an opportunity for the student to review the graded examination; and

    b) to enable the instructor to maintain the confidentiality of questions drawn from a limited pool of questions.

27. A student's written request to review the graded examination must be submitted to the Department Chair[1] by June 30 following the Fall/Winter Session or by October 15 following the Spring/Summer Session. The relevant Session is the one during which the last graded material for the course was due. The Chair, in consultation with the instructor, will decide on one of the following courses of action:

    a) the instructor may review the student's graded examination with the student. Although it is not mandatory for instructors to do this, they are encouraged to do so when it is feasible.

    b) the student may read the graded examination under supervised conditions but must not make notes. Where appropriate, model answers and/or the marking scheme also may be examined by the student, subject to the approval of the instructor.

    c) a photocopy of the student's graded examination, and, where appropriate, model answers and/or the marking scheme may be provided to the student at cost[2], subject to the approval of the instructor.

28. The responsibility for implementing the above procedures rests with the Chair of the instructor's department. A student's final examination script will be made available to the student as soon as possible and not later than one month after the written request by the student.

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[1] In this document any reference to a Department Chair shall also include the Director of a School or Program.
[2] Current cost is $10.00 per examination.

POLICY DATE: TBD

SECTION VIII: NON-WRITTEN EXAMINATIONS

29. Alternate means of final assessment may be appropriate or necessary, such as oral examinations, assessment of practical or performance skills and clinical performance (OSCE). In these final assessments, students must be made aware of the objectives and criteria for evaluation. Suitable notes, records, marking sheets, recordings, etc. must be kept intact for at least one year after last use, and remain accessible to the Department Chair for that period.

ORAL EXAMINATIONS

30. Final oral examinations shall be either recorded or witnessed by a second faculty member who is competent in the subject being examined. Where the examination involves demonstration that cannot adequately be recorded, suitable notes shall be taken by the examiner and the second faculty member so that a written record will be available.

31. It is recognized this recommendation involves the assumption that final oral examinations can be clearly defined. Undergraduate Council suggests the above procedure be followed for examinations that occur at the end of a course and are worth a significant proportion of the student's final grade. If it is unclear whether a particular examination qualifies as "final", the responsibility for deciding should rest with the Department Chair and the Dean of the Faculty.

PRACTICAL SKILLS OR PERFORMANCE EXAMS

32. Final examinations can be structured to measure practical skills or performance skills. Students should be informed in advance about the format of the examination and the objectives for evaluation. Evaluation criteria are determined on the basis of course objectives. Practical skills or performance examinations may be recorded or have multiple observers evaluating the students.

OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS (OSCE)

33. An OSCE is an objective evaluation measure used to assess components of clinical competence. Students should be made aware of the objectives for the evaluation in the OSCE, which is structured to sample student performance in a variety of areas relevant to these objectives. Students rotate through a series of timed stations normally each lasting 5-10 minutes. At each station students are asked to perform a specific task (such as taking a patient history, performing a treatment technique, etc.). There are two types of stations. Examiner stations involve the use of a rater who scores a student's performance and may entail interaction with a standardized patient or mannequin. Marker stations, where a student is asked to answer written questions, record findings or interpret patient data, do not require an observer but entail subsequent marking. Evaluation criteria are determined in advance on the basis of course objectives. A rating form or standardised checklist clearly specifies the evaluation criteria and the scoring system to be used by the examiners.

34. Final OSCE examinations consisting of 8 or more stations can be used toward the final grade in a course. As 8 or more raters (1 per station) are involved in assessing the student's performance, a review of the documentation provided by these raters on the student's performance by an independent faculty member competent in the subject being examined would constitute a fair and adequate review of the student's performance in the case of a student appeal of the mark.

35. If the final OSCE examination consists of 7 or fewer stations, one of the following must be included when conducting the OSCE examination:

    a) a second rater at all examination stations; or

    b) videotaping or audiotaping, depending on the nature of the task being examined of each student at all examiner stations; or

    c) using standardised patients at all examiner stations who are trained to complete a checklist regarding each student's performance.

36. The standardised marking sheets for each student should be kept intact for a period of 1 year after last use following the end of the academic session in which the evaluation takes place.

POLICY DATE: TBD

SECTION IX: DEFERRED EXAMINATIONS

(See *Sessional Dates* section of the *Undergraduate Calendar*)

37. The following statement is excerpted in part from McMaster University's Undergraduate Calendar - General Academic Regulations (https://academiccalendars.romcmaster.ca/index.php).

38. The Petition for Special Consideration: Request for Deferred Examination (Form B) is used when a student misses an examination because of compelling medical or personal reasons.

39. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability are excluded from petitions and must be processed under the *Academic Accommodation of Students with Disabilities* policy.

40. Once a student has completed an examination, no special consideration will be granted.

41. A student who misses an examination because of compelling medical or personal reasons may submit a Petition for Special Consideration: Request for Deferred Examination (Form B) to their Faculty/Program Office, normally within five working days of the missed examination.

42. If the reason is medical, the approved McMaster University Medical Form must be used. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed exam and the doctor must verify the duration of the illness. Relief will not be available for minor illnesses. If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within five working days.

43. In deciding whether or not to grant a petition, the adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's incapacitation, will be taken into account.

44. It is the student's responsibility to check Mosaic Student Center > Deferred Exam Approvals or with the Faculty/Program Office for a decision on the request for a deferred examination. If the deferred examination is granted, the student will be informed officially by means of the notation DEF which will appear against the relevant course on the student's academic record and via Mosaic > Student Center > View My Grades.

45. Deferred examinations are written during the next official University deferred examination period. Default of the deferred examination will result in a fail for that examination.

46. Students who have been granted more than one deferred examination may be required by their Faculty/Program Office to reduce their course load during the term in which the deferred examinations are being written. The decision on a reduced load will be made and communicated with the decision on the request for deferred examinations.

47. At the discretion of the Faculty/Program Office, students who have been granted one or more deferred examinations, may not be allowed to enrol in a subsequent term until all deferred examinations have been completed and the Academic Standing calculated. Students will be notified of this decision by their Faculty/Program Office.

48. Students who will be living more than 160 kilometres from Hamilton during the deferred examination period and wish to write their approved deferred examination at an institution other than McMaster must submit a Request to Write Deferred Examination Off-campus Form at least 15 working days prior to the deferred examination period. Students are responsible for making arrangements for a presider to conduct the deferred examination at an outside institution and for paying any fees such as invigilation and return courier.

49. The authority to grant any petitions lies with their Faculty/Program Office and is discretionary. It is imperative that students make every effort to meet the originally-scheduled course requirements and it is a student's responsibility to write examinations as scheduled.

50. Decisions made on Petitions for Special Consideration are final. In accordance with the *Student Appeal Procedures*, decisions made on Petitions for Special Consideration cannot be appealed to the Senate Board for Student Appeals. However, should students believe that a decision may be a violation of their human rights, they may wish to contact the Equity and Inclusion Office to identify appropriate avenues of recourse as per the *Discrimination and Harassment Policy*.

51. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability, are excluded from Petitions for Special Consideration and, therefore, must be processed under the *Academic Accommodation of Students with Disabilities* policy.

SECTION X: PROTECTION OF PRIVACY

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

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

APPENDIX A: RELATED POLICIES

This Policy is to be read in conjunction with the following policies, guidelines, and statements. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- [Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on](#)

- [Academic Accommodation of Students with Disabilities](#)

- [Academic Integrity Policy](#)

- [Code of Student Rights & Responsibilities](#)

- [Conflict of Interest Guidelines – Undergraduate Studies and Graduate Studies](#)

- [McMaster University Statement on Collection of Personal Information and Protection of Privacy](#)

- [Privacy Governance and Accountability Framework](#)

- [Rights and Responsibilities of Undergraduate Students During Work Stoppages That Substantially Disrupt Academic Activities](#)

- [Statement on Building an Inclusive Community with a Shared Purpose](#)

- [Statement and Guidelines on Inclusive Communications](#)

- [Storm Emergency Policy](#)

- [Guidelines for Digital Learning Resources](#)

- [Undergraduate Course Management Policies](#)

Policies, Procedures and Guidelines

Complete Policy Title	Policy Number (if applicable):
Undergraduate Examinations Policy	

Approved by	Date of Most Recent Approval
Senate	**TBD**

Date of Original Approval(s)

April 9, 2014

Supersedes/Amends Policy dated

July 8, 2020
April 9, 2014 *(effective September 1, 2014)*
- Instructors at Examinations – last revised date: March 10, 1971
- Use of Calculators in Examinations – last revised date: March 8, 1995
- Examinations for Level I Courses – last revised date: March 23, 1983
- Irregularities at Examinations – last revised date: September 19, 1985
- Termination of Underway Examinations – last revised date: May 1969
- Undergraduate Student Access to Final Examinations – last revised date: May 13, 2009
- Procedures for Conducting Undergraduate Oral Examinations – last revised date: October 15, 2009
- Procedures for Conducting Objective Structured Clinical Examinations – last revised date: October 11, 2000

Responsible Executive	Policy Specific Enquiries
Vice-Provost (Teaching and Learning)	**Vice-Provost (Teaching and Learning)**
	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.*

McMaster University

TABLE OF CONTENTS

POLICY DATE: <mark>TBD</mark>

SECTION I: INTRODUCTION

PREAMBLE

1. This document brings together policies approved by the Senate of McMaster University related to undergraduate examinations. These policies are intended to communicate clearly the University's expectations with regard to the responsibilities of both students and instructors. Each section addresses a separate issue and the appendices provide additional useful information.

ASSESSMENT BAN

2. There is a University-wide ban on examinations and tests in the final week of classes – see the *Undergraduate Course Management Policies* (Section B: Due Date Restrictions).

POLICY DATE: <mark>TBD</mark>

SECTION II: INSTRUCTOR RESPONSIBILITIES

3. Examination papers must be submitted to the Office of the Registrar according to the formatting guidelines provided by the Office of the Registrar.

4. Any authorized aids must be indicated on the examination paper and communicated in writing to students in advance of the examination date. If an instructor authorizes the use of a calculator it must be communicated to the students in advance of the examination. The instructor may specify the use of the McMaster Standard Calculator(s). Such calculator(s) are designated by the appropriate Associate Vice-President on behalf of Undergraduate Council. If an instructor permits the use of a different calculator, it is the instructor's responsibility to ensure the calculator does not allow an unfair advantage or disadvantage.

5. If students will be taking tests and/or examinations online, instructors must specify the required electronic equipment and software at the beginning of the course. Such equipment may include a computer video camera, computer, and any other piece of equipment that can be reasonably expected of students. Instructors will use course outlines to inform students that the course may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the exam begins.

6. It is the responsibility of the instructor to devise and use checking procedures in the grading of all examinations to ensure that every portion of the examination is marked and the totalling of the marks awarded is correct.

7. For a course with an enrolment of 500 or more students and a final examination with a multiple-choice component, the instructor must provide four different versions of the examination to the Office of the Registrar.

8. The instructor(s) (or an appropriate designate) is expected to be present at the regularly scheduled examination and is responsible for ensuring the accuracy of the examination paper. If the instructor (or appropriate designate) must leave the examination, the instructor (or appropriate designate) must provide the Presider with contact information where they can be reached for the remainder of the examination.

SECTION III: STUDENT RESPONSIBILITIES

9. Students must be available for the entire examination period as listed in the *Sessional Dates* section of the Undergraduate Calendar. Examinations will not be re-scheduled for purposes of travel.

10. Students who encounter scheduling difficulties and who wish to have an examination re-scheduled, must report the issue to the Office of the Registrar immediately. A minimum of **10 working days prior** to the first day of the examination period is required to facilitate the re-scheduling of examinations. Scheduling difficulties include:

    a) more than one examination scheduled at the same time.

    b) three examinations in one calendar day (midnight to midnight).

    c) three consecutive examinations over two days.

    d)

11. Students who wish to request the re-scheduling of examinations on the basis of religious obligations must contact the Office of the Registrar as soon as possible and **no later than 10 working days prior** to the first day of the examination period.

12. If a course has an exam that is conducted online, it is a student's responsibility to ensure that they have the necessary equipment and software required to successfully undertake the examination. Questions or considerations related to online examinations must be referred to an instructor as soon as possible and **no later than 10 days** prior to an online examination/test.

13. Students who miss an examination for compelling medical or personal reasons should refer to the Deferred Examination Section.

ACADEMIC ACCOMMODATIONS OF STUDENTS WITH DISABILITIES

14. Students who will require additional aids or other accommodations in their examinations must contact Student Accessibility Services and receive a recommendation regarding appropriate accommodation under the *Academic Accommodation of Students with Disabilities* by the last date for cancelling courses without failure by default.

15. No additional aids or accommodations are allowed other than those confirmed by Student Accessibility Services and the course instructor.

16. Absent of extenuating circumstances, a late cancellation or no-show fee may be applied to any student who fails to provide at least 48-hours notice of cancellation of final examination accommodation requirements.

POLICY DATE: TBD

SECTION IV: REGULATIONS

17. The following regulations apply to all examinations conducted by the Office of the Registrar (variations may occur for instructor-conducted and/or online examinations):

    a) the student is responsible for writing the correct examination (instructor and section) at the place and time indicated on their personal examination timetable.;

    b) no student will be admitted to the examination room more than 30 minutes after the start of any examination. No extra time will be allowed for a student who arrives late to the examination;

    c) McMaster student photo identification cards (I.D. cards) **or** government-issued photo identification are required for **all** examinations (including online). A student who arrives without their I.D. card or government-issued photo identification will be required (before being seated) to obtain a substitute card and pay a $30.00 fee; no extra time will be allowed for students arriving without theiridentification;

    d) students should use the washroom before the examination;

    e) students should bring into the examination room only what is necessary to write the examination. All items not required to write the examination must be left at the side of the room at the student's risk. Only small personal belongings (e.g., purses) may be left beneath the chairs, not on the desks. The University assumes no responsibility for lost articles;

    f) no aids (including but not limited to; books, papers, instruments, communication or electronic devices, cell phones, etc.) may be used in examinations unless specified by the instructor. Invigilators will check for compliance;

    g) no food is permitted. Drinks must be in a spill proof container;

    h) no form of communication between students is permitted;

    i) the University makes every effort to ensure that examination papers are properly prepared however; it is the responsibility of the student to check the paper and to bring any discrepancies found in their examination to the attention of the invigilator;

    j) a student officially registered in any class shall have the right to take the final examination in that class regardless of their attendance record at the class lectures;

    k) students who are unwell during the examination and are unable to complete an examination must report to the Room Presider. A Petition for Special Consideration form with supporting documentation may be submitted to the Office of the Associate Dean (Studies) of the student's Faculty normally within five working days of the missed examination; and

    l) students may not remove examination books or supplies from the examination room.

18. Students who fail to comply will be required to surrender their examination paper and leave the room immediately.

SECTION V: MIDTERMS AND FINAL EXAMINATIONS

19. All September to April (Multi-term) Level I courses, with the exception of those that do not hold final examinations, must have a formal mid-year examination. Such examinations will be written in December as scheduled by the Office of the Registrar.

20. The Office of the Registrar will attempt to schedule and assign rooms for upper-level mid-year examinations if requested, on the understanding that these requests have a lower priority than Level I mid-year examinations and final examinations in first-term courses.

POLICY DATE: TBD

SECTION VI: EXAMINATIONS IN PROGRESS

21. From time to time unforeseen problems arise during examinations such as:

     a) a fire alarm leading to the evacuation of the examination location;

     b) a power failure;

     c) a number of examination papers being defective; and

     d) an instructor failing to arrive to administer an instructor-administered examination.

22. When such an irregularity occurs, the Office of the Registrar decides whether or not to terminate the examination(s) and collect the papers. Such decisions are reported to the appropriate Associate Dean and instructor.

23. If the University is unexpectedly closed during an examination period (e.g. inclement weather) the Office of the Registrar will re-schedule the affected examinations and communicate the new schedule to students and instructors.

24. If academic dishonesty is suspected during an examination the Office of the Registrar has protocols in place for invigilators to document and/or stop the behaviour. The Office of Academic Integrity will be informed of all suspected cases of academic dishonesty in examinations and will proceed according to the *Academic Integrity Policy*.

25. If students taking online examinations experience technical difficulties, the student **must** immediately report the difficulty. Reporting may take different forms depending on the online platform being used. Options to report difficulties may include emailing the appropriate contact (Instructor, or designate as set by the Instructor); accessing a chat function (where available) within the online platform to document any difficulties.

SECTION VII: STUDENT ACCESS TO WRITTEN FINAL EXAMINATIONS

26. The procedure for student access to written final examinations has the following two objectives:

    a) to provide an opportunity for the student to review the graded examination; and

    b) to enable the instructor to maintain the confidentiality of questions drawn from a limited pool of questions.

27. A student's written request to review the graded examination must be submitted to the Department Chair[1] by June 30 following the Fall/Winter Session or by October 15 following the Spring/Summer Session. The relevant Session is the one during which the last graded material for the course was due. The Chair, in consultation with the instructor, will decide on one of the following courses of action:

    a) the instructor may review the student's graded examination with the student. Although it is not mandatory for instructors to do this, they are encouraged to do so when it is feasible.

    b) the student may read the graded examination under supervised conditions but must not make notes. Where appropriate, model answers and/or the marking scheme also may be examined by the student, subject to the approval of the instructor.

    c) a photocopy of the student's graded examination, and, where appropriate, model answers and/or the marking scheme may be provided to the student at cost[2], subject to the approval of the instructor.

28. The responsibility for implementing the above procedures rests with the Chair of the instructor's department. A student's final examination script will be made available to the student as soon as possible and not later than one month after the written request by the student.

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[1] In this document any reference to a Department Chair shall also include the Director of a School or Program.
[2] Current cost is $10.00 per examination.

POLICY DATE: TBD

SECTION VIII: NON-WRITTEN EXAMINATIONS

29. Alternate means of final assessment may be appropriate or necessary, such as oral examinations, assessment of practical or performance skills and clinical performance (OSCE). In these final assessments, students must be made aware of the objectives and criteria for evaluation. Suitable notes, records, marking sheets, recordings, etc. must be kept intact for at least one year after last use, and remain accessible to the Department Chair for that period.

ORAL EXAMINATIONS

30. Final oral examinations shall be either recorded or witnessed by a second faculty member who is competent in the subject being examined. Where the examination involves demonstration that cannot adequately be recorded, suitable notes shall be taken by the examiner and the second faculty member so that a written record will be available.

31. It is recognized this recommendation involves the assumption that final oral examinations can be clearly defined. Undergraduate Council suggests the above procedure be followed for examinations that occur at the end of a course and are worth a significant proportion of the student's final grade. If it is unclear whether a particular examination qualifies as "final", the responsibility for deciding should rest with the Department Chair and the Dean of the Faculty.

PRACTICAL SKILLS OR PERFORMANCE EXAMS

32. Final examinations can be structured to measure practical skills or performance skills. Students should be informed in advance about the format of the examination and the objectives for evaluation. Evaluation criteria are determined on the basis of course objectives. Practical skills or performance examinations may be recorded or have multiple observers evaluating the students.

OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS (OSCE)

33. An OSCE is an objective evaluation measure used to assess components of clinical competence. Students should be made aware of the objectives for the evaluation in the OSCE, which is structured to sample student performance in a variety of areas relevant to these objectives. Students rotate through a series of timed stations normally each lasting 5-10 minutes. At each station students are asked to perform a specific task (such as taking a patient history, performing a treatment technique, etc.). There are two types of stations. Examiner stations involve the use of a rater who scores a student's performance and may entail interaction with a standardized patient or mannequin. Marker stations, where a student is asked to answer written questions, record findings or interpret patient data, do not require an observer but entail subsequent marking. Evaluation criteria are determined in advance on the basis of course objectives. A rating form or standardised checklist clearly specifies the evaluation criteria and the scoring system to be used by the examiners.

POLICY DATE: <mark>TBD</mark>

34.   Final OSCE examinations consisting of 8 or more stations can be used toward the final grade in a course. As 8 or more raters (1 per station) are involved in assessing the student's performance, a review of the documentation provided by these raters on the student's performance by an independent faculty member competent in the subject being examined would constitute a fair and adequate review of the student's performance in the case of a student appeal of the mark.

35.   If the final OSCE examination consists of 7 or fewer stations, one of the following must be included when conducting the OSCE examination:

    a)   a second rater at all examination stations; or

    b)   videotaping or audiotaping, depending on the nature of the task being examined of each student at all examiner stations; or

    c)   using standardized patients at all examiner stations who are trained to complete a checklist regarding each student's performance.

36.   The standardised marking sheets for each student should be kept intact for a period of 1 year after last use following the end of the academic session in which the evaluation takes place.

SECTION IX: DEFERRED EXAMINATIONS

(See *Sessional Dates* section of the *Undergraduate Calendar*)

37. The following statement is excerpted in part from McMaster University's Undergraduate Calendar - General Academic Regulations (https://academiccalendars.romcmaster.ca/index.php).

38. The Petition for Special Consideration: Request for Deferred Examination (Form B) is used when a student misses an examination because of compelling medical or personal reasons.

39. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability are excluded from petitions and must be processed under the *Academic Accommodation of Students with Disabilities* policy.

40. Once a student has completed an examination, no special consideration will be granted.

41. A student who misses an examination because of compelling medical or personal reasons may submit a Petition for Special Consideration: Request for Deferred Examination (Form B) to their Faculty/Program Office, normally within five working days of the missed examination.

42. If the reason is medical, the approved McMaster University Medical Form must be used. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed exam and the doctor must verify the duration of the illness. Relief will not be available for minor illnesses. If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within five working days.

43. In deciding whether or not to grant a petition, the adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's incapacitation, will be taken into account.

44. It is the student's responsibility to check Mosaic Student Center > Deferred Exam Approvals or with the Faculty/Program Office for a decision on the request for a deferred examination. If the deferred examination is granted, the student will be informed officially by means of the notation DEF which will appear against the relevant course on the student's academic record and via Mosaic > Student Center > View My Grades.

45. Deferred examinations are written during the next official University deferred examination period. Default of the deferred examination will result in a fail for that examination.

46. Students who have been granted more than one deferred examination may be required by their Faculty/Program Office to reduce their course load during the term in which the deferred examinations are being written. The decision on a reduced load will be made and communicated with the decision on the request for deferred examinations.

POLICY DATE: TBD

47. At the discretion of the Faculty/Program Office, students who have been granted one or more deferred examinations, may not be allowed to enrol in a subsequent term until all deferred examinations have been completed and the Academic Standing calculated. Students will be notified of this decision by their Faculty/Program Office.

48. Students who will be living more than 160 kilometres from Hamilton during the deferred examination period and wish to write their approved deferred examination at an institution other than McMaster must submit a Request to Write Deferred Examination Off-campus Form at least 15 working days prior to the deferred examination period. Students are responsible for making arrangements for a presider to conduct the deferred examination at an outside institution and for paying any fees such as invigilation and return courier.

49. The authority to grant any petitions lies with their Faculty/Program Office and is discretionary. It is imperative that students make every effort to meet the originally-scheduled course requirements and it is a student's responsibility to write examinations as scheduled.

50. Decisions made on Petitions for Special Consideration are final. In accordance with the *Student Appeal Procedures*, decisions made on Petitions for Special Consideration cannot be appealed to the Senate Board for Student Appeals. However, should students believe that a decision may be a violation of their human rights, they may wish to contact the Equity and Inclusion Office to identify appropriate avenues of recourse as per the *Discrimination and Harassment Policy*.

51. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability, are excluded from Petitions for Special Consideration and, therefore, must be processed under the *Academic Accommodation of Students with Disabilities* policy.

SECTION X: PROTECTION OF PRIVACY

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

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

POLICY DATE: <mark>TBD</mark>

APPENDIX A: RELATED POLICIES

This Policy is to be read in conjunction with the following policies, guidelines, and statements. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances, Policy on

- Academic Accommodation of Students with Disabilities

- Academic Integrity Policy

- Code of Student Rights & Responsibilities

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- McMaster University Statement on Collection of Personal Information and Protection of Privacy

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- Storm Emergency Policy

- Guidelines for Digital Learning Resources

- Undergraduate Course Management Policies

December 5, 2022

To: Kim Dej, Vice-Provost Teaching and Learning

From: Beth Marquis, Director, Arts & Science Program

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

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

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

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

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

FACULTY OF ENGINEERING
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2022-23

This report highlights substantive changes being proposed. For a complete review of all changes, please refer to the Faculty of Engineering Curriculum Report for changes to **2023-24 Engineering Undergraduate Curriculum Report.docx** on MacDrive:
https://macdrive.mcmaster.ca/d/d633133466a247a68ebc/

NEW PROGRAMS

None

PROGRAM CLOSURES

None

MAJOR REVISIONS

Program Name Change:
Bachelor of Technology
Automation Engineering Technology name change to Automation Systems Engineering Technology

Major change: Program name change Automation Engineering Technology to Automation Systems Engineering Technology
The new name better represents the current Program curriculum which includes two streams in "Industrial Systems" and "Smart Systems". It is also a shift of perspective away from automation which is fundamentally an Industry 3.0 concept into a more holistic approach in line with Industry 4.0. It finally aligns with the Booth School's collective representation of a progressive and timely echo of modern industrial reality.

McMaster University

SCIENCE

Undergraduate Curriculum Report to
Undergraduate Council, for the 2023-2024
Undergraduate Calendar - REVISED

Approved by the General Faculty of
the Faculty of Science on November
17, 2022

December 5, 2022

FACULTY OF SCIENCE REPORT TO SENATE

SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2023-2024

Following, is the summary of substantive curriculum changes being proposed by the Faculty of Science. For a complete review of all changes, refer to the November 17, 2022, Report of the Academic Planning and Policy Committee for changes to the 2023-2024 Undergraduate Calendar, found at:

https://macdrive.mcmaster.ca/f/c379238830c644a39a95/

1.0   NEW PROGRAMS
   None applicable.

2.0   PROGRAM CLOSURES/MERGERS:
   None Applicable.

3.1   MAJOR CURRICULUM REVISIONS:
3.2   Honours Astrophysics (B.Sc.)
   Admission Notes
   1.   Completion of ASTRON 1F03 is required by the end of Level II and is strongly recommended in Level I.
   2.   Completion of MATH 1B03 or 1ZC3 is required by the end of Level II and is strongly recommended in Level I.
   3.   Completion of PHYSICS 1C03 and 1CC3 is recommended in Level I.
   Admission
   ~~**Enrolment in this program is limited** and possession of the published minimum admission requirements does not guarantee admission. Selection is based on academic achievement but requires, as a minimum, completion of any Level I program with a Grade Point Average of at least 5.0 including:~~
   Completion of any Level I program with a Grade Point Average of at least 5.0 including:
   6 units
   from
   - MATH 1A03 - Calculus For Science I
   - MATH 1AA3 - Calculus For Science II
   - MATH 1LS3 - Calculus for the Life Sciences I
   - MATH 1LT3 - Calculus for the Life Sciences II
   - MATH 1X03 - Calculus for Math and Stats I
   - MATH 1XX3 - Calculus for Math and Stats II
   - MATH 1ZA3 - Engineering Mathematics I
   - MATH 1ZB3 - Engineering Mathematics II-A
   3 units
   from
   - PHYSICS 1A03 - Introductory Physics
   - PHYSICS 1C03 - Physics for the Chemical and Physical Sciences
   - PHYSICS 1D03 - Introductory Mechanics
   3 units
   from
   - PHYSICS 1AA3 - Introduction To Modern Physics
   - PHYSICS 1CC3 - Modern Physics for the Chemical and Physical Sciences
   - PHYSICS 1E03 - Waves, Electricity and Magnetic Fields
   3 units

from
- CHEM 1A03 - Introductory Chemistry I
- CHEM 1E03 - General Chemistry for Engineering I

9 units
from
- the Science I Course List (See *Admission Notes 1* and *2* above.)

Program Notes
1. Completion of DATASCI 2G03 (or PHYSICS 2G03) is required by the end of Level III and is strongly recommended in Level II.
2. Completion of BIOPHYS 3D03 and PHYSICS 3A03 are recommended.
3. Completion of PHYSICS 4G03 is recommended.
4. Students who are interested in pursuing graduate school in astrophysics are encouraged to take PHYSICS 4B03 and 4F03 in Level IV.
5. ASTRON 3X03, 3Y03 and 4X03 are offered in alternate years and may be taken in either Level III or IV.

Requirements
120 units total (Levels I to IV), of which no more than 48 units may be Level I
Level I: 30 Units
30 units
(See *Admission* above.)
Level II: 30 Units
15 units
- PHYSICS 2B03 - Electricity and Magnetism I
- PHYSICS 2BB3 - Electricity and Magnetism II
- PHYSICS 2C03 - Modern Physics
- PHYSICS 2E03 - Mechanics
- PHYSICS 2P03 - Introductory Laboratory

6 units
- MATH 2C03 - Introduction to Differential Equations
- MATH 2X03 - Advanced Calculus I

3 units
- ASTRON 2E03 - Planetary Astronomy

0-3 units
- ASTRON 1F03 - Introduction to Astronomy and Astrophysics (if not completed in Level I)
  (See *Admission Note 1* above.)

1-3 units
from the following courses, if not completed in Level I
- MATH 1B03 - Linear Algebra I
- MATH 1ZC3 - Engineering Mathematics II-B
  (See *Admission Note 2* above.)

1-6 units
- Electives (See *Program Note 1* above.)

Level III: 30 Units
6 units
- ASTRON 3X03 - Galaxies and Cosmology
- ASTRON 4X03 - Data Analysis Project Course

6 units
- PHYSICS 3D03 ~~A/B~~ - Inquiry in Physics
- PHYSICS 3MM3 - Quantum Mechanics I

3 units
from the following courses, if not completed in Level II
- DATASCI 2G03 - Scientific Computing
- PHYSICS 2G03
  (See *Program Note 1* above.)

6 units

1

- MATH 3C03 - Mathematical Physics I
- MATH 3D03 - Mathematical Physics II

9 units
- Electives (See *Program Note 2* above.)

Level IV: 30 Units

6 units
- ASTRON 3Y03 - Stellar Structure
- PHYSICS 3K03 - Thermodynamics and Statistical Mechanics

12 units
from
- Levels III, IV, V Astronomy, Biophysics, Mathematics, Physics courses
- EARTHSC 3V03 - Environmental Geophysics
- MEDPHYS 4D03 - Imaging in Medicine and Biology
- MEDPHYS 4F03 - Fundamentals of Health Physics

including, one of
- PHYSICS 3ET3 A/B S - Physics Teaching Placement
- PHYSICS 4L03 A/B - Literature Review
- PHYSICS 4P06 A/B - Senior Research Project

12 units
- Electives (See *Program Notes 3* and *4* above.)

Requirements For Students Who Entered Prior To September 2021
120-121 units total (Levels I to IV), of which no more than 48 units may be Level I

Level I: 30 Units

30 units
(See *Admission* above.)

Level II: 30-31 Units

15-16 units
from
- PHYSICS 2B03 - Electricity and Magnetism I
- PHYSICS 2BB3 - Electricity and Magnetism II
- PHYSICS 2C03 - Modern Physics
- PHYSICS 2E03 - Mechanics
- PHYSICS 2P03 - Introductory Laboratory
- PHYSICS 2H04

3 units
from
- MATH 2A03
- MATH 2X03 - Advanced Calculus I

3 units
- MATH 2C03 - Introduction to Differential Equations

3 units
- ASTRON 2E03 - Planetary Astronomy

0-3 units
- ASTRON 1F03 - Introduction to Astronomy and Astrophysics (if not completed in Level I)
  (See *Admission Note 1* above.)

1-3 units
from the following courses, if not completed in Level I
- MATH 1B03 - Linear Algebra I
- MATH 1ZC3 - Engineering Mathematics II-B
  (See *Admission Note 2* above.)

1-6 units
- Electives (See *Program Note 1* above.)

Level III: 30 Units

15 units
from

2

- ASTRON 3X03 - Galaxies and Cosmology
- DATASCI 2G03 - Scientific Computing
- PHYSICS 2G03
- PHYSICS 3D03 ~~A/B~~ - Inquiry in Physics
- PHYSICS 3K03 - Thermodynamics and Statistical Mechanics
- PHYSICS 3MM3 - Quantum Mechanics I

3 units
from
- ASTRON 4X03 - Data Analysis Project Course
- PHYSICS 3H03 A/B
- PHYSICS 3P03 ~~A/B~~ - Advanced Laboratory

6 units
- MATH 3C03 - Mathematical Physics I
- MATH 3D03 - Mathematical Physics II

6 units
- Electives (See *Program Note 2* above.)

Level IV: 30 Units

3 units
- ASTRON 3Y03 - Stellar Structure

6 units
from
- Level IV, V Astronomy, Physics courses

12 units
from
- Levels III, IV, V Astronomy, Biophysics, Mathematics, Physics courses
- EARTHSC 3V03 - Environmental Geophysics
- EARTHSCI 4VV3
- MEDPHYS 4D03 - Imaging in Medicine and Biology
- MEDPHYS 4F03 - Fundamentals of Health Physics

including, one of
- PHYSICS 3ET3 A/B S - Physics Teaching Placement
- PHYSICS 4L03 A/B - Literature Review
- PHYSICS 4P06 A/B - Senior Research Project

9 units
- Electives (See *Program Notes 3* and *4* above.)

Justification: The Honours Astrophysics (B.Sc.) program will become an open enrolment program as of 2023-24, affording students greater opportunity to pursue this area of scientific study.

4.0   REVISIONS TO GENERAL ACADEMIC REGULATIONS, FACULTY-LEVEL REGULATIONS, AND ACADEMIC POLICY:

None applicable.

3

Report to Senate and Undergraduate Council:

Revisions to the Undergraduate Calendar for 2023 – 2024

Office of the Registrar

November 2022

Office of the Registrar
Undergraduate Curriculum Report
to
Undergraduate Council
for the 2023-2024 Undergraduate Calendar

Revisions for the following sections:
· Glossary
· General Academic Regulations

November 2022

Office of the Registrar

1. Glossary

Transcripts
A transcript summarizes a student's academic career at McMaster University and is available by electronic request through Mosaic. Students may request a transcript upon demand and free of charge in the Office of the Registrar, Student Services, Gilmour Hall Room 108. Transcript requests will not be processed for students with outstanding financial accounts at the University or those under investigation for an academic integrity violation.

Credentials
~~A credential is a body of academic work or collection of course work that stands on its own and for which a parchment is issued. McMaster credentials include certificates, diplomas and degrees. A single course is permitted to be counted toward a maximum of two credentials.~~

A credential is a body of academic work or collection of course work that is independently recognized. McMaster credentials include certificates, diplomas, microcredentials, and degrees. A single course is permitted to be counted toward a maximum of two credentials.

Rationale: Clarity in wording. Parchments are not produced for all credentials. Looking toward the future and McMaster's offering of Microcredentials.

Minors

2. General Academic Regulations
Decisions made on Petitions for Special Consideration are final. In accordance with the *Student Appeal Procedures*, decisions made on Petitions for Special Consideration cannot be appealed to the Senate Board for Student Appeals. However, should students believe that a decision may be a violation of their human rights, they may wish to contact the Equity and Inclusion Office to identify appropriate avenues of recourse as per the *Policy on Discrimination and*

Harassment: Prevention & Response. Requests related to temporary or permanent disabilities, or for retroactive accommodations related to a disability, are excluded from Petitions for Special Consideration and, therefore, must be processed under the Academic Accommodation of Students with Disabilities policy.

Regulations for Authorized Leave for Undergraduate Students Studying with a Study Permit

Students studying with a study permit have a number of conditions they must meet in order to maintain their eligible status in Canada. These conditions are found on the Immigration, Refugees and Citizenship Canada (IRCC) website as follows: Your conditions as a study permit holder in Canada. Failure to meet the study permit conditions may result in students losing their student status and IRCC cancelling their study permit. Students may also be required to leave Canada.

Subject to eligibility and specific conditions, undergraduate students studying with a study permit may request an authorized leave to pause their studies for a defined period of time.

Students attending the University under a study permit who will not be enrolling in the next expected term or are withdrawing from all courses in the current term must contact their Faculty or program office and request an authorized leave. This ensures that the student's status is correctly reported under the University's obligation as a Designated Learning Institution (DLI). If the authorized leave is approved, the Faculty or program office will also assist the student in developing an academic plan for a successful return to their studies.

Approval from the student's Faculty or program office and subsequent arrangements should be finalized prior to the start of the authorized leave.

Eligibility:
Authorized leaves may be granted for the following reasons:
1. Medical or parental leave.
2. Military service in another country.
3. Family emergency.
4. Death of a friend or family member.
5. Other reasons as approved by the Faculty or program office.

The IRCC will only recognize leaves up to a maximum of 150 days for students to still be considered as actively pursuing their studies. Visit The Government of Canada – Your conditions as a study permit holder in Canada for more information.

Students may be required to provide documentation to support the reason for their authorized leave. If the leave is approved, the Registrar's Office will issue an authorized leave letter to provide to IRCC documenting the authorized leave.

Return from Authorized Leave:
Students are encouraged to inform their Faculty or program office of their desire to resume their studies. Students who fail to return from their authorized leave by the date specified in the terms of their authorized leave letter may not be permitted to return as planned and academic progress may be impeded. An authorized leave from clinical placements, co-ops, internships, or other experiential learning course components may have additional requirements for return.

For extended leaves, please visit the Former McMaster Degree Students (Returning Students) – Readmission (3.H) section of the Undergraduate Calendar to understand your return options.
Deferral of Admission:
For deferral of admission, consult the Office of the Registrar – Deferral of Admissions.
Additional Support for Students:
Students should seek the advice of an Immigration specialist to ensure full compliance and understanding of the IRCC policies. Support for immigration-related issues is available through the Student Success Centre – Immigration Advising.

Rationale: To allow international students the ability to be approved for a temporary absence from school and meet government compliance reporting guidelines.

REPORT TO THE SENATE

FROM THE

COMMITTEE ON APPOINTMENTS

Open Session (Regular)

On November 21, 2022, the Committee on Appointments approved the following recommendations and now recommends them to Senate for approval:

1. **Terms of Reference**

   a. **Establishment of the Director, Office of Undergraduate Research, Faculty of Science**

      It is now recommended,

      that Senate approve the establishment of the Director, Office of Undergraduate Research, Faculty of Science, as circulated.

   b. **Revised ToR Associate Dean, Academic, Faculty of Social Sciences**

      It is now recommended,

      that Senate approve revised terms of reference for the Associate Dean, Academic, Faculty of Social Sciences, as circulated.

   c. **Revised ToR Vice Dean, Faculty Affairs, Faculty of Health Sciences**

      It is now recommended,

      that Senate approve the revised terms of reference for the Vice Dean, Faculty Affairs, Faculty of Health Sciences, as circulated.

   d. **Revised ToR Associate Vice President, Global Health, Faculty of Health Sciences**

      It is now recommended,

      that Senate approve the revised terms of reference for the Associate Vice President, Global Health, Faculty of Health Sciences, as circulated.

SENATE: FOR APPROVAL
December 14, 2022

McMaster University | **SCIENCE** Office of the Dean

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November 7, 2022

To: Senate Committee on Appointments

From: Dr. Maureen J. MacDonald, Dean & Professor, Faculty of Science

Subject: **Director, Office of Undergraduate Research, Faculty of Science**
Terms of Reference

Attached are the Terms of Reference for the newly created academic administrative appointment of Director, Office of Undergraduate Research in the Faculty of Science.

As stated in the Terms of Reference:

The Director of the Office of Undergraduate Research (OUR), Faculty of Science is responsible for the leadership of the OUR in the pursuit of its mission to promote excellence in undergraduate student, and faculty-led, collaborative research and scholarship in all disciplines. The OUR aims to make research an integrated component of the undergraduate experience by breaking down barriers and facilitating access to research opportunities that enhance student engagement and improve academic outcomes for all undergraduate students in Science. The OUR will create communities of practice and directly support students in key areas that elevate experiences to ensure academic and professional success.

These new Terms of Reference have been discussed with stakeholders within the Faculty and approved by Faculty Council of the Faculty of Science on October 13, 2022. We now submit them to the Senate Committee on Appointments for review and approval. A selection process is now being developed with an expected appointment recommendation by Spring of next year.

If you have questions or would like me to appear at a Committee meeting to discuss these documents, please contact my office.

MJM/dob
Memo to SCA - OUR ToR 2022-11.docx

McMaster University | **SCIENCE**

Title: Director, Office of Undergraduate Research

Reports to: Associate Dean (Academic), Faculty of Science

Position Description:

The Director of the Office of Undergraduate Research (OUR), Faculty of Science is responsible for the leadership of the OUR in the pursuit of its mission to promote excellence in undergraduate student, and faculty-led, collaborative research and scholarship in all disciplines. The OUR aims to make research an integrated component of the undergraduate experience by breaking down barriers and facilitating access to research opportunities that enhance student engagement and improve academic outcomes for all undergraduate students in Science. The OUR will create communities of practice and directly support students in key areas that elevate experiences to ensure academic and professional success.

Responsibilities:

1) Oversight of the operations of the OUR including: supervision of professional, administrative and volunteer staff; developing and directing strategic initiatives; and other responsibilities.

2) Promote and support McMaster University's Equity, Diversity and Inclusion (EDI) goals throughout all initiatives and operations of the OUR.

3) Provide leadership in defining, promoting, implementing, sustaining, and evaluating undergraduate research activity that is consistent with strategic priorities of the Faculty of Science and McMaster University.

4) Co-ordinate, synergize and optimize undergraduate research initiatives and engagement across Departments and Schools within the Faculty of Science to promote equitable, accessible, and high-quality experiential learning opportunities.

5) Provide leadership in identification, coordination, and promotion of partnerships within McMaster University, Industry and the Community that will provide multidisciplinary research opportunities for undergraduate students in the Faculty of Science.

6) Manage the budget of the OUR.

7) Work in conjunction with Faculty and University advancement offices and public relations, and in cooperation with the School of Graduate Studies, to raise the profile of undergraduate research in the Faculty of Science within the University and externally, and to identify new opportunities.

8) Develop strategies to enhance undergraduate research funding and success from provincial, national and international granting agencies, non-profit organizations, and private sectors.

9) Discharge other such duties as may from time to time be assigned by the Associate Dean of Science (Academic).

Qualifications:

The ideal candidate for this position will be an accomplished researcher, excellent undergraduate mentor, and full-time continuing faculty member within the Faculty of Science. The incumbent should have extensive experience in undergraduate education; a strong understanding of and commitment to experiential education in Science; experience working with diverse communities and furthering equity and inclusion goals in higher education; demonstrated success in networking, collaboration and securing research funding from a variety of sources; and excellent interpersonal and communication skills.

Term & Details of Appointment:

The appointment will be made following an open search process. The initial appointment for this position shall be for a period of 3 years or through completion of the pilot project.

Membership on Faculty Standing & Ad Hoc Committees

• As required

Membership on University Committees

• As required

Approval(s):

• Dean, Faculty of Science
• Faculty Council (October 13, 2022)
• Senate Committee on Appointments
• Senate
• Board of Governors

To: Senate Committee on Appointments

From: Jeremiah Hurley, Dean, Faculty of Social Sciences

Date: November 9, 2022

Re: Terms of Reference for the role of Associate Dean, Academic, Faculty of Social Sciences

I am submitting for your approval the terms of reference for the role of Associate Dean, Academic, Faculty of Social Sciences. Previously, we used the University's generic Terms of Reference for Associate Deans (enclosed) for this role.

The enclosed terms of reference are specific to this role in Social Sciences and will provide clear expectations for the next Associate Dean, Academic, which the Faculty will soon start to recruit for.

Terms of Reference, Associate Dean Academic (Social Sciences)
November 2022

The Associate Dean Academic (Social Sciences) has the primary responsibility within the Faculty of Social Sciences for furthering McMaster's goals regarding undergraduate education and provides leadership and coordination of all activities related to those goals.

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

Responsibilities include, but are not limited to:

1. Provide leadership in defining, promoting, implementing, sustaining and evaluating undergraduate educational activities in the Faculty of Social Sciences consistent with the strategic priorities of the Faculty and the University.
2. Provide leadership in educational program development and implementation, including cross-departmental and cross-Faculty multidisciplinary initiatives.
3. Oversee the operations of the Office of the Associate Dean (Academic), including:
   a. direct a team of professional and administrative support personnel
   b. student recruitment/liaison, in consultation with the recruitment/marketing manager
   c. enrolment management, admissions, and registration
   d. academic advising
   e. academic program development
   f. career and experiential education, including the co-op program
   g. student records and student awards
   h. annual curriculum and calendar revisions
   i. degree audit and review, curriculum and calendar matters
   j. administrative liaison with the MacPherson Institute, Student Success Centre, and other offices on campus (e.g., SAS, SSCM)
4. Manage of the Office of the Associate Dean Academic operating and grant budgets.
5. Liaise with the Vice-Provost Teaching and Learning and Associate Deans Academic from other Faculties on undergraduate education matters.
6. Liaise with the McMaster Social Science Society (MSSS) and Welcome Week Planners in the Faculty of Social Sciences, and approval of FSS student group events.
7. Chair, as requested by the Dean, review committees and other Faculty committees from time to time, as needed.
8. Discharge other such duties as may from time to time be assigned by the Dean, including acting as the Dean's delegate at the request of the Dean.
9. The term of the office of the Associate Dean (Academic) is normally five years, with the possibility of re-appointment.

McMaster University

Policies, Procedures and Guidelines

Complete Policy Title:	Policy Number (if applicable):
Terms of Reference for Associate Deans	

Approved by:	Date of Most Recent Approval:
Senate	**March 13, 2002**
Board of Governors	**March 27, 2002**

Date of Original Approval(s):	Supersedes/Amends Policy dated:

Responsible Executive :	Enquiries:
Dean of Relevant Faculty or Graduate Studies	**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.*

An Associate Dean:

- works with the Dean on behalf of the Faculty or School of Graduate Studies as appropriate, and is accountable to the Dean

- will provide leadership and coordination of appropriate academic programs, activities and other duties[1] as delegated by the Dean

- on occasions acts as the Dean's delegate - specifically, in the absence of the Dean, the Associate Dean will represent the Dean on the various bodies, committees, or councils on which the Dean serves ex officio; should there be more than one Associate Dean then this representation will be assigned by the Dean as the occasion warrants

- will discharge such other duties as may from time to time be assigned by the Dean

Normally, the term of office for an Associate Dean will be five years.

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[1] A representative, but not exhaustive, list of possible duties would include alumni affairs, budgeting, enrolment management, fostering and management of research, fundraising, public relations, and strategic planning.

Membership on Faculty of Social Science Committees
- Dean's Advisory Committee
- Faculty Council
- General Faculty
- Undergraduate Academic Planning and Policy Committee (Chair)
- Ad hoc committees that bear on undergraduate education as appropriate

Membership on University Committees
- Undergraduate Council and relevant subcommittees
- Enrolment Management Team
- Associate Deans' Academic Group

McMaster University | **HEALTH SCIENCES**
Office of the Dean

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November 14, 2022

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

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

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

The position was created in 2016 and has evolved over the last few years. As such, an update was needed to accurately reflect the responsibilities of this position. The Faculty received input from a variety of stakeholders on the updates.

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

Yours sincerely,

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

Encl.

POB/rc

Vice Dean, Faculty Affairs, Faculty of Health Sciences

The Vice Dean, Faculty Affairs is responsible for guiding matters of faculty affairs, professional development, and engagement and oversees the Faculty's strategy for furthering the success, well-being, and academic advancement of our faculty.

Reporting Relationships:

The Vice Dean, Faculty Affairs reports to the Dean and Vice-President, Faculty of Health Sciences.

Duties and Responsibilities:

Faculty Affairs

1. Work with the Associate Dean, Indigenous Health and the Associate Dean, Equity & Inclusion to champion principles of equity, diversity, inclusion, and indigenous self-determination across the Faculty
2. Oversee the continuing development and evaluation of Faculty-wide initiatives and resources that optimize recruitment, development, promotion, and retention of top academic talent in a culture that values innovation, excellence, collaboration and the highest levels of scholarship and professionalism.

Operational Management

1. Consult with partners within the University, the community and partner hospitals and advise the Dean on issues that will guide those responsible for operationalizing the Faculty's mission related to faculty affairs.
2. Oversee the activities of the Continuing Professional Development Office through the Associate Dean, Continuing Professional Development
3. Provide effective financial management of the Faculty Affairs office and any related funds

Specific Areas of Responsibility

1. Work with leaders across the faculty to advance professionalism ideals within the Faculty of Health Sciences. Guide processes related to addressing issues related to faculty professionalism and professional behaviours and provide expertise and advice to the Faculty leadership on such matters.
2. Promote and co-ordinate continuing professional development resources that assist all faculty members in advancing their professional success in research, education, clinical scholarship, leadership and/or administrative roles, ensuring that these are inclusive and integrate the unique needs of the part-time faculty complement.
3. Lead and oversee a Faculty-wide strategy to support and address faculty health, well-being, and professional fulfillment. Promote, coordinate, and develop resources to enhance the overall well-being of faculty.
4. Collaborate with partners internal and external to the University, as appropriate, to develop Faculty Affairs activities and programming.

5. Serve as a member of FHS, University, and external committees as requested and/or required. These include:

- FHS Faculty Executive Council
- FHS Nominations and Awards Committee
- Selection Committees for FHS Leadership positions
- MDSM Council
- AFMC Faculty Affairs Committee

Conditions of Employment

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

Approval Dates:

Initial approval: FHS Faculty Executive, September 2016; Senate Committee on Appointments, October 2016
Titles updated: July 2018.
Revisions approved: FHS Faculty Executive, September 2022.

TERMS OF REFERENCE

VICE DEAN, FACULTY AFFAIRS

FACULTY OF HEALTH SCIENCES

The Vice Dean, Faculty Affairs is a senior academic administrator who assists the Dean and Vice President, Faculty of Health Sciences with guiding matters of faculty affairs, professional development and engagement. The Vice Dean will oversee the Faculty's strategy for furthering the success, well-being and academic advancement of our faculty.

In collaboration with senior academic leaders in the Faculty of Health Sciences, the Vice Dean, Faculty Affairs will promote and champion an environment of professionalism, inter-professionalism, inclusivity, fairness, equity and diversity efforts.

Reporting Relationship:

The Vice Dean, Faculty Affairs is accountable to the Dean and VP, Faculty of Health Sciences.

Responsibilities:

1. Oversee the continuing development and evaluation of Faculty-wide initiatives and resources that optimize recruitment, development, promotion and retention of top academic talent in a culture that values innovation, excellence, collaboration and the highest levels of scholarship and professionalism.

2. Together with health science education program leaders, advance professionalism across all programs and health professions within the Faculty of Health Sciences. Provide expertise and advice to the Faculty leadership on matters related to faculty professionalism and professional behaviours.

3. Oversee the Office of Professionalism and ensure effective and appropriate policies, procedures and resources are in place.

4. Champion inter-professionalism with faculty across the clinical and research areas and collaborate with education programs to promote inter-professionalism within and across the programs.

5. Engage the growing part time (including adjunct) faculty complement to ensure programming builds an inclusive academic community. Ensure any needs unique to this community are integrated into Faculty programming.

6.   Promote and co-ordinate continuing professional development resources that assist faculty members in advancing their professional success in research, education, clinical scholarship, leadership and administrative roles.

7. Collaborate with University and Hospital partners, as well as AFMC colleagues and others as appropriate to develop Faculty Affairs activities and programming.

Conditions of Employment

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

Approved FHS – 2016-09, SCA 2016-10

Title updated & approved 2018

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November 14, 2022

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

Re: Approval of Updated Terms of Reference – Associate Vice President, Global Health

On behalf of the Faculty of Health Sciences Executive Committee, I am requesting approval of the updated terms of reference for the position of Associate Vice President, Global Health

The terms of reference for this position had not been updated since 2009. An extensive rewrite has occurred, and we have solicited feedback from many individuals both within FHS and across the broader University. This was then discussed in detail at our Council meeting, and we feel that this revised version more accurately reflects the expectations of the position.

I have attached the proposed revision as well as the previous version of the Terms of Reference.

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

Yours sincerely,

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

Encl.

POB/rc

Associate Vice-President, Global Health, Faculty of Health Sciences

The Associate Vice-President (Global Health), Faculty of Health Sciences, works to expand the role of the Faculty of Health Sciences in the health of the global community and serves as a champion for international health and healthcare activities within the Faculty.

As a senior leader within the Faculty of Health Sciences, the Associate Vice President, Global Health assists the Dean and Vice-President and other Faculty leaders in the creation and implementation of the strategic priorities of the Faculty related to global health.

Reporting Relationships:

The Associate Vice-President (Global Health) reports to the Dean & Vice-President, Faculty of Health Sciences.

Duties and Responsibilities:

Specific areas of responsibility:

- Provides guidance and expertise on international health activities to all members of the Faculty of Health Sciences and through effective collaborations, ensures congruence among the international activities occurring throughout the Faculty.
- Works with the Vice Provost (International Affairs), and the Vice-President, Research on university wide health related initiatives.
- Works with Vice, Associate and Assistant Deans, Department Chairs, and other leaders to promote international activities while protecting Faculty interests in teaching, research, and clinical service.
- Collaborates with the Associate Dean, Indigenous Health and the Associate Dean, Equity and Inclusion regarding global health and diversity issues and opportunities.
- Manages the activities of the Global Health Office including oversight of the office's budget and human resources and ensures that the Global Health Office and its constituent programs remain financially viable and appropriately staffed.
- Monitors and evaluates the success of international partnerships using Key Performance Indicators (KPIs) and manages these partnerships accordingly.
- Ensures that opportunities and projects related to international health, and successfully completed projects and are communicated broadly throughout the faculty.
- Oversees the advancement of a "living" overarching compendium of ongoing Global Health Activities within the Faculty of Health Sciences.
- Serves as a member of FHS Faculty Executive Council and on other FHS and University, committees as requested and/or required.

Education:

- Consults with the Vice-Dean, Education and the Vice-Dean/Associate Dean, Graduate Studies (Health Sciences) and supports the Schools and Departments in the development and continuous quality improvement of educational programs related to global health. This includes advising on opportunities for new programming, new partnerships, and issues of culturally appropriate curriculum and educational strategies.
- Supports the recruitment of international undergraduate and graduate students, in alignment with the Faculty's strategic plan for internationalization.
- Works with all FHS educational programs, as well as with central McMaster resources, to formulate and maintain policies and procedures for learners involved in international work (whether
- McMaster students travelling internationally, or international learners visiting McMaster), including policies with respect to safety, and evaluation of learning experiences.

External relationships:

- Facilitates international agreements; ensuring that Memorandums of Understanding comply with the policies of the Faculty and of the University.
- Fosters relationships with internal and external partners to further the global health initiatives of the Faculty, including working with our hospital partners on programs involving McMaster learners and/or faculty members.
- Promotes the Faculty of Health Sciences internationally, through involvement in conferences, and other appropriate fora.
- Identifies and develops international opportunities for faculty and students through partnerships with global health organizations (across education, research, and healthcare).
- Encourages the globalization of health sciences activities through enhancing and strengthening international linkages.
- Participates in global development projects including international research collaboration and supports capacity building in higher education.
- Seeks international partners with an interest in licensing educational tools and other relevant products developed by members of the Faculty.
- Identifies opportunities for collaboration and international outreach to international organizations
- (Universitas 21 – Health Sciences Group (U21 HSG) Global Affairs Canada, International Development Research Corporation (IDRC), World Health Organization (WHO), World Health Collaborating Center Networks, Global Health Consortium, and others).
- Pursues and supports revenue generation opportunities in higher education capacity building for health science programs.

Conditions of Appointment

The position of Associate Vice-President (Global Health) shall be held by a qualified full time faculty member, appointed for a five-year term, renewable for a second term of up to five years. This position is a 0.4 FTE (or higher) role and includes a role-based stipend.

The individual will be selected by a Senate Ad Hoc Selection Committee for nomination through the Senate Committee on Appointments to the Senate and the Board of Governors, as required by The McMaster University Act, 1976 and the Senate By-laws.

TERMS OF REFERENCE

ASSOCIATE VICE-PRESIDENT, GLOBAL HEALTH

FACULTY OF HEALTH SCIENCES

The Associate Vice-President (Global Health), Faculty of Health Sciences, works to expand the role of the Faculty of Health Sciences in the health of the global community and serves as a champion for international health and healthcare activities within the Faculty.

Reporting Relationship

The Associate Vice-President (Global Health) reports to the Dean & Vice-President, Faculty of Health Sciences.

The incumbent works closely with Department Chairs; Associate and Assistant Deans of the Faculty; Regional Assistant Deans of the distributed campuses and academic Program Directors; on issues related to global health.

Additionally, on University wide health related initiatives, the Associate Vice-President (Global Health) will work with the Associate Vice-President (International Affairs), and the Vice-President, Research and International Affairs.

Duties and Responsibilities

The Associate Vice President (Global Health) manages the activities of the Faculty of Health Sciences' (FHS) Global Health Office.   The mandate of the office is to build and maintain an infrastructure, which integrates international activities throughout the Faculty.   The Associate Vice President (Global Health) will have responsibility for facilitating international agreements; ensuring that Memorandums of Understanding comply with the policies of the Faculty and of the University. The incumbent will support the successful completion of international work and will communicate these activities to the Faculty.

In addition, the Associate Vice-President (Global Health):

1. Provides guidance and expertise on international health activities to all members of the Faculty of Health Sciences.
2. Works with all Schools and affiliated programs with regard to educational offerings related to global health.
3. Promotes the Faculty of Health Sciences internationally, through involvement in conferences, and other appropriate fora.
4. Identifies and develops international opportunities for faculty and students through his/her leadership role in the partnerships with global health organizations (across education, research and healthcare).

5. Works with various stakeholders within the Faculty to promote international activities while protecting Faculty interests in teaching, research and clinical service.
6. Encourages the globalization of health sciences activities through enhancing and strengthening international linkages.
7. Participates in global development projects including international research collaboration and supports capacity building in higher education.
8. Seeks international partners with an interest in licensing educational tools and products developed by members of the Faculty.
9. Identifies opportunities for collaboration and international outreach to international organizations (e.g. Canadian International Development Agency, International Development Research Corporation, World Health Organization, World Health Collaborating Center Networks, and Global Health Consortium)
10. Pursue and support revenue generation opportunities in higher education capacity building for health science programs.

Conditions of Appointment

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

Date: November 2003
Revised: October 2009

Approved Executive Committee of the Faculty of Health Sciences 25 Nov 2009
Approved Senate 10 Feb 2010

REPORT TO THE SENATE

FROM THE

COMMITTEE ON APPOINTMENTS

Open Session (Regular)

On December 12, 2022, the Committee on Appointments approved the following recommendation and now recommends it to Senate for approval:

1. **Terms of Reference**

   a. **Revised ToR and Title Change – Director, Engineering & Management Program**

   It is now recommended,

   that Senate approve the revised terms of reference for the Director of Engineering & Management Program and changing the title to Co-Directors of Engineering & Management Program, as circulated.
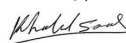
SENATE: FOR APPROVAL
December 14, 2022

MEMORANDUM

Office of the Dean
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Date: December 1, 2022

To: Senate Committee on Appointments

Cc: Susan Tighe, Provost & Vice-President, Academic
Steve Hranilovic, Vice-Provost & Dean of Graduate Studies

From: Heather Sheardown, Dean and Professor, Faculty of Engineering
Khaled Hassanein, Dean and Professor, Faculty of Business

SUBJECT: Terms of Reference: co-Directors, Engineering & Management Program

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On behalf of the Faculty of Engineering and the Faculty of Business, we recommend that the attached terms of reference for a co-Director model of leadership for the Engineering & Management Program be approved.

The Faculty of Engineering and the Faculty of Business have reviewed and approved the terms of reference for a new co-Director (Business) and co-Director (Engineering) of the Engineering and Management Program to provide greater continuity and engagement from both Faculties.

The changes include:
- Moving from a rotating model of leadership between terms to a co-Director model of leadership, similar to the iBioMed/iBEHS program
- Addition of general administration; personnel (faculty & non-academic staff); course evaluations under Curriculum and Teaching; recruitment and outreach; and "Contribute to creating and implementing continuous improvement strategies for the Institutional Quality Assurance Process (IQAP) and Canadian Engineering Accreditation Board (CEAB) for the Engineering & Management programs."
- a complete list of the committees the co-Directors will serve on in their respective Faculties
- Additional of qualifications and attributes of the successful candidates

A copy of the new terms of reference is attached, along with the original terms of reference for information.
Thank you.

BRIGHTER WORLD

Terms of Reference for the Co-Directors of Engineering & Management Program
The Don Pether Chair in Engineering & Management

FUNCTIONS:

Co-Directors of the Program, one representative from the Faculty of Engineering and one representative from the DeGroote School of Business, will coordinate the program, oversee the curriculum, and provide student support and outreach leadership. They will liaise and coordinate with members from each Faculty. The Program Co-Directors will report to the Dean of their respective Faculty and will work collaboratively with the Associate Dean (Academic) in each Faculty. New Program Co-Directors will be selected every 5 years. All communications related to the program will originate from the Co-Directors or the Associate Dean in each Faculty.

ACCOUNTABILITIES:

The Co-Directors of the Program would be responsible for directing the ongoing operations of the program, including, but not limited to the following activities:

- General Administration
- Personnel
  - Faculty
  - Non-academic staff
  - Hiring and Performance of sessional instructors
- Curriculum and Teaching
  - Curriculum
  - Enrollment
  - Program scope and direction
  - Program development
  - Course evaluations
- Student Leadership
  - Meet and advise the Executive members of McMaster Engineering & Management Society
- Budget and Resource Allocation
- Recruitment and Outreach
- Contribute to creating and implementing continuous improvement strategies for the Institutional Quality Assurance Process (IQAP) and Canadian Engineering Accreditation Board (CEAB) for the Engineering & Management programs.

Committees (Faculty of Engineering and DeGroote School of Business, respectively)

Co-Chair:
- Program Operating Committee
- Program Industrial Advisor Council
- Program Policy Committee

Drafted: August 23, 2022

Member:
- Dean's Council
- Faculty Committee
- Undergraduate Curriculum and Policy Committee
- Undergraduate Reviewing Committee
- Innovation Minor Development Steering Committee
- Undergraduate Recruiting and Admission Committee
- Student and Professional Affairs Committee

COMPOSITION:

Two faculty members: one from the Faculty of Engineering and one from DeGroote School of Business

The Co-Directors of the Engineering & Management Program shall be a tenured or tenure-track faculty member; has permanence; or is a teaching-track faculty member. The **Co-Director (Engineering) of the Engineering & Management program** will also assume the **Don Pether Chair in Engineering and Management** and the stewardship responsibilities that are entailed as per the signed gift agreement between McMaster University and Don Pether, dated November 4, 2009.

The appointments are for a 5-year term, with the possibility of renewal.

QUALIFICATIONS/ATTRIBUTES:

The ideal candidate for this position will be a full-time, continuing faculty member within the Faculty of Engineering or DeGroote School of Business. They should be an excellent mentor; have extensive experience in undergraduate education with a strong understanding of, and commitment to, experiential education; have experience working with diverse communities and furthering equity and inclusion goals in higher education; have demonstrated success in networking and collaboration; and have excellent interpersonal and communication skills.

Drafted: August 23, 2022

Terms of Reference for the Director of Engineering and Management Program
The Don Pether Chair in Engineering and Management

The Director of the Engineering and Management Program shall be a tenured or tenure-track faculty member; has permanence; or is a teaching-track. The appointment is for a 5 year term. The **Director of the Engineering and Management program** will also assume the **Don Pether Chair in Engineering and Management** and the stewardship responsibilities that are entailed as per the signed gift agreement between McMaster University and Don Pether dated November 4, 2009.

1. **Operations**

The Director of the Program would be responsible for directing the ongoing operations of the program, including, but not limited to the following activities:

- will teach at least one section of one of the upper year courses (Level 4 or 5) in the program
- will meet with the Executive members of the McMaster Engineering and Management Society at least once per term to discuss the activities of the society
- counsel students – course selection; job placement
- co-ordinate ongoing publicity for the program
- budgeting
- co-ordinate all report writing and instructions
- high school liaison
- industrial liaison
- be responsible for the hiring and performance of sessional instructors needed to deliver the program

2. **Policy and Development**

The Director is responsible for monitoring the Program, and initiating and co-ordinating policy reviews and new developments as required. This would include, but not be limited to, issues of:

- curriculum
- enrollment
- Program scope and direction
- Program development and evaluation

3. **Structure**

The Director operates through the following organization structure:

- Reports to the Deans of Engineering and Business
- Be a member of the Policy Committee
- Chairs the Operating Committee
- Chairs the Industrial Advisory Council

Updated November 28, 2013